

INDONESIAN WORD AWARENESS IN CHILDREN FIRST LANGUAGE ACQUISITION FROM THEIR LINGUISTIC MODELS

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ABSTRACT

This study describes the children's way to develop their word awareness of first language acquisition from their linguistic models, and teachers' way to encourage children word awareness at early childhood of preschool. The data obtained from 30 children of group B1. The instruments used for collecting the data were observation, Anecdotal Records and interview. The data collection was preceded in several phases of research execution; class observation, taking the teacher's document of Anecdotal Records and children's language achievement, and interview for validity check. The results of the instruments were analyzed by exploration and interpretation using observation and analysis way to find a description how children develop their word awareness from teachers and peers. The result shows that children's way to speak and interact is quite different with adult's speaking. Preschool teachers used *motherese* register to speak with children. They speak more slowly, clearly, at a higher pitch, and with exaggerated intonation. Children developed their word awareness from teachers were facilitated with multimedia, sources, references, and explanation they needed to know a word and its meaning. By having good facilitation, children may pronounce everything around with teachers as a model. Meanwhile, the children interaction with peer tended to adopt some error words usage and pronunciation.

Keywords: *word awareness, first language acquisition, linguistic models*

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INTRODUCTION

Children are humans with golden age, in which the brain is developing and maturing. They may have and process much information, knowledgeable experience, and each memorization to their mind. Accordingly, Buzan (2005) explains that millions of children's brain cells have great developments with potential ways to reach and get information on their developmental aspects. Children have the most intensive period to acquire growth and development aspects. Children are aged from birth up to 6 years old and they need to be helped and stimulated as well as they grow and develop.

Regarding language development, children have become a proper time, because children have enormous complexity of language development as one of the growth and developmental aspects. Based on the Indonesian Government Regulation (Permendikbud Republik Indonesia) No. 137 (2014, p. 2) about Early Childhood Education Standards: chapter 1, article 1, point 2 about six growth and development aspects of children, it is stated that "... a criterion of children achievement is on growth and development aspects, there are religion and moral values, psychomotor, cognitive, language, social-emotional and art". Thus, children language development is one of important children's achievements besides religious values, moral, psychomotor, cognitive, language, social emotional and art.

Language not only grows and develops in children but also needs to be stimulated and optimized as a communication tool for children to express wishes, feelings and needs. According to Genishi (2011); Bridges and Hoff (2006), whereas, children mostly learn to comprehend, imitate, and intentionally name everything in their surrounding into words. Moreover, Rohde and Plaut (2003) add that they may have errors in the development. The errors could be in pronunciation, word order, structure, etc. Therefore, according to them, in the process of language acquisition and development, children need guidance and good environment as one of significant factors. It is because they are great imitators of language who speak around them.

Children derive daily language from their environment at home, preschool and society. In this study, the researcher conversed about the children's language development at preschool with peers and teachers. Essentially, there are many unfamiliar words they hear, whether nouns, adjectives, verbs or adverbs. The new words they find through preschool activities, for instance, singing, storytelling, discussing,

doing experiments, demonstrating things, practicing activities and so forth. The words could be found from pictures shown, nature, movies, games, books and adults' speech surrounding them. Word is an essential part and the first aspect in acquiring language. It is possible for children to produce a sentence or statement without knowing many words or having good words.

Eliyawati (2005, p. 15) stated that parents, adults and friends are worthy source of language development at home, school or society. Moreover, the National Regulation (Peraturan Pemerintah Republik Indonesia) No. 137 (2014, p. 3) about Early Childhood Education Standards: chapter 1, article 1, point 13 about the children's learning sources, states that learning is a process of interaction among students and teachers by involving parents as learning source in learning and playing activity at preschool or Early Childhood Education (Pendidikan Anak Usia Dini) program. This regulation standard reinforces that parents, adults and friends are significant factors to improve and develop children's developmental aspects of language. Children always try to learn the rules of their language at an early age through use and without formal instruction over time. It is the process of memorizing and using words in order to convey their needs, feelings, and emotions (Buzan, 2005, p. 6). Moreover, they are not only accumulating vocabulary as language proficiency, but are also having more skill as 'word awareness' with integrity of brain functioning (metacognitive) which is known as metalinguistic awareness process of children (Bialystok, Peets & Moreno, 2011, p. 181).

