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## The Role Of Sociolinguistic And Sociopragmatic In The Development Of Language Learning In Elementary School

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### Abstract

The purpose of this study is to discover the role of sociolinguistics and sociopragmatic for primary school students in the developmental process of language learning by children. School-aged children find themselves in a developmental phase where they organize and integrate a variety of developmental skills to adapt to increasingly complex tasks, including language development. Language development is essentially a person's ability to communicate with their surroundings. Communication is used to build relationships with others in order for us to feel part of the environment. Language skills develop throughout the school year. Students are increasingly able to better understand and interpret spoken, written and body language communications, enabling them to understand the context and understand the people around them. Language development is related to cognitive development, meaning that intelligence factors and understanding of the environment around children greatly influence the development of their language skills. As children grow and develop, their language skills begin to develop from very basic to complex levels. Language development is influenced by the environment because

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language is essentially the result of learning from its environment. Children learn languages and other things by imitating and repeating words used by adults. their language skills start to develop from a very basic level to a complex level. Language development is influenced by the environment because language is essentially the result of learning from its environment. Children learn languages and other things by imitating and repeating words used by adults. their language skills start to develop from a very basic level to a complex level. Language development is influenced by the environment because language is essentially the result of learning from its environment. Children learn languages and other things by imitating and repeating words used by adults.

**Keywords:** Child language, sociopragmatic, sociolinguistics.

## INTRODUCTION

The success or failure of language learning is highly dependent on the learning method used. These components include students, such as student subjects and language learning materials that students learn. Therefore, psycholinguistic understanding is considered very important in language learning. Through psychology, students' attitudes and behavior towards language acquisition and learning can be learned, and through linguistics, language concepts and structures can be learned.

Language learning also takes place in a formal environment, such as language learning in the classroom. As long as the learning process is aimed at mastering language rules that can be understood by teachers and students, it doesn't matter whether they are learning in class or elsewhere. This process is called learning. In both formal and informal learning, the psycholinguistic process aims to acquire linguistic knowledge through learning. This interface can guide teachers to understand the processes that occur in each student when they try to understand and convey understanding through language learning materials presented in class.

The language development of elementary school children is not only assessed based on the ability to read or write, but also includes the ability to communicate and understand and express emotions. Good language skills support a child's ability to think, solve problems and relate to others. A study reported by the National Institutes of Health also shows a link between poor language skills and behavioral problems in children in the future. Language Development in Elementary School Children have different levels of language development, but usually, they reach



developmental milestones in certain age groups. Here are some benchmarks of language development in elementary school children Allen, K. (2010)

Grade 1 (6-7 years) Grade one is usually used to using long sentences both orally and in writing, even the little ones know, use and understand more than a thousand words in communication. He could remember what he heard. Able to write notes or journals to express yourself. The following command consists of two to three stages. Stay consistent with the topic of conversation and take turns talking with the other person. No more changing letters when speaking or writing. Learn 100 sight words (read commonly used words without spelling). Say words that rhyme and pronounce all the letters of the word correctly.

Grades 2 and 3 (7-9 years) Children's language development is relatively stable in these two years. Your little one is also good at answering questions that you have thought of before. By the end of third grade, children usually show the following language developments: Begin to build vocabulary through writing/reading, but sometimes mispronounce words never heard before. Start playing with words and understand word games, riddles, and humor. He can speak clearly and adjust the volume according to the situation. He can summarize the story. He can analyze words such as root and prefix/suffix. He can read and correct errors, Typo rarely.

Grades 4 and 5 (9-11 years) By the end of fifth grade, children usually have begun to use quite complex spoken and written language. The students also learn to better express their opinions from their point of view and actively participate in discussions. Other language development milestones that children typically reach by the end of fifth grade include: Being able to write and make short informative speeches. Recognize the meaning and main points of conversation or writing. It can give the right direction. He can adjust the style of speech, gestures, use of words, and intonation to the situation and person. Start using lots of language patterns. Can start and end conversations well.

