

Early Children's Written Language Performance

Kasmiati¹, Oyan D. Taufiq Keseng², Heru Kurniawan³

{kasmiatiridha78@gmail.com¹, oyan@uindatokarama.ac.id², heru_kurniawan@uinsaizu.ac.id³}

Datokarama State Islamic University, Palu, Indonesia¹²,

State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia³

Abstract. One of the language developments in early childhood is writing skills which are acquired through various performances that occur in child development. This research aims to identify and explain the stages of written language performance that occur in early childhood development. The research method used is qualitative research with a focus on document research. The documents used as data sources are references that discuss writing skills in early childhood based on reference books and journal articles. Data collection techniques are carried out by reading and recording data which is then studied and analyzed based on the latest research results and theories. The results of the research are that written language performance in early childhood occurs through the child's auditive performance mechanism; written language on children's visual performance; written language on thinking performance; and written language on children's motor performance.

Keywords: language performance, writing, early childhood.

INTRODUCTION

Regular reading activities in early childhood play an important role in improving children's reading and writing abilities. This happens because through the activity of reading books, children are accustomed to seeing lots of books and various writings scattered in books from an early age. With books scattered around and often used by children as tools or media for playing. Starting from playing with bridges, playing with cars, to trading with friends and younger siblings. The children then enjoyed playing with books. Of course, children become familiar with books and the writing (letters, words, sentences and pictures) that are always there and decorate books (Marwany & Kurniawan, 2020).

After that, every day at an early age he would always fulfill his desire to scribble. Scribble anything the kids want. Children are individuals who like to carefully observe every line drawn by their parents. Almost every day parents are involved in drawing with their children through various activities. It's not surprising that if parents are actively writing or drawing, their children will also take part in drawing, doodling and coloring activities. Children also become accustomed to coloring pictures that their parents have made (Ullmann, 1977).

Parents who intensively often create games for their children in a book. Games in the form of connecting, filling, matching, and so on activities whose materials are letters and numbers. Children really like and enjoy these play activities. At an early age they are used to books that contain written language units, pronunciation or pronunciation of written language symbols, movements in writing and lining, and writing and reading skills. With such conditioning, children aged 4-5 years can automatically read and write on their own, even if they do not receive intensive reading and writing lessons.

The facts above show the fact that children naturally acquire spoken language in the form of speech that is heard and said, but to acquire written language in the form of sound symbols children must be deliberately conditioned (taught) by taking into account the natural principles of children learning spoken language. , namely through the mechanisms of physiological and psychological growth and development that occur in children (Montessori, 1995). This fact occurs because children have the behavior to master written language if it is formed from an early age (Kurniawan, 2015). Children at an early age are children with the most effective psychological and physiological conditions for learning language (spoken and written), and the ability to have good language skills makes children optimal in perfecting their potential.

From here, the most effective conditioning for learning written language is carried out from children at an early age. We can compare and see the reality, children who have good written language skills from an early age tend to have better reading and writing abilities and habits than individuals who do not have good skills from an early age. However, the problem is that the performance of learning written language in young children must be properly understood in accordance with their physiological and psychological development, namely through the internal understanding of early childhood, one of which is through the performance of thinking in written language. This is done because, by knowing written language performance, the process of conditioning written language in early childhood can be in accordance with the performance mechanism of the conscious mind of early childhood. From here, this research will discuss written language performance that occurs in early childhood.

RESEARCH METHOD

The type of research used is qualitative research with a focus on document research, namely research that examines written documents as a data source (Albi, A., & Johan, S, 2018). The documents studied and researched were reference sources from books and journal articles that discussed writing language performance in early childhood. Data collection was carried out using reading and note-taking techniques (Moleong, 2021). The reading technique is carried out by reading intensively and carefully on the text or document being studied. From the document data source, after reading it, important data that will be discussed is recorded, namely data related to early childhood language skills (Muhadjir, 2020). The data that has been collected is then studied, analyzed or discussed based on theory and research results. The results of this discussion later became important findings in this research.

