

LANGUAGE ACQUISITION FOR TODLER

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ABSTRACT

This paper derived from the results of a study entitled Language Acquisition in 2.5-Year Old Children. At The age of 2.5, a normal child can utterance to phonemes, and limited words in accordance with their environment and the objects around them. In addition, the words that came out were still fragmented and the words were still slipped. At The age of 2.3 to 2.5 years, the words produced have begun to increase and start from nouns and verbs. Treasury development has begun with abstract nouns. While nouns and verbs are also obtained as a result of repetition from the acquisition of either friends, Brothers, or parents. At The age of 2.5 years children can assemble simple words, ranging from one, two to three words, and finally make sentences.

Keywords: acquisition, Language, toddler

ABSTRAK

Tulisan ini berangkat dari hasil penelitian yang berjudul Pemerolehan Bahasa Pada Anak Usia 2,5 Tahun. Penelitian ini bertujuan untuk memperoleh gambaran bahwa pada umur 2,5 tahun, seorang anak yang normal sudah dapat mengucapkan fonem-fonem, dan kata yang terbatas sesuai dengan lingkungannya dan benda-benda yang ada di sekitarnya. Selain itu, kata-kata yang keluar adalah masih terpotong-potong dan ucapannya masih terpeleset. Pada umur 2,3 sampai 2,5 tahun, kata-kata yang diproduksinya sudah mulai bertambah dan mulai dari kata-kata benda dan kata kerja. Perkembangan perbendaharaan bahasanya sudah mulai dengan kata-kata benda yang abstrak. Sementara kata-kata benda dan kata kerja juga bertambah diakibatkan oleh repetisi dari pemerolehan baik dari teman, kakak, maupun orang tuanya secara sadar maupun tidak sadar. Pada umur 2,5 tahun anak sudah bisa merangkai kata-kata secara sederhana, mulai dari satu, dua sampai tiga kata, dan akhirnya membentuk kalimat.

Kata Kunci: Pemerolehan, Bahasa, Anak

Introduction

Language as a communication tool is a means of formulation, giving birth to feelings, and allows us to create the activities of our fellow human beings, organizing various community activities, planning and directing future of us. Language as a communication tool acquired by humans from birth to the age of five, known as the

language acquisition term. Adults are always fascinated by almost the development of magical language in children. Although fully born without language, when they are 3 or 4 years old, children have been specifically gaining thousands of vocabulary, complex phonology and grammatic systems, and the same complex rules for how to use their language appropriately in many social settings.

This fulfillment occurs in every known society, whether learned or not, in every language from Afghan to Zulu, and almost all children, ignoring the way they were raised. Modern linguistic tools and psychology have allowed us to say a lot of things about what children are learning, and the steps they may pass on their way to adult communicative abilities. But we still have a lot of missed questions about how children actually get the language. How means they determine what words mean or how to produce grammaticious speech that they never heard or previously produced. Researchers are unable to agree, such as why children learn languages: whether children learn a language because people teach it to them, or because they are programed in a genetics to acquire a language, whether they learn complex gramatics simply because it is there, or whether they learn in order to fulfill some needs to communicate with others.

Chomsky, quoted by Subyakto-Nababan ¹ , said that every human being is called the *falcuties of the Mind*, which is a sort of intellectual kapling in their minds or brains and one of them to acquisition of language. A normal person will get the language of the mother in a short time. This is not because the child can get the stimulus, then the son has a response, but because every child who has been equipped with a set of tools that acquire a mother tongue. This tool is called language Acquisition Device (LAD) or better known by the name of the language acquisition tool. A child does not need to memorize and impersonate a sentence in order to be able to master the language. Language distribution tools are strengthened by several things: (1). Child language acquisition follows the same steps;(2) No Child language acquisition relationship with intelligence level; (3) the acquisition of language is not affected by emotions or motivation; and (4). At the time of acquisition of children's grammar around the world is the same. The child will be able to pronounce a sentence that has never been heard before by applying the rules of the unconscious grammar he knows through and then being put in his heart.

RESEARCH METHODS

The method used in this research is a descriptive method. This method is used to expose the data obtained in this study. Nawawi (1996:63) states that a descriptive research method can be interpreted as a problem solving procedure that is investigated by depicting or describing the state of the subject/object of research (a

¹ Subyakto-Nababan, Sri Utari, *Psykolinguistic, An Introduction*, (Jakarta: Gramedia. 1992) p. 76

person, institution, society, etc.) at present based on the facts that seem and as they should be. This Descriptive method is used to describe the outcome of the data collection that the author has done. The descriptive method is chosen by the authors because it can provide a detailed picture of the individual, language condition, specific symptom or group.

