
A Study on the Ability of First Grade Students in Communicating Language at SDN 005 Bukit Ranah, Kampar

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Abstract: Before studying at elementary school, children should study in early education. One of the children's early education was conducted at PAUD institutions. Here, the students give stimulants to grow and improve properly. One of them is the ability to communicate language. In communicating language, the children are easy to communicate with others in their environment. From the research findings that conducted at 005 Public Elementary School Bukit Ranah, Kampar, it is known that three indicators are communicating orally, having vocabulary, and knowing symbols in reading, writing and counting. For further information, they also continue the stories that have been played and demonstrate their understanding of the story.

Keywords: communicating language, primary students

1. Introduction

Students must be prepared to enter elementary school in order to be ready when continuing their study. The students must study in PAUD. PAUD is an education that provides services for children before continuing to elementary school. The existence of early childhood education (PAUD) is expected to help children and prepare themselves for the things they needed in the primary school. Therefore, the children are ready to learn and they are not surprised or afraid when the learning process is begun.

Nur Halimah & Fajar Kawuryan (2010) revealed that there are the differences between children who had learned in kindergarten and children who had not learned. The differences can be seen from the intellectual and social emotional abilities of children. And teachers in primary schools will have difficulty in teaching and giving approach to children. The teacher will provide more strategies in learning for children who do not have good readiness. And children who are good at learning readiness, they will make the teachers are easy to teach them. In this case, learning process is not going well. Teachers must work harder for children who have different readiness when they enter elementary school.

Lely Ika Mariyati (2017) revealed that there is a relationship between age and readiness of children to enter elementary school. The more mature the children to enter elementary school, the more ready they are in learning at elementary school. However there is no difference between the sexes and child readiness. From these conditions it can be seen that gender is not a problem for children's education but age has more impact for children in learning.

Mohamad Rifai & Fahmi (2017) stated that learning readiness is needed to enter primary school in cognitive, affective, and psychomotor readiness so the children are easier to participate in

activities that are carried out at school. The children's ability affect on their self-confidence. Basically when the children have good self-confidence, it is helpful the children to follow the learning in elementary school. The children's confidence arises because their abilities have developed well. This ability develops by giving the right stimulant at an earlier age, especially when the children are in early childhood education. Building children's self-confidence is the task of teachers and parents. Children who have good self-confidence will easily adjust to the learning process in their school.

One of the abilities that affect the children when they enter primary school is language. Language skills will help children to communicate with teachers, friends and the school environment. Khotijah (2016) explains the function of language for early childhood is oral communication can be developed for daily activities both at home and at school. To improve children's language skills need to get attention both teachers and parents at home. Paying attention to children's language skills needs to increase children's self-confidence.

Riri Delfita (2012) states that to achieve children's language skills, learning strategies and approaches to children's are needed to prepare themselves to enter further education. Teacher's ability to provide learning strategies and approaches to children will help children to develop their language skills. In Permendikbud No. 137 of 2014 for children aged 5-6 years is given indicator to express language, namely, answering more complex questions, mentioning groups of images that have the same sound, communicating orally, having vocabulary, and recognizing symbols for reading readiness, writing and counting, arranging simple sentences in complete structure (main sentence-predicate-information), Having more words to express ideas to others, continuing some stories that have been heard, showing understanding of concepts in storybooks. Indicators expressing language must have developed before children enter elementary school. Based on the writer's observation, the disclosure of children's language has not been well-developed on the first grade students at SDN 005 Bukit Ranah, Kampar. It seems like the children's habit who does not speak Indonesian in their daily life, they cannot show ideas in telling stories and show good understanding when communicating in Indonesian.

2. Methodology

The method used in this research is quantitative descriptive research. The quantitative descriptive method looks at the condition of the research variable by looking at the indicators that explain the variable. The population was the first grade students at SDN 005 Bukit Ranah, Kampar totaling 71 people, all of them were made as samples in this study. The data was collected by observations tabulated into tables and seen the percentage that was described the findings of the students' ability in communicating language. To assess the children's ability to use the following references:

Table 1. Criteria of Children's Abilities

No	Scale	Symbols	Note
1	1 - 25	BB	No developed
2	26 - 50	MB	Develop position
3	51 - 75	BSH	Develop as hope
4	76 - 100	BSB	Develop well

1. Research Findings and Discussion

1.1. Research Findings

The observations conducted on children of first grade students at SDN 005 Bukit Ranah, Kampar, it can be seen based on the following table:

Table 2. Description of the First Grade Students' Ability in Communicating Language of SDN 005 Bukit Ranah, Kampar

No	Indicator	Ideal Score	Actual Score	Percentage	Note
1	Answer more complex questions	284	163	57.39	BSH
2	Mentioning groups of images that have the same sound,	284	158	55.63	BSH
3	Communicate orally, have vocabulary and recognize the symbols to reading readiness, writing and counting.	284	124	43.66	MB
4	Compose the simple sentences	284	159	55.99	BSH
5	Have more words to share ideas to others.	284	175	61.62	BSH
6	Continue the stories that has been heard	284	97	34.15	MB
7	Show the concepts from the story book	284	76	26.76	MB
	Total		952	335.21	
	Average		136	47.89	MB
	Note				

Table 2 is generally known that the ability of first grade students to communicate the language of SDN 005 Bukit Ranah, Kampar is in the developing position (MB) as indicated by the value of 47.89. If it is taken from the ability, the highest score to express Language can be seen as follows: having more words to express ideas to others 61.62 BSH, answering more complex questions 57.39 BSH, composing simple sentences in complete structure (subject sentence-predicate information) 55.99 BSH, mentioning groups of pictures that have the same sound 55.63 BSH, communicating verbally, having vocabulary, and recognizing symbols for reading readiness, writing and counting 43.66 MB, continuing some stories that have been heard 34.15 MB, showing understanding of the concepts in the story book 26.76 MB.

3. Result and Discussions

Communicate orally, have vocabulary, and recognize symbols for reading readiness, writing and counting the percentage of 43.66 MB categories. Dinar NurInten (2017) explains that communicating by playing will create joyful, security, and not tense for children. Thus, adults who are in the child's environment will be their friends. Therefore the communication is built more meaningful. Furthermore, the children can improve their speaking skills and adults provide stimulants in order that the children master many words. Rafidah Hanum (2017) children who are accustomed to communicate well can build their personality, but the children who do not get refraction to communicate well will have difficulty in expressing their opinions. A good way to improve is having a good relationship between parents, teachers and children. Communicating with children is an effective way to create children's communication in the future. Children who are accustomed to communicate well will have good response. The environment is also a great role for children in communicating language. Paying attention to the environment is very important for teachers and parents. If the children express language well and know the symbol, they are easier to enter the next level of education.

Continuing some of the stories that have been played by the children has the percentage of 34.15 MB categories. Storytelling is the way to attract children attention of the message that the teacher will convey to them. Pupung Puspa Ardini (2012) states that there is an interaction between fairy tales and communication skills, this indicates that interaction and fairy tales provide benefits to the child's developmental abilities. Children who have higher language skills are easier to understand social values. Telling fairy tales and communication be a role in developing the children's abilities. In a fun activity, the children will give their focus so the teacher can insert messages, or invite children to communicate it. To stimulate the ability of language can be done by continuing the fairy tale that has been heard or told. Communicate orally, have vocabulary, and recognize symbols for reading readiness, writing and counting have the percentage of 43.66 MB categories. Dinar NurInten (2017) explains communicating by playing will create joyful, security, and not tense for children. Thus, adults who are in the child's environment will be their friends.

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Understanding the concepts that contained in the storybook is a sign whether the child's ability has developed or not. Children who have understood the concept in the storybook can be known from the child's ability to retell the story they have listened or read. YosephinePriscilliaPutriRosari et al (2014) emphasized that teachers are expected to provide learning by using story books suitable for the characteristics of children. Every children is different. The teacher should be smart in recognizing the differences of children by using story books that can be done well. If the children are better to tell their understanding of the story book, their language skills are well-developed. Children who have good language skills will show the development of children's communication skills. Khotijah (2016) explains that the function of language is for oral communication for children. It can be developed both daily activities at school and at home. The development of activities are carried out by children must get attention especially for teachers at school. Teachers should provide activities that develop children's storytelling abilities. To support this, the teachers have to select the storybooks that children's interest. The selection of storybooks must be adjusted to the children's interest and the development of abilities that will be improved.

4. Conclusions

From the results of the study, it can be seen that seven indicators of communicating language ability has four indicators are category of Hope Developing (BSH), while three indicators is category of Start Developing (MB). In general, the ability to communicate language is category of Start Developing (MB) which is shown from the percentage of 47.89.

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