Grade 6 (11-12 years) By the end of elementary school, almost all of the language developments mentioned above are usually mastered and improved. Students also demonstrate language development, such as Understanding that how you say something can influence how others react. He can critically listen to oral information. He can develop a point of view to convince others. He can negotiate and discuss to resolve conflicts.

Elementary school-age children's education is a bridge so that the child's growth and development process does not encounter obstacles or obstacles during their development, which



\ is very much needed in the interaction of capital with the environment and the country. Learning that focuses more on children's literacy and numeracy abilities. This tendency is partly due to a misunderstanding of concept the children's learning. Although learning must happen to the child, the goal is to develop all skills, including physical, cognitive, language, and socio-emotional skills. Therefore, the implementation of learning by applying the concept of learning while playing must be further developed into learning that is suitable for their childhood world.

Student Behavior Problems have at least 10 cases. " Irrational thinking, negative thinking, blaming others and thinking he is the best, lazy to learn, not wanting to go to school, difficulty learning languages, and psychomotor problems such as left-handedness, lameness, blindness, deafness, muteness, excess or lack of weight, hair curly, etc." can cause a person to suffer from physiological problems. Social-emotional behavior problems include at least some problems. ), selfish, difficult to make friends (social), reject reality (like to be noisy), assertive (not objective), do not like certain teachers.

Language learning is one of the complex human problems, language activity does not only take place mechanistically but also takes place mentally. This means that language activities are also related to mental (brain) processes or activities. Therefore, regarding language learning, linguistic studies need to be complemented by interdisciplinary studies between linguistics and psychology, which is commonly called psycholinguistics. The discussion of language acquisition is closely related to how humans can perceive and then understand other people's speech.

Learning itself is a system. That is, learning is a unit consisting of various components that support each other. Therefore, the success of learning will be determined by the components involved in the learning. These components are teachers, students, learning objectives, learning materials, learning methods and techniques, evaluation, and the facilities needed. Likewise in language learning, for language learning to be successful, these components must be considered. The statement above implies that in learning, especially language learning, it is not only the teacher's factors and language learning materials that must be considered, students as students must also be considered for the success of learning. The question of why the acquisition of language at an adult age creates a different form of language than acquisition since childhood is closely related to the structure and organization of the human brain. Based on the description above, the problem can be formulated as follows.

Based on the description above, the writer can formulate the problem as follows: What is



\ the role of psycholinguistics and sociopragmatic in the development of language learning in elementary school children?

## DISCUSSION

As in sociolinguistics, sociopragmatic also plays an important role in language learning. Kasper (1998) describes that pragmatics is the study of the relationship between language and grammatical context to understand language use. Understanding Context, such as the spatial, temporal, and social relationships of those involved is very important in a legal context. Understanding those concepts leads to the correct conclusions/conclusions because language often has meanings that don't match the use form as in the example below.

A: "Can you accompany me to the cafeteria now?"

B; "I have to go to the library this morning."

A: "How about after school?"

From the example conversation above, B doesn't answer that he can't then meet A. He uses another form to show that he can't meet A with the expression that I have to go to the library this morning. A has a good understanding of spatial, temporal, and social relations so he can conclude that B cannot meet him at that time so he offers another time to meet B. Sociopragmatic understanding plays a very important role in the continuity of the context above which even elementary school children have mastered.

According to its function, a language is a communication tool that is used by someone in their association or in dealing with other people. A language is a social tool. The use of language becomes more effective when someone communicates with others. Language development starts with imitating sounds or sounds that are not meaningful and is followed by pronouncing one syllable, or two syllables, forming simple sentences, etc. By using this language, children relate socially to the level of social behavior. Language development is related to cognitive development, meaning that the intelligence factor greatly influences the development of language skills, Farina (2009).

