

PARENTS' ROLE IN HELPING CHILDREN TO DEVELOPE LANGUAGE INTELLIGENCE TROUGH PLAYING

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Playing is not just looking for fun in itself but has great benefits for both child development cognitively, socially and emotionally are very useful for children. Playing is like a piece of string as fibers and yarns are woven into one. Through playing children can adjust to the social environment, children can learn to get along with his friend. Parents' role is very important (1) as a role model, motivator, facilitator, innovator for children development, especially linguistic, (2) creating a quality meeting by giving affection, so that children are mature into every phase of development that will pass, (3) not to impose the will, understanding the development of the child so that no negative impact on the development, (4) meet the needs of the child the right brain through the development of arts and culture through music lessons, sports, according to the child's interest to balance the two hemispheres of the brain.

Key words: intelligence, language, play

1.Introduction

A healthy child is easily seen from the characteristics of psychic and physical. Psychological characteristics of healthy children are expressed from the face and behavior. Normally healthy children always look cheerful, active, and fun, but it looks also of its physical characteristics. Healthy children would get adequate nutrition, it can be seen from their height and weight are ideal.

Early childhood is always characterized as to move on. If the child moves and looks just passively watching his friend while playing, the child tends to be less healthy. This is in line with the theory of surplus energy from Schiller / Spencer in playing classical theory (2001:3) considers that activities such as running, jumping, rolling is characteristic of young children because of play due to an excess of energy. This means that children can channel excess energy through fun play activities. The above theory is closely related to psychological characteristics of a healthy child, who always looks cheerful. Move on and fun. A healthy child will surely get enough nutrition, as stated by Malla (2000:27) that the provision of good nutrition greatly affects the intellectual development, learning ability, behavior and learning potential. The nutrient or nutrients play an important role in the formation process of a child's intelligence. Intelligence of children can be seen in the way children communicate. This was revealed by Armstrong (2003:19) that intelligence is related to the ability to speak the language. For a child's language tends to represent the level of

intelligence. In connection with this Beck (2006:24) revealed that children aged 0-4 years had reached half of their intelligence capabilities, and at the age of 8 years to reach 80%, regardless of the form and obtaining education.

In contrast to the reality of the matter in court, there is one case that occurred in children aged four years old. The child can not communicate well, even if only to simply pass on what he wanted, such as drinking or eating. Though children on that age has been able to speak fluently and clearly. Wadsworth (1986:55) states that at the age of 4 years, usually a child is already fluent and uses the grammar of his native language. Based on the results of further observations, this was due to the limitations of child communication because of a lack of knowledge and the role of parents in providing good nutrition and stimulation, but through play can increase the intelligence of children's language.

Play has a tremendous benefit to the intelligence of children's language. One of the theories put forward by Vygotsky modern play in cognitive theory. Vygotsky (2001:10) states that the play is a self help tool. It is a tool for children to play in advancing the Zone Proximal Development (ZPD) which is useful to help themselves to achieve a higher level in functioning ability. ZPD is the transition state for children in need of stepping up to the next stage scaffolding or an endorsement from someone more expert to achieve what they achieved. In this play could be scaffolding for the rate of child development. Specifically, through playing it can help children achieve proficiency in speaking to the higher levels, which could affect the intelligence of a child's language.

For that parents should contribute directly address the issue of children. In addition as an example, create a conducive atmosphere at home, treat children with tenderness and affection, to motivate children according to their potential. This paper will discuss the role of parents in developing the intelligence of children's language through play.

2. Intelligence Language and Play

1.1 Intelligence Language

Words known by the intelligence and the intelligence of the word intellect. Derived from the Latin, the word intelligere consisting of two words, namely *intus* and *legere* meaning to read or understand something in depth with the rational. Intellect (intellect) means the human cognitive abilities, and intelligence (intelligence) means the operation of the actual capabilities of the intellect. According to William's intelligence is defined that (1965:334) the actual capability is essential, especially include the ability to establish understanding, judgment, and rationality. The ability of a person to solve problems with rational considerations.

