



EXPLORING LANGUAGE DEVELOPMENT BARRIERS ON STUDENTS IN THE ERA OF GLOBALIZATION

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ABSTRACT

Language has a vital role in human life in general. Because with language a person can communicate with one another. It starts with communication between families and communities and continues with state life. Recently, the existence of language has become a major highlight in education. Language becomes a culture that must be preserved. To develop skills in yourself, add insight with the diversity of learning languages and other things that support the improvement of self-quality. And in this way, language seems to be an essential scourge they must master. And this is true. With language, one will rule the world. Language development in students in the era of globalization is considered very lacking because it is caused by several factors and obstacles, such as family factors, a less conducive environment, and a need for socialization about the importance of language development in schools. This research uses a qualitative research approach. This study aims to analyze the obstacles faced by students in language development in the era of globalization. Language, in general, plays a vital role in human life. Because you can communicate with language. Starting from communication between families, communities, and even national life, the existence of language has recently become a significant topic in education. Language is a culture that needs to be preserved. To develop your skills, add insight into the diversity of language learning and other things supporting self-improvement. So, language is like a critical tragedy, and they must learn it. Language development in the globalization generation of high school students is considered inadequate because several factors and disabilities, such as language development in schools, cause it. This study used a qualitative research approach. The purpose of this study is to analyze the obstacles students face when working on language development in the generation of globalization.

INTRODUCTION

Language is the primary communication tool in life. The main and first provision of man in his communication is language. Good mastery of language at an early age can equip children to be skilled in language later in life. The potential of children needs to be adequately developed through active stimuli from various parties. The involvement and role of people around children can help children master language optimally; in this case, the teacher, as the closest person to children in the school environment, must be sensitive to each student's language development. Indonesian is the official language of the Indonesian nation. Therefore, Indonesia has a vital role in

developing Indonesian people. Besides that Indonesian also as the identity of the Indonesian nation needs to be fostered by every Indonesian citizen, especially in this era of globalization; this is necessary so that the Indonesian nation is not carried away by foreign influences and cultures that are not in accordance with the language and culture of the Indonesian nation. This outside or foreign influence is very likely to occur in this era of globalization. Borders between countries that are no longer clear and no longer exist, as well as the influence of such sophisticated communication tools, must be faced to maintain the identity of the Indonesian nation, including the identity of the Indonesians.

According to Koentjaraningrat records (1993: 3), most countries in the world are multiethnic; from about 175 UN member states, only 12 countries whose population can be said to be homogeneous, and among the twelve multiethnic countries, there are still many who do not have a national language. Therefore, the Indonesian nation consists of more than 250 ethnic groups with no less than 500 ethnic languages each (Djojonegoro, 195:4). One of the things that needs to be considered is the issue of national identity. The identity of Indonesian shows that Indonesian is a simple language. The grammar is very easy, making it easier for foreigners to learn Indonesian. However, this simplicity and uncomplexity do not reduce the position and function of Indonesians in the association and world of life of the Indonesian nation in the midst of between nations association. Indonesians can convey complex thoughts in science clearly, regularly, and precisely. Indonesian is a reliable characteristic of Indonesian culture in the midst of between-nation associations in this era of globalization.

Language development allows children to learn to understand and control themselves. When children learn to speak, they inadvertently develop knowledge of phonology, syntax, semantics, and pragmatic systems (Tompkins, 1991:8; Jalongo, 1992:12). Ellis (1989: 79) calls it an element of language. This knowledge can be developed by children in life in their environment, both at home, in play life, and in school. In school life, the teacher's knowledge of children's language is useful for the purposes of planning, implementing, and evaluating learning. Thus, teachers should have extensive knowledge about children's language development and how to develop it so that later they have correct and good language skills in listening, speaking, reading, and writing.

