

Retraction: [Analysis of Early Children’s Language Development barriers Through Documentary Film Approach]

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Abstract

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Analysis of Early Children's Language Development Barriers Through Documentary Film Approach

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***Abstract:** Many young children in Indonesia experience obstacles or difficulties in developing their language skills. This situation is caused by several factors that hinder the development of children's language; for this reason, a factual analysis is needed, which is an obstacle to the development of early childhood language in Indonesia. This study aims to analyze barriers to language development in early childhood. The method used in this study is a qualitative descriptive method with an analytic method approach, meaning that all the symptoms obtained will be recorded based on the facts. The researcher will analyze and describe them qualitatively. This research was conducted in schools in two provinces of Indonesia. The population and samples were from Early Childhood Education Schools in Kalimantan and Lampung. The results showed that several factors hindered language development in early childhood, namely biological, intelligence, environmental, and parenting factors. The results of this research analysis are expected to be a reference for other researchers who wish to research barriers to language development in early childhood.*

***Keywords:** Children's language development, early childhood language barriers*

INTRODUCTION

Along with the development of science, technology in everyday life is taking place very rapidly. Included in children's activities through the learning process and development efforts. Children learn language through direct and indirect communication (Harbison et al., 2017). In communicating, children often experience obstacles and disturbances that cause the communication process not to run smoothly (Brokane & Zaiceva, 2011).

Language functions as the formation of a person's personal mental life, which is part of life (Kilpatrick et al., 2023). Because language is an arrangement of symbols of ideas, one's imagination. Therefore, humans interacting with each other cannot be separated from using language (Giraud et al., 2023). Language is an effective means of conveying ideas and is a source of communication between a society consisting of individuals who express their opinions, ideas, imagination and will (Mavroudi, 2020). However, the context of the language has an element of difference.

Language skills must be taught from an early age; the language itself cannot be mastered by children independently, so children's language activities are needed to have good language skills (Chou et al., 2022). Children's language skills will be obtained through the learning process and require development efforts. Children learn language through various methods: listening, listening, imitating, expressing and playing (Hayes-Conroy, 2010). Language skills include listening, reading, writing and speaking.

Language plays an important role in the development and growth of early childhood because when children are active in everyday life, they will always use language to communicate and interact (Gonda & Bori, 2023). Children can also develop their social skills using language. However, in the evidence obtained from various kinds of research, many young children still experience obstacles or difficulties in developing their language, be it in speaking, listening, imagining and so on. This evidence aligns with the expert's opinion that the factors that impede language development in early childhood are caused by, among others, health factors, parenting style, intelligence, family socio-economic status and gender.

Based on the facts above, the researcher wants to analyze the barriers to language development in early childhood factually; this is aimed so that problems that always occur in aspects of language development in early childhood in Indonesia can be generalized objectively, while the theory used in this study prioritizes theory -theory of child language development, theory of strategies for early childhood language development, learning theory and methods of developing early childhood language.

Early childhood education is an important stage in child development, especially in terms of education into the future (Amaludin, as cited in Madyawati & Nurjannah, 2020). There are three arguments for the importance of early childhood education institutions: (1) Early childhood education is the initial foundation for formal learning for children, (2) Preparing children for the next level of education, namely elementary school, and (3) An important foundation for the executive function of the child's brain.

In line with Siibak and Vinter's opinion, early childhood education is education that provides care and services. Early childhood education institutions are educational institutions that parents hope can shape their children into human beings with character and knowledge (Madyawati & Nurjannah, 2020). Early childhood education (ECE) is an effort to stimulate various potentials that children have so that they can optimally develop as stated in the National Education System Law no. 20 of 2003, which states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education at the

level formal education (Association, 2015).

From the several opinions above, the researchers concluded that PAUD is a form of education that focuses on laying the groundwork towards growth and six aspects of child development, namely moral and religious development, physical motor (gross and fine motor coordination), cognitive intelligence, social-emotional, language and communication, according to the uniqueness and stages of development according to the age group that early childhood goes through.

One aspect that needs attention from parents is the aspect of children's language development. Without language, someone will not be able to communicate with others. Children can express their thoughts using language so that other people can catch what the child is thinking. Communication between children can be well established with language so that children can build relationships, so it is not surprising that language is considered an indicator of a child's success. Children who are considered to talk a lot are sometimes reflected as smart children.