To support this research, there was previous research conducted related to children word awareness; Bialystok, Peets and Moreno (2011, pp. 179-181). The research found that metalinguistic awareness is crucial to academic achievement and literacy acquisition. It is a collection of abilities rather than a single skill (such as word awareness, grammatical awareness, phonological awareness, etc.). The ability is not only the language proficiency; children gradually master the structure of language, accumulate vocabulary and develop efficient access to words and concepts, but also the integrity of brain functioning in using language of verbal fluency; structure of representations in semantic memory (animals are normally associated with each other). The main determinant of performance is the richness of lexical representation for categories (article animal or clothing) and rapid access to those lexical items. Based on the aforementioned study, word awareness is defined as a single skill which is not only consent to how

children accumulate vocabulary and access words and concepts but also to the integrity ways of thinking and cognition in the language input and output. Then there is also inclusion of sociocultural approaches (linguistic models).

Based on the aforementioned findings, the researcher was interested to conduct a study on children's metalinguistic awareness focusing on word awareness from peers and adult at LATIFA Preschool Kota Banda Aceh. In investigating children's word awareness, there were also studies about sounds, syllables and meaning. Because of limited time, this study only investigated the sounds of the new words and the way children obtain the meaning of the words.

There were several reasons which encouraged the researcher to conduct this study. Firstly, the age of children is the earlier age of acquiring a language. They have power of brain function to acquire language. Secondly, language is one of the six growth and developmental aspects which is important to be stimulated in the national 2013 curriculum of Early Childhood Education (PAUD). Thirdly, children play an important role in promoting better generation through Indonesian National Regulation in PAUD. Therefore, it is deemed essential to conduct a further investigation on children's word awareness in the language developmental aspect.

However, a preliminary study conducted at LATIFA Preschool which focuses on children aged between 4 and 6 years old shows the following: firstly, individual children had problems in their language development to interact with peers and adult. Secondly, children with peers shared new words every day without relying on the meanings to interact with others and adults. Thirdly, children got new words from the teachers through singing, storytelling, discussing, demonstrating things and doing school activities. Perhaps, they need to name many new nouns that they find daily at school from nature, pictures, movies, books, etc. Therefore, children need guidance to develop the language aspects from teachers in order to communicate with peers as the researcher has put forward at LATIFA Preschool.

The above facts may cause an issue in which children have obstacles in language to express their needs, feelings and emotion through words. Also, teachers do not sufficiently develop and stimulate their language developmental aspects that can facilitate their communication to survive. It might happen because teachers have lack of understanding about how to stimulate and develop children's

language acquisition and mediate their communication with peers. Therefore, children should be expected to have a good language development by having word awareness through their linguistic models, such as peers and adults as the significance sources. Based on the problems and the theories of interference above, this study is concerned with first language acquisition in children's word awareness

LITERATURE REVIEW

Language and Children

It is without a hesitation that childhood is the most major developmental of language milestones. Doherty (2009) states that only in a few years, approximately all children show themselves as competent communicators. They have to try and learn to speak as they go through childhood years, even if it is difficult to do as anybody who tries to learn a new language (Doherty, 2009, p. 303; Buzan, 2005, p. 268).

Language is a system of sounds, symbols or gestures to communicate with others based on a set of agreed rules (Doherty, 2009, p. 303; Santrock, 2005, p. 224; Susanto, 2011, p. 73). Likewise, language is used by children to interpret their experiences into symbols which are understandable to communicate with adults and to think (Susanto, 2011, p. 73). Language is important to raise and develop children's cognitive development. Moreover, the purpose of language is communication. He explained that it is a tool in which the process of thinking begins. For example, as communication is the process in which information is transmitted and received verbally or auditory, it is impossible to do it without language. Furthermore, it fulfills many more purposes. It allows children to interact with others, to express their personal wishes, to help them organize their thinking, actions, express emotions, and even alter emotional states (Doherty, 2009, p. 304; Santrock, 2005, p. 224; Rachmawati & Kurniati, 2010, p. 65). There are five language rule systems: phonology, morphology, syntax, semantics and pragmatics (Doherty, 2009, p. 306; Santrock, 2005, p. 224). The researcher will identify some certain words only through phonology (sounds) and semantic (meaning).