Early Childhood Education (PAUD) is part of preschool education. This education, in particular, has been regulated in the Law of the Republic of Indonesia Number 20 of 2003 article 28

article 1, which states that PAUD is held before the basic education level. Furthermore, it is stated in paragraph 3 that ECCE in the formal path is in the form of Kindergarten (TK), Roudatul Atfal (RA), or other equivalent forms of 2003 (Ministry of Education: 2003). Although early childhood education is not required to enter elementary school (SD), its presence gives meaning to parents, society, and children's further education. In the 2003 National Education System Law chapter II article 3, it is stated that ECCE aims to develop children's potential optimally to form basic behaviors and abilities according to their level and development (Ministry of Education, 2003). Elementary School Teacher Education (PGSD) is a field of science that provides provisions on how to become an educator and a teacher for elementary school students. You will learn a wide variety of subject matter. By the time you enter elementary school you will discover many fields, ranging from Indonesian, Mathematics, Science, Social Studies, and PPKn.

The child's potential can be developed through learning activities outlined in the Teaching and Assessment Program Lines in the Semester System - Kindergarten Education Unit abbreviated as GPPSS TK GPPSS-TK (Ministry of Education: 2002). It is stated that GPPSS-TK is a set of teaching and learning activities planned to prepare and lay the foundation for the further development of students. This activity is an effort to develop behavior formation and basic ability development that is adjusted to the stage of child development (Ministry of Education, 2003). The development of these basic skills includes the development of language skills.

Elementary School Teacher Education (PGSD) is a field of science that provides provisions on how to become an educator and a teacher for elementary school students. You will learn a wide variety of subjects. By entering elementary school, you will learn many fields, including Indonesian, mathematics, science, social studies, and PPKn.

The use of language in elementary school children is generally in the form of narratives and conversations. In children aged 5-6 years, language development becomes complex and difficult to understand, and they tend to be less able to communicate information to their parents. This becomes an obstacle for children in developing their language skills. With the development of existing syntax and the simultaneous acquisition of new forms, it is a method that children can use continuously to develop sentences by lounching several nouns and verbs. In morphological development in early elementary school, children can be characterized by the use of prefix words, and the most difficult thing that children face is the use of inserts. The development of syntax in elementary school children can accelerate their speaking ability.

RESEARCH METHOD

This study used qualitative research methods. The qualitative research method is used to compile data or information collected by researchers with the final results in written form. This study aims to analyze the obstacles early childhood and elementary school children face in language development in the era of globalization. This qualitative research method can be formulated in written form, such as problem formulations in associative, descriptive, and comparative forms.

RESULTS AND DISCUSSION

A. Language Development Definition

According to its function, language is a communication tool a person uses in associating with others. Language is a social tool. Therefore, the use of language becomes effective since an individual requires communication with others. From the moment a baby begins to communicate with others, language has since been pronounced. In line with social relations, a person's language (babies - children) begins with palpation (sounds or

meaningless sounds). It is followed by the language of one syllable, two words, composing simple sentences, and so on, socializing using complex language according to the level of social behavior.

Language development is related to cognitive development, which means that intellect/cognition factors are very influential in the development of language skills. Babies whose intellectual level still needs to be developed are still very simple. As the baby grows and develops and begins to understand the environment, the language develops from a very simple level to a complex language.

B. The Essence of Language Development

Indonesian serves as the language of instruction in all types of education and school levels, from kindergarten to higher education in Indonesia. Because of this function, language plays a vital role in the renewal and improvement of the quality of education. Especially in kindergarten, the function of this language is explained in Oepdikbud (1996) that developing language skills in kindergarten aims to enable students to communicate orally with their environment. Furthermore, it is stated that the environment in question is the environment around the child, including the environment of peers, play, and adults, both at home, at school, and with neighbors around where they live. Therefore, teachers should not ignore an understanding of a child's language development. Teacher insight into language development is expected to be the basis and signpost for teachers' learning programs.

C. The Correlation Between Language and Speaking

Language and speech are two things that cannot be separated. Language encompasses any form of communication generated by thoughts and feelings to convey meaning to others (Hurlock, 1988). In such languages, using signs or symbols in grammar within a specific rule structure is necessary. Children will understand someone's expression of the vocabulary conveyed. However, if there is not a certain amount of vocabulary or vocabulary that will be used as a speaking element, the child will not be able to speak. Thus, even if other means of speaking are fulfilled, if one does not have a vocabulary, a person/child cannot speak (Tarmansyah, 1966). So, language is not the same as speech. At first, the child learns to speak so that he can meet his needs. The fulfillment of these needs is seen when the child uses the necessary words. Children will speak fluently if the child already has the readiness to speak. There are two forms of processes that determine a child's readiness to speak. These two things are (i) cognitive development and (ii) language development (Dworetzky, 1990).

