

Development of Language and Its Implications on Learning

Abdul Qadir Jaelani

Abduljhe12@gmail.com

UIN Sunan Kalijaga Yogyakarta

Wardatul Asfiah

warda.asfiah@gmail.com

UIN Sunan Kalijaga Yogyakarta

ABSTRACT

Humans are social creatures that interact with each other. A language is a communication tool used to interact, every human development has a language development whose proportions are not the same. Starting with babies, children, adolescents to adults have different language development. And therefore the learning obtained is also different. How are language development and implications for development? In this paper use the library research. The result, the ability of language greatly affects the success of learning and cognitive development of children. Language facilitates teacher communication with students in teaching and learning activities. One of the factors that influence the success of learning is the effective use of language in every learning starting from planning, implementation, and assessment.

Keywords: language development, learning

INTRODUCTION

Humans are social creatures that competently interact with one another, interacting to understand each other's words, attitudes, and actions, another term for interaction is communication. Language is a form of communication, whether it's oral, written or a sign, which is based on the system symbol. Communication items are based on word and grammar, and cognitive development. Every now and then children recognize words, they will use them to present objects and actions. They can pay attention to people, places, things and they can communicate their needs, feelings, and ideas to get control of their lives.

Not only cognitive, but language also develops. Starting from the baby language development from day to day will experience development both the ability to speak and move, but of course, each child is not exactly the achievement, there are those who are fast in talking and some who need a long

time. The development of the language of Akan always increases according to the increasing ability and age of the child. Therefore, parents should always pay attention to the development of children's language, because language is also a determinant in children's cognitive development.

Two great figures of Educational Psychology, Piaget and Vygotsky agreed that language has an important role related to children's cognitive development. Piaget's opinion, that words can help children describe and think about the objects and events they experience, with language, children can think logically and behave socially not egocentric. While Vygotsky argues, that children's thinking processes occur because of their involvement in social interactions that generally involve oral.

Many studies that discuss the development of the language, *first*, the development of language skills and speaking of deaf children, in this study shows that the language ability of deaf children can be developed based on the acquisition of language in children listening through conversations between children and their mothers or people close to him while speaking ability Deaf children are developed after a child's receptive language begins to form. *Second*, the influence of language development on the cognitive development of children aged 1-3 years, the results show that there can be an influence on language development on cognitive development in children aged 1-3 year. *Third*, the relationship between the level of knowledge of parents about verbal stimulation and language development in preschool children at the 116th level, the results showed that there was a significant relationship between the level of knowledge of parents about verbal stimulation and the language development of preschool children in TK PGRI 116 Banget ayu Wetan 2012.

The opinions above show how important the role of language is to support children's cognitive development. And based on the above studies no one has discussed the development of language and its implications for learning. Therefore it is important to study language development to support the learning process as well as the language of children's cognitive development for the better. And because of that in this paper, the author will discuss the development of

language and its implementation of learning. In this case, the author wants to know how the actual language development and how it is implemented to learning.

Definition of Language

According to S. Wojowasito, Language is a sign system. The system is a symbol that is used as a communication tool between two or more people. The signs can be of various types and therefore there are also various types of languages. Each sense has its own sign system, so it can create its own language if there are two or more people agreeing on the use and meaning of the signs, and they use those signs to tell something. While according to Santrock, Language is a form of communication both in oral, written, and gesture based on a symbol system. Language consists of words that people use and rules to vary and combine these words. So from the two meanings above it can be concluded that a language is a communication tool that has various kinds of symbols to tell something.

The regularity of a language then the rules will describe the way the language works, therefore language involves five rule systems, including:

1. Phonology

Phonology is the sound system of a language, including the sounds used and how these sounds can be combined. For example in English which has sounded sp, ba, and ar, but zx and qp are not present.

2. Morphology

Morphology refers to a meaning that is involved in word formation. An example in English which mostly has more than morphemes, for example: "helper" which consists of two morphemes, 'help' and an additional 'er' which means helper.

