

The Environmental Impact on Children's Language Development

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ABSTRACT

The environment is a factor that has a considerable influence on children's language development. Because with the environment, they can continue the routine as well without feeling difficulties. The stimulation that a child gets through the environment influences the child's language development. Stimulation that is received slowly will affect the child's language development. The role of parents is very important in guiding and teaching children. The family is the first and foremost environment in child development. Parents really need to understand these steps. Development according to the age of a child's cognitive development will be able to influence his development, this is related to his success or delay in thinking and communicating with a child who is said to be slow in speaking can affect the ability to connect in everyday life personally or socially. So that children have no difficulty learning to socialize and other work activities when they grow up. Factors that can affect children's language development include the following: Brain development and intelligence, Gender, physical condition, Family environment, Economic conditions, Regional social/cultural settings, Bilingualism (2 languages).

Keywords: the role of environment, children's Language development

INTRODUCTION

Children are a gift and a mandate given by Allah SWT to a married couple, so it can be said that children are special figures. Every child is born with the potential that allows them to be intelligent. These innate traits include curiosity, the ability to explore the environment, spontaneity, vitality and flexibility. Seen from this perspective, the task of every parent and teacher should be to maintain the traits that underlie this intelligence so that they endure until grows up. Stated by Revina M & M. Faqih (29).

Many of us assume that children who talk a lot are a reflection of intelligent children without paying attention to the language development of the child. The lack of language filters obtained from the environment causes a negative influence on themselves. It will be seen when they socialize and communicate with others. The language used depends on the environment in which they often interact. For example, if a child often gathers with people who use polite language, then a child will be formed into a child who speaks politely. Conversely, if a child is in a less good language environment, then the child's language will be less good. The reason is because children will easily record what they hear and see without

seeing the consequences.

Based on the explanation mentioned, it is known that the environment is very influential in shaping the personality and language development of children so that it is easier to communicate and socialize in everyday life. In addition, with a conducive environment, it will lead children to the direction of politeness in speaking and can influence the character, behavior, and disposition of a child so that the goal of molding/making children into the next generation with noble morals will be realized.

RESEARCH METHOD

The research method used in this study is qualitative. Qualitative research aims to understand the research subject which is interpretive, means that it looks for the research findings. Qualitative research uses and relies on detailed and verbal data in various forms. Descriptive qualitative research aims to describe, summarize various conditions, various situations, or various phenomena of social reality that exist in the community which is the object of research. This method begins by collecting data, analyzing data and interpreting. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Researchers use a descriptive qualitative research approach, because it can facilitate researcher in making observations and analyzing the results of observations made. In this research method, researcher seek to obtain accurate data so that it can be used as a reference in the process of developing language skills. In the data collection process, the techniques use documentation, observation, and interviews. Observation is a data collection technique that is carried out through an observation, accompanied by recordings of the state or behavior of the target object. The Location of this research was conducted at kindergarten Miftahul Ulum Sucolor, Maesan, Bondowoso.

The Role of the Environment in Children's Language Development

Children's language skills can develop along with the increasing experience and needs of the child. they will get experience from their environment. The environment is a place where a child grows and develops. The environment is one of the factors that greatly influences the development of a child's language because in essence the process of acquiring a child's language begins with the ability to hear and then imitate the sounds they hear, namely from the environment where they live, it stated by Layla alfu Noor. A child will not be able to speak and speak if the child is not given the opportunity to express what he has heard. Therefore, the family is one of the closest environments where family members must give children the opportunity to learn from the experiences they have heard. Then gradually when the child is able to express experiences, both from experiences of hearing, seeing, reading and expressed again with spoken language. According to the behavioristic theory by B.F. Skinner, he emphasized that the process of acquiring the first language is controlled from outside a child, namely the stimulation given through the environment. Behaviorists

also state that the ability to speak and understand language by children is obtained through stimulation from the surrounding environment. The process of language development is mainly determined by the length of training given by the environment. And the real ability to communicate is with the principle of S-R (stimulus-response) relationships and the process of imitation.