LANGUAGE ACQUISITION

1. The nature of language acquisition

Krashen (in Schutz, 2006:12) defines language acquisition as "*The product of a subconscious process very similar to the process children undergo when they acquire their first language*"². In other words, language acquisition is the Process by which a person can speak or process children in general get the first language.

Language acquisition is a conscious threshold by language usually unaware that he is gaining language, but only aware of the fact that he is using language for communication. Schutz adds the result of a language acquisition that the competencies gained are also on the brink of consciousness. The observer in his age is not conscious about the rules of the language he acquired³. According to Sigel and Cocking (2000:5) language acquisition is a process used by children to adjust a series of hypotheses with parents' speech to choose the best and simplest grammatical rules of the language in question⁴.

Language acquisition generally takes place in the target language community in a natural and informal way and is more referring to the demands of communication. Unlike the formal and artificial language study, and referring to the demands of the Chase Defenders (Ricardo Schutz, 2006:12) language acquisition is⁵ distinguished into first language acquisition and second language acquisition. The first language acquisition occurs if the child has never learned any language, then acquires a language. This acquisition can be a single language or monolingual (first language acquisition), which can be bilingual simultaneously or in sequential order. It can even be more than two languages (Multilingual). While the second language acquisition occurs when one acquires a language after mastering the first language or is a process someone develops skills in a second language or a foreign language.

Chomsky in Ricardo Schutz (2006:1) seems to be harmonious in terms of basic language problems. In the analysis of language acquisition, he argues that the mystery

² Schutz, Ricardo. Stephen Krashni's Theory of Second language Acquisition, (2006) p. 12

³ Ibid

⁴ Sigel, I and Cocking, R, Cognitive Development from Childhood to Adolescence: A Constructivist Perspective, (2000), p. 5.

⁵ Schutz, Ricardo. Stephen Krashni's Theory of Second language Acquisition, (2006) p. 12.

of the act of learning is derived from two key facts about the use of language, namely Language is basic and creative ⁶ . Further Chomsky, a speaker who knows of grammatical constituents and patterns can transfer it despite not having heard of it, so does the observer can not expect to create a list of constituents, and the grammatical pattern is because of the possibility that the combination is infinite.

Grammar contrivance that corresponds to a language, and learning is a set of invention that in that way a child forms the analogy. Acquisition of an unqualified language about the rules of the language, but more attention to the message-or meaning understood. Unlike language learning requires language competence as a capital for The usability of the language studied. The child in gaining the first language varies, there is a slow, moderate, even a quick one. It is certainly heavily influenced by several factors, such as the following:

a. *Natural factors.*

The intended here is that each child is born with a set of procedures and rules of language named by Chomsky *Language Acquisition device* (LAD). That fundamental potential will develop optimally after getting the stimulus from the environment. The acquisition process through this tool is natural. Because it is natural, the child is not stimulated to get a language, the child will be N. Ampu accept what is happening around it. Slobin says that this being brought to birth is not a knowledge of a set of linguistic categories of the universe, as said by Chomsky. The procedures and rules that were brought from birth were that allow a child to process linguistic data ⁷ .

b. *Cognitive development factors.*

The development of a person's language with its own. The two have complementary links. Language acquisition in the process is assisted by cognitive development, otherwise cognitive ability will develop with language assistance. Both develop within the sphere of social interaction. Piaget in Brainerd as quoted Ginn defines cognitive as something related to intellectual based recognition and is a means of disclosure of Pi, ideas, and ideas ⁸ . Including, cognitive activities; Mental activity, remembering, giving Cirnbol, categorising or grouping, solving problems, creating, and imagining. In the relationship with language, cognitive is associated with a person's language acquisition. According to Lenneberg, at age two (cognitive maturity) to pubertal age, the human brain is highly pliable, allowing a child to acquire a language, first easily and quickly. Further

⁶ Schutz, Ricardo. Stephen Krashni's Theory of Second language Acquisition, (2006) p. 1.

⁷ Ibid

⁸ Ginn, Wanda Y, Jean Piaget-Intellectual Development, (2006) pp. 7.

Lenneberg, a natural language acquisition after puberty will be missed by the completion of certain brain functions, especially the verbal function in the left part of the brain ⁹. Piaget sees her child and her children as an active and constructive agent who is slowly advancing in her own continuous business activities. Children while moving into adulthood have a qualitatively different level of thinking, which is increased stronger. Piaget argues that the ability to represent that knowledge is a constructive process that requires a long series of actions to the environment ¹⁰.

