

Use of Verbal Language in Private Teaching of English for Children Age 6 – 7 Years

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ABSTRACT

This study concerns investigates the value of the use Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication. The verbal element of communication is all about the words that you choose, and how they are heard and interpreted. The purpose of this research is to Encouraging a child to use verbal communication is an important step in their overall development and it is important that you open them up to as many different voices and words as possible, in order to help them grow. The people they have around them in terms their childcare are ideal for helping to develop communication skills. Playing games, encouraging conversation, and simple naming activities are all fantastic tools which can encourage verbal communication back and forth.

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INTRODUCTION

Verbal communication refers to the utilization of words to express ourselves in front of other people. Thus it is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe only spoken communication. The verbal part of communication refers to the words that we choose, and how they are heard and interpreted. It is indeed crucial to learn that good oral communication cannot be fully ignored from non-oral communication in the form of our body language, tone of the sound, and expressions of the face. Speaking with clarity, being silent and focused, being well behaved, and following some of the general rules of behavior altogether will help in the process of oral or verbal communication.

In many personal meetings between people, the starting time of conversation is very important because the first impression has an impact on further success and future communication. Listening actively is also a crucial skill. But, when we communicate, we are likely to spend much more energy on what we are going to say than what we are going to listen to other people. A child will learn to communicate by watching and listening to their parents, and then mimicking their words and actions; the more you communicate with your child, the earlier and quicker they will develop these skills.

Reading is a great activity to help improve your child's communication proficiency; it develops their language acquisition and introduces them to a range of vocabulary, helping them to communicate with ease and clarity. As they get older, reading together provides an excellent opportunity for discussion, creating an environment where a

child can comfortably and confidently get used to articulating and sharing their ideas. Through interaction and play with siblings and friends, a child will develop social skills and interpersonal skills alongside their communication skills. These skills will make them feel at greater comfort in social situations, where they will find it easier to strike up conversations with peers, and make new friends. Through these relationships, they will also hone their ¹²listening skills as well as their ability to empathise and interpret non-verbal communication cues.

When a child begins school, presentations, class discussions, dramatisations, and oral exams will become regular activities for them, all of which will call directly upon their verbal communication skills; likewise, they may, as part of the application process, have to go along to an interview when applying to a secondary school or sixth form. In these situations you will want a child to feel confident, not only speaking in front of a crowd or meeting a new acquaintance, but also assured in their own ability to converse fluently and make a good impression. A child who is good at communicating verbally will find it easier to produce written communications, and thus will likely perform better in their school exams and written assignments.

Significance research has been done regarding the influence of age of acquisition is exposed to a second language. Some researchers have shown that bilinguals who have learned their second language early in life may differ in their fluency from bilinguals who turned their second language later in life. This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research and definition of key terms. The result shows that the types of code switching used by the lecturer and the students are relatively same. They are intersentential code switching and intrasentential code switching, but the students used it in a lot of frequency. The findings also showed the reasons of code switching in their performances are different. The most dominant reason appeared by the lecturer in economic class is repetition used for clarification. The lecturer often repeats in order to clarify her speech or the student's speech so that it will be understood more by students.

The most dominant reason appeared by the students in economic class is interjection. Interjection is used when a student cannot remember some words, and the student uses their native language even use their mother tongue to avoid a break in communication. Based on the result above, suggest that the students should be able to develop their communication using English correctly without any switching from another language such as Indonesian. Because they have got exposure during teaching and learning process. This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms. This thesis is descriptive qualitative research. The data are words that occur in private course in year 2021/2022.

DISCUSSIONS

Recorded 1

Teacher : ok jeanice today we study Eng...

Jeanice : lish

Teacher : English. Read first.how do we

Jeanice : do we have fun

Teacher : ok, how do we have fun. Music,we do what?play,bake,jump or listen

Jeanice : listen to music

Teacher : very good. Listen, please spell listen.

Jeanice : el – ai – es – ti – i – en

Teacher : Very good, next cookies. What are we doing to cook? bake,jump,play or listen?

Jeanice : bake

Teacher : Very good, how do you spell it?

Jeanice : bi – ei – ke - i

Teacher : good. Next how do we spell paint? Pi-

Jeanice : pi – ei

Together : ai – en –

Jeanice : ti

Teacher : ok, good. What are we doing togame?

Jeanice : play

Teacher : how you spell it?

Jeanice : pi – el – ei – way

Recorded 2

Teacher : ok,next we continue read this number and then join the number to the picture.what picture is this?who is this?

Teacher : this is iren. Iren and her parents are going to Mexico

Jeanice : C

Jeanice : traveling

Teacher : traveling. What number of picture is traveling?

Jeanice : traveling is J

Teacher : what number of traveling here?

Jeanice : number 1

Teacher : next number 2, read

Jeanice : there are so many things in the store

Teacher : store.which one is gift in the store?

Jeanice : C

Teacher : what number?

Teacher : 3

Recorded 3

Teacher : next, we read it

Jeanice : iren and her family are going to Mexico

Teacher : good..next

Together : there are so many things in the store

Teacher : ok next

Jeanice : iren is buying a box

Teacher : ok good³

CONCLUSION

Language is taking using words and sentences while developing appropriate grammatical skills. It is also about what is understood. Children generally need to repeatedly hear new words in context before they will use the word correctly themselves. In English there are lots of rules about how we order words in sentences which can be hard for young children to grasp. Children will start by using single words then gradually add words to make sentences of increasing length as they get older. Children will also take time to explore and then learn correct grammatical structures, for example how to change words depending on the tense.

Communication is very important because it is vital in developing and maintaining relationships. It includes an understanding of how to interact and engage with others and an ability to understanding the nuances of non verbal communication as well as being able to what is being said. Non verbal communication includes gesture, eye contact and expression and is a very powerful part of conversation.

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