RESULT AND ANALYSIS

The basic principles of written language performance are substantially related to the ability to think creatively and critically regarding information and knowledge obtained through reading and writing activities (Suyono, 2009). Reading and writing are the main basis for carrying out written language activities. Reading is used as a receptive activity in accessing information and knowledge, while writing is used as access in conveying information, knowledge, and ideas.

The critical-creative thinking process is formed in the cognitive area where when reading actually occurs the thinking process in understanding language, context, information, and even knowledge. The thought process is formed in understanding the text which is related to the knowledge and experience of the reader so that a new understanding is formed. This new understanding then carries out its own construction process in the reader's mind. In this mechanism process, reading will form a critical and creative way of thinking (Ullmann, 1977).

When a child reads or is read to, the child's mind will focus on thinking in conquering the meanings of language, realizing imagination, and understanding information, knowledge, values and meaning. This thinking performance will utilize all previous knowledge and experience so that this mental performance will shape children's critical and creative thinking because children, through reading activities, will get new information and knowledge. Knowledge that will then be used to give meaning and view oneself, the environment and other people based on the results of creative and critical thinking in reading.

If this is the case, then what will happen is the child's desire to express understanding of his critical-creative thinking in his daily life (Ullmann, 2018). Because this understanding process is carried out in written language, namely through reading activities, then one of the expressions in expressing Children are also conditioned to do this through writing activities. Through writing, children will carry out critical and creative thinking activities at the next stage, namely the activity of reconstructing understanding, thoughts, ideas and feelings that have been obtained through

reading which are then reconstructed according to their critical and creative abilities (Salnita, Yulia Eka, et al. ., 2019).

The results of the reconstruction of the understanding of critical and creative thinking are then written down. In this writing process, children will also involve their critical and creative thinking again because writing is an activity of organizing and reconstructing information and knowledge systematically through written language symbols. Critical and creative thinking activities in writing occur when children organize written information and knowledge as well as creative and critical thinking activities in actualizing information and knowledge into representative language symbols (Salamah, 2019).

Through the two activities of reading and writing, children's critical and creative thinking will be formed from an early age. We can also see that children who from an early age have good habits, for example reading books or being read to and trained to express their thoughts simply through writing, these children will grow up to be people who think creatively and critically. This happens because from an early age these children are constructed with information and knowledge that develops their thinking abilities well. From here, based on the performance of conscious language thinking and written language performance, we can formulate written language performance for early childhood that is appropriate to the child's language and thinking development. This is important because written language performance moves in the area of language and thinking. The two of them have a mutually supportive relationship with each other. For this reason, introducing written language to early childhood is based on these two basics (Richard, Jack C & Richard Schidt, 2002).

First, children's auditive performance. Written language for children's auditory performance focuses on children's ability to understand language sounds. When a child's conscious mind is still pure, but the child's absorption process is at its best moment, then when the sense of hearing is most dominant, the absorption of language sounds becomes an important thing that must be stimulated in early childhood. By paying attention to simple abilities, the most preferred language sounds in auditive performance are simple and loud or rhythmic (Otto, 2015).

Songs with melodious notes, with simple language sounds are the best alternative for optimizing auditive performance. With sounds that have beautiful melodic notes, young children at this early stage will enjoy it. It will dissolve into the sound of beautiful rhythmic notes. And supported by simple language sounds full of repetition, the child's language absorption system will work optimally. Through melodious language sounds, children will immerse language sounds in their conscious minds.

Here, we will find early childhood children, with auditory performance that is developing to its maximum, who will like beautiful rhythmic and melodic sounds, and prefer to play one spoken word with a variety of beautiful intonations. This intensive stimulation will enable the child's absorption of language sounds through the auditory system to be carried out well, and stored in the conscious mind well too.