As children grow and develop, their language vocabulary also increases in capacity, breadth and complexity (Gonzalez et al., 2024). Children gradually carry out expressions by communicating, which also moves from communication through movement to speech. Early childhood, in general, has been able to develop speaking skills through conversations with other people. They can apply language in several ways, such as by asking, dialogue and singing. With a large vocabulary owned by children, children are able to communicate well in their wider environment (Amalia & Rahmawati, 2019).

The development of a child's language will increase as the child gets older, but of course, each child's achievements are not the same; some are quick to speak, while others take longer to be able to express words clearly (Özge et al., 2019). Language development is obtained naturally. In general, children learn language by hearing and then trying to use it (Mariatul Qibtiyah, 2013)

Based on some of the opinions above, it can be concluded that children's language development starts from infancy, which is based on experience, skills and progress in language. Language development is an effective medium for children to establish social communication. The development of language in children will make it easier for children to express what they want and convey it to others. Therefore, language development for early childhood aims to make children able to communicate well.

Language is an asset for every child to adapt and socialize with the surrounding environment; for this reason, in the development of early childhood, language really needs to be developed, given the importance of language for all of us. At the age of four, children's language development explodes (Peth & Sakdapolrak, 2020). Their vocabulary includes about 4,000 to 6,000 words, and they speak mostly in sentences of five to six words. They use language to convey their thoughts, needs and requests (Suhartini, 2013)

Language skills in early childhood can be obtained through stimulation provided by parents, teachers, and the surrounding environment (Liu et al., 2020). In order to develop children's language skills, the thing that needs to be done by parents or teachers is to develop language skills. This is because, through language development activities, children will be stimulated to acquire qualified, active and creative language acquisition in receiving and conveying the messages they hear. Language development will be closely related to language skills (Noor Baiti, 2020).

The development of language skills aims to make children able to express thoughts through simple language appropriately and be able to communicate effectively (Smith, 2013). In accordance with basic language competency standards, children are able to listen, communicate orally, have a vocabulary and know the symbols that represent them in preparation for reading and writing (Nurmiati, 2022).

At this stage, it is hoped that parents of early childhood will get used to speaking

properly and correctly because the child will later use the language of the parents. Parents who always speak politely will stimulate children to speak politely to other people, but parents who always speak impolitely will be imitated by children who also speak impolitely (Oktaviani et al., 2021). The development of speaking is also directed at respecting the existence of other people so that children are taught to reduce their ego, so they want to give in and wait for their turn to speak so that good communication is established with others (Anggraini, 2021). With regard to language development in early childhood, this is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education explaining that language development includes understanding language, expressing language and literacy (Aghnaita, 2017).

Children's language development around the world follows the same language development path, including recognizing language sounds, chatter and other vocalizations and first words (Zubaidah & Enny, 2004). Every child grows up with good language skills. In contrast, some children experience obstacles in the form of dysphasia, Asperger's syndrome, Multisystem Development disorder (MSDD), and Disintegrative disorder in children (Childhood Disintegrative Disorder/ CDD) (Aisyah Isna, 2019).

From the explanation above, the research questions are; (1) What is the impact caused by the inhibition of early childhood language development?, (2) What factors cause delays in the development of early childhood language in Indonesia?, and (3) What are the solutions to overcoming the obstacles to developing early childhood language in Indonesia?

RESEARCH METHODS

The research approach used in this study is qualitative (qualitative research). Moleong, as cited in (Purwati & Nugroho, 2017), defines a qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. This research aims to analyze barriers to language development in early childhood. The method used in this study is a qualitative descriptive method with an analytical method approach, meaning that all the symptoms obtained will be recorded based on existing facts. The researcher will conduct an analysis and describe them qualitatively. With this method, it is expected to obtain a detailed and clear description of the inhibiting factors for language development in early childhood.

Obtaining as much data as possible is done using various techniques that are systematically arranged to find the perfect research data collection. The analysis of the inhibiting factors for children's language that will be carried out can be seen in the form of the table below:

Table 1. Factors for Children's Language

Categories	Description
Hereditiy Factors	Physical equipment
	Body function
	Nutrition and intelligence
Intelligence factors	Expressing language
	Receive language
Environmental factors	Family environment
	Setting social/ environment-culture
Parenting style factors	Democratic
	Authoritarian
	Permissive

This research was conducted in early childhood education schools in two Indonesian provinces, Kalimantan and Lampung. First, conducting observations and surveys at Early Childhood Education Schools in the first semester of the 2022-2023 school year. This research was conducted in-depth (in-depth investigation) in three kindergartens in East Kalimantan, precisely in Samarinda City. Furthermore, the research was carried out in the province of Lampung, specifically in the city of Bandar Lampung, while the research was carried out in three kindergartens. The research was conducted from January to October 2022. This research analyses barriers to language development in young children in Indonesia through a documentary film approach. In this qualitative research, time is flexible, and this is because the collection of analytical data can be completed in a short period, depending on the data collected. If the researcher gets complete data, then the process can be considered complete.

