DEVELOPMENT OF LANGUAGE PSYCHOLOGY IN ELEMENTARY SCHOOL CHILDREN AND ITS LEARNING IMPLICATIONS AT SDN SUMBER 2 YOGYAKARTA

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Article Info	Abstract
Article History: Accepted September 2023 Revised Agustus 2023 Approved Juni 2023	A child's language development involves a combination of social interaction, emotions, physical and motor skills, and cognition. During the progress of learning in elementary school, educators should be able to align the curriculum with students' developmental levels. Many factors are crucial in language development, including biological factors and experiences. Culture also plays a significant role in daily communication for children and adults. This research aims to understand the Psychological Language Development in Elementary School Children and its implications for learning. This research utilizes a qualitative descriptive method based on articles related to the language development characteristics of elementary school students. The data collection for this research is through interviews. The results of this research indicate that language development in elementary school children primarily involves pragmatic, semantic, and syntactic development. **Keywords:** Children Language Development; Psychology; Learning

A. Introduction

An elementary school is a place for students to acquire and develop knowledge and skills to help them face everyday life (Mulyani, 2011). Therefore, elementary education becomes the primary task of educators to innovate the learning activities carried out to achieve the learning objectives.

A child's language development combines social interaction, emotions, physical and motor skills, and cognitive aspects. According to Yusuf Syamsu (Susanto, 2013), the stages of maturation occur continuously, felt by each individual, and related to psychological (spiritual) and physical aspects.

Cognitive development is the result of non-physical, socio-emotional, and linguistic development. As individuals who undergo growth and development, the process is vulnerable to language development. The most essential factor that an individual must master is language. Language is a perspective in learning that we have known since early on; therefore, it serves as a reminder that language is crucial for use in daily life.

There are several differences between the understanding of language and speech. Language encompasses various forms of communication, including writing, speaking, gestures, body movements, and facial expressions. In contrast, speech refers to one of the most commonly used oral forms of language because it is the most effective means of communication.

Language development progresses and improves over time according to the child's age. Suhartono (2005) stated that speech development is related to morphology, phonology, semantics, and syntax. In line with this, Steinberg and Gleason (Elya, 2020) divide language development into three stages: preschool speech development, school-age speech development, and combined speech development.

During learning in elementary school, educators should align their teaching with the students' developmental levels (Yuhana & Aminy, 2019). Therefore, special attention and encouragement are needed to help students maximize their potential. As personal growth and development occur, students' inherent potential emerges. Development encompasses physical and mental aspects (Hasanah, 2016;

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Hanur et al, 2020). Language development is one of the forms of development that takes place in elementary school students.

Language is a measure of a child's development. The ability to speak and use language involves cognitive and sensorimotor development. With language, we can express thoughts, and through language, we can also identify and solve problems. In short, language serves as a guide to our lives and a representation of our world. Language is a means of communication (Wicaksono, 2016), meaning that language is a tool for communication that conveys thoughts and feelings through symbols and symbols.

The conveyance of meaning through speech, writing, expression, gestures, or drawings is a form of communication (Saubas, 2017). Due to this, language is the most crucial aspect of the development process for elementary school students. Elementary school-age children are typically referred to as middle childhood, characterized by developing decision-making abilities, understanding cause-and-effect relationships, social understanding, emotional organization, and consciousness. Moreover, with the advancement of technology, elementary school children are using social networks for learning. Therefore, elementary school children must be more carefully attended to, which can impact their language development.

The developmental stages in elementary school-age children mark a significant language development process. Children aged 6 to 7 typically master around 2,500 words, while by the age of 11 to 12, they command approximately 50,000 words (Mahayyun, 2022). Furthermore, many researchers have found that children as young as 9 can understand seven different languages, provided they are in an active and supportive language environment (Susanto, 2013).

This research aims to understand the psychological development of language in elementary school children and its implications for learning at SD Negeri Sumber 2 in Yogyakarta. In this context, it can be explained that elementary school children have advanced language development, necessitating school educators' guidance.

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B. Methods

This research uses a qualitative descriptive method based on random interviews with elementary school teachers. The final results of the research will be used as reference material to identify the characteristics of language development in elementary school students.

The technique used for data collection in this research is through interviews. In brief, an interview is a process or interaction where the interviewer communicates directly with the interviewee (Yusuf, 2014).

The interview method involves gathering information through a question-and-answer technique conducted directly between the interviewer and the interviewee. Interviews can be conducted individually or in groups to obtain the desired information. Interviews also aim to record the interviewees' opinions, emotions, expressions, feelings, and other relevant aspects.