First Language Acquisition

First language acquisition is a rapid process, which refers to children's natural acquisition of language they hear from birth. It is

different from a second language and a foreign language which begin later and involve formal instructions. Hoff (2006) explained that first language acquisition is a robust process. Despite differences among cultures in the kind of early language experience provided to children, all normal children in anything remotely approximating a normal environment learn to talk. It means that children learn to talk; their comprehension abilities also develop along with questions in their mind. It happens in advance of their productive speech. Starting from newborn infants who neither speak nor understand any language, they become young children who comment, question, state and express their idea in their mother tongue. They usually ask people around them as family to name everything they see (noun), and then what adult people are doing (verb), also the features of things, and then why they become as what they are. All the words are derived from people as environment (family, friends and adults) for them learn to talk.

Children's Language Development

Children vary in development of speech and language skills. However, they follow a natural progression in mastering skills of language. As with learning to walk, learning to talk to acquire language skills requires time for development and practice in everyday situations. There are children with individual differences concerning the rate at which children acquire language, and therefore children possess the language skills when they enter school (Hoff, 2006b). At school, they often try to understand the meanings that others convey. In this case, the point of learning language and social interaction is not to master rules but to try to make connections with friends and teachers to make sense of experiences (Wells, 1968 in Genishi, 2011).

Psychologically, the first year of age appears to be critical periods for children's speech and language development when the brain is best able to absorb language (Susanto (2011, p. 73). If these critical periods are allowed to pass without exposure to language, it will be more difficult to learn.

Word Awareness

Word Awareness is a skill developed during first language acquisition. According to Bialystok et al. (2011, pp. 179-181), word awareness is one of metalinguistic skills which has two components as language proficiency and executive control. It means that word awareness is one of meta skills which is not only consent to how

children know, accumulate, use words or vocabulary, develop efficient access to words and concepts, but also the integrity of thinking ways and cognition in the ability to reflect and control language input and output. Moore (2012) adds that this skill is important in the process of first language acquisition in monitoring and attending linguistic input and output (words) consciously. It means that there is one word which has different meanings based on different semiotic experiences of children and their exposure to discourse modes whether 'aid or hinder'. It depends on the children's semiotic experiences of the word their family use at home. Then she also adds that social class of children's families affects variants of words used and the ability to consciously attend to language. At the end of her article, she also adds that one beneficial activity to develop such metalinguistic skills is classroom interaction (discussion, dialogue and instructional activity). Then there is also inclusion of sociocultural approaches (linguistic models) in the core of messages conveyed by the language. Language is defined as the neurodevelopment ability to use and combine words as to communication (Doman, 1999). In relation to word awareness, children first get the meaning of words to get communication in oral speech.

There are three components of word awareness studied, namely sound, meaning and syllable. But in this study, the researcher will focus on sound and meaning for children because syllable awareness is not an achievement target for the children's development aspect in preschool.

Linguistic Models

Hudson (1980, p. 150) states that there are three linguistic models for children to follow, i.e. parents, peers and adults. Then, He also suggest that the child's language model is his parents until he is 3 or 4, after which his peers replace his parents until he is about 13, when he (presumably) starts looking to the adult world towards which he is moving. However, many children do take their peers rather than their parents as model (Hockett in Hudson, 1980, p. 16).

For nurturing language development, parents, teachers, caregivers and guardians need to know and remember that language in the great majority of individuals develops very efficiently. Teachers can help sustain natural language development by providing the environment full of language development opportunities.

RESEARCH METHODOLOGY

The methodology of this study is descriptive-qualitative. MacNaughton et al. (2004) in Doherty (2009, p. 65) state that it uses exploration and interpretation types in educational setting of classroom to observe and analyze in a more open-ended way and teachers often make observation that reflect classroom life. Case study is one of qualitative method strategies. It means that the problem which will be analyzed is a process and activity observed and inquired from a group of people. This method explores information of the main phenomena in research, research participants and location (Creswell, 2012, p. 167). This study is interpretative study using an inductive way of thinking which steps on perspectives from social phenomenon, feelings and daily facts (Emzir, 2010, p. 2). In relation to the problem, this study is naturalistic, whereas it takes time in school with actual background to see from all the learning process. Then the data to be used is descriptive in the forms of words or images rather than numbers. The sense of data worthy to take is meanings such as participants' perspective, observation, the process of recording and meanings from some documents.

By conducting this qualitative research, the researcher attempted to present the existing phenomena or natural setting on children's word awareness at LATIFA Preschool. The researcher was directly involved and spent time during the observation in the classroom. Besides, the researcher also collected data through interview and anecdotal record. The data were presented in the form of words rather than numbers.