Reading simple stories with lots of repetition of words is also an important alternative in optimizing written language performance through early childhood auditing. The story is introduced simply. Tells a simple world with a simple plot. In this story it can be combined with an interesting rhythmic melody song. Young children will definitely like it. Through this story, apart from language sounds that will be absorbed, the logical thinking skills that build the storyline will become an important understanding that children will absorb. It provides a foundation for children's initial understanding of logic. Not only the logic of language with its sounds, but also the unity of simple language with a flow of thought presented through stories (Montessori, 2016).

With these basic auditive abilities, we can optimize early childhood written language performance through: (1) intake of rhythmic, melodic language sounds made into simple, enjoyable songs; (2) repetition of simple words with various interesting melodic variations; and (3) telling simple stories with a focus on word repetition and simple plot. These three steps will enable the potential for auditory performance to develop optimally in early childhood, which in turn, early childhood will have good written language skills in the future when children are given this stimulation (Montessori, 2013).

The results achieved with these three steps are that the child's conscious mind already has good language potential. The potential of the language will later be used to develop written language

skills at the next stage. This written language potential must also be continued by optimizing language and thinking conditioning at the next stage, namely the visual performance stage.

Second, written language on children's visual performance. When children can use their sense of sight, there are three things that must be shown to children to optimize their written language skills: speech tools for pronouncing language, pictures that develop imagination, and writing in letters that represent language. Through these three things, children's visual abilities will be oriented to support and develop written language performance in early childhood (Montessori, 1995).

Inviting children to communicate intensively through: direct face-to-face discussions, showing pictures that tell stories, and reading books that show their construction are important ways for children to develop their written language skills. Through this activity, children will absorb and store language units and information in the central brain well, which then becomes conscious knowledge and experience for early childhood. This visual performance becomes a means for children to obtain and understand language and information receptively. Written language skills will later become the basis for productive written language skills, namely speaking and writing.

This visual written language performance moves in the area of the sense of sight which absorbs speech movements, images and language units which are transmitted to the central brain. This central brain will store it into an important conscious knowledge of language. By doing it repeatedly, the language knowledge gained from this process will be well stored in children's consciousness. With this good language awareness, one day, when children call upon this ability to be actualized through speaking and writing, the language skills acquired visually will manifest in well-structured speech and writing, which represents the flow of thought and language logic. which is good too (Lilliard, 2019).

From here, developing written language skills in early childhood must pay attention to the child's visual performance. By providing good visual performance, young children are being equipped with good written language skills. And what teachers and parents need to do in developing this visual written language performance, parents must actively encourage their children to communicate, actively read stories with pictures, and read books in complex language units. With these three steps, written language skills obtained through visual performance can be developed to the maximum.

Third, written language on thinking performance. This performance is related to two important things: the child's ability to understand language and the child's ability to connect language with the world outside it which will provide understanding in the form of information and knowledge. In terms of performance, initially young children understand spoken and written language only at the level of memory absorption regarding sounds and pronunciations, and only recognize written language in symbols (Getman, 2016).

However, along with intense visual performance activities, where language is used to convey intentions and desires, and language contains meaning and information, young children then understand that language does not stand alone. In language there is something that is referred to in the form of a world whose form is information and knowledge. This is where the thinking performance of young children is formed. Early childhood children begin to use their thinking abilities to understand language as a reference for the world.

Initially, children's thinking performance is simple in understanding language as a medium for conveying written language, namely language refers to the world and conveys world issues using language. The thinking process is simple, that is, children try to understand the meaning of words and understand the meaning of language users in the form of information. Here, young children enthusiastically think using language to understand meaning and intent. The process of thinking using language media makes young children begin to organize their cognitive abilities using a language system which will later influence the system of thinking and the breadth of knowledge and information in young children (Dardjowidjodo, 2005).