3. Syntax

Syntax involves how to combine words to compose acceptable phrases and sentences. For example, if someone says to you "A hit B" or "B hit A", you know exactly who did the beating and who got hit because you have a syntactic understanding of the structure of the sentence.

4. Semantic

Semantics refers to the meaning of words and sentences. Each word has semantic features or attributes needed to be related to meaning. Examples of differences in meaning between women and women, although one type but in different meanings related to age.

5. Pragmatics

A set of language rules that involve pragmatics or the proper use of language in different contexts. The example of a discussion forum that is not conducive is that because each person speaks and coincides there is a turn to speak indirectly, you issue a statement containing the order "Why is it so noisy here? is this the station? that's when I was showing pragmatic knowledge.

Factors that influence language development.

In general, there are two factors that influence children in the development of their language, namely hereditary factors or a decrease in genetic traits from parents to children and environmental factors, the following discussion:

1. Biologically

The famous linguist, Noam Chomsky, states that humans have a nervous system and brain to learn languages at certain times and in certain ways. Children also vary in their language acquisition which cannot be explained by environmental factors alone, Roger Brown looks for evidence that parents encourage their children to speak incorrect grammar. He found that parents sometimes gave smiles and praised their children for saying sentences that were in accordance with grammar, and at the same time justifying sentences that were not in accordance with grammar, then Brown concluded that the process that occurred in a child more important than strength environmental factors.

Another statement that supports language acquisition due to biological factors is DeCasper, Fifer, and colleagues, suggesting that genetic factors in children inherit some special tendencies in capturing the language, for example, children's interest in human voice and the ability to hear differences in sounds in very soft conversations which allows language learning to occur. In addition, some scientists believe that genetic factors inherited in humans in the form of a

language acquisition tool, namely a specific language-based learning mechanism, which allows infants and toddlers to master the various complexities of language in a very short time.

2. Environment

Linguists argue that children's experiences can greatly influence language acquisition, and they cannot learn the language in social emptiness. The many variations that occur in language development when child caregivers have substantial differences in how to teach language to suggest that the environment plays a significant role in terms of language development especially in the acquisition of vocabulary.

There is no doubt that a child's environment plays an important role in language development. Children can learn a language only when people around them use the language regularly in conversation. The richer the language that children hear the greater the variety of words the child has, the more complicated the syntactic structure that people use around the child the faster the child's vocabulary develops.

The discussion above can be concluded that biological and environmental factors influence and relate to the acquisition of children's language. The interactionist view emphasizes the contribution of biological factors, as well as experience in language development, biologically children, are ready to learn languages when children and caregivers interact with each other.

In addition to biological factors and experience, according to Hurlock and Setyno's theory there are several factors that caregivers need to pay attention to regarding language acquisition by children consisting of health, intelligence, socio-economic conditions, communication desires, encouragement, family size, birth order, parenting, twin births, relationships with peers, personalities, exploration abilities towards the environment, motor skills, gender, bilingualism, and so on.

Language Development

Language growth illustrates the interaction of various aspects of development. With the maturity of the various physical structures needed to

produce sound and the active activation of the various nerve connections needed to associate sounds and meanings, social interaction with adults introduces babies to the nature of communication and speech. In order to be able to communicate effectively, the child must be able to master several aspects of language, which include understanding the meaning of thousands of words, and understanding how to combine words and can apply social rules in interacting with other people in accordance with applicable values and culture.

In one study showed that care for children carried out by teachers showed language and cognitive development better than other treatments. This shows that the care or care that is carried out by the teacher towards their students is going well. Because knowledge and skills in language will continue to develop in children throughout their school years, both receiving support from parents and teachers at school. This will always support the development of language in children, both the language used in interacting with fellow friends and parents or teachers.

Based on language development events in children, then as teachers, we must know the knowledge of language and skills possessed by students of different age groups, and teachers and parents always have to learn theoretical perspectives related to language development and see how various aspects of language in children will change over time and age shifts. There are several stages of language development based on age along with several events that occur in children at each stage in speaking and speaking. Starting from infancy, early childhood, middle age, and late childhood and in adolescence.

