ORAL COMMUNICATION MODEL IN CHILDREN 5-6 YEARS OLD

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ABSTRACT

The ability to communicate verbally is an important thing that must be applied from an early age. However, problems in the field show that children's verbal communication skills are still lacking. The development of expressing the language of children aged 5-6 years, namely answering more complex questions, mentioning groups of images that have the same sound, communicating orally, having a vocabulary, and recognizing symbols in preparation for reading, writing and arithmetic. This study aims to analyze the model of oral communication in children aged 5-6 years at Fatimatur Ridho Kindergarten, Medan Tembung. This type of research is qualitative research. The research subjects were 20 children aged 5-6 years. The results of the study indicate that there is a change in the model of oral communication in children who have a category in development to be able to express communication according to what the child hears. Oral communication occurs in the process of delivering messages from those who speak and the process of receiving messages, namely listeners and language including forms of communication both verbally, in writing, gestures, gestures, facial expressions. Teachers and parents should pay attention to the communication that has been carried out by children in the environment and provide examples of good communication among others.

Keywords: *Model 1, Oral Communication 2, Children 3, Age 5-6 Years 4,*

1.   INTRODUCTION

Communicating about education is of course inseparable from the figure of a teacher. The teacher is the spearhead of learning for children because it is in the hands of the teacher that the success of education is at stake. Teachers must be able to master learning methods for the continuity of the transformation of a lesson, because the methods are in line with achieving learning objectives. In communication activities, language is an important tool for everyone. In the Regulation of the Minister of National Education no. 58 of 2009, the level of developmental achievement in receiving language in children aged 5-6 years is understanding commands simultaneously, repeating more complex sentences and understanding the rules in one game. Kindergarten is a form of preschool education known to children. In accordance with the characteristics of kindergarten-aged children, they are experiencing very rapid and fundamental development for their next life. Kindergarten is the initial education known to children after education in the family and subsequent child development.

Early Childhood Education on the ability to communicate verbally in the 2013 Curriculum Child Development Achievement Level Standards listed in core competence skills (KI-4) where children are expected to be able to demonstrate what is known, felt, needed and thought through language, music, movement and creative work productive and creative and reflects the behavior of children with noble character. This is also translated into basic competence (KD-4.11) which states that children are able to demonstrate expressive language (express language verbally and non-verbally).

Development is a change that lasts a lifetime with the addition of more complex body structures and functions in gross and fine motor skills, speech and language as well as socialization and independence. In line with the development of children's abilities and maturity in the process of speaking, communicating in the environment and other people that the child just knows.

According to Westar, Sulastri & Suwarjana (2013) children's daily life in communicating verbally with parents, teachers and other families. In oral communication there are skills for listening and speaking which are useful in an integrated manner and are directed in both skills to be developed together. However, based on observations that many children experience an inability to communicate verbally, because children lack social skills with their friends and teachers have not implemented learning models to improve oral communication. Therefore, the teacher must choose the right model for children aged 5-6 years in oral communication to the fullest which will form the basis of the language learning process.

The development of children's oral communication is an effort to improve children's ability to communicate orally according to the situation they like. Development of oral communication, especially children's speaking ability which is a program for the ability to think logically, systematically and analytically by using language as a tool to express ideas (Suhartono, 2005). Furthermore, according to Andrianto (2011) that communication for early childhood is being able to increase language intelligence, being able to learn about knowledge, being able to build social-emotional intelligence, being able to establish family relationships, increasing children's self-confidence and self-esteem, increasing children's thinking intelligence to distinguish between right and wrong. wrong, increasing concern for the environment and the natural surroundings.

Vygotsky (2004) states that there are three stages of speech development that determine the level of development of thinking with language, namely: external, egocentric and internal stages. The external stage, the stage of thinking with language is called speaking externally. That is, the source of a child's thinking comes from outside himself, the source comes from an adult who directs the child in a certain way. The egocentric stage, where adult speech is no longer a requirement as thoughts are. In the internal stage, children can fully experience their thinking processes with their own thoughts. Meanwhile, according to Jalonggo (2003) explained

that there are several groups of children's language development, namely the pre-linguistic and linguistic stages. Prelinguistics, starting from birth to 11 months of age. Linguistics, at the syllable stage where the child only repeats the words he has heard. So the child repeats the words he hears from the people around him, for example parents.