The study neurologist suggests that a new born baby has approximately 100-200 billion brain cells (neurons). According to Cooper (1996:45), at birth the baby has had a reflection of an automated response system to specific stimuli, as a form of learning is amazing. Perception ability is increasing rapidly and could increase the ability to choose their body movements.

Furthermore, Cooper (1996:124), states that at birth the baby's brain already has almost all neuronal cells but many are not functioning efficiently. How does a baby's brain is functioning optimally? Surely by giving a stimulus in the form of education.

While Schmidt (2002:32) argues that intelligence is a collection of pieces of existing capabilities in the brain that are linked, but working on their own, and not static. Such as muscle and brain, they can continue to grow throughout life provided stimulation origin.

So intelligence is the capacity of a person's mental ability to process information automatically, can solve the problems faced quickly and appropriately, demonstrating appropriate behavior in response to something new, so it produced the desired results.

1.2 Language intelligence (Linguistic Intelligence)

Language intelligence (linguistic intelligence) according to Armstrong (2003:19) is the ability to use words effectively. In the life of the school shows that linguistic intelligence includes at least two-thirds of the interaction of teaching and learning (reading and writing). In both of these activities there is tremendous scope in language skills, including spelling, vocabulary and grammar. Armstrong further stated that the intelligence of the language is also related to the ability to speak. The same thing is expressed by Schmidt (2002:33-34), that intelligence is not just language speaking ability, but being able to use the language appropriately and quickly to respond to something. Intelligence in the field of language work like generator words and language. These include sensitivity in understanding the structure, meaning, and, with good use of language.

The use of the language very well may be formed early on, for example: invite children to tell you what to eat, see and hear when a child asked to go to the bookstore. This is when the children quickly accept what he got. Parents should remember That children can not be forced to read in accordance with our wishes, Because It would be fatal. According to Pamela (2004:1), it is not wrong if children are introduced early on by letters and numbers, but do not let children under six years of being forced to read and compute numbers, but give the feel of playing. Children at this time only literacy and Numeracy.

Parents' role is to maintain and utilize the golden age well, through the reading will be more widely known about something. This is in line with that proposed by Floop and Lapp

(1981:350) that reading is a thinking process in which the reader becomes active. Reading in child development have an important role in providing experiences for children to be able to communicate with friends.

Skills in speaking, reading and writing is one important aspect to be taught. Children who have good language skills will look even better writing skills, in line with that proposed by Kitano and Kirby (1983:272) that can improve their proficiency in writing skills. This is seen when a child's beginning reading activities, although there is still a mistake does not matter. The most important thing a child can do it without coercion active, fun learning to read while playing with creating a pleasant atmosphere at home or at school so it would be very helpful intelligence of children's language.

Based on the theory, the meaning of the linguistic capabilities of a child to use the vocabulary, sentence, effectively, and able to communicate well with indicators: recognize letters, spelling, speaking, reading, simple writing.

2. The game play and type

2.1. Play

Play a fun thing for children. This is expressed by Sully (2001:15) that the play does have certain benefits, the most important and there needs to be in the play activity is a diatandai pleasure by laughing. In this case priority Sully created a pleasant atmosphere in the play activity. Because the play is considered to have benefits that can develop all aspects of development for both the child's physical, mental, social and emotional.

Through playing a lot of useful things that kids do, it was revealed by Forberg in Dockett and Fler (2000:15) states that *play is direct and spontaneous activity by which children engage with people and things around them pleasantly, voluntarily, imaginatively, with all their senses, with their hands, or with their whole bodies*. Based on this opinion, Forberg said that the play is spontaneous and direct the activities children do. When children play, children will interact with other children and objects around. They use his senses, his whole body to play with a sense of happiness, voluntarily and without coercion, and with his own imagination.

Play can develop many aspects of child development. This is in accordance with the opinion of Catron and Allen (2008:6) that play affect six aspects of development, namely: self-awareness (personal awareness), emotional, social, communication, cognition, and motor skills. Opinion was supported by Horn to assume that the play has the power to drive progress. Based on the above opinion, it can be said to affect the rate of development of the child's play. For that activity has played an important role in the lives of children.

