

## Development of “PLST” Assessment Model to Detect Development of Language Skill in Early Childhood

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**Abstract** – *the final research, which is at the end of the third year (phase III) is expected to match model assessment “PLST” as well as the guidance in learning in kindergarten, which can be used by teachers to detect and monitor the development of language skills, identifying the amount of vocabulary and sentences are mastered children, and the stages of language development next. To achieve these objectives, the researcher adopted a model of research, development, and diffusion (Hopkins & Clark, 1976). Research phase of the study (first year), namely: a) preliminary study is intended to know the implementation of assessment in kindergarten groups A and B at district/city of Yogyakarta, b) the results of the research study are to find out the results of the research that has been done by experts in relation to the topic under study, c) analysis of the curriculum is intended to identify and map the development of kindergarten children language skills based competency standards and indicators of achievement. Stages are intended to capture the need assessment as a basis for designing a prototype model assessment “PLST”. And finally (first year), from all kindergarten which be the sample study, it was found that all kindergarten were using the general assessment without special assessment for development of children’s language, so it is necessary to create assessment “PLST” to detect the development of language skill for early childhood (kindergarten student). It has to continue in second to third year.*

**Keywords** – Model of PLST Assessment, Language Skill, Early Childhood

### I. INTRODUCTION

Human in living their life, especially when communicating and interacting with other human beings and the environment is dominated by the ability to speak. With the language used will assist them in thinking and doing (Bodrova & Leong, 1996:85). Even Marrison (1988:194) says that communication was largely determined by the degree of a person's ability to speak. Therefore, the language has two functions as public speech and private speech as (Bodrova & Leong, 1996:96). The level of a person's ability to speak, is strongly influenced by the frequency of words spoken to children early on repeatedly (Oberlander, 2005:6), which always heard from the environment. Thus, early childhood language development is a strategic business continues to be done by early childhood educators and especially parents (Neamon , 2006) . Because the nerves that connect with the language ability to function properly and optimally, when young children routinely hear sounds that are repeated (Clark, 2005).

Early childhood can distinguish the sound of hundreds of words and learn to get to know the repeated phoneme. For example, the smallest unit of sound words like "g" in the word "elephant" and showed the ability to pressure the strange pronunciation. Over time, the pronunciation of the word would be true if the child gets a correction and correct assessment of the surrounding environment. Therefore, speak to the children with short words and simple about the names of things (Clark, 2005). Because these words are repeated and remembered continues, so be careful of the words (Burnett, 2006).

In the view of the Platonist theory, language is the structure and meaning of free users (Noeng, 2007:86), as a sign that summed up a goal. It is, for early childhood is the foundation for building language skills. Therefore, the meaning of an object for early childhood symbolized by the sound of voices as a sign of a particular object, even though the number of phonemnya bit (McCarthy, 1980: 50). All early childhood language based on the sound of the voice that he heard. According to (McCarthy, 1980:51) basic sounds in English consists of 25 of these basic sounds. While in the Indonesian language that refers to the Latin alphabet, basic sounds Indonesian consists of 26 speech sounds.

II.

M

## ATERIALS AND METHODS

A.

S

### *pecial Purpose*

The special purpose at the first year of the study (Phase I) is: find and formulate initial prototype model assessment "PLST" early childhood as well as the guidance. The device consists of a model guide practical guide usage, instruments, and assessment criteria.

B.

P

### *rimary Research*

The development of language skills of early childhood and kindergarten, cannot be separated from the aspect of its cognitive abilities. Therefore, language is a complex human ability and fantastic and evolve very fast and outstanding from time since early childhood, so that they are able to understand conversations when communicating with someone (Berk, 1989:363). According to Vygotsky in Megawangi (2005:12) that the development of language and intellectual young children how to include language-ngaikan the mind, especially if it is applied in the form of air-play interesting and fun children (Bodrova & Leong, 1996:125). It is at first no link between language and the mind of the child. Therefore, theoretically to remember and get back the words, Dockrell (2006) is associated with cognitive function and thinking ability of children.

