

Expanding language development children in elementary school age

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Abstract. Language and communication skills are critical to a child's development. Good communication makes them able to engage in socialization as well as others from formal classroom instruction and the environment around them. Active communication involves both speech and language. Speech is a means of verbal communication to convey desire goals, and language is using shared rules to put words together to express thoughts and feelings. To be a good speaker the child's must have extensive language knowledge and always develop according to where they are. The success of a child's to be able to interact in a social relationship is judged by how they establish communication with people in their surroundings. When a child begins to engage in social relationship with those around him, then that is the right time for children to develop their language skills. For children in elementary school age, to develop their language, teacher has an important role. When children learn in a class, the teacher must be able to create an interactive, communicative, and fun learning atmosphere. With interactive, communicative, and fun learning atmosphere in the classroom will make children interested in actively involved directly in learning activities, thus forcing them to develop their language.

Keyword: Children, Language, Development.

1. Introduction

Formally and institutionally, elementary school entry in the basic education category. Basic education according to the law National Education System 2003 No.20, article 17, paragraphs 1 and 2 are constituted educational levels that underlie levels middle education. Basic education in the form of Elementary School (SD) and madrasah Ibtidaiyah (MI) or other equivalent forms and Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or other forms equals. So, what is meant by education the basis in the law is 9-year compulsory education, since elementary school, through junior high school, or since madrasah ibtidaiyah to madrasah tsanawiyah.

School age children are in the stage of development integration, organizing and integrating various development skills to adjust increasingly complex tasks, one of which is language development. Language development is basically the ability of individuals to communicate with the environment. According to Syamsu Yusuf (2001:118) Language is the ability to communicate with other people. Communication is used to establish relationships with others so that we feel part of the environment. Language skills develop throughout the school period. Students are increasingly able to understand and interpret communication both oral, written and body language that makes themselves understood and understand the people around them. Language development is related to cognitive development, which means that intelligence is very influential in the development of language skills. As children grow and develop, language skills begin to develop from a very simple level to a complex one. Language development is influenced by the environment because language is basically the result of learning from the environment. Children learn languages as well as learning other things, namely by imitating and repeating words used by adults.

2. Methods

Based on the study of literature in the literature review formed research questions, namely 1) the meant of language development, and 2) the way to expand language development in elementary

school age . The type of data used is secondary data. The data collection method is a literature study. The method to be used for this study is the study of literature. The data obtained are compiled, analysed, and concluded to get conclusions about language development children in elementary school age. The focus in this data is how the role of a child in developing their language when entering elementary school after early childhood education program (PAUD).

3. Result And Discussion

A. Language Development In Children Elementary School

The most language skills visible in everyday life is speak up. Children in early childhood has a very strong desire to speak because: (1) As a means to socialize. If they can't speak, cannot be accepted as a member of groups, (2) They learn to speak as the means of gaining independence. If they can't talk, parents don't understand the child's desire, so that the child always assisted like a baby, consequently not independent. (Sri Rumini and Siti Sundari, 2004: 43). K. Eileen and Lynn R. Marotz (2020: 159 – 215) describes the development profile and child growth patterns including development of speech and language of children ages 6 – 12 years, including:

- a) Development of speaking and language 6 year olds children:
 - 1) Speak without stopping; can be described as babbling.
 - 2) Talk like an adult; ask lots of questions.
 - 3) Study five to ten words every day; the vocabulary consists of 10,000 to 14,000 words.
 - 4) Using verb forms, word order and sentence structure are right.
 - 5) Use language and not crying accompanied by screaming or aggression physical to reveal displeasure: "This is mine! Give it back, you idiot".
 - 6) Speak for yourself while deciding steps required to solve simple problems (although the "logic" might not be clear to adults).
 - 7) Imitate popular sayings and words dirty words; assume speech-dirty speech is very funny.
 - 8) Happy to tell jokes and press puzzle; usually, the humor is far from smooth.
 - 9) Glad to read the story and making up stories.
 - 10) Able to learn more than one language; do it spontaneously in a bilingual or multilingual family.
- b) Development of speaking and language 7 year olds children:
 - 1) Happy to tell stories; love writing stories short, tell a fairy tale delusion.
 - 2) Using sentence structure and conversational language is like a person adult; sentence patterns reflect cultural differences and geographical location.
 - 3) Becoming increasingly precise and broad in terms of language use; more and more use many adjectives descriptive and adverbs.
 - 4) Using gestures to describe the conversation.
 - 5) Criticize the results of his own work: "I didn't draw with right, "" The picture is better than from my drawing. "
 - 6) Exaggerating events is reasonable thing: "I eat ten hot dog at a picnic. "
 - 7) Explain events according to ability or need: "Day! It's not raining because I'm leaving picnic. "
 - 8) Describe the experience as a whole detailed: "First, we parked the car, then we walked up the road little distant, after that we sat down in a fallen tree near the lake and eat ... "
 - 9) Understanding and following orders in several stages (up to five stages): sometimes ask to be repeated he ordered because it wasn't listen to all at the moment first delivered.
 - 10) Enjoy writing messages and notes short for his friend.
- c) Development of speaking and language 8 year olds children:
 - 1) Happy to tell jokes and press puzzle.
 - 2) Understand and carry out instructions several stages (up to five stages); maybe ask to be repeated because it's not hear everything.
 - 3) Read easily and understand it.
 - 4) Write a letter or send a message to friends, including description imaginative and detailed.
 - 5) Use language for criticize and praise others; repeating popular utterances and swear words.
 - 6) Understand and follow rules of procedure sentence in conversation and form written.
 - 7) Interested in learning word codes secret and use language code.