See the many benefits of play for children, was playing well is the most desired by the child in his life. This was revealed by Borstelmann (1995:1) in the National Association Early Young Children (NAEYC) that *children's desire and need to play has been recognize throughout history, but it is not only children who explore and experiment, imagine and play with symbol, and enjoy manipulating the social and physical environment.*

Of exposure was stated that children always want to play. Through play children's activities are not only able to explore and experiment, but imagine, play with symbols, and manipulate the social and physical environment. In addition, as a means for children to explore and experiment, play also a means of expression. This was revealed by Nylud and colleagues (2002:128) states that, *Play is the natural way of children to express themselves. Through unstructured plays or structures games, their needs are express and messages are conveyed. It is also a reflection of indigenous psychosocial resources, since children naturally work out and discover alternative solutions to existing problem.*

Nylud emphasized that the play is a natural way for children to express themselves. Both through structured activities and free play. In this case the child is naturally trying to find solutions to existing problems of the exploration on the environment.

Play is a child who needs to be channeled through a fun activity to involve the senses of even the entire body so that it can help all aspects of development, especially language

2.2.This type of language games to Improve Intelligence

Play for young children is a fun thing to play children can develop all the intelligences especially the language. Smith's theory (adaptive variability) (2001:12) in Tedjasaputra. He did play with the analogy between the evolution that is based on neuro science. The results show that the adaptive potential of this form in human brain development that takes place at an early age. The importance of play holds the key factor in human development, all of which support the adaptive potential in the broad sense.

Subsequently Smith (2001:12) says that from the age of 10 months to 10 years the number of synapses Decreased from 1000 to 500 trillion trillion. That means that when the brain in children aged 4-6 - years is in a stage of high potential, so does the play. So the function of play in early childhood can help actualizing the potential of the brain Because many stores are there more variability in the brain. Through play can enhance language intelligence, Helping the growth of the brain in a healthy and strong, so as to enable the two hemispheres are optimal.

Improve intelligence language, focusing on the activities of body movements (body movement). It is assumed that the growing movement of children in great need of development of the motion to:

- 1) Sensoric perceptual sensorimotor function or perceptual function
- 2) Intellectual property function or functions
- 3) Emotional or psychological function, emotional function of psychological
- 4) Social function or social function

The fourth requiring early childhood development, the game is considered to be suitable is a game that contains elements: motivation motion, the appeal of the environment, use of space, time and the influence of emotion, and scientific reasoning power in accordance with the theories of Laban (2005:95) on Effort shape or the theory of "creation efforts" (Graham in Delphie, B).

Improved intelligence of children aged 4-6 years should be directed to the mastery of psychomotor skills of basic body movements whose activities include:

- 1) Researching, exploring the potential of gestures
- 2) To develop basic motor skills naturally (Locomotor)
- 3) Developing gain experience of the movement that has been successfully carried out by the child
- 4) The disclosure of each child's creativity.

Through play, children can increase some of the intelligence, especially the language. Implementation of the play is done through approaches DAP (Developmentally Appropriate Practice) ie, how to design a material in accordance with the characteristics of the child, using the kind of game that put forward by Mc Conkey and Hewson (1994:19). Play can deliver the child to be able to master new skills (master new skills) and developed into specialized skills (specific skills) that the initiative came from the children themselves.

For this purpose, there are 6 types of games are suitable to be used in improving the intelligence of the language are:

- 1) Exploratory play (a game of exploration) provide opportunities for children to explore their environment.
- 2) Energetic play (energetic game), use the entire energetic children.
- 3) Skilful play (game of skill training), new skills.
- 4) Social play (socialization games), improve social skills.
- 5) Imaginative play (a game of imagination), to develop the power of thought and language.

6) Puzzle Play-It-Out (puzzel game), solves the problem with playing puzzel. To more clearly the six types of games can be seen in the following table.