1. The stages of language development.

- a. Infancy

Through this period, language recognition can progress with a number of childhood events or events in infancy. But we will only briefly explain the developmental stages of infancy because the discussion is more focused on the stage of language development of children at school age and how the implications for learning in school.

At the age of 0-3 months, the baby can only express something through crying and smiling, ie when the baby feels thirsty they can only express through crying. At the age of 3-6 months, the baby can issue a number of chatter, for example issuing several letters that do not contain any meaning. In general, the baby begins to express his words is at the age of 10-13 months, for example, has begun to issue the words "mama" and "daddy" even though the articulation is not clear. Then the baby has been able to string together two words at the same time when the age of 18-24 months, for example, the child begins to be able to express the word "mama bobok", "mama eat", "adek clothes" and other light words.

Development at this time is also often referred to as the prelingual period, that is, in this development which is striking in children is the development of comprehension, meaning the use of language passively. For example, children have begun to be able to react to people's conversations by looking at the speaker and giving different reactions to the soft and rough voice.

b. Early Childhood

After the child has passed the pronunciation of two words, they move faster in the combination of three, four and five words. Changes that occur in children, namely from simple sentences to express a single proposition to a complex sentence are starting at the age of 2-3 years which then continues into the elementary school years. As parents and teachers who witness the development of children in each period, there are several things that must be studied and known, namely the changes in the system of five rules that have been described earlier, namely phonology, morphology, syntax, semantics, and pragmatics during early childhood.

In phonological terms, most children in their pre-school years gradually become more sensitive to the sounds of the words spoken. They pay attention to the basic unit of sound in a language either the sound of a sentence or a vowel or consonant word. Example: In the pronunciation of the word "Buble gum" there are those who call it "Bublebum" or "Bubleyum". But in this period it was also explained that it was very possible that children still experience difficulties in pronouncing complex and complex consonants.

As the child goes beyond revealing a series of two words, it is evident that children know the rules of morphology. Namely when children use plurals and ownership of nouns. The children's understanding of the rules of morphology is something that was also studied in an experiment by children's language researchers, namely Jean Berko (1995).

In his research, Berko showed cards to pre-school and first-class children. The instructions were they were asked to look at the card then listen when Berko was reading his words. Then the child is asked to fill in the missing word or rather answer the blank word. Maybe this seems easy, but Berko is not only interested in a child's ability to remember the right words, but also their ability to pronounce them correctly with a suffix determined by morphological rules.

Based on the explanation above, it can also be seen that children have begun to experience developments in the field of morphology, one of which is marked by the emergence of plural words, changes in endings, changes in verbs and others in part.

Pre-school children also learn to apply syntactic rules, after they master the two-word expression the child shows more mastery over complex rules about how words should be sorted. An example in the sentence: "Mama hugs Adek" in this case the child has been able to explain who is carrying and who is carried, so they are able to sort several word combinations namely nouns and verbs. In early childhood, children also receive knowledge about the meaning of words and sentences quickly. The vocabulary in conversations of 6-year-olds is between 8,000 and 14,000 words. Hence, children at this age are able to receive understanding related to the meaning of several words or sentences spoken by their parents and teachers.

Substantial changes in pragmatics also occurred in early childhood, that is, before they were unable to express things that were not physically present, but now they were able to reveal things that could not be seen physically at that moment. For example, they can explain to their parents or teachers about past events or even future events by telling their dreams and dreams in the future.

c. Middle and late childhood

Language development that occurs in early childhood will provide a foundation for the development of children at a later stage, namely when children enter elementary school age. When children enter elementary school, they get new skills, among others, are reading and writing. This will increase the use of language in other ways, namely by reading and writing children learning about words and learning how to recognize and speak with appropriate sounds. As children develop in their middle and late childhood, changes occur in their vocabulary and grammar. The development of vocabulary continues to increase for most children at the age of elementary school age. According to some estimates, in the United States, elementary school children progress at an astonishing rate, they are able to express 22 words a day. So on average children at 12 years old, they have been able to develop a vocabulary for conversations of around 50,000 words.

