

ABSTRAK

Asruri, Indrian Fahma. 2026. *Strategi Guru dalam Mengembangkan Kemampuan Bahasa Anak Kelompok B di TK Dharma Wanita Wakah 1 Kecamatan Ngrambe Kabupaten Ngawi*. Skripsi. Program Studi Pendidikan Bahasa dan Sastra Indonesia, FKIP, Universitas PGRI Madiun. Pembimbing (I) Asri Musandi Waraulia, S.Pd., M.Pd. Pembimbing (II) Dr. Muhammad Binur Huda., M.Pd.

Kemampuan bahasa merupakan salah satu aspek perkembangan yang sangat penting bagi anak usia dini karena menjadi dasar dalam berkomunikasi, mengungkapkan ide, serta berinteraksi dengan lingkungan sekitarnya. Guru memiliki peran penting dalam merancang dan menerapkan strategi pembelajaran yang sesuai untuk mengembangkan kemampuan bahasa anak. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengembangkan kemampuan bahasa anak kelompok B serta hambatan yang dihadapi guru dalam mengembangkan kemampuan bahasa anak Kelompok B di TK Dharma Wanita Wakah 1 Kecamatan Ngrambe Kabupaten Ngawi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data penelitian dikumpulkan melalui observasi, wawancara, dan dokumentasi. Informan penelitian terdiri atas guru Kelompok B sebagai informan utama, sedangkan kepala sekolah dan peserta didik sebagai informan pendukung. Keabsahan data dilakukan menggunakan triangulasi sumber dan triangulasi teknik. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru menerapkan beberapa strategi dalam mengembangkan kemampuan bahasa anak, yaitu strategi bercakap-cakap, bercerita, tanya jawab, bernyanyi, dan bermain. Strategi tersebut mampu meningkatkan keberanian anak dalam berbicara, memperkaya kosakata, meningkatkan kemampuan menyampaikan pendapat, serta melatih anak berkomunikasi dengan teman maupun guru. Adapun hambatan yang dihadapi guru meliputi kurangnya perhatian dan pendampingan orang tua di rumah, rendahnya rasa percaya diri beberapa anak, anak yang mudah kehilangan fokus saat pembelajaran, serta kebiasaan menggunakan gawai yang memengaruhi kemampuan berkomunikasi anak.

Kata Kunci: strategi guru, kemampuan bahasa, anak usia dini, Kelompok B.

ABSTRACT

Asruri, Indrian Fahma. 2026. Teachers' Strategies in Developing the Language Skills of Group B Children at TK Dharma Wanita Wakah 1, Ngrambe District, Ngawi Regency. Undergraduate Thesis. Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Asri Musandi Waraulia, S.Pd., M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

Language skills are one of the most essential aspects of early childhood development, as they serve as the foundation for communication, expressing ideas, and interacting with the surrounding environment. Teachers play an important role in designing and implementing appropriate learning strategies to develop children's language skills. This study aimed to describe the strategies employed by teachers to develop the language skills of Group B children and to identify the obstacles encountered by teachers in developing the language skills of Group B children at TK Dharma Wanita Wakah 1, Ngrambe District, Ngawi Regency. This study employed a qualitative approach with a descriptive research design. The research data were collected through observation, interviews, and documentation. The participants consisted of the Group B teacher as the primary informant, while the principal and the students served as supporting informants. The validity of the data was ensured through source triangulation and technique triangulation. The data were analyzed using the stages of data reduction, data display, and conclusion drawing.

The findings revealed that the teacher implemented several strategies to develop children's language skills, including conversation, storytelling, question-and-answer activities, singing, and play-based learning. These strategies helped improve children's confidence in speaking, enrich their vocabulary, enhance their ability to express opinions, and develop their communication skills with both teachers and peers. The obstacles encountered by the teacher included limited parental attention and assistance at home, low self-confidence among some children, children's difficulty in maintaining focus during learning activities, and the habit of excessive gadget use, which affected their communication skills. To overcome these challenges, the teacher provided motivation, individualized guidance, varied learning activities, and established collaboration with parents.

Keywords: *teacher strategies, language skills, early childhood, Group B.*