Table 1 Types of Games By Jeffree

No	Type	Characteristic	Form Games	Intelligence Games	Achievement Behavior	Game
1.	<i>Exploratory Play</i> (Permainan Eksplorasi)	Giving children the opportunity to explore the environment	relate to: 1. The initial impression 2. Activities of the hand 3. Surrounding natural language Intrapersonal	Intrapersonal language interpersonal kinesthetic	Decrease irritability while learning to play	"Language (Happy Rhythm),
2.	<i>Energetic Play</i> (Permainan Enerjetik)	Games that use the entire energy of children	1. keep it moving 2. mobility 3. movement 4. Locomotor (path jumping, throwing, kick, climbing)	language kinesthetic interpersonal intrapersonal	Behave well when learning or play takes place	Throw the balls letter",
3.	<i>Skilful Play</i>	activities to practice newly acquired skills of children	1. Holding with one hand 2. dexterity hand	Language Kinesthetic Interpersonal	Can be socialization active during the learning / play	"The Block word ",
4.	<i>Social Play</i> (Permainan Sosialisasi)	improve the ability to socialize with others and the environment of children	1. Train cooperation 2. Train the child to know the letters making up words	Interpersonal language	Can follow the learning / play	"Let Flowing Ball Words"
5.	<i>Imaginative Play</i> (Permainan Imajinasi)	Using the imagination that can assist the development of the thinking and language skills.	1. Playing temple 2. playing Stories	language intrapersonal interpersonal	Can learn in the classroom quietly	Storytelling ",

6.	<i>Puzzale-It-OutPlay</i> (Permainan memecahkan masalah)	Activities for problem solving and the ability to solve a puzzle	Games for: 1.Problem solving 2 Knowing differences and equation	language kinesthetic interpersonal intrapersonal	Can be active socializing while playing foster self-confidence	“Scrabble”
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Source: Adapted from Jefree, Roy McConkey and Hewson, 1994 in Delphie, B. (2005:92)

3. Parents Role in Child Language Intelligence Development

Each child has tremendous potential, this potential will be realized when it is directed according to their talents. According to research neuro science aged 0-8 years is a period in which the child has tremendous potential to develop intelligence capabilities, especially in language development is often called the (golden age).

International convention on the Dakar agreement Sinegal of 2000 mentions as early childhood (Early childhood) Napitupulu (2000). The same is suggested by the National Association for the Education of Young Children (NAEYC) the child is at age 0-8 years. During this process of growth and development in various aspects of being period of rapid development in human life, including aspects of language (Berk, 1995: 57).

Basically since childhood, human beings have a tendency and critical thinking skills by using language. As a rational being and its meaning, people are always encouraged to think about things around him. Human tendency to give meaning to things and events around him is an indication of the capacity to think (Paul & Elder (2006). This trend can be found a little boy when looking at objects around with great curiosity. When we look at the available understanding of how children's thinking and gives color to the surroundings, with testing everything that provoke curiosity and draw conclusions from things that are encountered.

Along with the rapid advancement of science and technology, there are many implications of both positive and negative, which can affect the child's language development. The main cause is the limited knowledge of poor parents so that children have problems with language, both parents are busy with work so not had time to consider and provide stimulation for a child when how busy parents to take children to play, the lack of provision for the child's brain food.

For that parents are expected to play an active role in child development in various aspects such as language, cognitive, mental, physical, social, emotional and spiritual. Matching proposed by Woolfolk, (2002:27), the family is the place to encourage high-achieving children. If nurtured and given the reinforcement at home, then the child will be

able to develop requirements. The statement of the role of parents as role models in the family should pay attention to language, dress, hanging out with anyone, even parents accompany children make use of information technology (HP, Internet and television, so you can help the child towards the positive.

As a parent should have knowledge of the child. Parents often impose thier will, for example, children at this age should be able to read and count. This is wrong, according to Pamela, (2004:2) is not wrong if children are introduced early on with the letter, but do not let children under the age of six years o fbeing forced to read books. At this time only are cognition letteris conditioned to play.

According to the Carol Ericson and Nita (1998:35) children are able to do and plan their own creativity and work together with other children. For that educators should not be asking too much to children. Provide restrictions, as well as the rules that bind. In other words, the theory on the parents just act as a facilitator for the development of the child, not as a man who intervned in every development. Parents can add insight into the child by utilizing the electronic media, books, internet, magazines, attend seminars that discuss child.