RESULTS AND DISCUSSIONS

Observation Results

Checklist of teaching learning process

a. Teachers

In the teaching learning process to children about learning context and things around them, there were so many new words children get especially from teachers, so that in promoting new words, the researcher found that the teachers always used gestures, tones, related media and illustrations in promoting new words to children. The media used such as pictures, real objects from nature, related books of the topics, miniatures/toys, even sometimes they showed videos through the laptop or the projector. The media are meant not only to make the

class situation interesting but also to stimulate children to interact and communicate using the words.

Then before the teaching learning process, the teachers set the class into a very comfortable way by setting the chairs into groups, tools and ingredients to study, as well as they used *motherese* register for talking to children. It was similarly the ways teachers and others talk to children. As a matter of fact, the teachers spoke more slowly, clearly, at a higher pitch and with exaggerated intonation.

After all, the teachers started to promote related new words to meanings into three parts, namely recasting, expanding and labeling. Firstly, recasting is rephrasing something the children have said. For example, the words *bulan puasa* [fasting month] is for *Ramadhan*, and *jalan-jalan* [having a look at] is for *rekreasi* [recreation]. In this case, the children usually named the things in their simple words. In spite of this, the teachers rephrased them with the proper words. Secondly, expanding is restating what the child has said. Restating here means the children talked about something in a very wide range or expanding, so that the teachers restated it into terms or particular words usually used. The sample words are *mobil besar korek tanah* [a big car means to scratch on the ground] is for *beko*[backhoe]. Thirdly, labeling is to identify the names of objects. Here, the teachers named everything around the children and asked them to reply.

In addition, the teachers also promoted new words to the children into activities which built children's interaction. The activities were discussion, group works, playing and micro dramatic play. For instance, teachers tried to encourage the word *kuda lumping* [artificial horse] through dramatic art and display. This activity was also followed along with the traditional music of *kuda lumping* to emerge their emotional sense of the dramatic and art play. In the same way, in other activity, children tried to build communication in groups along with sensitive-motor activity. Teachers also began it with apperception containing long information about *plastisin* which is used to form everything they are interested.

b. Children's Interaction With Teachers

In this part, the teacher will describe children's interaction with the teachers along the school activity. Firstly, the teachers built the children's understanding of knowing new words by reflecting them with identities and experiences of the children's family and community.

They asked them to reflect on their experience by stimulating with several questions, for example:

- Teacher : “*Siapa pernah naik Delman?*”
[Have you ever ridden a Delman?]
Afkar : “*Bu, kami pernah naik Delman di Taman sari.*”
[Miss, we have ever ridden a Delman in Taman Sari]
Teacher : “*Oh ya? Dengan siapa naiknya?*”
[Have you? With whom?]
Afkar : “*Dengan nenek sama mama kami...*”
[with grandmother and mother]

It was to make children use the word in interaction through reflecting experience. They were also easier to identify the word by conveying in reflecting context. Secondly, the researcher also found that the teachers interacted with the children by using long information-containing to promote a new word. For example, at the end of conversation about transportation, the teachers concluded by defining the new word ‘alat transportasi’. The conversation is as follows:

- Teacher : “*Nah, semua alat-alat atau kendaraan yang bisa membawa kita pergi ke suatu tempat, baik jauh maupun dekat, apakah melewati jalanan, melewati air laut maupun melewati langit atau udara, itu namanya alat-trans-por-ta-si. Apa namanya sayang?*”. The teacher asked the children to repeat after her.
[Okay, all transportation which can bring us somewhere, even far away or nearby, through the road, sea, or air is called transportation. What was it?]
Children : “*alat trans..por..ta..si..*” [trans..por..ta..tion]

It means that the teachers used a long information-containing to promote a new word. They gave a long definition using illustrations to make them easy to understand the new word which was just heard. From the instance, it also showed that the children identified the sound and meaning they listened from the teachers. For example, the word ‘*Delman*’ is a transportation using a horse to bring passengers to go somewhere. Thirdly, the children sometimes used new words to make a sign through interaction and to get communication in oral speech. The sample word is simpai. It is a big ring made of bamboo used for

dancing or body building. More often, the children asked the teachers to repeat the word in order to attend to the sound. On one occasion the teachers promoted a new adjective word through a song; the word was 'compang-camping' (ragged cloth).