During the interview, the researcher can gather a significant amount of data, therefore understanding the culture through language or expressions used in the interview. It allows the researcher to seek explanations for things that have not been discovered. One of the initial questions that arises during an interview is who will be interviewed. The knowledgeable technique ensures accurate data is obtained, explaining the events under study correctly and thoroughly. Another critical question that arises is how the respondents would like to cooperate. Therefore, it is necessary to encourage others to allocate their time for the interview. In this regard, the interviewer's behavior should align with the interviewee's to create an atmosphere of mutual respect.

Choosing an appropriate place and time to create a relaxed, friendly, and comfortable environment is essential during interviews. Moreover, honesty is crucial, and the interviewee should be assured that their identity will not be disclosed to others except to the interviewer or as otherwise mutually agreed.

Before the interview, it is necessary to establish an approach. It can be achieved through various techniques, including a)Introducing politely before the interview to build chemistry/connection, b)Eliciting a positive response to make the respondent feel valued, c)Gathering ample data, d)Avoiding leading questions,

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e)Repeating questions if necessary, f)Clarifying answers and g)Recording responses.

The advancement of technology has made data collection more accessible. In other words, interviews can be conducted remotely using telecommunications media. The interviews are typically conducted to obtain current trends or emerging issues. It is advisable to record the conversation during interviews, as spoken words serve as evidence in case of misunderstandings. This recorded data can then be transcribed for analysis.

The interview plan begins with a brief story related to the life or general background of the interviewee. Questions are typically based on personal experiences. When posing questions, the researcher should emphasize the significance of these experiences. The principles to be applied in an interview are brevity, open-endedness, simplicity, clarity, and terminology the interviewee can understand.

An interview serves as validation for the data obtained through other methods. Consequently, the validation process may cause results that differ from previously acquired information. The following steps are necessary to ensure a more conducive interview: 1) Introduce oneself first. 2) Explain the purpose and objectives of the interview. 3) Present the interview instrument. 4) Propose questions. (Yunus, 2010).

C. Results and Discussion

Language is a means of communication among humans, taking the form of sound perceived by human senses, enabling the expression of thoughts and feelings. It allows others to gain understanding through various forms of communication, including writing, speaking, gestures, body language, facial expressions, and more (Gorys Gerav, 1980).

In children, language serves as a tool for communication, and it can be categorized into several functions: instrumental function, language is used to manipulate the environment. Representational function conveys facts, statements, and knowledge. In regulatory function, language is used to control events by

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rules. The interactional function of language is directed toward communication with other humans. Personal function includes expressions related to feelings, emotions, personality, and heart matters. The heuristic function uses language to gain knowledge and explore the surrounding environment. The imaginative function involves actions that flash imaginative ideas, such as storytelling or creating novels.

The surrounding environment influences language development; language is a product of one's surroundings. Initial language acquisition occurs through imitation and repetition of what is learned during the learning process. Those with higher social status are often found in educated communities, as they tend to use more selective and refined vocabulary, which is considered better. It is because language is primarily acquired within the environment where one lives.

Language can be used as a means of communication, as language development is closely related to the cognitive development of an individual. In this context, children's cognitive abilities develop more quickly and extensively.

Several factors can influence language development in children. According to Sunarto & Hartono (2006), five factors can affect language development in children, including the child's age. A child's age is a physical factor that can affect their growth and development, such as speech organs, muscle function, movement, gestures, and the environment in which the child grows, significantly impacting language development. Many factors influence language development, including biological factors and experiences. Children develop language by actively sharpening their cognitive abilities, trying to understand what they hear, and seeking patterns and rules.

The development of communication begins early in life. The first form of communication is crying, where a baby cries when they feel discomfort, such as hunger, a wet diaper, or other discomforts. Here, the baby learns that crying gets the attention of their mother or caregiver. When babies reach 3 weeks, they start to smile easily in response to stimulation like looking at a face, hearing a voice, or being tickled, known as a social smile. At 12 weeks, a baby responds when spoken to by their mother. By 2 months, a baby responds to their mother's speech.

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At 5 months, a baby imitates behaviors and follows the facial expressions of those around them. At 6 months, a baby becomes interested in objects in their environment. From 7 to 12 months, a child will start pointing to things to express their desires. At 18 months, a child begins to learn to use single words. By 2 years, a child can form two-word sentences and react to their conversation partner. At the age of 3 years, a child will speak for more extended periods. By age 5 years, they will try to sustain conversations for a longer time, making them more talkative and socially aware while speaking.

During the preschool years, a child can explain what, who, when, why, and where, but they may still need to understand how. A child's vocabulary will expand based on the stories and information their parents share. As their vocabulary grows, their ability to organize words will advance, and relationships between words will form.

The first signs of syntactic organization are observed at 1-2 years, typically in two-word sentences. The development of syntax accelerates rapidly at the age of 2 and reaches its peak by the end of that year.

