

THE ROLE OF VERBAL COMMUNICATION BY EDUCATION EARLY CHILDHOOD SPEAKING SKILLS AT NON-FORMAL EDUCATION INSTITUTIONS STUDIO LEARNING ACTIVITIES IN SERANG CITY

Rambu Mutiara Rara Meha

Department of Non-Formal Education, Faculty of Teacher Training and Education

Sultan Ageng Tirtayasa University, Banteng-Indonesia

Email : rarameha31@gmail.com

ABSTRACT

This research aims to explore the role of verbal communication by educators in enhancing speaking skills among early childhood students at Non-formal Education Institutions Studio Learning Activities Preschool in Serang City. The findings indicate that educators' verbal communication significantly influences the development of children's speaking skills. Educators who actively employ various verbal communication techniques, such as providing clear instructions, asking open-ended questions, and giving positive feedback, are able to create a supportive learning environment that stimulates children's speaking abilities. Additionally, the implementation of storytelling and discussions has proven to be effective in enhancing children's participation and speaking skills. The research utilized the SLR (Systematic Literature Review) method. Data collection involved documenting related articles in similar studies, with a total of seven national journal articles obtained from the Google Scholar database using the Publish or Perish application. In conclusion, effective verbal communication by educators is key to developing speaking skills among early childhood students at Non-formal Education Institutions Studio Learning Activities Preschool in Serang City.

Keyword: *Verbal Communication, Speaking Abilities*

INTRODUCTION

Education is a learning process undertaken by individuals or groups to acquire knowledge, understanding, and to aid in the development of individual attitudes and skills. According to Law No. 20 of 2003 concerning the national education system, early childhood education is an effort directed at children from birth to six years old. The goal of this education is to assist in the physical and spiritual growth and development of children so that they are ready to continue their education at the

next level. Early childhood is a crucial period for learning as it marks the beginning of a child's learning journey. During this period, children are highly sensitive and easily stimulated by their environment. Therefore, educators need to stimulate all aspects of a child's development to ensure they grow and develop optimally according to their developmental stage. In the education process, the role of verbal communication by educators in early childhood education is significant in shaping the speaking skills of young children to optimize their language skills. Speaking skills in early childhood have a significant impact on their cognitive, social, and emotional development, which are crucial factors for success in further education. Therefore, it is crucial for young children, especially those in early childhood, to receive comprehensive language or speaking skills education.

Language is an essential aspect of human life as we, as social beings, constantly interact with others on a daily basis. The use of language as a communication tool between individuals is unavoidable. Therefore, it is important for every individual to have adequate language or speaking skills to maintain their social lives. Speaking is one part of language skills. It is the ability of individuals to convey thoughts, feelings, or information to others (Nurjamal 2011 in Basri et al., 2023). An individual is considered to have speaking skills if they master the following aspects: (1) speech content, including clarity in conveying main ideas, additional sentences, and continuity in delivery; (2) language aspects, including the use of correct forms, sequences, and word choices, as well as adjusting language varieties to the context and communication participants, using appropriate stress, tone, and intonation, and accuracy in pronunciation; and (3) performance, including body movements, facial expressions, and supporting gestures in conveying speech content (Mulyati 2015 in Basri et al., 2023).

As previously mentioned, the role of verbal communication by educators is one of the determining factors in the quality of early childhood education. Educators are at the forefront of creating quality human resources by interacting directly with children through the teaching-learning process in the classroom. Thus, future generations ready to face the challenges of their time can be created. After conducting initial observations, researchers observed that preschools in Serang City have playgroup classes with children aged 3 to 4 years and classes A and B with children aged 5 to 6 years. In playgroup or playgroup classes, some children still lack speaking skills due to their young age. The purpose of writing this article is to explore the role of verbal communication possessed by educators in improving speaking skills in early childhood.

The process and strategy to prevent children from dropping out of school has been carried out systematically in Indonesia. However, when it comes to the strategy for children returning to school still have difficulties, as well as several obstacles and dilemmas to requires the right strategy. The purpose of this study is to examined the strategies of eradicating out-of-school children and the best practices of alternative schools to provide inclusive and free education Qualitative methods were chosen in the research process, primary data collection was carried out through in-depth interviews and focus group discussions (FGD) with 28 informants, includes policy makers, principals, teachers and students. The data was analyzed using thematic analysis (Rosmilawati, 2024).

Transformative learning is learning that can change students' perspectives in meaning life experience. This transformative learning lead students to have critical awareness in seeing, understanding, or make sense of life experiences or realities what is seen or felt. Transformative learning or transformative learning developed during this time focusing on efforts to resolve internal conflicts within oneself individual to achieve harmony, because the self is a central and integral part of totality of personality (Mustaqin, 2023).