From all those illustrations found by the researcher through observation, it shows that, in the children's interaction with the teachers, they seemed enthusiastic to know and use some of new words taught by the teachers. They also tried to give responses by asking, repeating, practicing, pointing out the objects, and identifying the words.

c. Children's Interaction With Peers

Children's interaction with peers also occurred in several conversations between the teachers and children. However, the language used between the children and peers was simpler and even sometimes had word mistakes in pronunciation of the new word they have heard.

Besides, the researcher found that the children used the language containing new words to convey their needs through interaction to get communication in oral speech. Apart from that, in the conversation among them, the children needed the language containing new words to get what they want. Thus, the children communicated with peers by using new words they got from the teachers every day. They used the words in a simple and easy way to understand among them. Sometimes they would ask the teachers for revision of the word they wanted to use.

Anecdotal Record Results

To analyze the data or information obtained from the anecdotal record, the researcher met to interact with the teachers to interpret the content. On Monday December 28th, 2017, there was a girl named Najwa rizki Athari playing macro dramatic play with dance in the breaking session after class. The dramatic they played with friends was about 'doctors and medical activity in hospital'. One was as a patient and the others were nurse, apothecary and doctor. Suddenly, Najwa came to the teacher nearby, Miss Eka. She asked her about a tool used to detect the patient's heartbeat. Then Miss Eka answered, '*oh, itu namanya stethoscop*' [*oh, that is a stethoscope*]. Then, Najwa used the word into the dramatic play with her friends. The interpretation of the teacher here was that Najwa has a good willingness to use the new word she has learned into daily activity. She has a good willingness to

know more glossaries she gets from school. The notes column here is the follow-up of this moment; the teachers will encourage more chances for the children to communicate and facilitate them in language development.

The anecdotal record above was the only one the teachers got from the semester. Then, this was included as a positive category of the children's language development in the anecdotal record. From the incidental moment, it seemed that the class had just learned about 'doctor and medical tools of the profession'. Luckily, some of the children played the macro dramatic about the medical activity right away after class. Besides, they really wanted to know about 'stethoscope' because they wanted to play how the tool operated. It meant that the children had great enthusiasms to have glossaries about 'doctors and medical activity in hospital'.

Checklist of Children Language Development Results

This checklist was taken after ensuring the topic they had learned. It was used to measure the children's language improvement and development based on the indicators according to the curriculum for grade B. Each child was evaluated thoroughly by the teachers and this kind of assessment is one of authentic assessments included in the children's report in every semester, which is consulted with parents.

Based on the evaluation of the children's language development checklist, the researcher found different and variant results. Firstly, according to the language skills of understanding and expressing language where each category has 4 and 7 indicators, for understanding language skill it seemed that 79.2% of children evolved as wishes (BSH), 19.2% of children began to appear (MM), and the others 1.6% did not appear. For expressing language skill it seemed that 52.9% of children evolved as wishes (BSH), 43.8% of children began to appear (MM), and the others 3.3% did not appear. It means that from both children's language skills, more than half of the children in B1 have evolved as wishes (BSH), whereas according to Dirjen PAUD (2014, p.22), the criteria begin to appear (MM) is included as a development criteria for children.

Secondly, if the researcher reconsidered the overall children language development, it seemed that 62.4% of children evolved as wishes (BSH), 34.8% of children began to appear (MM), and the others 2.7% did not appear. It means that children language development was still in accordance with the previous result of language skill ability,

whereas more than half of children in B1 had evolved as wishes (BSH) toward the language learning by context that the teachers promoted during the semester. It could be seen in the Table 1.

Table 1. The Percentage of Children Language Development Group B-1

NO	EACH QUESTION	CHILDREN LANGUAGE DEVELOPMENT			
		BM	MM	BSH	BSB
1	Question A				
	number 1	0	1	29	0
	number 2	1	12	17	0
	number 3	0	1	29	0
	number 4	1	9	20	0
2	Question B				
	number 1	1	3	26	0
	number 2	1	1	28	0
	number 3	0	15	15	0
	number 4	1	7	22	0
	number 5	1	28	1	0
	number 6	1	10	19	0
	number 7	2	28	0	0
TOTAL		9	115	206	0
PERCENTAGE (%)		2.7	34.8	62.4	0.0

Interview

On Friday December 8th, 2017, the researcher interviewed the teachers after four days of observation of the learning activities in the school. The researcher asked them personally one by one with the same questions guideline regarding their ways to let the children aware of social situations and learning contexts which promote children's word awareness especially and language development ability in general. There were 13 questions prepared to exploit the teachers' strategies of promoting new words and children's word awareness.