According to Dhieni (2009: 3) states that language development includes: 1. the development of speech, in children starting from the child mumbling or parroting, 2. the development of writing, is one of the media for communication where children can convey meaning, ideas, thoughts and feelings through strings of meaningful words, 3. the development of reading, is a process of constructing meaning in which there is interaction between the writings that the child reads and the experience he has acquired, 4. the development of listening, is the ability of the child to be able to appreciate the surrounding environment and hear the opinions of others with sense of hearing.

Based on the description above, the researcher conducted a study entitled Model of Oral Communication in Children Aged 5-6 Years. This research was conducted qualitatively, where the data was obtained from the teacher. The purpose of this study is how the teacher communicates verbally to children aged 5-6 years at Fatimatur Ridho Kindergarten, Medan Tembung.

2. LITERATURE REVIEW
2.1 The Nature of Oral Communication

According to Sutikno (2013: 45) ability is a rational behavior to achieve the required goals according to the expected conditions. Meanwhile, according to Didik Tuminto (2007: 423) ability is ability, skill or strength. Another opinion was also expressed by Nurhasanah (2007: 552) that being able means being able or able to do something, while ability means ability, skill. From some of the opinions above, it can be concluded that ability is a person's skills or expertise in achieving something that is desired and is a potential that is innate or the result of training and is used to do something that is manifested through action.

According to Hurlock (1978:176-177) communication is an exchange of thoughts and feelings. Such exchanges can be carried out with any form of language, such as: signs, expressions, emotional, spoken or written language, but the most common and most effective communication is carried out by speaking. Meanwhile, according to Hery (2012: 5) communication is the process of understanding and sharing meaning because it is a dynamic activity characterized by action, change and movement. according to Effendy (2011: 11) Communication is the process of conveying thoughts or feelings by one person to another. It can be in the form of ideas, information, opinions and others that arise from his mind. From some of the opinions above, it can be concluded that communication is a delivery of thoughts and feelings or the process of understanding through the delivery of a message.

According to Sadjaah (2005: 119) Oral Communication Is something that is said, where there is a process of conveying a message from the person speaking and the process of receiving the message from the person speaking and the process of receiving the message, namely a listener. In other words, speaking (the sender of the message) and listening (the receiver) are language processes that synergize between the two. Meanwhile, according to Suyanto (2005: 172) verbal communication is an activity that allows children to interact with friends and other people, for example children can express ideas, feelings and emotions. From some of the opinions above, it can be concluded that verbal communication is a process of conveying messages from the person speaking and the process of receiving the message using symbols or words either verbally or in writing.

According to Bredekamp & Copple (in Musfiroh, 2005: 83) language development for children aged 4 years includes the following; expand vocabulary from 4000 words to 6000 words, speak in 4-6 words in one sentence, like to sing simple songs, speak in front of groups shyly, like to share stories with their family and friends, use verbal commands to guide something, begins to tease peers, frequently asks "why" questions, and imitates behavior of older children or parents, learns new words quickly when related to own experience, can retell 4 to 5 acts in a story sequence .

The purpose of communication according to Ginanjar (2008) is to express desires, express feelings and exchange information. Meanwhile, according to Effendy (2004) the purpose of communication includes: 1) Changing attitudes, namely providing various information with the aim that a person changes his attitude; 2) Change of opinion, namely providing information with the aim that someone changes his opinion and perception; 3) Changing behavior and providing information to someone with the aim of changing their behavior; 4) Social change, namely providing information so that someone can support and participate in the purpose of the information conveyed.

2.2 Language Functions for Early Childhood

According to Zulkifli (2009) the function of language is a tool for expressing expressions, a tool for influencing others and a tool for giving names. The function of language for children, among others, is that children try to say what is on their minds with short sentences. Sentences consisting of one word or 2 words. The main function of language is as a tool for communication. According to Suhartono (2005: 6) the function of language as a means of communication in society is divided into two, namely individual functions and social functions.

According to Larry L. Barker (in Deddy Mulyana, 2005: 59), language has three functions, namely. first, naming or nickname refers to efforts to identify objects, actions, or people by saying their names so that they can be referred to in communication. Both interaction functions emphasize the sharing of ideas and emotions, which can invite sympathy and understanding or anger and confusion. Third, through language, information can be conveyed to other people, this is what is called the transmission function of language. The feature of language as a function of the transmission of information across time, by connecting the past, present and future, enables the continuity of our culture and traditions.

