

## **The Speaking Ability of Five-to-six-year-old Children in Morning Journal Activity**

**Nurbiana Dhieni<sup>1</sup> Hapidin<sup>2</sup> Ajeng Ayu Ningtias<sup>3</sup>**

*Faculty of Science Education, Teacher Education – Early Childhood Education (PG-PAUD)*

*Jakarta State University; [dhieni\\_suriady@yahoo.com](mailto:dhieni_suriady@yahoo.com)*

*Faculty of Science Education, Teacher Education – Early Childhood Education (PG-PAUD)*

*Jakarta State University; [hapidin1964@gmail.com](mailto:hapidin1964@gmail.com)*

*Faculty of Science Education, Teacher Education – Early Childhood Education (PG-PAUD) Jakarta State*

*University; [ajengayuningtias.59@gmail.com](mailto:ajengayuningtias.59@gmail.com)*

### **Abstract**

The study aimed to describe the speaking ability of five-to-six-year-old children in morning journal activity in depth. It was conducted at TK Islam Al-Azhar 6 Sentra Primer East Jakarta. The subject of the study was eight students of class B. The method used in the study was qualitative study with grounded theory as the data collecting technique. The data collection was done by observation, interview, and documentation. The result of the study shows that the speaking ability of five-to-six-year-old children in morning journal activity can express more than seven sentences using SPOK (subject, verb, and complement) in the sentence structure. The speaking process of children is expressed through the story telling process in morning journal. The story telling process is divided into three categories, namely telling fantasy story, telling reality story and telling feeling story

**Keywords:** Speaking ability, Speaking process, Morning Journal

### **INTRODUCTION**

Speaking is an ability that need to be learned. It helps children to interact with peer group. Children will introduce themselves each other and tell about their experience. Speaking is also used to interact with the adult to express message. It means that speaking is a natural thing which is done by everyone including children. The ability to speak orally begins before birth. This is steadily increase and getting stronger in childhood. Babies pay attention to the voice spoken by adult

significantly that boosts baby's natural ability to speak. At the time of toddler, children begin to understand and produce words to communicate and interact with other people. At the age of three, the early literacy ability begins to develop and continue along with the language skill of children. While at the age of four to six, children begin to have deeper understanding about writing and speaking language. At five-to-six-year-old children, the children ability in speaking can already be heard by others.

Children are able to produce sound of language, they can already know the meaning of word and the relationship between words. They use conventional words. Children use language for various purposes, to express idea and feeling and to negotiate in their daily life. Children's speaking ability can develop through several factors. One of the factors in the development of children's speaking ability is through the activity applied in school. The activity that can be done to develop speaking ability at school is by doing the habit of morning journal. Morning journal is a routine activity every morning to begin the students' activity before going to the main activity. The morning journal is done when the child's condition is still attached with the environment when travelling from home to school. "The regularly scheduled journal time played an important role in helping the children develop courage and confidence." It can be said that the habit of morning journal activity can help children in improving the ability of expressive language and confidence. This activity can be used as a forum for children to express all their ideas about something to other people and to do discussion with the class member.

TK Islam Al - Azhar 6 Sentra Primer, East Jakarta is one of formal education institutions located at Jalan DR. Sumarsono Sentra Primer Baru Timur, Pulo Gebang Cakung, East Jakarta. Based on the observation result, the morning journal activity is done every day since 06.30 until the "ikrar" bell rings. The morning journal activity done in TK Islam Al – Azhar 6 can develop children language ability, especially in children expressive language. It is an activity that the children look forward to. In this activity, children initiatively try to tell the content of their journal without asked by the teacher. Children have already know the location of the journal book and stationery they will use. Children become active speakers during the morning journal activity. They were able to say up to seven words in telling the content of the journal that morning. Commenting journal, asking and developing a conversation are routine activities done by children in morning journal activity.