To the objectives of this study, the population is Early Childhood Education Schools in the two provinces of Indonesia. This study's sampling criteria were Provinces/Districts/Cities within the same distance. Several provinces in Indonesia will be selected, namely Kalimantan and Lampung. Data collection methods used to obtain research data are documentary, observation, and interview. The methods focused on in this study are the Documentation method and the interview method because this aims to dig deeper into the inhibiting factors for language development in early childhood.

RESULTS AND DISCUSSION

In the research process, the researcher collects data that has been done by analyzing and describing the inhibiting factors of children's language development that arise from the inhibition of early childhood language development and looking for solutions to overcome barriers to language aspects of early childhood. To reveal the facts, the following is a list of factors inhibiting the development of early childhood language tools.

Table 2. factors inhibiting language development in children

No.	Variable	Indicator	Description
1.	Biology/heredity	Completeness and function of members	1. Children have complete limbs and are healthy without any disabilities.
			2. Completeness of the child's five senses according to their function
Internal Factor	2.	Intelligence	1. Regular child's diet.
			2. Fulfillment of nutrition and nutrition in accordance with the development of the child's age.
External Factors	2.	Interaction	3. Adequacy of energy reserves owned by children.
			1. Children are able to convey their wishes to others.
External Factors	2.	Interaction	2. Children are able to convey ideas to others.
			3. Children are able to convey the problems they are experiencing to others.
		Accept Language	1. Children are able to make approaches through chats

		<p>conveyed by other people (children's interest in other people within the scope of their interactions).</p> <ol style="list-style-type: none"> Children repeat words and sentences conveyed by others. Children are able to ask others about the words and sentences they just heard.
Environment	Family Environment	<ol style="list-style-type: none"> The closeness of the child to the family is shown by the interactions that are carried out daily both verbally and non-verbally. The child's ability to tell the experiences he has experienced in everyday life. Family attention when children talk and tell stories. Provide opportunities for children to respond to simple questions, comments on things and other people's actions/behaviors.
	Social/ Environmental- Cultural	<ol style="list-style-type: none"> The activeness of children using Indonesian in daily activities in an informal environment (where the child lives). The activeness of children using local languages in daily activities in an informal environment (where the child lives). The activeness of children using local languages in daily activities in the formal environment (school). The activeness of children using Indonesian in daily activities in the formal environment (school).
Parenting Style	Democratic	<ol style="list-style-type: none"> Child involvement in decision making is very high. The child's interest level is a priority.

	<ol style="list-style-type: none"> 3. Children's freedom in choosing and doing something. 4. Approach to children warmly and intensely.
Authoritarian	<ol style="list-style-type: none"> 1. The level of obligation will obey and submit to the will of parents. 2. The level of parental supervision of children that is strict. 3. Lack of praise for children 4. The lack of involvement of children in one-way communication set by parents.
Permissive	<ol style="list-style-type: none"> 1. High level of acceptance of decisions, but low attention to decisions made by children. 2. Acceptance of the child's freedom to express the child's encouragement or desire. 3. There is no application of punishment to children.

Children's Language Barriers to Internal Factors (Biological/Ancient)

As shown in the table above, a grid is used as a reference in obtaining facts in the form of obstacles that occur in the field. Children's language barriers to internal or biological factors are the first factors that affect the growth and development of children, which are interpreted as all individual traits or characteristics inherited from the child or all physical and psychological potential possessed by a person since conception as inherited from parents. Referring to the theories of Nativism pioneered by the philosopher Schopenhauer, humans are born with certain potentials that cannot be influenced by the environment (Kou et al., 2021).