According to Moeslichatoen (2004) the function of language is as a tool for children's needs to express their desires, express their views, feelings and attitudes through the child's language within him. Meanwhile, according to Mulyana (2005) states there are three functions of language, including: 1) Epithet refers to identifying objects, actions so that they can be referred to in communication; 2) Interaction where language emphasizes various ideas and emotions that invite sympathy and anger; 3) Language as information conveyed to other people (language transmission).

Then, according to Gardner (Susanto, 2011) the function of language for Kindergarten children is as a means of developing children's intellectual abilities and basic abilities as well as developing expressions, feelings, imagination and thoughts.

From the several functions above, it can be concluded that the function of language is as a means of communication, expressing desires, ideas.

2.3 Factors Influencing Oral Communicating

Language skills including speaking are of course influenced by many factors. Santrock (2007: 369) states that language is influenced by biological and environmental factors. Chomsky (2007: 369-370) argues that humans are biologically programmed to learn language in a certain way and in a certain way. Children are born into the world with a language acquisition device (LAD), a biological inheritance that enables children to detect features and rules of language, including phonology, syntax, and sematics.
Tarmansyah (2005: 23-27) states that there are several factors that influence the development of language and speech in children, namely:

a. Physical Condition and Motor Ability A child who has a healthy physical condition, of course, has the ability to move agile and full of energy. Such children will always be passionate and agile in their movements, and always want to know the things around them. These objects can be associated by children to become an understanding. Furthermore, this understanding is born in the form of language. Children who have healthy physical and motor conditions are certainly different from children who have impaired physical-motor conditions.

b. General health, good health can support children's development, including the development of language and speech. Disorders of the child's health will affect the ability to speak. This is due to the reduced opportunity to gain experience from the environment. Children who are in poor health have less interest in being active, resulting in a lack of input to form language and speech concepts.

c. Intelligence, intelligence factor greatly influences the development of language and speech of children. Intelligence in this child includes intellectual mental functions. The smarter (smarter) the child is, the faster the child masters speaking skills.

d. Environmental Attitudes, children are able to speak and speak if the child is given stimulation by people in their environment. The family environment is the main and first factor in developing children's language and speech skills. The second environment is the play environment from neighbors or schools.

e. Socio-economic factors, socio-economic factors influence language development including talking about parental education, facilities provided, knowledge, association, food, and so on.

f. Bilingualism is a condition in which a person is in an environment where people use two or more languages. Children who grow up in families who use more than one language will develop their language better and faster than those who only use one language because children are used to using a variety of languages. For example, inside the house children use Sundanese and outside the house children use Indonesian.

g. Neurologically, the neurological factors that affect speech ability are the structure of the nervous system, the function of the nervous system, the role of the nervous system, and the nerves associated with the organs for speech. The structure of the nervous system functions to prepare children for activities. If the function of the nervous system is not functioning, it will affect the ability to speak. Likewise, the role of the nervous system plays a role in the ability to speak because it is related to the muscles around the organs for speaking.

From this description it can be concluded that the factors that influence speech skills include biological factors and environmental factors. Biological factors include physical condition, motoric ability, neurological, and environmental factors which include general health, intelligence, environmental attitudes, economy, and bilingualism.

2.4 Scope of Early Childhood Language Development

Suhartono (2005: 161) describes that the scope of children's speech development includes imitation of language sounds, word recognition, sentence recognition, and the use of language according to the context. The following is an explanation of the scope of children's speech development:

a. Language Sound Imitation Strategy

Developing children's speech begins with an introduction to the sounds of language, which should start with sounds that are easy to pronounce and then move on to difficult ones. This means that language sound recognition can be started from the vowel sound recognition strategy and then to the consonant sound recognition strategy. 1) Vocal sound recognition strategy can be done by asking the child to imitate the sound of the language spoken by the teacher. 2) Consonant sound recognition strategy. Not all consonants are introduced to early childhood. This is because these consonants come from foreign languages and the existing words are also inappropriate when given to early childhood. For example the consonants f, q, v, and z. Consonants introduced to early childhood are bilabial consonants (p, b, m), dental consonants (t, d, s, n, r, l), palatal consonants (c, j, sy, ny, y), velar consonants (k, g, x, ng), and glottal consonants (h).