As long as children sit in elementary school, children become increasingly capable of understanding and using more complex grammar. They also learn to use language in a more relation way, so that when the child is able to produce related discourses. In this case, the child is able to connect sentences that produce definitions, descriptions and related narratives and make sense. At this time children are expected to be able to do this verbally before they are expected to do so in written assignments.

Metalinguistic awareness in children also increases as long as children sit in elementary school. This metalinguistic awareness refers to knowledge about language, that is, children begin to think and understand their language and can define it. In elementary school defining words will be common, this aims to increase their syntactic knowledge, namely as children learn and talk about the components of the sentence such as the subject and verb.

d. Adolescence

In adolescence language development includes a complex increase in the use of words. Along with the development of abstract thoughts, adolescents become much better than children in analyzing the functions of several sentences. At this time they have also been able to compare words that are not similar, for

example in proverbs and other literary expressions. Another increase in this period is that adolescents become more able to understand and use satire. Caricature is an example of satire, and at this time they will easily understand what the satire of caricature means. Because more advanced logical thinking also allows for 15-20-year-olds to understand complex literary works.

Most of the teenagers are also writers, they are far better than children. Because they are far more able to organize ideas before they write and can distinguish between general and specific things when they write. In making written works, adolescents will compile sentences that make sense and organize their writing into introductory, content and conclusions.

Trends in Language Development

1. Vocabulary Development

Vocabulary improvement is one of the real changes in the language of children during the school years. Children generally learn a few words through direct vocabulary teaching in school, but not only that but they learn more in understanding context by listening to what is in their environment, especially the family environment.

Sometimes the children's initial understanding is vague and inaccurate, one of the mistakes that often occurs, among others, is the cause of undergeneralization (a generalization that is too simplistic) that is an event where the meaning of a word is too limited or narrow. For example, one day I asked a child who was 6 years old about the definition of an animal. He replied that "animals have heads, tails, legs, eyes, nose, ears and claws" Those who are young often limit animals to mammals, so birds and insects are not animals.

There are other errors that occur also in children of this age, namely the existence of overgeneralization which is the opposite of undergeneralization (generalizations that are too exaggerating). This happens to children when the meaning attached to a word is too broad. For example, one day a child was instructed to mention an insect, then he mentioned just a black spider on his list and he made excessive generalizations namely insects that have six feet, then

spiders are not insects. But as we get older, the experience and teaching they get both from school and family, understanding children's vocabulary will increasingly develop and indirectly they will improve their previous imperfect experiences into more perfect knowledge.

2. Development of Syntax

According to Chomsky, syntactic rules are very complicated, but in some cases, we are not aware of those rules. In that sense, we often experience these rules and do them regularly but we don't realize that this is a syntactic rule. When children sit in junior high school, the use of syntactic rules for them is more complicated when used in writing than in conversation.

While sitting in high school, more students experienced an increase in speaking and writing when they had the opportunity to express ideas both verbally and in writing and when students received direct feedback about the errors and ambiguities of grammar in the words they wrote. This happens because in general, students will more remember the experience when he experienced errors in what was done and said it immediately received a response.

3. Development of listening skills

Students have the ability to understand what is heard because there is a factor of knowledge about vocabulary and syntax, but does not close the conclusion that it is also influenced by other factors. For example, understanding what happens to children about what is meant by "good listening" seems to have changed during childhood throughout elementary school. Children, when they are early in elementary school, assume that good listeners are those who sit quietly and listen to the teacher explain without giving any interruptions. But when students enter the age of 11, they experience a change of opinion regarding this matter, namely children begin to understand that the meaning of "listening well" is an activity that also involves understanding what is said

4. Development of oral communication skills

During kindergarten and early elementary school, there were some students who had difficulty reciting vocabulary sounds. For example, a pronunciation of the words r and ny. But at the age of 8-9 years, most of them

have mastered mother tongue. And if at that time the child is still experiencing difficulties in pronunciation, it is necessary to consult a pathologist. When children are young, sometimes they say words without considering the angle of the audience. Piaget calls this an egocentric conversation, namely when a child says something without considering what the listener may or may not know about a theme that has been discussed. In fact, there are still elementary school students at the final level sometimes they still fail to consider the information that their listeners have when they are involved in the conversation. So as a teacher when we find such students, we must make them aware of that. This can be done by asking them to explain what other people have talked about which we do not know and do not understand what is really said because it contains ambiguous ideas. So that children will realize themselves because they feel they are in the position of the listener.