Development is characterized by an increase in speech measured by morphemes. Speech length, known as the Mean Length of Utterance (MLU), is an estimate of language complexity for English-speaking children. MLU is considered a good indicator of language development. In the age range of 18 months to 5 years, MLU increases by approximately 1.2 morphemes per year. Around the age of 2, mastering morphemes for word formation begins to occur.

As phonology develops, it requires a relatively long process during the language period. In preschool, it is not just about acquiring an inventory of phonemes and a phonological system but also developing the ability to select sounds when conveying meaning. Phonology is related to the process of forming syllables, which can be divided into vowel-consonant and consonant-vowel-consonant combinations. In addition, other processes involve assimilation and substitution in sound perception and production.

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Table 1
The Factors Influencing Language Development in Children

No	Title & Researcher	Factors Influencing Language Development	Objectives and Research Results
1.	Language, Emotion, and Social Development of Elementary School-Aged Children (Dewi M.P, Neviyarni, & Irdamurni, 2020)	Several factors generally influence language development in elementary school children, including their environment, which encompasses family, school, and friends. Positive interactions with others can lead to excellent and rapid language development because children indirectly engage in continuous interactions in a relatively short time.	This research aims to understand elementary school children's language, emotional, and social development. This research shows that language development in children varies from child to child. Several factors can influence a child's language development, including the family and school environments.
2.	Analysis of Aspects of Child Language Development (Taufiqurrahman, S. & Suyandi, 2020)	Influential factors in language development include vocabulary, syntax, semantics, phonemes, phonology, and morphology.	This research aims to identify the aspects of language development in school children during the learning process. This research indicates that language development can occur in elementary school children if they desire to learn and understand various forms of language.
3.	Aspects of Language Development in Elementary School Children (Awliyah, R., et al, 2021)	Language development in elementary school children can encompass several aspects, such as vocabulary, syntax, semantics, phonemes, phonology, and morphology.	This research aims to gain a better understanding of language development and the factors influencing it. This research explains that language development in elementary school-aged children has significantly improved in aspects like morphology, syntax, phonemes, vocabulary, phonology, and semantics.

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According to the data in Table 1, it is explained that research on language development has a significant impact on language growth, and various factors can be seen, including environmental factors around the child. The rapid development of language in elementary school children includes the development of vocabulary, syntax, semantics, phonemes, phonology, and morphology.

Concerning the results above, in order to verify the accuracy of the data based on the theory obtained with the field conditions, the researcher conducted interviews. Here are the results of the interviews conducted.

Table 2
The Interview Results with the Respondents

Questions	Answers
What is your view on the importance of language development in elementary school children's learning?	I believe language development in elementary school children is significant for learning. Language is a means of communication aimed at conveying information and understanding. If children have a good command of language, they can understand lessons and communicate effectively.
How do you perceive the language development of elementary school children you teach?	I see a rapid improvement in the language development of elementary school children. They are beginning to develop morphology, syntax, phonemes, vocabulary, phonology, and semantics skills. They can understand and use words better and can construct more complex sentences.
What factors can influence the language development of elementary school children?	In my experience, several factors can influence the language development of elementary school children, including biological factors and environmental factors. Biological factors involve the child's cognitive maturity, while environmental factors involve social interaction, the influence of teachers and parents, and a conducive learning environment.
How do you integrate the language development of elementary school children into the learning process?	I always pay attention to the language abilities of each student in the class. I use various teaching methods and strategies that facilitate their language

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Questions	Answers
	development and encourage them to speak, ask questions, and engage in discussions in the proper language. I also provide writing and reading exercises appropriate for their language development level.
What are the benefits of language development for children in understanding lessons?	Language development helps children better understand lessons. Through a good understanding of language, children can comprehend what the teacher teaches and express their thoughts and ideas clearly. Language also plays a crucial role in reading and writing, skills that are highly essential in elementary school learning.
Do you have any suggestions or recommendations for improving the language development of elementary school children in learning?	I advise emphasizing language learning more in elementary school. Teachers should continuously encourage and motivate students to develop their language skills. Parents also need to be involved in supporting their children's language development at home. Additionally, resources such as books and learning materials appropriate for their language level can be beneficial.

Based on Table 2, it was found that there is a correlation between the development of pragmatics, semantics, syntax, morphology, and phonology and language development in elementary school-age children.

D. Conclusion

Many factors are crucial in language development, including biological factors and experiences. We know that culture plays a significant role in our lives, where language is needed for daily communication for children and adults. Children's language development involves active cognitive abilities to understand everything they hear and create patterns and rules.

In childhood, language development typically includes mastering pronunciation, grammar, word meanings, and the fundamentals of their native language. During adolescence, language development encompasses improved

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vocabulary, understanding of metaphors and adult literature, and individual advancements in varying speech styles.

From an emotional perspective, there are two main and separate issues related to acquiring something new in the relationship between language and the constantly emerging idea that language and thought are not part of a single cognitive system but instead switch with separate modules.

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