RESEARCH METHODS

This research is a literature study that utilizes the Systematic Review (SR) or Systematic Literature Review (SLR) method. This method is a systematic technique for collecting, critiquing, integrating, and synthesizing the results of various studies related to the question or topic being explored. The research begins by identifying relevant articles related to the topic under investigation. A systematic review is a method for reviewing a specific issue by identifying, evaluating, and selecting the issue and posing clear questions based on pre-established criteria. This method follows previous high-quality and relevant research. This research employs the Systematic Literature Review (SLR) method, which is systematic, explicit, and reproducible to identify, evaluate, and synthesize research and thoughts conducted by researchers and practitioners. The goal is to recognize, review, and evaluate all relevant studies. This research consists of several stages, including:

First, the research question is "What is the role of verbal communication by educators in Serang City's SKB Preschool?"

Second, the data population in this study is journals focusing on the role of verbal communication by educators in enhancing speaking skills in early childhood. Literature search is conducted using data available on Google Scholar, accessed through the Publish or Perish application. The keywords

used are "role of teacher communication in improving children's speaking skills," with article limitations published from 2016 to 2024.

Third, after obtaining various articles, the researcher found 200 articles related to the theme of educator verbal communication in enhancing speaking skills in early childhood from the Google Scholar search. From this number, 20 relevant articles on the research topic were selected. The researcher then studied these articles in detail, and out of the 20 articles, 7 articles that aligned with the character education material were included in the research in detail, while the other 180 articles were not included in the discussion. These seven selected articles are primarily aligned with the research theme and will be presented in the discussion and conclusion section. Below is the flow diagram of the exclusion and inclusion process in the Systematic Review stage.

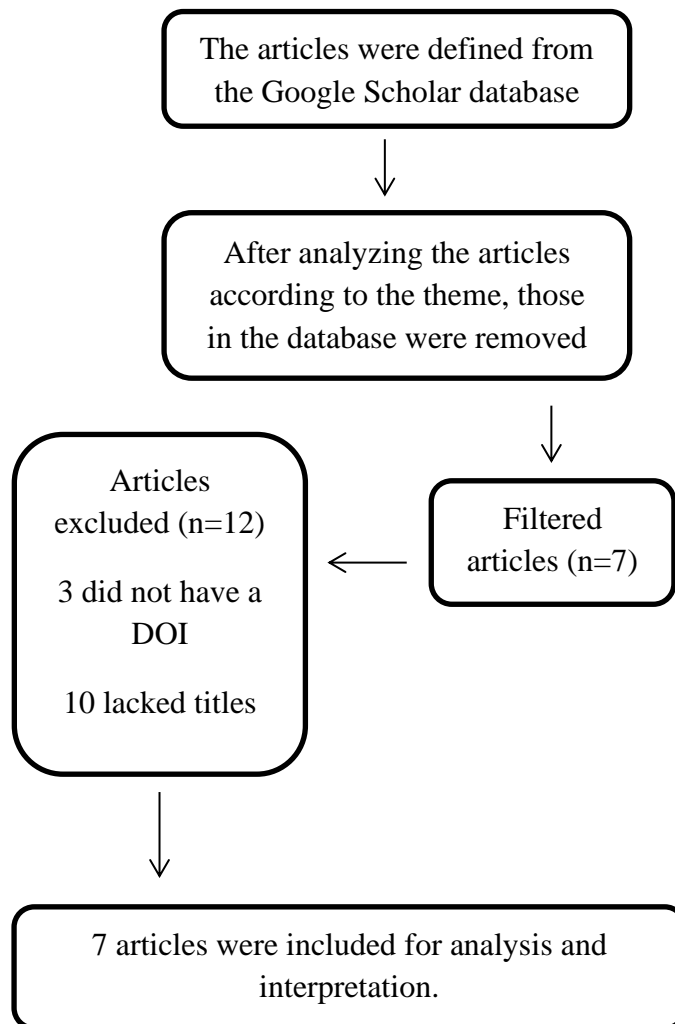


Figure 1. Flowchart of the Systematic Literature Review Steps

RESULT AND DISCUSSION

Verbal communication by educators is crucial in enhancing the speaking skills of young children. Educators need to create a supportive environment. It is essential for educators to serve as role models in the use of language. This means frequently engaging with children using diverse vocabulary and proper sentence structures. When speaking with children, educators should ask open-ended questions that encourage children to think and speak more. Encouraging children to share their experiences and stories also greatly helps in developing their speaking skills. Based on the seven selected journal articles that met the criteria, the research findings are described in the following Table 1.

Table 1. Research results on verbal communication in improving children's speaking skills