Here, the researcher only poses three questions from both teachers. The questions are:

1. In what activity and learning context that the children may have more vocabulary to know?
2. How do the children respond to a new word they have just heard?
3. How do the teachers let them know and teach them a new word?

The answer of both the teachers was the same, but Miss Eka Diana, S.Pd. gave more explanation and information. For the first question, Miss Eka said that actually every learning context (themes) had vocabularies for children to know. It could be about animals, plants, parts of body, transportation, etc. The activities could be in the forms of discussion, travelling, experiment, etc. Moreover, Miss Agus added instances that the children may have new words in learning about kinds of flowers and vegetables of plants and about names of fingers in parts of our body.

For the second question, Miss Eka said that some children are commonly silent and are seen confused by hearing a new word. But, some others may ask everything they do not know bravely. Miss Agus also said the same point shortly. For the last question, Miss Eka answered that the teacher uses multimedia to let them know and teach them a new word, such as pictures, books, direct observation of nature, videos, etc. From those media, the teachers can encourage a good understanding of children about the words of things. Moreover, Miss Agus added that to let them know and teach them a new word, the teachers also explain and differ the characteristics, use and benefits of human's life. Therefore, understanding and recognition is more strongly attached to the child. A more complete question of interview with the teachers can be seen in the appendix. From the information discussed above, it can be derived that the teachers have tried to promote new words and teach how to use them in conversation.

Discussion

The children pronounced everything around them and identified the sounds and meanings of words they listened to every day based on the learning context they focused on. They were guided by the teachers in knowing the words and meanings (Hoff, 2006 in Hoff & Bridges, 2008 and Radford et al., 2009, p. 9). After pronouncing and identifying some of the new words promoted by the teachers, they were asked to repeat the words in order to be familiar with the words. The teachers

guided them to have many repeated opportunities to make retrievals of the word and meaning (Nation, 2001, p. 47). The children repeated in many ways such as repeating in a simple way, repeating after the teachers, replying to a song, answering a question or pointing to the verbs to identify the meaning (see the interview transcript).

Further, they were slower in monitoring function words than content words, such as the word 'kami' (we) for 'saya' (I/me) (Hahne, et al., 2004, pp. 1302-1218). It occurred not only in the interaction with the teachers but also with peers or friends. However, the teachers always reminded and corrected their mistakes in using the words. Still, they did the same (see the observation sheet).

Moreover, in several learning contexts, the children also learned different words with the same meanings but in a different context of use (Radford et al., 2009, p. 9; Nation, 2001, p. 47). For example, the word 'paruh' (mouth) is for fowls or birds; the word 'belalai' (trunk) functions as a snout for the elephant, the word 'pasien' (patient) for a sick human who needs medical help, etc. At that moment, the children needed to know the word supported with particular media which could help them differ the criteria, function and benefit of the thing referred to by the word (see the observation sheet).

As well as knowing some new words of learning, the children could convey their need and interpret their experience, and even to make a sign through interaction and to get communication (Lemetyinen, 2012; Susanto, 2011, p. 73). It was not only within interaction with teachers but also with peers or friends. For instance, the word 'stethoscope' was used by some children to play dramatic macro play with friends (see the anecdotal record sheet). Because of forgetting the word, they asked the teacher to use the word to play. Besides, the children liked to express their experience into symbols which are understandable to think by using language whether to teachers or friends. As a result, these words could become glossaries of children to interact with peers or friends (see the observation sheet).

Besides, children are a great imitator (Doherty, 2009, p. 306; Santrock, 2005, p. 231); they imitated every new word they get from the teachers and peers in order to be used in their daily activity (see the observation sheet).

The children developed their word awareness from the teachers more than from the peers, since the teachers gave good attention and efforts to encourage their language with more glossaries they need. Nonetheless, the children developed their language from peers only by

using a simple way, and there were some errors of word use. Fortunately, they used several words they had got from the teachers by learning the context through playing together with peers or friends.