- 8) Chat with adults fluently, able to think and talk about the past and future; "What time are we going swimming next week."
- d) Development of speaking and language 9 – 10 years old children:
 - 1) It's nice to talk, often it doesn't stop and for no apparent reason; sometimes used as a tool to get attention.
 - 2) Express feelings and emotions effectively through words.
 - 3) Understand and use language as a communication system with people other.
 - 4) Use popular sayings frequently said peers: "sweet", "Cool", "top-end".
 - 5) Recognize that several words have a double meaning, "long arm", "bring into conflict".
 - 6) Assume that a parable is not make sense (word play) in jokes and hit the puzzle as something funny.
 - 7) Demonstrate a high level of understanding regarding the order of grammar; recognize if there is a sentence with grammar incorrect.
- e) Development of speaking and language 11 – 12 years old children:
 - 1) Complete most language development at the end of this phase; only minor improvements are needed over the next few years.
 - 2) Love to talk and argue, often never stops, with whom anyone who wants to listen.
 - 3) Using more language structure long and complex.
 - 4) The more master the vocabulary complex, increasing by 4,000 to 5,000 new words every year, using vocabulary said skillfully for develop stories and describe it clearly.
 - 5) Be a thinking listener.
 - 6) Understand that a sentence can have implied meaning (aimed): when his mother ask, "Is your homework done?" he intends to say you "you should stop playing, take your book and start doing your homework".
 - 7) Understand the concepts of irony and sarcasm; have a sense of humor and are happy telling jokes, riddles and rhymes to entertain others.
 - 8) Mastering several language styles, can change based on the situation: style the more formal when talking to teacher, a more casual style with people old, and the style you often wear popular expressions and secret words when chatting with friends.

B. Factors That Influence The Language Atmosphere In Elementary Schools (1-3 Grades).

In elementary schools (1-3 grades), the language atmosphere is influenced by the curriculum of each class and also how the curriculum is implemented. In addition, the teacher's understanding of the importance of conversation in the learning process also includes influencing factors.

a. Curriculum and Implementation

The curriculum implemented in 1-3 grade elementary schools is more formal and well established than the curriculum in kindergarten and preschool education classes. Most schools in each region adopt a commercially compiled curriculum with proven standards. How the curriculum is implemented has a very strong influence on the presence of conversation in the classroom and how children are involved in learning activities.

The curriculum is sometimes implemented in two ways:

- 1) Concentration on the task, the focus is to follow the sequences and scope of learning tasks provided in curricular materials. Learning activities follow strictly the sequence and duration that have been determined.
- 2) Concentrate on learning, the focus is on the individual needs of children, learning styles, and responses to teacher instruction. Implementation that concentrates on these students trying to adjust the curriculum to the needs of children. Thus, the order or duration of activities can vary depending on how the teacher's perception of the child's needs and learning styles.

b. The Important Role of Conversation in the Learning Process

An understanding of the important role of conversation in the classroom is the latest overall development. In the past, the quiet class was considered the ideal class, with children who worked quietly independently on learning tasks. Conversation is only limited to formal reading exercises or reading by oral. Researchers and teachers in the class began to question whether a class that is quiet, and orderly is the best place to learn. When class conversations are severely restricted,

children lose the opportunity to engage in focused conversation and not learn how to express their thoughts, clarify misconceptions, or question the perspectives of others

The existence of an interaction through conversing activities in a learning activity is very important, why is that ?. Because interactions in the classroom will help students in developing their language learning. It also will grow their social skills. Maximizing interaction in the classroom in learning is an important part of the teacher's role as a facilitator. With the high interaction in a class, it shows that in the class, the learning participation is high. Teachers who understand the important role of conversation in the learning process will create a pleasurable environment with a strong foundation for children's cognitive development.

C. Interaction Patterns For Elementary School Classroom

At the elementary school level, the main interaction patterns used by teachers to expand language development include:

- 1) Building linguistic knowledge (buffer language); at the elementary school level, teachers use buffering language to support children's participation in class discussions, in small groups, and individually with peers. Through active listening, the teacher knows what the child is thinking and can maintain and add to their verbal participation.
- 2) Mediation; is a pattern of interaction carried out by the teacher to simplify the material or learning tasks to facilitate student learning and participation.
- 3) Questioning; at the elementary school level, questioning often occurs in cases where children are expected to retell what they have learned. In this situation, questioning is usually used as a way to evaluate or observe the child's understanding or learning. In developing questions to use, elementary school teachers may find this to be very helpful in considering the question-answer relationship.