If you understand this, this thinking performance activity continues to understand language as information. A series of languages that are conveyed in a complex manner, especially in written language, is not just about understanding the meaning and intent. This is where children's thinking abilities are enhanced even further. The performance of thinking through language is more complicated and complex. This complex thinking performance occurs in understanding texts conveyed in written language.

Written language text is a collection of language units, from words, sentences, to discourse, which are organized to convey a complex world and information. Understanding the world here cannot be done by just releasing the meaning and intent of language, but it involves the relationship between languages and between information and the world which then forms a new world and information. For example, in children's stories or written fairy tales there is a lot that is hidden in them, for example, values, themes, contextualization, and so on. Which requires children to think intensely so they can understand these aspects well.

On the basis of these two thinking performances, to develop children's written language performance skills, two things parents and teachers need to do are introduce the meaning of language units through active reading and reading books. This activity will develop children's written language performance in thinking because children will be introduced to various worlds in reading books. It doesn't stop here, if the book has been read, then invite children to discuss it to understand further by giving children questions to answer. Starting from simple questions to complex and complicated questions.

When answering this question, written language performance in thinking will be optimized. Children will truly understand reading by connecting the reading with the experience and knowledge they already have, so that when children are asked questions, children will immediately empower their thinking processes in understanding the reading text. This is where, through questions, children's writing and thinking skills will develop well. For this reason, reading lots of books and giving intensive questions about reading to young children will maximize children's written language and thinking performance well.

Fourth, written language on children's motor performance. With good thinking performance skills, young children will have lots of good thoughts and ideas too. This ability will then encourage children to perform well on motorbikes too. This motor performance is related to written language performance in the aspect of expressing ideas that have been obtained in previous performance, which is carried out through speaking and writing activities (Dardjowidjodo, 2005).

A child's written, motor, spoken language skills are formed after the child has a conscious language mind in the aspects of language mastery (auditive performance), lip movements (visual performance), and a good understanding of the world (thinking performance). From here, after the child hears, sees and thinks about language the urge to express ideas becomes strong, at least the urge to convey desires. The children then moved their speech organs or spoke. At first they say things that convey their wishes, but if the thinking performance process is carried out well, then children will get used to conveying ideas (Getmann, 2016).

Meanwhile, writing motor skills are also initially carried out simply, namely writing words for functional purposes, for example, saying names and simple words. However, if thinking performance is mediated by good book reading, children will be encouraged to write down their experiences, imaginations and ideas. Writing these ideas at first is simple, but by continuing to receive reading material, over time children can write down their ideas and imaginations well too.

From here, motor performance in expressing ideas in early childhood can be developed. To develop this ability, apart from getting good nutrition from reading activities and reading books, if necessary, carry out learning activities that can condition young children to think and express their ideas. Of course, learning activities are based on fun play.

In the beginning, early childhood children are conditioned to enjoy learning by expressing their experiences and imagination through spoken language because this is easier. However, gradually you can move towards writing it simply. From writing simple results of experience and imagination, it can be developed to writing simple ideas with the assistance of parents and teachers. From here, motor performance in written language can be developed well in young children (Montessori, 1995). With the explanation above, it can be concluded that written language activities for young children must be carried out based on the stage of the child's conscious language thinking because written language is related to activities of understanding, thinking and expressing ideas using language media. By paying attention to the stage of conscious language thinking, the cultivation of written language in early childhood can be carried out optimally, so that in the future these early childhood children will grow into a literate generation.

The stages of the conscious mind of language in early childhood which are used as the basis for written language include: (1) the auditory stage, namely the stage of the child's conscious mind in using their sense of hearing to absorb, store and understand language; (2) visual stage, namely the

stage where young children understand language through written language symbols that are absorbed through the sense of sight, which will then be connected to the previous stage, namely auditory; (3) thinking stage, namely the stage where young children begin to understand that the language that has been stored and absorbed actually has a relationship with the world outside it, and here, through this understanding, children are already thinking as suggestions to be able to convey desires, experiences and ideas. -the idea; and (4) the motor stage, namely the stage of young children's ability to connect the three previous stages so that children can convey ideas through the motor activities of speaking and writing.