1. Children's Cognitive Development

According to Piaget's view, cognition is the result of assimilation and accommodation activity from the maturity of the brain and nervous system to the experience of experience when individuals interact (Dworetzky, 1990). It goes on to state that, all humans are genetically at the same stage of development, and they are ready to accept the experience of that experience from their environment.

2. Children's Language Development

Children's language development is taken systematically and develops together with age. According to Lenneberg (in Purwo 1997), children's language development goes hand in hand with biological development. This is why children at a certain age can speak while children at a certain age cannot. However, in development, children generally have an almost identical component of language acquisition: phonological development, syntax, semantics, and pragmatics. This is certainly seen in terms of normal child language development. All of these components, can be seen in the symptoms and behavior of children, as described by Levin in his book entitled Psikologi Anak (Jalongo, 1992: 13). According to Levin, during the development of the sound system (phonological), children have integrity in sound; During the period of syntactic development (grammatical system) the child has been able to produce sounds; during the development of the meaning system (semantics) children already have integrity in giving meaning; And during the development of the social system of the language (pragmatic) children have been able to apply speech in social life as a whole. Dworetzky (1990) states that human life experiences language development through two strokes, namely (i) prelinguistics and (ii) linguistics. The two voracities are described below.

a) Prelinguistic Period

The prelinguistic period is the period when children before knowing language,

although able to speak. As the baby grows, he gradually develops his language through a step-by-step sequence.

The first stage, from birth to about 2 months of age, is the phonation stage. During this time, babies often make so-called "pleasant sounds". These are "quasi-vower" sounds (called "quasi" because they are not as full and rich as the vowel sounds made next). Quasi-vowels are formed from sounds similar to first languages (Dworetzky, 1990). Between the ages of 2 and 4 months, babies are usually at the going stage, in which babies pronounce similar words with quasi-vowel combinations aloud, as an early sign of consonants. Between 4 and 7 months, the child produces a few new words, called the expansion stage period.

In the second stage, after the child learns to make sounds in the form of crying, the child begins to babble (babbling stage). The sounds that appear at this time, which is between 7 to 10 months, are sounds that can be separated between vowels and consonants, but no sound distinguishes meaning. Between the ages of 7 and 10 months, the baby's oceans increase as he begins to produce syllables and imitate words such as 'baba' or 'mamma.' This is called the canonical stage. Interestingly, babies who can hear immediately begin to babble canonical syllables, while deaf babies who are also at the

time of babbling cannot pronounce these canonical sounds (Oller & Eiler, in Dworetzky, 1990: 214).

In the third stage, after going through the canonical period, babies gradually narrow their use of phonemes, especially to the phonemes they will use in the language they are learning. This is called the contraction stage and generally occurs between the ages of 10 and 14 months. At this time, the baby also acquires steps and rhythms of language. It seems that a reversal is needed before the contraction period begins. Babies learn to imitate what they hear. Jalongo (1992: 8) groups the language development of children in this prelinear stage, from birth to 11 months of age. At this stage of language development, children still practice knowing their own environment based on what they feel, see, and hear. When the child feels something, while he is not yet able to say something, the child is only able to give signs that he is happy or unhappy. Expressions of displeasure, indicated by crying or showing anxiety. When children are happy, they can show their pleasure by not fussing, doing positive movements, and always responding when invited to communicate.