The intellectual level of children has not yet developed and is still very basic. As children grow and develop, their language skills begin to develop from very simple to complex levels. Language development is influenced by the environment because language is essentially the result of learning from its environment. Children learn languages and other things by imitating

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and repeating words used by adults. Children ages 6-7 do actual language lessons when they start school. Therefore, language development is the ability to master communication tools, spoken and written, as well as using signs and signals. Communication skills here are defined as efforts to understand and be understood by others. Enung Fatimah, (2006:100)

At least according to Syamsu Yusuf (2001: 179), two important factors influence language development, namely: (1) The process of maturation, namely the child is ready to speak (the voice is functioning), (2) learning, the child is ready to speak and then learns another language or imitate the language/words they hear. Both of these processes occur from infancy to childhood, so that at elementary school-age children can (1) form more complete sentences, (2) form compound sentences, (3) formulate and ask questions. What does language mean before language development? Language is of course a means to communicate with other people. Language is very important for humans because humans are social beings who interact with their environment.

Elementary school children's language continues to develop, starting with sentences, etc. Therefore, we need to examine what students experience in terms of language development, Alfiana (2020). Of course, the teacher needs to know what the student's language development is like. Language development at school age, namely the use of children's language, part of use of language is storytelling and conversation. In general, communication tasks at this age are complex and difficult so children at this age find it difficult to understand other people's feelings, then children aged 5-6 years usually cannot convey information from older children, namely abstract information that cannot be used to communicate with other children.

Then increase the number of asset management and definition specifications. That is, in a period of continuous growth in understanding words and their context, so that they can enrich their vocabulary through contextual reading, this growth is possible after the fourth grade of elementary school. Although vocabulary increases, children do not always understand the meaning of a word or sentence. Because maybe the child does not master the vocabulary of all the words in the sentence, but the child understands the meaning of the word or sentence. On the other hand, a child who knows the meaning of all the words in a particular sentence does not understand the meaning of that word or sentence. Therefore,

In addition, further development of the existing syntax and at the same time appropriation of new forms. That is, children develop sentences by expanding nouns and verbs. Integration and understanding of functions continue to evolve, Oktadiana (2019). The additional construction is



\ the passive form of the sentence. In the morphological development of the early elementary school, students can be characterized by the use of prefixes, and the thing that is most difficult for children to face is the use of suffixes. In the development of reading and writing, it is necessary to pay attention to the willingness of parents to provide and create a conducive environment for the development of reading skills through reading materials influencing the factors of good readers. Reading together is an activity that has high social value and in which parents and children actively participate. There is an overlap between reading and writing, generally, good writers are good readers. On the other hand, the writing process is associated with drawing activities that show symbolism, so that even children with good drawing skills can write well.

It is very important to guide children in language development. Because it can help children to communicate well, and children will understand certain insights. Therefore, schools, especially in each class, must have an effective learning process, so that language development can take place optimally. Optimal learning requires communicative language that allows everyone involved in teaching and learning interactions to play an active and productive role. Language is a medium of social exchange so communication can produce effective learning for optimal education. Of course, when teachers and students communicate well and children understand what the teacher is saying, this can lead to optimal learning.

Of course, in addition to creating a communicative relationship between teachers and students, it is very important to create an environment that is conducive to language development. A conducive environment that is created in time according to the needs of children's language development has a very positive influence on children's language development, not only as passive language users but also as active language users. Create a conducive environment in the classroom, namely the arrangement of tables and chairs, etc., as well as the teacher's voice, so that the class atmosphere is not too quiet, so the teacher must adjust his voice so that all students can hear him.

## CONCLUSION

Language skills are developed throughout the academic year. Children's language knowledge will develop over time as the child's sociolinguistic and sociopragmatic roles work. Learners are increasingly able to understand and interpret spoken, and written communication and body language, enabling them to perceive and understand the people around them. The focus



of language promotion in primary schools is on the pragmatic or practical use of language (a set of language rules governing the use of language) in communication.

Communication is the process or ability to send and receive information, relationships, or interactions between two or more people with information or messages conveyed by the sender of the message (source) to another person who acts as the recipient of the message (recipient). Someone can convey something to others by using verbal (oral) and non-verbal (written and body) language. A language can develop in every cultural environment with different characteristics.

Interpersonal or intrapersonal communication is the highest communication skill. The need to communicate triggers the development of information technology that allows communication between people anywhere. Communication is the lifeblood of any relationship. Communication is open, clear, and sensitive and encourages natural communication.

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