By understanding the stage of early childhood's conscious thought in written language, parents can maximize the four stages in relation to developing children's written language skills through various activities: (1) at this auditory performance stage, parents and teachers must intensively simulate it with activities provide children with language intake at an early age through talking and reading books so that all words will be absorbed and understood in the child's conscious mind; (2) when progressing to the visual performance stage, what teachers and parents need to do is invite children to talk and read books by showing children verbal expressions and words and pictures which will stimulate their thinking abilities; (3) with these two stages, children have potential to understand language, the next step is to design the child's thinking stage, through activities of introducing the meaning of words through pictures and reading books followed by asking questions intensively so that children answer well so that the thinking process occurs; and (4) conditioning children's motor skills in speaking and writing through fun learning activities, namely conditioning children to be able to express imagination, desires, imaginations and ideas through speaking and writing activities as a result of the child's conscious mind.

CONCLUSION

In introducing written language to early childhood in an organized way, children's development goes through stages of language performance: (1) children's auditive performance. Written language for children's auditory performance focuses on children's ability to understand language sounds; (2) written language on children's visual performance. When children can use their sense of sight, there are three things that must be shown to children to optimize children's written language skills: speech tools in pronouncing language, pictures that develop imagination, and writing in letters that represent language; (3) written language on thinking performance. This performance is related to two important things: the child's ability to understand language and the child's ability to connect language with the world outside which will provide understanding in the form of information and knowledge; and (4) written language on children's motor performance. With good thinking performance skills, young children will have lots of good thoughts and ideas too.

References

- Albi, A., & Johan, S. 2018. *Qualitative Research Methodology*. Publisher's Imprint.
- Dardjowidjodo, Soenjono. 2005. *Psycholinguistics: An Introduction to Human Language Understanding*. Jakarta: Indonesian Obor Foundation.
- Getman, David. 2016. *Elementary Level Montessori Teaching Method: Learning Activities for Toddlers*. Trans. Annisa Nuriowandari. Yogyakarta: Student Library.
- Greetings, Siti. 2019. "A Brief Study of Language Acquisition in Children" in *Journal Article*....
- Kurniawan, Heru. 2015. *Indonesian language skills*. Purwokerto: STAIN Press.
- Lilliard, Paula Polk & Lynn Lilliard Jessen. 2019. *Montessori: Educating Children from Birth*
- Marwany & Kurniawan. 2020. *Early Childhood Literacy Education*. Yogyakarta: Ar-Ruz Media.
- Moleong, Lexy J. 2021. *Qualitative Research Methods*. Bandung: Rosda Karya.

- Montessori, Maria. 1995. *The Absorbent Mind*. New York: Harry Holl and Company.
- Montessori, Maria. 2013. *Metode Montessori*. Trans. Ahmad Lintang Lazuardi. Yogyakarta: Student Library.
- Montessori, Maria. 2016. *Childhood Secrets*. Trans. Ahmad Lintang Lazuardi. Yogyakarta: Student Library.
- Muhadjir, Noeng. 2020. *Research methods*. Yogyakarta: Rake Sarasin.
- Otto, Beverly. 2015. *Language Development in Early Childhood*. Trans. Prenada. Jakarta: Prenada Kencana.
- Richard, Jack C & Richard Schidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Ltd.
- Salnita, Yulia Eka, et al. 2019. "Language Acquisition in 3 Year Old Children" in *Journal of Obsession: Journal of Early Childhood Education* Vol. 3 Issue 1. Hlm 137-145.
- Suyono. 2009. *Learning and Learning*. Bandung: Rosda Karya.
- Ullmann, Stephen. 1977. *Semantics, an Introduction to the Science Meaning*. Oxford: Basil Blachwell.