b. Word Recognition Strategy

Strategies that can be taken to introduce children's Indonesian vocabulary can be done in several steps. The first step the teacher must determine the type of word that will be introduced to the child. It is better if the word that is first introduced is a noun, then proceed to other types of words, namely verbs, adjectives, or assignment words. The second step is that the teacher must prepare the learning media to be used. The third step is the teacher carries out word recognition activities. When the teacher carries out word recognition activities, the teacher must first give an example of the pronunciation of the words being introduced. The fourth step is the teacher checks the child's memory again. This activity is done to see if the child still remembers and knows the words that were introduced earlier.

c. Sentence Recognition Strategy

Sentence is a unit of the smallest collection of words that contain a complete thought. The completeness of a sentence has at least two concepts, namely the existence of a subject and predicate and may be equipped with an object. An incomplete sentence occurs when the idea is wider than the form. To determine whether or not a perfect pattern of a sentence is determined by the following elements: Subject (S) - Predicate (P) - Object (O).

2.5 Oral Communication Models in Early Childhood

Several models of oral communication in contextual learning (Komalasari, 2010) are role-playing models.

Role Playing Model (role playing)

This model is a model of mastery of learning materials through the development of children's imagination and appreciation. This game is generally played by more than one person, this depends on what is being played. According to Role (2003) role playing is a movement game that aims to involve elements of fun that occur in the learning process in the classroom. it is based on: 1) assumptions to create authentic analogies in real life problem situations; 2) can encourage children to express feelings and release what children feel; 3) psychological processes involve attitudes, values and beliefs and lead to awareness through spontaneous involvement accompanied by analysis.

According to Miftahul A'la (2011: 49) the role playing learning model in oral communication is a way of mastering learning materials through the development of imagination and appreciation that is owned by each student. The development of imagination and appreciation is carried out by students by acting as living figures or inanimate objects. This game is generally played by more than one person, it depends on what is being played. Meanwhile, according to Syaiful (2011: 213) that role play shows the object, namely the community shows social activities, and drama means showing, showing or showing. So role playing is a teaching method in which students are given assignments from the teacher to dramatize a social situation that contains a problem, so that students can solve a problem that arises from a social situation.

3. METHODS
3.1 Types of Research

This type of research is qualitative research. According to Moleong (2017: 6) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various natural methods. Meanwhile, according to Hendryadi, et. al, (2019: 218) qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of natural social phenomena. Qualitative research emphasizes quality not quantity and the data collected does not come from questionnaires but comes from interviews, direct observation and other related official documents. Qualitative research is also more concerned with the process aspect than the results obtained. This is because the relationship between the parts being studied will be much clearer if observed in the process.

3.2 Research Subjects and Objects

In research that uses a qualitative approach, the population and sample are not known as in quantitative research because research departs from cases of the existence of individuals or groups in certain social situations and the results only apply to that social situation. According to Arikunto (2016: 26) the research subject is to define the research subject as an object, thing or person where the data for the research variable is attached, and which is at issue.

The subjects of this study were 20 children aged 5-6 years. The objects of this research are teachers and students.

3.3 Data Collection Methods

The purpose of research is to obtain data, so the data collection method is the most vital step in a study. Researchers who conduct research will not get the desired data if they do not know the methods of data collection. According to Sugiyono (2018: 224) data collection can be done in various settings, various sources, and various ways.

According to Yusuf (2014: 372) much success in data collection is determined by the researcher's ability to appreciate the social situation that is the focus of research. Researchers can conduct interviews with the subjects studied, are able to observe social situations that occur in the real context. The researcher will not end the data collection phase before the researcher is sure that the data collected from a variety of different sources and focuses on the social situation under study is able to answer the research problem formulation, so that no one doubts its accuracy and credibility. The data collection methods in this study are as follows:

1. Observation

According to Sugiyono (2018) observation is a data collection technique that has specific characteristics. Observation is not limited to people, but objects, through this activity researchers can learn about behavior and the meaning of behavior in the field.

2. Interview

According to Yusuf (2014) an interview is an event or process of interaction between information sources interviewed through direct communication or asking directly about an object under study.

3. Documentation

According to Sugiyono (2018) documentation is a method used to obtain data and information in the form of books, documents, written numbers and pictures in the form of reports and information that supports research.

4. RESULTS & DISCUSSION

The implementation of this research was carried out by the teacher to invite children in the learning process with the applied communication model. To activate students, the teacher invites children to participate in learning by asking children to communicate with their friends. Children's participation in learning is very important because the enthusiasm and participation of children in learning indicates that there is an increase in the ability to communicate successfully orally.