## **THE NATURE OF SPEAKING ABILITY**

Speaking is really needed to express language, or we can call it expressive language. While listening is receptive language. This is in line with Lerner, Lowental & Egan as cited by Jalongo (2007:106) that says “Speech is the expressive form of oral language; listening is the receptive form of oral language. Speech is a tool for conveying oral language.” Berbicara merupakan sebuah bentuk ekspresi dari bahasa lisan dan berbicara adalah alat atau sarana seseorang dalam menyampaikan sesuatu secara lisan. Berbicara adalah ekspresif dari bahasa oral sedangkan mendengar adalah bahasa reseptif dari bahasa oral. Speaking is a form of spoken language expression and it is a tool or means of someone in conveying something orally. Speaking is expressive language of oral language while listening is receptive language of oral language.

Speaking is a language ability which is developing and is influenced by the ability of listening. Speaking and listening are two-way communication activities which are done directly. Eliason (2008:196) says “Speaking/oral language encompasses the ability to listen, speak, and communicate effectively. Oral language is the basis which strong literacy is built. There is sound connection between oral language and reading and writing.” Based on Eliason’s definition, it can be defined that speaking/spoken language is an ability that includes listening, speaking, and communicating effectively. Speaking is the basis or early foundation to build child literacy. In speaking, children try to express their ideas to others. Tarigan (2012:71) states that speaking has three general purposes, namely to tell and report (to inform), to entertain, as well as to persuade, to urge and to convince (to persuade). From those opinions, it can be concluded that speaking is not merely saying sound or words but also communicating ideas that want to be conveyed by the speaker to the message receiver.

The speaking ability is one of abilities which is considered as a social control tool for human, which says that speaking is a form of human behavior which utilizes highly intensive physical, psychological, neurological, semantic, and linguistic factors. Allen dan Martotz (2010:151) states that at the age of five, children have mastered 1500 or more vocabularies, they are able to tell a story they recognize when looking at the picture on a book, to say five-to-seven-word sentence, to say sentences which are almost entirely understandable. At the age of six, children can talk like an adult, ask a lot, use verb form and word order and appropriate sentence structure. From those opinions, it can be said that the speaking ability of five-to-six-year children already have liveliness in speaking. In line with Allen, Sax (2007:8) says that the children’s speaking ability is 100%

understandable by the listener, they can combine emotion and feeling in a discussion. At this age, children can already use sentence or request directly and begin to ask the meaning of a word. They can already make simple sentence in a discussion. They also can utter four to eight words. The words produced by children have purpose to express their ideas or thoughts.

Jalongo (2010:65) states “Complex, grammatically correct sentences; uses pronouns; uses past, present, and future verb tenses; average sentence length per oral sentence increases to 6.8 words. Vocabulary: Uses approximately 2.500 words, understands about 6.000, responds to 2.500. Social: Child has good control of elements of conversation..” Five-to-six-year child can use complex sentence with quite a lot vocabularies.

### **MORNING JOURNAL ACTIVITY**

Morning journal activity is an opening activity in learning activity before the children go to the main activity. Crosby (1997:117) says “ Journal is event for kindergarteners to write and talk about the event that took place yesterday in class and review them”. It means that morning journal can be a means for children to write and speak without the compulsion about the activity they passed yesterday

Children are given a chance to express the ideas on the daily journal every morning. Sawyer (1997:10) states “the children know they have the freedom to write about whatever they want in their journals. Giving children freedom to choose their own topics communicates to them that their thoughts and experiences are worthy to be put on paper.” The idea conveyed by Swayer means that children are given freedom to write anything they want to write on the journal which they consider that the thoughts and experiences they write deserve to be told in their journals.

In morning journal activity, children also express the content of journal orally. In this activity, they do discussion with teacher, friends, or people around them. Marino (2006:24) states “students share their journal entry with their peers and the teacher.” Marino’s thought can be interpreted that children not only express morning journal for themselves, but in this activity they can share each other. Morning journal can be a sharing activity in the morning. Teacher in the class and peer group can be a place for sharing story about morning journal.