In fact, Newman & German (2002) says that all children have the ability to produce the letters of words based on the frequency and level of the number of letters and words are heard. However, children also find it difficult to pronounce the words, when the letters and words that he had heard it was very limited. The limitation may be due to the child difficulty pronouncing words, or because of the hearing organ dysfunction or organ pronunciation child or the child's age and immature. Therefore, the ability to understand sentences and languages influenced by sensory processes (Mauer, 1999), that is different for each child.

The process of development of language skills in preschool children should begin with the simple life of the neighborhood, and in Megawangi Vygotsky (2005:12) suggested by empirical practice directly. For example, from the objects around the bedroom, living room, kitchen, family perspustakaan, and bathroom. A similar such studies be done by Dyson (2005) in the teaching of words, letters and writing related to the articulation of language to children. He listened to the diversification of the sentence treat every day to children through games selected flexibly. He also gave encouragement and opportunities for children to be playing playing with toys that use various types of simple sentences in the language of everyday life communicative and easily understood by the child as well dimenegrti.

Children will be easier to understand new concepts when they try to solve the problem by using a toy that has a concrete object, and associated with mental content (Noeng, 2007:87). The process of the development of this language would be easier for the child in a reminder on ternalisasi letters, words, sentences, and the sound he heard and he saw a real, thus depicting mentalese concept. In fact, if you should teach the language to children kindergarten by introducing the letter, then the teacher must speak

clearly and correctly (Dyson, 2005), and shows the object, so the concept of thinking about things most children woke call (Conceptual role semantics theory) Fodor (in Noeng, 2007: 87). Referring to the description of which has been described above, can be described as the potential for the development and maturation of early childhood language as stated in Table 1 as follows.

Tabel 1  
Description of potential development and maturation early childhood language

Potential	Development Substance	Age	Language Maturity
Verbal and language	Utter and imitate and words	3-4	<ul style="list-style-type: none"> <li>- Know the voices of those around and imitating animal noises</li> <li>- Declare the short sentences 4 to 5 words</li> <li>- Understand and execute 2 commands</li> <li>- Asking more questions</li> <li>- Mention the name of the object and its function</li> <li>- Interested recited storybook</li> </ul>
	Recognize and understand the sounds, words, and senteces	4-5  5-6	<ul style="list-style-type: none"> <li>- Distinguish different types of sound</li> <li>- Know the sound of each letter</li> <li>- Declare the sentence consists of 6 to 10 words</li> <li>- Understand and execute commands tida</li> <li>- Respond with complete sentences</li> <li>- Mention the name and nature of objects and functions</li> <li>- Learning to read</li> <li>- Know the sound of each letter</li> <li>- Declare the complex sentences (more than 10 words)</li> <li>- Understand and execute 3 commands</li> <li>- Asking and answering questions with complex sentences</li> <li>- Mention the name and nature of objects and functions</li> <li>- Can be read when the child is ready</li> </ul>

**Source:** adapted by Oberlander (2005); Depdiknas, (2004); Moleong (2004); Jamaris (2004); Silberg (2002); Marrison (1988), Gabel (1980) setelah diolah penulis

Hear the letter sounds and spoken words and shows the teacher or parent letters, children require a concentration in voice heard sounds of letters and words, as well as see the shape of the letters and the word order, as well as to establish the concept of thinking of children as a mental content. Therefore, the development of assessment models for monitoring and detecting child in pronouncing letter sounds and vocabulary as well as demonstrates the form of the letter clearly is an important thing to do. Similarly, the level of ability mastery of vocabulary and sentence should be developed instruments for assessment, so the level of development of early childhood language skills will appear.

C.

*esearch Design*

R

This research is a development by adopting the model developed by Hopkins & Clark is a model Research Development and Diffusion or "The R, D & D model" (Havelock, 1976).