According to Slobin, the general development of cognitive and mental children is a deciding factor in language acquisition. A child learns or acquires the first language by knowing and knowing enough language structure and function, and actively seeks to develop the boundaries of his knowledge of the world around him, as well as developing his skills – his linguistic understatement according to his perceptual strategies. Further slobin, the linguistic acquisition of children has been completed at the age of about 3-4 years, and the development of the language can further reflect the cognitive growth of the child ¹¹.

c. *Social background factors.*

Covering family structure, social group affiliation, and cultural environment may occur a serious difference in child language acquisition. The higher the level of a family's social interaction, the greater the chances of family members gaining a language. Instead the lower level of social interaction of a family, the smaller the chances of family members (children) acquire a language. Another thing that is also influential is Social status. A child from a low-economy socioeconomic status class is a slow development in language acquisition. The difference in the acquisition of language is that the intermediate Group is more able to explore and use explicit language compared to lower children, especially in their dialect. The child's ability to interact with others in an understandable way is essential to becoming a member of the group. A child who is able to communicate well will be received better by a social group and has better skills to portray his leadership rather than a child who is less able to communicate or fear using it.

d. *Hereditary factors, including:*

⁹ M. (Ed.) New Direction The Study Of Language, (2006), p. 7.

¹⁰ Ginn, Wanda Y. *Jean Piaget-Intellectual Development* (2006) p. 7

¹¹ Slobin, D. I (Ed.), *The Crosslinguistic Study of Language Acquisition*, (Vol. 1 2. 1985; Vol. 3, 1992).

1. Gender. Gender also affects children's language acquisition. Usually girls are superior to boys. Although in various scientific studies fundamental differences about it are not yet fully explained by experts.
2. Intelligence. Children's language acquisition is also influenced by the intelligence that children have. This relates to the capacity that the child has in digesting something through his mind. Each child has a brain structure that includes an IQ that differs from one another. The higher a person's IQ, the sooner the language gets, the lower the IQ, the slower the language gets.
3. Personality and style/how to acquisition. The creativity of one dalarn to respond to a very decisive language acquisition, the power of speech and behaviour that becomes a person's personality also affects a little bit of variationvariation of language speak. A child does not suddenly have the first grammar in his brain, complete with all the Aturan-aturannya. The first language was acquired by several stages, and each subsequent stage is closer to the grammar of the adult language.

Vygotsky as Schutz ¹² suggests a sequence of developmental language acquisition into the types of speech, as follows:

- a. Broad speech (socialization). The meaning is tailored to the behavior of the person you are talking to. This happens when the child is able to change their mental perspective and be able to look at the situation from the perspective of others rather than from their own point of view. Then they are able to communicate and involve themselves in the exchange of ideas. Because the question asks for more attention than the statement, the more people-centered speech (outdoor speech) initially took the form of a question submission.
- b. Personal speech (Elgosen tris). In this context, the child speaks for his or her pleasure or because of the pleasure associated with someone who happens to be with him. They do not attempt to exchange ideas or pay attention to someone's opinion. Its primary value in speech development is to help the child gain the ability to speak and to know how others react to what they say. This stage consists of:

Phase I : Self-stimulating, prejudicial language

Stage II : Personal speech leading out

Stage III : Personal speech leading to oneself

Stage IV : External manifestations of speech in the

Stage V : Speech in heart or mind

¹² Schutz, Ricardo. Stephen Krashni's Theory of Second language Acquisition, (2006) p. 78.

- c. Speech. The child in this case focuses solely on the individual's mental attitude in the process of speech. The development order of language acquisition can be grouped into three phases, :

2. Preschool Development

The Pralinguistic stage (0,6-06th months) is characterized by the existence of sounds, such as Cry, whining, and Lam-Other which is the response to the home of the stimulation of hungry, sick, happy, etc. While the linguistic stage is as follows:

- a. Babbling stage (0.6-1.0)

In this stage the child speaks a large number of sounds, which are not meaningful, and a small part has a meaningful word or word term just by chance.

- b. Phase One word one phrase/sentence (holophrastic stage) (1.0-2.0)

At this age, the child already understands that the sound is related to meaning and begins to utterance the word of the petama (first). This Stage can be said "One word equals a phrase or sentence", meaning that one word the child is said to be a complete concept.

- c. Two-word phase one phrase (combinatoric Beginning) (2.0-3.0)

In this stage the child uses a series of Ucaparf one time with intonation as if there are two words, example ANI/mam, yes ng meaning ani ask to eat ". Telegraph-Like stage (Telegraf speech) (3.0-4.0) at this stage the child is already able to use more than two words, can be three, four, even more. The grammatical relationship has begun to appear clearly, but the topic of the talk is still surrounding him and happened at the time.