b) Linguistic Period

The word *infans* comes from the Latin words "without speech" or "not speaking". The word *infant* comes from *Infans* (Dworetzky, 1990). This seems logical if you consider the words first spoken by a

child as the end point of infancy. At that time, the child began to see his language development; he started to be able to use words in speech. The word in question is speech that is directly related to a particular object or activity as a basic form. For example, mama, papa, baba, and barn, and then learn abstract words. This occurs between the ages of 10 and 17 months (Benedict, 1979 in Dworetzky, 1990). Jalongo (1992: 8-9) classifies this linguistic development as the second stage at the beginning of the first year, which is about 12 months old; children use words between 3-6 words (holophrase). The next stage of the child is between 12 and 18 months old. The child has been able to use broad nouns and vocabulary consisting of between 3 and 50 words. At about 2-3 years old, children can receive language using the telegraphic language of 2-3 words. The child is then able to communicate using words between 3-50 words. When children are about 3 years old, their vocabulary increases every day. According to Jalongo (1992), children have a vocabulary of between 200 and 300 words at that age. By the age of 4, the child has been able to apply pronunciation and grammar. Children already have a vocabulary of 1400 to 1600 words. At the age of 5 to 6 years, children have the correct and good sentence structure and grammar.

Prospective teachers are prepared to have language

competence as a provision of knowledge in carrying out learning in the classroom, especially in terms of mastery of language structure and grammar. The priority of mastery of language learning is the mastery of language structures. In the learning process, emphasis on the meaning of the language itself is seen as a lesser goal. In language learning, students are expected to be able to improve their grammatical competence so that they can use it as a communication tool. If prospective teacher students have mastery of language competence, then prospective teachers will have good communication skills to carry out learning in class. Expertise in language issues related to teaching and learning is essential for all educators, as the percentage of language learners and speakers of dialect languages is increasing among students.

The inclusion of language competence into the curriculum shows that Indonesian competence is one of the indicators of success in improving the professional ability of a teacher. Various factors cause the obstacles students face in improving Indonesian competence. The following will explain the obstacles students face in improving language competence which have been identified based on 9 indicators. These indicators consist of curriculum, materials/tools for practicum activities, books/modules, initial abilities of prospective teachers, learning resources from outdoor learning, learning resources from outdoor

language learning, learning resources from indoor learning, learning environments, motivating prospective teachers, and the ability to assess themselves. The success of a language learning curriculum refers to learning outcomes or outcomes in terms of performance, competence, or skills. In language teaching, input refers to the linguistic content of a course. It seems natural to assume that before teaching a language, we must decide what to teach.

Based on language learning curriculum indicators, the obstacles students face during lectures are implementing lectures that have been considered only by delivering theory through lectures to learn the language as knowledge. In this case, the Indonesian aspect of learning skills has not been applied optimally. The presentation of material on linguistic aspects is considered boring because students at the high school level have obtained it. In the learning process, there are three domains; in addition to cognitive and affective aspects, there are psychomotor aspects. The psychomotor aspect that cannot be separated from cognitive and affective aspects can be done through the practicum. Especially in language learning, practicum can be done in the language of labor. A language laboratory (LL) is an electronic device designed to help the learning process become easier. Language laboratories have become a common ground for all teaching methods and have been embraced by many institutions as

they are seen as an effective aid to developing communicative skills that combine fun and education. Based on the indicators of practicum activity materials/tools, the obstacle faced by students during language lectures is the absence of language laboratory facilities or special language rooms. So, for the use of equipment in labor languages such as earphones, DVDs, tables, and others, students cannot access it because the facilities are not yet available. So, it is feared that it can cause students' language skills to be not optimum. Aryani, the role of modules is needed in carrying out Indonesian learning. Modules in several schools are used as the main source in carrying out teaching and learning activities. If, during language learning, students do not have books or modules as references, they will have difficulty understanding the material. The obstacles faced by students in language learning in the indicator books/modules are modules or books in the library of the elementary teacher education study program that have not been updated, namely, still old editions. So, students should look for additional books/modules from outside the library. In Indonesian courses, especially the Indonesian Ability Improvement course and the Indonesian Language and Literature Education course in Elementary Schools, lecturers only provide reference sources that students must seek and are not given directly. So during the implementation of learning, the material owned by each student has different subtopics. Modules

help students in many ways, and current conditions at all universities are better equipped, and facilities are less adequate. In addition, some students still look for reference sources through Blogspot as reference material when carrying out assignments. As for the ability of prospective elementary school teachers (Elementary School Teacher Education Program Students) is still categorized as not good, so it is still necessary to develop language skills in speaking, writing, reading, and listening skills. These skills need to be developed through learning resources on campus, namely reading materials available in libraries, or learning from sources outside campus, namely through seminars or training in poetry, fairy tales, and other literature. So that the skills of prospective elementary school teachers are not only formed in the classroom but from outside the classroom, which can add to their skills.