Based on his theory (Kurniawaty, 2022), the level of intelligence has been determined since a child was born. Psychologists Loehlin, Lindzey and Spuhler argue that 75% - 80% intelligence is heredity. Based on the results of interviews, observations, and documentation with the teacher council, parents of students at three schools in Samarinda City, namely, Dharma Happy Kindergarten School, PAUD Plus Puri Pencana Kindergarten School, Ittihad Kindergarten on the aspect of several sub-indicators, namely body completeness and health without any defects, the completeness of the child's five senses according to their function, as well as the adequacy of the child's energy reserves, from the results of interviews with the Principal of the Kindergarten Dharma Bahagia Samarinda city, researchers found that there were children whose language development was hampered because one of the children's senses of hearing did not function properly.

This causes teachers and children to experience difficulties in communicating. At the same time, researchers found no facts of delays in children's language due to sensory disturbances from the results of interviews with the Head of Kindergarten Ittihad City of Samarinda and Kindergarten PAUD Plus Puri Pencana. From the results of the research data above combined with the opinions of theorists, it can be concluded that biological

factors, namely sensory completeness factors, can inhibit children's language development.

Growth and development are processes that occur in every living thing. In humans, especially in infancy, growth and development occurs very quickly. Child growth related to this physical aspect is supported by providing nutritious food because unbalanced nutrition, poor nutrition, and low health status will greatly affect their growth and development (Moragues-Faus, 2017).

The impact of poor consumption patterns is that children experience difficulties in learning, including learning about language, so children's language development becomes hampered. This is because children cannot perceive stimuli properly, and the melanization process in the child's brain is hampered. This condition encourages children to experience difficulties in developing their language skills (Nurwijayanti, 2017).

Based on the results of interviews, observations, and documentation with the teacher council and parents of students at three schools in Samarinda City, namely Dharma Happy Kindergarten School, PAUD Plus Kindergarten School Puri Pencana, Ittihad Kindergarten, researchers found how many children experience delays in children's learning—language development due to irregular eating patterns, especially in the Puri Kenacana PAUD Plus Kindergarten School. As stated by Mrs. Tatiek Retnoningtyas, S.Pd, some parents pay less attention to their children's nutritional intake, so children tend not to be enthusiastic about learning. Based on the theory above and the facts in the field, the researchers concluded that inappropriate food consumption patterns would hamper children's language development.

Children's Language Barriers to External Factors (Interaction, Environment, and Parenting)

Factors that considerably influence children's language development are external factors in the form of interaction, environment and parenting. Because of the environment, children can continue their routines well without difficulty interacting (Paujiah et al., 2022). Stimulations that children get through their environment affect children's language development. Stimulation received slowly will affect the child's language development. The role of parents and teachers is vital in children's language development (Marpaung, 2017).

One form of early childhood development is the ability to interact socially, and social development can be influenced if children's ability to take social roles is carried out so as to produce children who can think and understand how to behave towards the people around them. Children's excellent or lousy self-image can be influenced when they are successful or not socializing.

According to (Batinah et al., 2022), the factors that can affect children's social interaction include the role of parents in providing care for their children, the environment, relationships between peers, and the use of gadgets are also factors that influence children's social interactions. Factors that can influence the interaction of social behaviour in children (Hijriati, 2019).

Based on the results of research conducted through interviews, observation, and documentation with the teacher council parents of students in three schools in Samarinda City, namely, Dharma happy kindergarten school, PAUD Plus Kindergarten School Puri Pencana, Ittihad Kindergarten, researchers found the fact that children's interactions went well this is evidenced by the observations of researchers in the field, examples of social interaction skills seen from social contact are as follows, children can convey their wishes to others, children can convey ideas to others and children can convey the problems they are currently experiencing to others.

CONCLUSION

Based on the results and findings obtained by the researcher, it can be concluded as follows: The researcher found that there were children who were hampered in their language development because one of the children's five senses of hearing did not properly function as it should. Some children experience obstacles in language development caused by irregular food intake patterns, and some parents do not pay attention to children's nutritional intake.

The child's interaction has gone well in the form of an example of the child's interaction could be seen from social contact. The child can convey his wishes to others and ideas and the problems he is facing. Several children experience language barriers in the environment, namely in the form of children with high emotional tantrums, quiet children who speak only as needed and are challenging to understand, and hyperactive children who are busy with their activities and ignore other people's conversations.

Biological or hereditary factors, intelligence factors, environmental factors and parenting factors cause obstacles to language development in early childhood. This research analysis is expected to reference other researchers who wish to research barriers to language development in early childhood.

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