The story told by children is done according to their ability. In line with Marino, Bouas (1997:10) states “sharing during journal time should be spontaneous and natural as children talk about their writing in progress.” From the above idea, it can be described that the discussion n

question is children can express the content of the journal they have made naturally using their own language.

Children try to respect their friends' feeling after listening the contents of their friends' morning journal. Kriete (2012:9) states "In Morning journal students share some news of interest to the class and respond each other, articulating their thought, feelings and ideas in positive manner". This means that children can share various interesting things and mutually respond to one another in a positive way. Children try to understand thoughts, feelings, and ideas from their friends. Discussing in morning journal helps the class to understand the differences of condition one another. Children can respect the differences exist in the classroom. Children try to care for their friends' condition at that time. Kriete (2012:119) says "Sharing give students the skills to have interesting, important conversations that are meaningful and inclusive". Discussing gives the ability for children to be interested in meaningful and deep interesting chat. When the discussion is interesting for children, they will explore the discussion.

## **RESEARCH METHODOLOGY**

The study aimed to examine deep phenomenon about speaking ability of in morning journal activity in TK Islam Al-Azhar 6 Sentra Primer. The subject of the study were eight five-to-six-year-old children in B3 group TK Islam AL-Azhar 6. The study was conducted in TK Islam Al-Azhar 6 Sentra Primer, Cakung Jakarta Timur on March 28<sup>th</sup> until May 10<sup>th</sup> 2016. The method used in the study was qualitative study with grounded theory as the data collecting technique. The nine processes of grounded theory are (1) Data collecting. The data collecting was done through observation, interview and documentation (2) Data transcript. The data was made into transcript in written to facilitate the analysis, (3) Develop Initial. Open coding and categorization are done to the data obtained. This unit can be word, sentence, or paragraph. (4) Saturate Categories. These units have similarity and are united to form certain categories (5) Defining Categories. When the category has formed, the next step is define each of the categories, (6) Theoretical Sampling. The existed category is used to form the next categories and test the categories that have been formed., (7) Axial Coding. Relationships between one category distance and the other are observed and tested to the existed data (8) Theoretical Interaction. This category is found and related to various existed sub category., (9) Grounding The Theory. From those categories, it is drawn conclusion about the topic of the study.

## RESULT OF THE STUDY AND DISCUSSION

Based on the result of the study, it is found several things related to the speaking ability of five-to-six-year-old children in morning journal activity conducted at TK Islam Al-Azhar 6 Sentra Primer. The activity was conducted on group B at 06.30 until 07.15 every morning. In morning journal activity, speaking process begins since there is interaction with other people until the “ikrar” bell rings. In this activity, children always tell the story on their journal through discussion process which was done between children and teacher. Children express te message through words they say to describe the intent of the story. This is in line with Jolongo’s opinion which describes that “Speech is the expressive from of oral language; listening is the receptive from of oral language. Speech is a tool for conveying oral language.” Speaking skill is a form of oral language expression and tool or means of someone in conveying the message orally.

Children who want to express message will think and determine the content of story through discussion before making morning journal. In this process, children need good thinking ability. The discussion done by children is a question and answer process using intense oral language, discussing content of the story which they will use. The development of speech on children is closely related to the development of children’s thinking, as stated by Vygotsky “The true direction of development of thinking is not from individual to the social, but from the social to individual. The earliest speech of the child is therebofe essentially social.”

The intent of the opinion is the external stage when children speak, the source of thinking comes beyond the children which provides information instruction on children. At the egocentric stage, children start to collaborate their speaking ability based on the way of thinking and speaking pattern of people in their environment. At the internal stage, the process of children’s thinking has had full comprehension of speaking ability.

From the discussion process between children, it can produce a content of story which always used, which is about fantasy or imagination. The story is fictional and not real which is associated with daily life. Discussion done by children and teacher produce a real story or reality, where the story has been or is being experienced by children. The last story which is also used the story of feeling, where they explain the feeling they feel into journal. This is in line with Kriete, in her journal she explains “In Morning journal, students share some news of interest to the class and respond each other, articulating their thought, feelings and ideas in positive manner”. The meaning

of the phrase is in morning journal, children share news or interesting things, their feeling or ideas to friends or teacher in the classroom.