In the first year, the research phase, the activities carried out include preliminary study, the results of research studies, curriculum analysis, and pe-nyusunan proptotype models. To achieve this goal, researchers Menga-dopsi models research, development, and diffussion of (Hopkins & Clark, 1976). The research phase of the research (first year) covers the preliminary study, the results of research studies, curriculum analysis, and preparation of proptotype models. The preliminary study was intended to determine the implementation of assessment in kindergarten groups A and B in Prop. Yogyakarta. Study results of the research are to find out the results of research conducted by experts in relation to the topic under study. Analysis of the curriculum is intended to identify and map the competency standards and indicators of achievement. These stages are intended to capture the needs assessment as a basis for designing a prototype model assessment "PLST".

In a preliminary study, data were collected by interview and direct observation. Interview guides and observation research team developed before plunging spaciousness, as a guide in gathering the necessary information.

In the first year, which is the research phase of the study subjects was a kindergarten teacher in Prop. Yogyakarta. Due to limited research, facilities, time and cost, the samples taken from the population. To ensure a representative sample, the sampling technique used is proportional stratified random sampling technique (Krathwohl, 1996).

Analysis of data from a preliminary study conducted by using qualitative descriptive approach accompanied by narration in the interests of research. Data analysis was carried out during the development of models to look at the suitability of the model is constructed based on the construct of theories with empirical data. For this purpose, the model used effectiveness criteria are developed based on in-depth theoretical study. Correspondence between the model with empirical data adjusted criterion developed in the practical implementation in the field. If there is a match between the criteria by implementing practices in the field, the developed model fit (there is a correspondence between the theoretical concepts with empirical data). However, if it is not fit, then the research continues to be done by improving based on the findings of the field, to find the suitability (Nitko & Brookhart, 2007).

III.

R

### RESULTS AND DISCUSSION

The first year's produce a prototype model assessment PLST to detect the development of early childhood language skills (in this case is a kindergartner). To produce the prototype, as has been described in Chapter III of the research methods, conducted three stages, namely: 1) the preliminary study, the results of the study, analysis of curriculum, 2) expert consultation, and 3) formation of a prototype.

Each kindergarten there are the same number of findings related to the types of assessments that are used particularly in language learning. The type of assessment used is to use the process and outcomes assessment. Where in general kindergarten in the district / province city DI.Yogyakarta have in common and in assessing the similarity of language pembelajaran activities. Dilakukna assessment process by teachers during pembelajaran activities take place where it is done by observation and observation of students while teaching bai or at rest which of these observations can determine the ability of the teacher talk and language support child development.

Assessment procedures used to provide an assessment in accordance with the applicable curriculum. The process of initial assessment conducted to observe students. Results pengamatann students occasionally noted but sometimes only in memory, depending on the condition of students and classes. So the assessment process is accompanied by a note is flexible. Assessment uses scores of the criteria that have been set.



Artinya bisa tanpa bantuan guru



Artinya bisa dengan bantuan guru



Artinya mau berusaha mengerjakan



Artiya tidak mau mengerjakan

In addition, teachers can also find out the child's development of records made after the study ended. The instrument used to determine the child's development of language skills yet nothing special. The instrument is still limited to the observation sheet, anecdotal records, linking books, LKA, the format of performance, conversations, assignments, and the work in general.

IV.

C

#### CONCLUSION AND RECOMMENDATION

Based on the results of the discussion in chapter IV, it can be concluded, that all kindergartens in the province DI.Yogyakarta still using assessment in general and not using a special assessment for early childhood language development and yet use assessment "PLST" to detect the development of language skills of children aged early (in this case is the native language, Indonesian). All that can be seen from the types, procedures, and assessment tools used refers to the kindergarten curriculum in 2010 (Permen 58 in 2009), so it is still common, and only adapted to the existing TPP.

Recommendation: have not found the kindergarten that uses a special assessment to the development of early childhood language skills, it is necessary to quickly develop a prototype model assessment "PLST" to detect the development of early childhood language skills in order to further stimulation can be given to children so as to produce a maximum output of such expectations (goals national education).

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