

Socio pragmatic in language learning on child development

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ABSTRACT

This research discusses the role of speech acts in communication, which are classified into five categories by Searle. Qualitative methods and literature research are used to explore the impact of a socio-pragmatic approach in language learning on children's development. Factors such as biological evolution, cognitive factors and the environment also influence children's language development, with parents playing an important role in providing positive stimuli to develop children's language skills. Socio pragmatics, as a branch of linguistics, highlights how social factors influence language use in communication contexts. Language development in children is considered crucial because through language, children can develop their social abilities. Parents and educators have an important role in supporting children's language development, in line with Society Activity Theory which emphasizes the importance of social interaction in language learning. Speech acts, as a means of conveying ideas and feelings, are a key element in children's communication and language learning processes. The study finds that speech acts have an important role in communication, which is divided into five categories by Searle. This research uses qualitative methods and library research to explore the impact of the socio-pragmatic approach in language learning on children's development. Factors such as biological evolution, cognitive factors and the environment also influence children's language development, with parents having an important role in providing positive stimuli to develop children's language skills well



1. Introduction

Sociopragmatics is a branch of linguistics that studies how social factors influence language use in communication contexts. This includes the study of social norms, cultural customs, social status, and situational context that influence the meaning and understanding of speech. By analyzing sociopragmatics, researchers can understand more deeply how language is used in social interactions, including aspects such as language politeness, communication wisdom, and social conventions in speech. Language development always increases as the child ages. During childhood, language development is very important. Language development in children is very important because children can develop their social skills through language.

Social skills in a social environment begin with mastery of language skills. Through language, children can express their thoughts using language so that other people can catch what the child is thinking and create a social relationship. In time, children will be able to develop and grow into happy individuals because by starting to communicate with their environment, they are willing to give and receive everything that happens in their environment. This development process goes through various stages of children's language development, from childhood to school age mastery. It is at this stage of language mastery that the role of parents as the closest person is really needed.

Parents should always pay attention to these developments, because this period really determines a child's social and learning process. This can be done by giving a good example, motivating children to learn and so on. The most intensive period of speech and language development in humans is in early childhood, to be precise in the three years of life, which is a period when the human brain develops in the process of reaching maturity. Early childhood is the golden age throughout the lifespan of human development. Montessori stated that this period is a sensitive period, where children are especially receptive to stimuli from their environment.

The development of language or communication in children is one aspect of a child's development stages that should not escape the attention of educators in general and parents in particular. The acquisition of language by children is the greatest and most amazing human achievement. That is why this problem has received great attention. Language acquisition has been studied intensively for a long time. In that time we have learned a lot about how children talk, understand, and use language but very little is known about the actual process of language development.

This research is based on the need to understand the importance of social factors in children's language development, as expressed in Halliday's theory and Society Activity Theory. In this context, qualitative research using library research methods was chosen to describe relevant realities in natural situations. This research problem focuses on how social interactions influence children's language learning and how children internalize mental processes in social contexts. This research aims to provide deeper insight into the important role of social interaction in children's language development and how this can help in mastering language as a social tool of thought.

2. Method

This research is qualitative. Qualitative research is a research approach that uncovers certain social situations by describing reality correctly, formed by words based on data collection techniques and analysis of relevant data obtained from natural situations (Creswell & Creswell, 2018). The type of research method used in writing this article is library research. In this case, what is meant by library research is the collection of data and information with the help of various materials found in the library. Such as books, journals, reports, documents, or notes. The emphasis of library research is to find various theories, laws, postulates, principles, opinions, ideas, and others that can be used to analyze and solve the problems being studied.

3. Findings and discussion

Language learning that integrates a socio-pragmatic approach has a significant impact on children's development. First, children learn to communicate effectively in a variety of social contexts. They not only understand the structure of language but also acquire the skills to understand and use language following applicable social norms, such as recognizing differences in status and understanding the context of communication. These skills help them interact positively with others and build healthy relationships.

Second, the socio-pragmatic approach enriches children's understanding of diverse cultures and social contexts. They learn to appreciate linguistic and cultural diversity and understand how language use is related to social norms in society. This not only increases their understanding of the world around them, but also helps them become more open and inclusive individuals towards differences.