The process continues when children start to express the content of morning journal story. When children express it, they are accustomed to show picture they make and give explanation orally. Basically, the speaking ability of five-to-six-year-old children has well developed. On the observation that had been done, children can already mention more than seven words directly with clear pronunciation. Children are able to arrange a simple sentence. They use themselves as the main subject of the story and they also use adverb, object and predicate to clarify the story orally. This is in line with Jalongo which describes that the speaking development of five-to-six-year-old children “Complex, grammatically correct sentences; uses pronouns; uses past, present, and future verb tenses; average sentence length per oral sentence increases to 6.8 words.” It is described that five-to-six-year-old children can already use good grammar and the use of six to eight words in a sentence orally.

After the children tell the story, the next process is a discussion of the story content which has been expressed. In this activity, other children give appreciation first by paying attention when their friends are speaking followed by the process question and answer about the journal. When this process is finished, children will give appreciation in form of praise or simple action symbolize the form of appreciation. Kriete explains “Sharing give students the skills to have interesting, imoportent conversations that are meaningful and inclusive.” Kriete’s opinion describes that discussion activity provides ability on children to be interested in meaningful and deep interesting chat. When the discussion is interesting for children, they will pay attention to the discussion and explore it through question and answer process and appreciation.

In this discussion, children are able to do question and answer process by posing some simple questions related to the journal smoothly. Anak dapat menggunakan imbuhan di dalam kalimat, saat proses tanya. Children can also respond using seven word or more with the use of SPOK (subject, verb, and complement) in grammar in the sentence. They can use affix in the sentence when question and answer process. The pronunciation expressed by children is both clear and can be understood by others.

## **CONCLUSION**

Based on the data analysis, the obtained conclusions are as follows: (1) Speech ability acquisition occurs through interaction process which occurs continuously. (2) The speaking process

of early child in morning journal contains three story contents including fantasy story, real story and children's feeling story (3) Fantasy story is obtained from the discussion result between children before making the morning journal which is related to their daily life. Then it is followed by showing and telling the content of the journal with clear pronunciation, doing question and answer about the journal made by the children and giving appreciation to the children who has told a story. (4). The real story is obtained from the question and answer between children and teacher. They will tell the experience in the journal in written and orally. When the children express it orally, they use more than seven words which are arranged to be simple sentence consists of subject, predicate and object. Teacher do question and answer again followed by children's appreciation. (5) children's feeling story is obtained when children don't do intensive interaction before the morning journal activity. Children tell the journal by showing and expressing it using simple sentence and clear pronunciation. Children do question and answer to friends or teacher then they are given appreciation.

## **BIBLIOGRAPHY**

- Allen, K. Elleen, and Marotz, Lynin R. *Child Development Profile PreNatal up to 12 years*. Jakarta: PT Index, 2010.
- Bouas, Jean M. et al. *Self-Selected Journal Writing in Kindergarten Classroom: Five Conditions that foster Literacy Development*. Maryville Missouri: Northwest Missouri State University, 1997
- Eliason, Claudia and Jenkis Loa. *A practical guide to early childhood curriculum*. United States of America: Pearson Education, 2008.
- Jalongo, Mary Renck. *Early Childhood Language Art*. United States of America: Pearson Education, 2007.
- Kriete, Roxann. *The Morning Meeting Book*. Northeast Foundation for Children, Inc, 2012.
- Marino, Lauren. *Journal Writing in a Kindergarten Classroom: Promoting Literacy at an Early Age* (Park Forest Elementary Intern), 2006.
- Sax, Nicole and Erin Wetson. *Language Development Milestones*. Canada: In Partial Fulfillment of the requirements of the degree of Master of Science in Speech-Language Pathology, 2007.
- Tarin, Henry Guntur., *Speaking: Speak as an ability*. Bandung: Earth Space, 2005.