3. combinatory Development

- a. Progression of "negative; The child begins to attribute something of non-existence, rejection and denial using the word "no, not, and not."
- b. Interrogative Development: The child is often asked to ask for information means about a thing that is about genetic naturally curiosity.
- c. Development of a sentence; the child has been able to incorporate some Proposition a complete sentence.

4. The Development of school

- a. Acquisition of language structure. At this time persemantic plants and the syntax of children will develop because his experience more and more and more broad, and the school has the role of yang very important.
- b. Application of SA for various situations. At this stage the child learns the structure and function of the same language as the same, so that he can choose the user language according to the situation and condition.

- c. Metalinguistic consciousness. On this phase began to grow the ability to think about, consider, and talk about formal language "Official password" (*formal code*) that differs from one child to another.

According to Lenneberg seven or eleven years old in the period of pemerolelanguage distribution, the development of the child's language is subjected to certain stages. The development stage of the language into the zones as follows¹³ :

Normal Age level 5years	<i>Language Fully Estabhshed</i> (language fully formed)
Age 4 years	<i>Zone 3-Occasional Grammar Mistake</i> (the 3rd Mintakat grammar mistakes here here)
Age 3	<i>Zone 2-From Phrases To Sentences</i> (2nd point from phrase to sentence)
Age 2 years	<i>Zone1-Singlewordsonly</i> (1stPoint only words al-Tungg)
Age 0-1 years	<i>No Language</i> (no language)

DISCUSSION

1. Acquisition of phonology

Phonology as SA is one aspect of linguistics to learn about fonem. The sounds spoken by ERISA since you R 2.3 will be seen as part of the acquisition. A common definition of phonemes is the two phonics that are phonetically differ in the same environment, which is influential to distinguish different words. For example [I] and [R] are different Fonem-fonem in English bof because it distinguishes the pairs of words for example: Word *light* and *right*, *Lot* and *rot* andthe A. In Bahasa Indonesia can also book and nail, and so on.

At 2 years untill 2.5 years ERISA has been a lot of reproducing H and produced a variety of phonemes that can distinguish the meaning of the words yang say . It is only that in expressing these words at the age of 2.3 years, the phonological ability of the new ERISA on the soundofyi vocals such as/r/,/p/, in the words/mama/and/bapa/. These words are often spoken by Erisa. These words are spoken in any situation, such as when you want to eat, sleep and weep All these spontaneously . Phoneme/p/ appears once in a while and not as often as a phoneme *iml*. Other vocal sounds such as/u/and l\l or *lot* sounds and /e/sometimes spontaneously, such as the persistence of/ue/whose meaning is/kue/or/men/in the word /permen/, phonemes l\l dalam word/iki/which means Ciki (a kindof small

¹³ M. (Ed.) *New Direction The Study Of Language*. (2006).

mak Anan favored by children-). Thus, the sound of /u/ in the word /uyung/ which is Artin, the Bird, Nan/a/ in the word /ambing/ which means goat, a lot of noise in the word /odok/ meaning frog.

In addition to sounds-The sound is above, in his perkemin, ERISA often also emit other sounds as a acquisition and additional production of the sounds in the previous words. The production of these sounds appears in words like the following:

- /r/ : Uyung means bird
- Lot : Onyet means monkey
- /A/ : Ambu means guava
- i\l : Isang means bana na
- Lei. : Eyuk means orange

2. Acquisition of morphology

Most of the words that Erisa has made in the age of 2.5 are the words of monomorfemik for example:

- /uit/ : Money
- /men/ : Candy
- /atu/ : one
- /egang/ : Hold
- /ue/ : Cakes
- /ate/ : sate

The words that are pronounced like the above are only one word that monomorphemic and have not seen any morpheme that can distinguish the meaning of the words. -These words are prevalent only in self-envy and in the morphology of such words in free morpheme. In addition to the free morpheme appear in the speech erisa there is also the real bound Morphinism still difficult to distinguish in every speech without metonote the context and situation when the word is pronounced. Although there is rarely heard of Morfem bonded which is pronounced ERISA, but does not mean loa all words that he said not can distinguish meaning. There are some words that are pronounced erisa that have actually gone in the category bound morpheme, example:

- Bayu Bapa : Baju Bapak
- Apung : Capung
- Ayung : Payung

The EM/y/ font on the Bayu (shirt) and the stone can actually be categorized as morpheme bound. When ERISA stepped 2.5 More, the words that he pronounced more words could almost be said in the context of the meaning of the sentence, and ERISA could already pronounce the words more than a syllable. For example:

- Atu lagi : Satu lagi
- Mam nasi : Makan nasi
- Ikan upa-upa : Ikan lumba-lumba

3. Syntactic acquisition

The Erisa language acquisition analysis covers how the development of the language of Yesng diprption includes sentences. The Resulting sentence is still very simple, and requires an understanding that is sometimes difficult to understand. The sentences are still many that are not complete and sometimes clipped-cut and supplemented with Utterance its imperfect phoneme. However, the results of the language are still dimension able. In the discussion of the sentences generated by ERISA will be seen ranging from two words, three words and multi-word

a. Declarative sentences

Entering the age of 2,6 years, Erisa has actually revealed a lot of simple sentences that can be complete meaning. In order to find out how this form of the sentence Dexlarative expressed by ERISA, the following form of conversation can give a picture of the sentences.;

ERISA : *Mama. What do you want to eat?*

ERISA (fish and vegetable feeding)

On Another occasion on the phone, Erisa was asked:

Mr : *ERISA is what?*

ERISA : *Mam, ice,* and then connected to the sentence imperatives

Father, buy grandchild (father bought milk Erisa)

Father : *What else is erisa : Oti Baka, ama men*

From the sentences spoken in abag, visible sentences are still choppy and uca Pannyapun still not perfect. But grammatically, sentences can already be classified as a complete sentence. It is taken with the subject (S) + Verb (V). In General, the S + V form for the beginning of language acquisition can already be classified a complete sentence because it means almost a ssmfull. Similarly, in the sentence: *Pake ama ayu fish.* Using fish and vegetable is also grammatically understandable by metosee a series of previous questions or sentences. So the answer could be categorized as a complete answer. The same thing happened, in the second conversation above, the grammatical element was almost perfect, although utterance phonemes is still imperfect.

b. Sentence imperatives

Taking into account the sentences that were denied pada bagian pemerolehan morto theabove, the above is a number of imperatives sentences such as:

Ma, Bukain kuncinya (unlocking Mama's Closet)

Pakein baju ma (cloth Mama)

abang ambilin bangku Erisa (brother and her small chair)

The imperative sentence that it reveals has a complete meaning. Like the previous expression, the phoneme greeting is still imperfect, while the logic of the sentence of the imperatives sometimes not in order in accordance with the rules of the sentence imperatives nevertheless, from the composition of sentences, Sudah can be said that in conversation or in certain Situation usually used in informal especially in children language acquisition.

c. Interrogative sentences

Interrogative sentences sometimes appear sporadic. Never on a day of ErisA, nap and wake up already a little afternoon. It was cloudy weather. When he woke up from his bed. Ina direct ask his father.

Ayah Mana Ma?

This sentence is usually said when in the morning. But because of the cloudy weather, and he thought the afternoon was the morning, so he asked his father. This sentence is revealed because his father was not nearby. His mother replied, father in the office. From The situation of conversation above between mom and ERISA, it appears that the acquisition and production can be said without thinking. This indicates that such sentences are acquired and easily produced.

Other examples of sentences often are also expressed when ina want something; for example, when he searched for his toys, he said, *dimana La/a ERISA* (meaning a puppet is Lalanya). This is asked on his foot or on his friend. From the sentences expressed by ERISA, it was concluded that, in fact erisa at the age of 2.5 years, a child can already reveal the sentence tanya with complete accordance with the level of development of its age.

Conclusion

After analyzing the acquisition of the language of Erisa from the acquisition and production of phonological, morphological and syntactic as above, it can be concluded that: 1) at the age of 2.5 years, a normal child can already pronounce the phoneme, and the word is limited according to the environment and objects that exist around it. In addition, the words that come out are still choppy and his speech is still slip. 2) at the age of 2.3 to 2.5 years, the words produced have begun to grow and ranging from the words of objects and verbs. The vocabulary of the Treasury has begun with abstract nouns. While the noun and verb also increase as a result of the reps from the acquisition of both the Flock, the elder brother, or the parents consciously or unconscious. 3) at the age of 2.5 apparently, Erisa could have stringing

words simply, ranging from one, two to three words, and finally forming sentences. The simple sentence in which it is still revolves around a simple and irregular sequence. But the meaning of the sentence can already be arrested sentences either news sentence, sentence imperatives or question sentences can be produced around the age of 2.5 years. From the results of monitoring on Erisa, these sentences can already be produced at the beginning of the age of 2.5 years. In addition to the words and sentences as stated above, here can also be concluded that a normal child, will be able to acquire the first language when the nerve and the brain tissue is not disturbed during the healing period. Psychiatric development and also nutrition and environments plays an important role in motor growth, especially in the distribution and language production of children.

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