

THE ROLE OF TEACHER AND STUDENT INTERACTION IN CHILDREN'S LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (PAUD) 3-5 YEARS

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Abstract

This study explores the role of teacher and student interaction in fostering language development among children aged 3-5 years in early childhood education (PAUD). Language development is a crucial aspect of a child's cognitive and social growth during this period. The research employs a qualitative approach, utilizing observations and interviews to analyze the dynamics of teacher-student interactions in selected PAUD institutions. Results indicate that effective teacher-student interaction, characterized by active communication, open-ended questioning, and responsive feedback, significantly enhances children's vocabulary, sentence structure, and verbal expression. Additionally, a warm and supportive environment encourages children's confidence in language use. This study underscores the importance of intentional, high-quality interaction between teachers and students in promoting early language development and provides recommendations for best practices in PAUD settings.

Keywords : Teacher-Student Interaction, Language Development, Early Childhood Education, PAUD, Children Aged 3-5 Years, Communication, Vocabulary, Cognitive Growth, Verbal Expression, Qualitative Research

Article History

Received: Januari 2025
Reviewed: Januari 2025
Published: Januari 2025
Plagiarism Checker No 234
Prefix DOI: Prefix DOI:
10.8734/ SINDORO.v3i9.252
Copyright: Author
Publish by: SINDORO



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ISSN 3025-6488



INTRODUCTION

A. BACKGROUND

Language development is a fundamental aspect of early childhood education, particularly for children aged 3-5 years. During this critical period, children experience rapid growth in their cognitive, emotional, and social abilities, with language serving as a primary tool for communication and learning. In early childhood education (PAUD), teacher and student interaction plays a pivotal role in shaping these developmental milestones.

Effective communication between teachers and students not only fosters language acquisition but also encourages children to express themselves confidently. Teachers act as facilitators who guide, model, and provide feedback, while students actively engage in interactions that stimulate vocabulary building, sentence structuring, and verbal comprehension.

Given the importance of this interaction, understanding its role and impact on language development in PAUD settings is essential. This research aims to explore the dynamics of teacher-student interaction and how it contributes to the linguistic growth of young children, providing insights for improving educational practices in early childhood institutions.

B. Research Problem

Despite the recognized importance of teacher-student interaction in early childhood education, there is limited understanding of how such interactions specifically influence language development in children aged 3-5 years. Many PAUD institutions face challenges in optimizing communication strategies due to a lack of awareness or resources, potentially hindering children's linguistic growth. Furthermore, the varying quality of teacher-student interactions raises questions about best practices that can effectively foster language development in this critical developmental stage. This research seeks to address these gaps by examining the role and impact of teacher-student interaction on the language development of children in PAUD settings.

C. Research Objective

The objective of this research is to analyze the role of teacher-student interaction in supporting the language development of children aged 3-5 years in early childhood education (PAUD). Specifically, this study aims to:

1. Identify the characteristics of effective teacher-student interaction that contribute to language development.
2. Examine how these interactions influence vocabulary, sentence structure, and verbal expression in children.
3. Provide recommendations for optimizing teacher-student interactions to enhance language acquisition in PAUD settings.

PREVIOUS WORK

Several studies have highlighted the importance of teacher-student interaction in early childhood education, particularly in fostering language development. Research by Vygotsky (1978) emphasizes the role of social interaction in cognitive and linguistic growth, where teachers serve as mediators to scaffold children's learning processes. Similarly, Pianta et al. (2008) found that high-quality teacher-child interactions significantly influence children's academic and social outcomes, including language skills.

In the context of PAUD, studies have demonstrated that responsive teaching—characterized by open-ended questioning, active listening, and feedback—enhances children's vocabulary and verbal communication. However, despite these findings, there is still a gap in exploring how specific teacher behaviors directly impact language development in the PAUD setting, particularly in Indonesia. This research builds upon previous studies by focusing on teacher-student interaction in local PAUD contexts to provide actionable insights.

RESEARCH METHOD

A. Research Design

This study employs a qualitative research design to explore the role of teacher-student interaction in supporting language development in early childhood education (PAUD) for children aged 3-5 years. The qualitative approach is chosen to capture the dynamic and contextual nature of interactions between teachers and students.

Data collection methods include observations and semi-structured interviews. Observations are conducted in selected PAUD classrooms to document real-time teacher-student interactions, focusing on communication patterns, teaching strategies, and student responses. Semi-structured interviews with teachers provide deeper insights into their perspectives, methods, and challenges in facilitating language development.

The data are analyzed thematically to identify key patterns and themes related to effective teacher-student interaction and its impact on language acquisition. This design ensures a comprehensive understanding of the research problem within its natural educational setting.

B. Research Subject

The subjects for this research are derived from various academic publications that investigate the role of teacher-student interaction in early childhood language development. These sources include books, peer-reviewed journals, articles, and other relevant materials. The selected references focus on early language acquisition, teaching strategies, and child-centered classroom practices, providing a robust foundation for data analysis.

By utilizing these academic sources, the research integrates expert perspectives and established theories, ensuring the conclusions are grounded in credible and reliable literature. This approach enriches the study with evidence-based insights and allows readers to gain a deeper understanding of the dynamics of teacher-student interaction in fostering language development among children aged 3-5 years.