In the implementation of language learning, lecturers must have varied teaching strategies to freely determine language and literature teaching materials in accordance with the campus environment. Outdoor teaching is also a recognized method to enhance learning and is used widely by elementary school teachers in Taiwan. However, the problems encountered in outdoor teaching include teacher skills and proper teaching schemes. Outdoor learning resources can benefit students from using and developing spoken, written, and visual language. The outdoors can serve as a place and content because students use spoken, written, and visual language. [19].

Because the outdoors appeals to the senses, schoolyards can provide fantastic raw material for description. Learning in an outdoor environment such as a schoolyard can affect feelings, especially in learning Indonesian about literature, such as writing poetry and fairy tales, conducting dramatic dialogues, or making language reports. However, the obstacles faced when carrying out language learning, students rarely use the outdoor environment. Learning is more often done indoors, causing boredom in learning. The learning process is carried out by delivering material to lecturers and delivering student assignments. In contrast, assignments are made for work at home, so using outdoor learning resources during language learning is less than optimal. Especially in learning Indonesian literature, such as writing poems and fairy tales, conducting dramatic dialogues, or making language reports. Learning resources are all data sources that can support the learning process, universities need to prepare all learning resource facilities because this is the responsibility of universities.

Based on the motivation indicators of prospective teachers, the obstacle faced by students in learning a language is the lack of student motivation during Indonesian learning. At this level, the learner learns happily but may stop learning. Students can have a level of learning motivation if they like the teacher or his teaching method. Motivation is of two types, namely intrinsic motivation and extrinsic motivation. In intrinsic motivation

when studying Indonesian courses, students need to be more diligent in studying, but when new learning exams will be held. When assignment deadlines Indonesian, prospective student teachers can still relax but still work. In overcoming obstacles that hinder the achievement of courses Indonesian prospective teachers, students overcome them according to mood. Prospective teacher students prefer to discuss things that are light and seem unimportant rather than discussing assignments in language courses. For extrinsic motivation in learning Indonesian and doing student assignments, prospective teachers are more concerned with quick completion due to the influence of friends without prioritizing the quality of their assignments. In addition, prospective teacher students often do assignments individually rather than discussing to improve the perfection of the assignment and will look for sources that support the task if the lecturer requests it. Students are more concerned with completing quickly because of the influence of friends without prioritizing the quality of their assignments. In addition, prospective teacher students often do assignments individually

rather than discussing to improve the perfection of the assignment and will look for sources that support the task if the lecturer asks for it. The importance of student motivation in language learning is closely related to student's ability to assess themselves. Self-regulation control can involve thinking, emotions, motivation, behavior, and environment. Evaluation criteria or standards are used to determine learning progress. The obstacle faced by students in language lectures based on indicators of self-assessment ability is that prospective teacher students need help to measure their abilities, so existing abilities do not develop. Students as students must be able to set their own learning goals and monitor the extent of their own learning progress. "In general, self-regulation is described as the attempt of learners to direct their own learning by setting goals, planning how to achieve them, monitoring learning tasks."

CONCLUSION

Language is a communication tool a person uses in associating with others. Language is a social tool. Language development is related to cognitive development, which means that factors of intellect/cognition are very influential in the development of language skills. Often, students at the time of language learning need more preparation to learn to be learned, so self-evaluation of previous learning is not carried out. This fact shows that students have not maximally managed learning by setting learning goals, planning, or evaluating their learning progress. Hopefully, this article will be helpful and will add references for readers. The author realizes there are still many things that could be improved in this article.

Therefore, the author expects constructive criticism from readers.

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