D. Overview of Curricular Purposes Related to Language in Elementary Schools

The early years in elementary school are the times when children's language skills can be developed which will then foster effective communication. The success of a child for a long time in school is influenced by their ability to use language for various purposes and in different conditions. Pinnell (1996) encourages teachers to get involved in strategies and activities that develop children's understanding and experience experiences with language functions as a whole.

Four general achievement goals in language use by children have been described in the International Reading Association (IRA) and the National Council of Tacher of English (NCTE). These goals include using language:

- 1) Clearly and fluently with accuracy and exact.
- 2) Strategically to interpret and produce various types of texts.
- 3) Critically to question and comment on what they read, hear and see.
- 4) Creatively, as students, describe experiences, personal observations, strategies and prior knowledge.

E. Key Role of Listening Ability

Listening is a key factor in language development. Not only is it an integral part of learning conversation and dialogue, listening is also an important ability to understand direct instruction.

In elementary school classes, children need to be able to listen effectively in a variety of contexts, including the following:

- 1) Listen to and understand verbal instructions or directions in the context of the larger group.
- 2) Listen and understand the explanation of concepts from the teacher or guest speaker.
- 3) Listen to peers in collaborative group work.
- 4) Listen to class discussions.
- 5) Listen when engaged in conversation with one or more people.

Elementary school teachers can broaden children's listening comprehension by demonstrating active listening strategies and providing feedback (Wolvin& Coakley, 1985). The teacher can also clearly encourage the child to be an active listener who consciously focuses on the message spoken and then gives feedback to the speaker that they can understand the message conveyed.

F. Planning Activities To Extend Language Development For Elementary School Age Students

Activities that expand language enhanced by elementary schools include activities that are centered on inquiry as well as findings and activities directed by teachers. Through these inquiry activities and activities directed by the teacher, children need to be encouraged to use language to learn, to understand, and to interpret. Asking and answering questions is an important part of conversations in the classroom, because these activities can stimulate curiosity and motivate learning. Children need to have the opportunity to ask questions and seek answers through making hypotheses, collecting data, and analyzing data called learning through inquiry (inquiry learning).

Learning through this investigation is an approach that provides many opportunities to be involved in asking questions and having conversations that pursue new knowledge. Learning that combines reading, writing, listening and speaking activities into all parts of the elementary school curriculum provides not only significant motivation for learning but also important opportunities for learning how to use spoken and written language in the process of gaining knowledge and completing problem. The teacher facilitates the use of this language through buffer language, mediation, and asking questions. Learning through activities that are centered on inquiry and discovering as well as activities directed by the teacher.

G. Activities that are centered on investigation and discovery

Explosive learning activities at elementary school level have been described by including "investigative games". (Wassermann, 1990). This investigative activity is characterized by the following features:

- 1) Process-oriented plans, goals, and how to achieve them.
- 2) Provides opportunities to generate ideas.
- 3) Expanding the development of cross-curricular concepts.
- 4) Encourage children to become active students.

Three general areas in exploratory activities that are appropriate for elementary school classes are classes with changes in them, places to write and learn about content / concepts that focus on mathematics / exact sciences, social sciences / mathematics, or exact sciences / social sciences. Other things that are more focused, the place can be developed; however, the focus in this section is on these three places. The location of the activity should not be restricted to students who have finished their work. The procedure for how to use these places must be explained properly once the teacher introduces these places to the students in the class. Implementation in each of these places must be consistent and simple enough, so that children can be independent without the help of the teacher.

H. Teacher-directed Activities

At the elementary school level, activities directed by teachers occur better in large groups or small groups. Activities directed by teachers in large groups include experiences that involve the participation of all children in the class. Examples of activities at the elementary school level are hard reading of texts by teachers, oral discourse, creative drama, interactive language and writing experiences, chairs for writers, and media presentations through videotapes or audiotapes. In this case, the activities provided an opportunity to develop a common knowledge base and frame of reference for all children in the class. This activity can facilitate the sharing of ideas between children and can focus their communication on events experienced together.

Activities directed by teachers in small groups focus more on the special needs of children's subgroups or focus on how to encourage more involvement and interaction between several children. Teacher-directed activities in small groups include word learning activities, shared reading, reading clubs, and collaborative-cooperative projects.

4. Conclusion

During the study it was found that during elementary school years, children continued to develop oral and written language knowledge in every five aspects of language knowledge. Classes that

encourage active exploration of children in languages through activities that are carried out directly actively, and collaborative activities increase the depth and breadth of children's language abilities. At the elementary school level, teachers use buffering, mediating, and asking questions to encourage children's expressive language. The ability to listen to children is important in their language development and their success in school. Activities that can expand language knowledge include exploratory discovery activities and activities directed by teachers in large and small groups.

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