Researcher and Year of Research	Journal	Research Findings
Nurlailah Year 2021	Efforts of Teachers in Improving Oral Communication Skills Through Storytelling Methods at SKB II Watang Bacukiki Kindergarten in Parepare City	The research findings regarding the efforts of teachers in improving oral communication skills through storytelling methods at SKB II Watang Bacukiki Kindergarten in Parepare City indicate that this method is effective. Teachers determine topics according to the lesson plans, organize, and develop story frameworks. This helps students enhance communication skills among individuals, from individuals to groups, and from groups to groups.
Fitriani Basri, Harlina Sahib, Kaharuddin Year 2023	Journal of Innovation Research and Knowledge: The Role of Teachers in Enhancing Students' Speaking Skills in Indonesian Language Learning	The study titled "The Role of Teachers in Enhancing Students' Speaking Skills in Indonesian Language Learning" shows that teachers at SDN 51 Kendari have eight important roles in improving the speaking skills of fifth-grade students. These roles are: as educators who assign tasks and provide assistance, as motivators who explain tasks, as demonstrators who master the material, as emancipators who boost students' self-confidence, as mediators who stimulate speaking skills through interaction, as facilitators who provide learning resources, as guides who help students solve problems, and as evaluators who give grades and review material for continuous

		understanding. These roles collectively aim to enhance students' speaking abilities.
Pancana Beta Year 2019	Cokroaminoto Journal of Primary Education: Improving Speaking Skills through Role-Playing Method	The results of the classroom action research conducted in two cycles, namely Cycle I and II, using the role-playing method in the learning process of fifth-grade students at SDN 65 Pajalesang in Palopo City, show an improvement in students' speaking skills. The average speaking skill of students reached 80.58, which falls into the good category. Overall, 82.35% of students have achieved learning completeness, at least in the good category for speaking skills.
Parianto and Siti Marisa year 2022	Verbal and Nonverbal Communication in Learning	Verbal communication involves using language and words as the primary means of communication. Without language that can be understood by others, it would be challenging for humans to convey their feelings and desires. On the other hand, nonverbal communication is a form of metacommunicative communication that is crucial in human interactions. In daily life, nonverbal communication is always present and unconsciously reinforces verbal communication. Therefore, verbal and nonverbal communication are closely related to human life and complement each other. It is impossible for humans to rely solely on verbal communication without the assistance of nonverbal communication.
Dadan Suryana and Nurhayani year 2022	Journal of Obsession: Journal of Early Childhood Education: The Effectiveness of Presentation Techniques in Enhancing Speaking Skills of Early Childhood	The speaking ability of children improved from the initial condition to Cycle 1 and Cycle 2. From these results, it can be concluded that presentation techniques are effective in enhancing the speaking skills of young children. The developmental aspects of children's speaking skills include pronunciation, grammar, vocabulary, fluency, content of speech, and comprehension. However, the grammar aspect of children has not fully developed because presentation techniques encourage children to speak spontaneously without paying too much attention to grammar.

Sapinah, Hamlifah, Kristiani Maryani Year 2021	The Role of Learning Activity Studios (SKB) in Kota Serang as Non-Formal Education Units	Non-formal education, which serves the community, implements non-formal education programs, and improves the economy of the community, has been effectively carried out by SKB Kota Serang. The programs implemented have shown positive developments, enabling participants to progress well and continue their education to higher levels.
Elya Anggaraini Siska Year 2022	Journal of Early Childhood: Building Effective Verbal and Nonverbal Communication in Early Childhood Learning in the Negeri Baru Village	A teacher has conducted a lesson effectively. Prior to starting, the teacher prepared a lesson plan, instructional media, and organized the materials. During the lesson on the theme "The Universe" and sub-themes "Natural Objects" and "Sand," the teacher prepared pictures and wrote the names of natural objects on the board, along with natural and colored sand. This facilitated effective learning. The teacher used proper Indonesian language, explained new terms, and ensured understanding among the students. By utilizing both verbal and nonverbal communication, the lesson became more enjoyable and interactive, leading to increased enthusiasm among the children.

The verbal communication of educators plays a crucial role in enhancing the speaking skills of young children. This role encompasses several aspects that significantly influence language development and children's speaking abilities:

Serving as Language Models: As authoritative figures in the learning environment, educators set an example of proper language usage for children to emulate. Children tend to mimic the way educators speak, making the educator's language model instrumental in shaping their speaking abilities.

Encouraging Expression: Open and friendly verbal communication from educators can encourage children to express their thoughts and feelings more freely. By providing opportunities for children to speak up and share their opinions, educators facilitate the development of effective speaking skills and conversations.

Employing Open-Ended Questions: Educators' approach of using open-ended questions can stimulate critical thinking and deeper verbal responses from children. By posing questions that prompt reflective thinking and lengthy verbal responses, children have the chance to refine their speaking skills.

Providing Language Stimulation: Varied and rich verbal communication from educators can stimulate the development of vocabulary and speaking skills in children. Through interacting and conversing with children using diverse language, educators help expand their vocabulary and enhance their speaking abilities.

Enhancing Social Skills: Through verbal interactions with educators and peers, children learn to communicate effectively and understand social norms in speaking. This aids them in developing essential social skills for interaction in various social environments.

In conclusion, educators' verbal communication plays a vital role not only in improving the speaking skills of young children but also in contributing to the formation of language proficiency and crucial social interaction skills essential for their holistic development.

CONCLUSIONS

Verbal communication by educators plays a vital role in enhancing the speaking skills of young children. Through modeling good language, encouraging expression, using open-ended questions, stimulating language development, and fostering social skills, educators significantly contribute to children's linguistic and social development. The effective implementation of verbal communication strategies in early childhood education is essential for ensuring optimal language acquisition and social interaction among children.

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