There is a change in the model of oral communication in children who have a category in development to be able to express communication according to what the child hears. Oral

communication occurs in the process of delivering messages from those who speak and the process of receiving messages, namely listeners and language including forms of communication both verbally, in writing, gestures, gestures, facial expressions. Teachers and parents should pay attention to the communication that has been done by children in the environment and provide examples of good communication among others.

Intensive classroom communication can create a sense of intimacy between teachers and children. The implementation of communication in the classroom has not run optimally between teachers, children, media, messages or information and feedback related to one another. Researchers conducted interviews with teachers, that teachers in the learning process do not know what kind of model is appropriate for verbal communication with children. The teacher's teaching style that is democratic in interaction will lead to pleasant communication in the classroom. If the teacher lacks self-discipline, the child will get bored quickly and get bored easily in the learning process. The teacher gives oral questions about the material presented today to sharpen children's memory. Teachers can also motivate children by teaching the system to provide humor, ice breaking.

The existence of verbal communication carried out by the teacher using words and has meaning in the form of oral and written. The teacher also uses language whose tone of voice or intonation in conveying messages, facial expressions, body gestures and appearances in front of children.

Based on the results of observations and interviews conducted by researchers, it can be seen that the obstacles in implementing teacher communication with early childhood include:

Table 1. Teacher Barriers and Early Childhood Barriers

Teacher Barriers	Early Childhood Barriers
Mastery of the material is not optimal when the teacher teaches in the classroom so that communication is less effective	Still need the guidance and attention of the teacher so that less effective communication does not occur
Teachers are less creative and innovative, so children feel bored, bored, and feel less comfortable in the learning process	Barriers to communication, children are less focused on learning, less active in responding to information from the teacher
Teachers do not control the class and are not ready to face children, as a result the class becomes noisy and communication becomes ineffective	Sometimes the teacher is annoying when talking when giving material in learning. So that the classroom atmosphere inhibits effective communication

It can be concluded that oral communication by teachers with early childhood is still less effective and has obstacles in communicating in class. In addition, the teacher in providing material is also still not optimal, so that it has an impact on being less able to master the class.

The discussion in this study with the oral communication model that was applied was playing the role of children aged 5-6 years at Fatimatur Ridho Kindergarten, Medan Tembung. Roestiyah (2011: 91) explains the steps for implementing role playing as follows: (1) Preparing scripts, tools, media to be used in role playing activities. (2) the teacher must explain to students, to introduce this technique, by playing the role of students it is hoped that they can solve communication problems encountered in everyday life. (3) the teacher appoints several children who will play a role, each of them will seek solutions to problems according to their role. And other children become spectators with certain tasks as well. (4) the teacher must choose an urgent problem, so that it attracts the child's interest. He is able to explain in an interesting way so that the child is stimulated to try to solve the problem. (5) Give freedom to children to choose what role they like. (6) In order for children to understand what happened, the teacher must be able to tell while arranging the first scene. (7) The teacher explains to the actors as well as possible, so that they know their duties and roles, master the problem, are good at expression and dialogue. (8) Children who do not participate must be active spectators, apart from hearing, seeing they must also be able to give suggestions and criticism on what is being done in role play (9) Stop playing the role at the moments when the situation is peaking and then open general discussion. (10) As a follow-up to the results of the discussion, it is necessary to open questions and answers.

5. CONCLUSION

5.1 Conclusion

There is a change in the model of oral communication in children who have a category in development to be able to express communication according to what the child hears. Oral communication occurs in the process of delivering messages from those who speak and the process of receiving messages, namely listeners and language including forms of communication both verbally, in writing, gestures, gestures, facial expressions.

5.2 Suggestions

To carry out learning, especially in improving the ability to communicate verbally in children aged 5-6 years, the application of the role playing method should: (1) Factors of existing facilities and infrastructure must be utilized optimally. The teacher should also see that the amount of media used must be in accordance with the number of children. (2) The teacher must be more creative in presenting the media. The teacher also does not have to be fixated on existing media, because the quality of the media and the delivery by the teacher will have an impact on the development of children's oral communication. (3) The application of role-playing methods in learning should be improved so that the development of children's oral communication can be optimal.

6. ACKNOWLEDGMENTS

Commented [3]: Rata kirikanan

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