The flurry of parents that could not provide stimulation for the development of the childis rarely played. For that parents provide stimulation through play related to letters and words. Likea puzzle letters, then match the pictures and words, spell words while singing, playing form words, storytelling, and dramatic play.

Children who have the linguistic skills, highly developed auditory skills and enjoy playing with the sounds of language. Children speak fluently, good, and complete, they are easy to develop language skills, children are usually very familiar with the names, places, dates, and the little things, like the poem funny, has an extensive vocabulary for his age, spell words with quick and easy, superior in learning to read and write well, enjoy and listen to the words spoken through the stories, radio programs, reading a book.

Createa conducive atmosphere in the family, happy children with books. Parents canserve as a model, such as reading bedtime stories, loved to read, write, there is a simple library to provide interesting books in accordance with the development of children.

Agreed it would be nice on a regular basis in a family program, children are invited to the bookstore to pick their own cherished books. One way to motivate children to love reading habits match watching TV or playing games all day at home. Expected to have a good educational levelof parents will greatly assist the development of children, so as to increase the intelligence of children.

In addition to the family, school factors, peers will have an effect. For example: the word is not good without realizing it will carry over to the house. For that parents should monitor the child, the child straighten out the wrong language. Parents during this regard that "works for children". Because the hard-working parents to meet their material needs but forget one thing that is brain food needs of the child, the more a priority for parents that meets the needs of the child's brain. There are four "basic brain food" according to Buzan (2003:144), namely: (1) oxygen, (2) biological nutrient, (3) information, (4) affection. It is clear that the brain also needs food. Role of parents as a motivator, an innovator for the children to invite children to exercise before doing the activity in the morning.

Biological nutrients, must be met by parents. Giving good nutrition is essential to help the development of the child. If there is a shortage of nutrients can inhibit the growth and development of the brain, heart and other vital organs, even a congenital defect. Papalia (2004:129) says that brain development is critical to their physical, cognitive, and emotional.

According to Malla, (2002:27), children who get good nutrition from an early age proved to obtain better cognitive test scores. Conversely, children who suffer from malnutrition at an early age will be impaired learning ability, mental development, and development of intellectual capacity is very limited. Further information and said that love is the brain food that must be met. The study neurologist. At birth many neurons that do not function efficiently (Cooper, 1996:124). How to enable it to optimal infant brain, of course, by giving a stimulus in the form of education.

Each brain cell (neuron) has a root (dendrite) that serves as the receiver input from other neurons. The neurons are still not much to network with other neurons. The more information a child's experience gained through the senses, touch, and love more and more to network with other neurons. With a love that is given, very affect early childhood because of the dendrite will flourish and encouraging the growth of axons and synaps which serves convey information to other neurons. By working this way, cell neurons form a dense network. The more information and received a touch of the brain to form a network that links between neurons, the greater the intellectual capacity of a child's brain.

From previous exposure, parents play an important role as creating quality meetings to give love, so that children mature into every phase of its development. Fulfillment of the right brain and love is a condition that the brain healthy and active so it can function optimally. Gardner (2002:2) states that the right brain in early childhood and the first left-brain function will follow. According to the statement of Campbell (1996:4) in this period the child is

experiencing rapid growth process. Because at this time the child has a lot of convenience in receiving a variety of stimuli.

Clearly, that each neuron is ready grown cells developed to process some information trillion. The way the development of this complex system could affect the intelligence of the language, personality, and quality of life of a child.

4. Conclusion

Based on the previous discussion we can conclude the role of parents is crucial in the development of linguistic, among others: (1) as a model, motivator, facilitator, innovator for linguistic development of the child with the desire of parents to avoid coercion, (2) create conditions conducive to the family, to spend some time amid the bustle of parents, take the kids to play while developing children's language intelligence in the golden age that balances both hemispheres of the brain, (3) prepare a good quality of life of children so that children can grow up healthy, smart intellectual, emotional and spiritual, good character, resilient and able to compete.