FINDINGS

This research explores how environmental factors significantly influence children's language development from birth through early childhood. By examining various elements, including socioeconomic status, parental engagement, and exposure to diverse linguistic interactions, we establish a comprehensive understanding of how these factors interact to shape children's linguistic abilities. Children from higher SES backgrounds tend to have richer linguistic environments, characterized by increased access to books, educational materials, and interactive language experiences. Studies indicate that children from low-SES families are often exposed to fewer words and more limited vocabulary, which correlates with later language proficiency and academic achievement. Quality of Early Childhood Education. High-quality early childhood education programs that emphasize language-rich interactions have been shown to lead to significant improvements in vocabulary and language skills among children. Environments that prioritize play-based learning and social interaction facilitate organic language development.

The findings underscore the vital role of a supportive and rich linguistic environment in fostering children's language development. Efforts to improve children's language outcomes should prioritize enhancing parental engagement, providing access to quality early education, and fostering diverse linguistic interactions. Policymakers and educators should consider these environmental factors when designing interventions and programs aimed at improving language skills in children, particularly those from disadvantaged backgrounds.

DISCUSSION

The intersection of environment and language development in children has profound implications for both individual growth and broader societal outcomes. This discussion synthesizes the findings presented in the research, exploring their relevance, implications, and potential areas for further inquiry. The research underscores a critical relationship between socioeconomic status (SES) and linguistic proficiency. Children from higher SES families benefit from increased access to resources such as books, educational toys, and opportunities for enriching experiences, which contribute to a more robust vocabulary and greater language skills. This disparity highlights systemic inequalities in education and access to resources, prompting the need for targeted interventions that equip low-SES families with tools and support to foster enriching language environments. Community programs that provide free or low-cost access to literature, language classes, and parent workshops can bridge these gaps, mitigating the long-term repercussions of language deprivation.

High-quality early childhood education (ECE) emerges as a transformative factor in language development. The research findings advocate for investment in ECE programs that prioritize enriched language interactions and play-based learning. Moreover, the disparity in access to quality ECE poses significant challenges, particularly in low-income areas. Policymakers must prioritize funding and resources for early education that is linguistically enriching and accessible. Investing in teacher training focused on language development strategies can also enhance the quality of interactions within ECE settings, fostering robust language skills from an early age.

The findings from this research present a comprehensive overview of how environmental factors shape children's language development. The implications are clear: a multifaceted approach that encompasses parental support, educational policy, community resources, and a thoughtful integration of technology is essential to foster linguistic competence in children. Future research should continue to investigate the long-term outcomes of these interventions and aim to identify additional environmental factors that may influence language development. By addressing these critical areas, we can create a richer, more equitable landscape that supports every child's potential to thrive linguistically and cognitively.

CONCLUSION AND SUGGESTIONS

Conclusion

The research on the environmental impact on children's language development reveals that numerous interconnected factors significantly shape how children acquire and develop language skills. Socioeconomic status, parental engagement, exposure to diverse linguistic environments, the quality of early childhood education, and the role of technology all interact to influence children's linguistic outcomes. The findings underscore the crucial importance of nurturing environments that promote language development, particularly in the early years when foundational skills are formed. Children from higher socioeconomic backgrounds benefit from greater access to language-rich resources, while those from lower socioeconomic conditions often face barriers that hinder their linguistic growth. Similarly, the active involvement of parents is essential for fostering language skills, as engaging in rich verbal interactions can profoundly enhance a child's vocabulary and comprehension. Additionally, the opportunity for diverse linguistic exposure—through bilingualism or multicultural interactions—enriches children's language development and cognitive flexibility.

Furthermore, quality early childhood education programs play a critical role in providing structured and supportive language learning environments. However, disparities in access to these programs can exacerbate existing inequalities. The dual role of technology presents both opportunities and challenges; while educational technologies can enhance language learning, passive media consumption can detract from active engagement.

Suggestions

Stakeholders, including policymakers and educators, should prioritize the development and funding of comprehensive language enrichment programs, particularly in underserved communities. This includes access to high-quality early childhood education that emphasizes language-rich interactions. By recognizing and addressing the multifaceted environmental factors that shape language development, we can foster a more equitable and supportive landscape that enables all children to thrive in their linguistic and cognitive growth.

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