5. Development of metalinguistic awareness.

Metalinguistic awareness seems to develop slowly over time. At the time of sitting in elementary school students gradually become able to determine which sentences can receive grammatically and which ones cannot accept. Then when children enter elementary school at the end and at the beginning of entering junior high school, they are increasingly aware of the various functions of words in sentences, which include nouns, verbs, katas, and so on. In high school, children experience a higher increase in metalinguistic awareness as they have learned the essence of some figurative words, figurative meanings or proverbs and studied several poetry and literary symbols.

Implications of Language Development on Learning

Learning can be said to be the result of memory, cognition, and metacognition that influence understanding. This is what happens when someone is studying, and this condition often occurs in everyday life. Wenger said, "learning is not an activity, something that is done by someone when he does not do other activities. Learning is also not something that stops being done, more than that learning can occur anywhere and at different levels, both individually,

collectively and socially. "In this case, a form of learning is processing information obtained through an interaction or communication between one another.

The ability of students to speak highly influences the success of learning. Language facilitates teacher communication with students in teaching and learning activities. One of the factors that influence the success of learning is the effective use of language by looking at the development of students. Learning is the process of interaction between students and teachers and learning resources in a learning environment. There are at least three learning steps that must be done by the teacher when they want to teach, including planning, implementation, and assessment. The following are the implications of language development on learning.

1. Learning Planning

The learning planning phase needs to be designed as effectively as possible by paying attention to the characteristics and conditions of the students. The teacher must be able to determine what methods are appropriate for learning. In addition, so that learning can be easily absorbed and understood by students, the teacher must carry out various efforts, including preparing learning material in detail with a language that is easily captured by students, giving students a greater portion of learning, as well as preparing strategies / certain method. The method used must be able to accommodate the development and language conditions of students in the class. For example, when facing second-grade students, there are 8,000-14,000 words of understanding. One of the efforts of the teacher at the planning stage to address these conditions is to prepare learning resources that are suitable for the age group to be read out in the learning process in order to increase the vocabulary of the students. The right method can use storytelling.

2. Learning Implementation.

The implementation phase of learning is the implementation of the learning planning stage. Things that have been designed in the planning stage such as the learning method are applied so that the learning objectives are achieved. for example in the implementation stage, the teacher applies the storytelling method

as it has been designed in the planning stage by paying attention to the choice of vocabulary so that students can easily understand it.

3. Learning Assessment

The assessment is carried out by the teacher on the learning outcomes to measure the level of achievement of student competencies and is used as an ingredient in preparing the progress reports on learning outcomes and improving the learning process. Valuation can use tests and non-tests in written or oral form, performance observations, attitude measurement, assessment of work in the form of tasks, projects and/or products, portfolios, and self-assessment. An assessment that can be done by the teacher to measure the level of achievement of the competencies of students by looking at the planning stage above is through an oral test by asking students to retell what the teacher has said. Through this assessment, the teacher is able to see the development of the vocabulary of the students and immediately provide corrections to the errors that arise, of course in the simple language.

CONCLUSION

Based on the discussion above, it can be concluded that language is a communication system in the form of writing, oral and signaling. There are five rules of language, including phonology, morphology, syntax, semantics, pragmatics. The factors that influence language development come from biological and environmental factors. Language development starts from infancy to adolescence with age. Things that can be seen in the form of adding vocabulary, listening skills, oral abilities to a high-level understanding of metalinguistics. While one of the factors that influence the success of learning is the effective use of language by looking at the development of students. There are at least three learning steps that must be done by the teacher when they want to teach, including planning, implementation, and assessment.

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