Third, the socio-pragmatic approach in language learning also develops children's abilities to think critically and solve problems. They are invited to consider the intent and purpose behind the use of language in certain communication situations, as well as develop the ability to interpret messages in more depth. This helps them not only become more effective communicators but also more skilled individuals in navigating a variety of complex social situations.

Thus, the socio-pragmatic approach in language learning makes a valuable contribution to children's development, not only in terms of language proficiency, but also in communication skills, social interaction, cultural understanding, and critical thinking. This forms a solid foundation for their future academic and social success.

3.1 Factors that Influence Children's Language

The three most significant factors that influence children's language skills, namely biological, cognitive, and environmental

3.1.1. Biological Evolution

Biological evolution is one of the foundations for language development. They believe that biological evolution shaped humans into linguistic humans. Noam Chomsky (1957) believes that humans are biologically bound to learn language at a certain time and in a certain way. He emphasized that every child has a Language Acquisition Device (LAD), namely the child's natural ability to speak. The early years of childhood are an important period for learning language (critical period). If language introduction does not occur before adolescence, then the inability to use good grammar will be experienced throughout life. In addition, there is an important period in learning language. This can be proven by one of the accents people use when speaking. According to this theory, if a person immigrates after 12 years they will likely speak the new country's language with a foreign accent for the rest of their life, but if a person immigrates as a small child, the accent will disappear when the new language is learned (Asher & Gracia, 1969).

3.1.2. Cognitive Factors

The term cognitive relates to the mental events involved in the process of recognizing the world, which more or less involves thought or thinking. Studying a language is impossible without studying the human users. Individuals are something that cannot be separated from a child's language development. Cognitive experts also emphasize that a child's language ability depends on his cognitive maturity (Piaget, 1954). The initial stage of a child's intellectual development occurs from birth to 2 years old. At that time, children know their world through the sensations they get from their senses and form their perception of everything outside themselves. For example, the gentle greeting from the mother/father that he hears and the gentle caress he feels, these two things form a symbol in the child's mental process. The nonverbal (symbolic) sensation recorder will be related to associative memory which will later give rise to logic. Symbolic language is a personal language and every baby first communicates with other people using symbolic language. So as this happens, only the mother understands what her child wants by seeing/paying attention to the symbolic language produced by the child. The symbols produced by the child and spoken by the mother are what will later create an association, for example, when the baby is hungry, he cries and puts his hand to his mouth, and the mother says, "Hungry, are you going to eat?"

3.1.3. Environment

The language environment is everything that the learner hears and sees regarding the second language being studied. On the other hand, the language acquisition process depends on stimuli from the environment. In general, children are introduced to language from the beginning of their development, one of which is called mothers, which is the way mothers or adults, children learn language through a process of imitation and repetition from the people around them.

More language introduction is needed to acquire good language skills. The three factors above support each other to produce maximum language skills. Parents, in particular, must provide positive stimuli for the development of language skills in children, such as communicating with children with kind and educational words, speaking softly, and as much as possible making children feel

comfortable in a conducive household atmosphere that is harmonious, harmonious and peaceful. This can stimulate children to learn to communicate well. If the child is stimulated positively, it will be possible for the child to respond positively too.

4. Conclusion

it can be concluded that speech acts have an important role in communication, which is divided into five categories by Searle. This research uses qualitative methods and library research to explore the impact of the socio-pragmatic approach in language learning on children's development. Factors such as biological evolution, cognitive factors and the environment also influence children's language development, with parents having an important role in providing positive stimuli to develop children's language skills well. Socio pragmatics as a branch of linguistics shows how social factors influence language use in communication contexts. Language development in children is considered very important because, through language, children can develop their social abilities. Parents and educators have a crucial role in helping children's language development, as confirmed by the Society Activity Theory which emphasizes the importance of social interaction in language learning. Speech acts, as activities that use language media to express ideas, suggestions, opinions, and feelings, are a key element in children's communication and language learning processes.

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The sources completed of book by title "How to Do things with words" by Austin.