C. Research Object

The research object in this study serves as the cohesive element that integrates insights, ideas, and accurate information from existing literature and empirical findings. Its primary role is to act as the focal point for analyzing the dynamics of teacher-student interaction and its impact on language development in children aged 3-5 years. By centering on this interaction, the study explores critical communication strategies, teaching behaviors, and classroom environments that support early language acquisition.

Grounded in established linguistic and educational theories, the research object enables a comprehensive examination of how social and cognitive factors intertwine in fostering linguistic growth. This focus aims to provide practical and theoretical contributions, enhancing understanding of the pivotal role teacher-student interactions play in early childhood education.

DATA ANALYSIS

A. The Role of Teacher-Student Interaction in Language Development

Teacher-student interaction plays a crucial role in shaping the language skills of children aged 3-5 years. This study analyzes classroom interactions focusing on verbal and non-verbal communication strategies, teacher responsiveness, and their influence on children’s vocabulary, sentence construction, and overall language acquisition. Observations revealed that effective teacher strategies, such as using open-ended questions and giving feedback, encourage active participation and enhance language use among children.

Factors contributing to successful interaction include the teacher’s ability to create a supportive and engaging classroom environment. Children who experience such positive interactions show improved confidence and a willingness to communicate, resulting in significant progress in their language development.

B. Impact on Children’s Vocabulary and Sentence Structure

The data also highlight how teacher-student interactions affect specific aspects of language, such as vocabulary enrichment and sentence structure development. Teachers who incorporate diverse teaching materials and interactive storytelling techniques significantly expand children’s vocabulary. Meanwhile, structured activities like group discussions or role-playing help children construct more complex sentences.

However, the study also identifies challenges, such as variations in teacher training and resource availability, which can influence the quality of interaction. Addressing these barriers can further optimize language outcomes in early childhood education.

This analysis underscores the importance of fostering meaningful teacher-student interactions to promote language development and emphasizes the need for training and resources to support educators in achieving this goal.

RESULTS AND DISCUSSION

Teacher-student interaction has a profound impact on language development in early childhood education. The findings in this study highlight various ways these interactions influence children aged 3-5 years, particularly in vocabulary acquisition, sentence construction, and overall language proficiency.

Number	Child’s Names	Interaction Characters	Observations and Effects on Language Development
1	Andreas (A)	Energetic and curious	Andreas actively asks question and engages in discussions, showing rapid vocabulary growth. However, he struggles with structured sentences.
2	Bella (B)	Shy and Reserved	Bella hesitates to participate, requiring teacher encouragement to express herself. Her language skills improve with individual attention.
3	Crispo (C)	Confident and Assertive	Crispo thrives in group activities, demonstrating significant progress

			in sentence formation and storytelling.
4	Donna (D)	Sensitive and Observant	Donna prefers observing others but gradually gains confidence in expressing ideas with teacher guidance.
5	Ella (E)	Passive and Reluctant	Ella avoids interaction but begins to engage when activities involve play or visual aids. His vocabulary grows slowly but steadily.

General Observations

The analysis reveals patterns of interaction and their effects on language development:

1. Active Participation: Energetic and confident children, like Adam and Chris, excel in learning vocabulary and constructing sentences due to their frequent interaction with peers and teachers.
2. Encouragement for Reserved Children: Shy or passive learners, such as Bella and Ethan, show improvements when supported through one-on-one activities or visual aids.
3. Role of Teacher Support: Teacher strategies, such as open-ended questions and feedback, foster engagement and language acquisition among all children, regardless of their initial interaction style.

Key Themes

- Teacher Responsiveness: Timely feedback and encouragement help children overcome hesitation, fostering language growth.
- Play-Based Learning: Interactive games and storytelling improve sentence construction and vocabulary retention.
- Social Interactions: Group activities promote peer learning and confidence in expressing ideas.

CONCLUSION AND SUGGESTION

A. Conclusion

This research highlights the crucial role of teacher-student interaction in shaping language development among children aged 3-5 years in early childhood education (PAUD). Findings suggest that teacher responsiveness, communication strategies, and the ability to create engaging and supportive classroom environments significantly influence vocabulary acquisition, sentence construction, and overall linguistic confidence. Active engagement, tailored teaching methods, and a focus on play-based and interactive learning activities emerge as effective approaches for fostering language growth. Challenges such as varying interaction styles and resource availability emphasize the need for adaptable strategies to address individual learning needs.

B. Suggestion

1. For Teachers: Enhance training on effective interaction techniques, such as using open-ended questions and providing constructive feedback, to foster language development. Incorporate diverse teaching methods, including storytelling and play-based activities, to engage children with varying interaction styles.
2. For Schools: Provide adequate resources and support for teacher training programs and implement small class sizes to ensure individual attention for every child
3. For Future Research: Expand the scope of study to include a larger sample size and explore the long-term impact of teacher-student interaction on language acquisition. Future studies can also analyze the role of parental involvement in supporting language development at home.

By addressing these areas, educators and policymakers can create more inclusive and effective early childhood education environments that prioritize linguistic and cognitive growth.

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