The most important thing the teachers needed to prepare is Lesson Plan (RPPH) for the learning plan and class management. The teachers had set the topic, sub topic to promote, time management, references to use, learning media (APE), teaching method and learning strategies in accordance with the learning context to learn. Without keeping the lesson plan with them, the teachers were not allowed to teach at all. It is according to the National regulation, 2013 Curriculum and school obligatory. Second, the teachers prepared related media to the learning context, such as pictures, books, miniatures, toys, and even mp3/videos they have in order to make the children easier to know, understand and identify the objects they were going to learn. Accordingly, the media facilitated the children to know many new words they wanted to know of the learning context. For example, to know about the word 'tower', 'camera', 'rocket', etc would be easier by using mp4 videos. This use of media in learning is quite important for preschool curriculum because it is the time where children must to develop their language aspect. Third, one of unique skills of preschool teachers is that they have to be able to sing various educated songs, simulated pantomime moved or game related to the learning context. It is also as one way or strategy to promote word awareness, advice, and valuable message stories, etc. Through singing a song, teachers can explain about many things in a more entertaining way and children like songs, music, art, etc.

Moreover, before the beginning of the class, a comfortable class setting is important. The teachers set the condition based on the group activity they wanted. Then it could be in different formations in each topic they learned. Thus, the children would not be bored. After all, in making communication with infants or children, preschool teachers always use the *motherese* register to speak with children. They speak more slowly, clearly, at a higher pitch, and with exaggerated intonation (Doherty, 2009, p. 311; Hoff, 2006; Lidz, 2007; Santrock, 2005, p. 234; Susanto, 2011, pp. 39-40). It was because children ways of speaking and interacting are quite different from adults. (Hahne et al., 2004, pp. 1302-1318; Nagy & Anderson, 1995, p. 3). Overall, in promoting every new word to children of learning context in the class, the teachers gave good and complete references and explanation about the word and its meaning by explaining the criteria, function and benefits of the word

referred to. Therefore, the children knew the word and its meaning and in what context to use it.

CONCLUSION AND SUGGESTIONS

First of all, word awareness is one of meta skills which is not only consent to how children know, accumulate, use words or vocabulary, but also develop efficient access to word and concepts using thinking ways and the relation with children is that language development aspect is one of seven growth and development aspects as a criterion of children achievement of early childhood. Second, the children developed their word awareness from the teachers (adults) facilitated with media, references and explanation they needed in order to know a word and its meaning. The teachers also opened their mind by sharing their different semiotics of word by explaining and repeating the use of word in daily contexts. Third, the children developed their word awareness from friends (peers) facilitated with the words that they got from the teachers in the class. The glossaries helped them to interact among peers to express their need, willingness and emotion, as well as to ask for help or something.

Eventually, the preschool teachers' strategies to develop children's word awareness were the following: firstly, the most important thing the teachers needed to prepare was Lesson Plan (RPPH) to set the topic, sub topic to promote, time management, references to use, learning media (APE), teaching method and learning strategies in accordance with the learning context to learn. Secondly, the teachers prepared related media to the learning context such as pictures, books, miniatures, toys, and even mp3/videos to facilitate children to know many new words they wanted to know of the learning context. Thirdly, the preschool teachers had to be able to sing various educated songs, simulated pantomime moved or game related to the learning context as one way or strategy to promote word awareness, advice, and valuable message stories, etc. Moreover, before starting the class, the teachers set the condition based on the group activity they wanted. For the most part, children's way to speak and interact is quite different from adults'. Children are slower in monitoring the words of language and they need to repeat the word and to attend to the sound. Hence, the preschool teachers used the *motherese* register to speak with the children. They spoke more slowly, clearly, at a higher pitch, and with exaggerated intonation.

Suggestion

First, this research is expected to be a useful recommendation and functional, especially for preschool teachers, through which they will know the process of how children acquire a first language and have word awareness in communication. Second, children should be allowed to interact in a variety of environments such as school, family and friends. Besides, children should be guided to be able to switch their attention from the meaning of what they or others utter.

Third, for teachers, parents and readers, it should be an input, description, and practical contribution to allow children to grasp and know how to use the language, guide them to be aware of their listeners (peers and adult) and how these listeners affect the choice of language they use. Besides, in making communication with infants or children, adults or teachers must adjust to the ways children speak and interact by using the 'motherese' register. Finally, for preschools, it should give a practical contribution for curriculum references to stimulate and indicate children's language development achievement.

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