

Research Article

Analysis of Language Acquisition in Early Children's Language Development and Teaching

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Abstract.

The research objective was to identify and describe the results of the analysis of language acquisition in the development and preparation of early childhood language in Paringgonan village as phonology teaching materials. The method used is descriptive method. Collecting data using observation, taking notes in the form of records, important notes from interviews. Data analysis techniques used are reduction, presentation, and retrieval of research results. Based on the research results, it is known that the language stimuli received by children are regular. Children understand linguistic systems of first language before turning 5 years of age. However, after coaching and building good and correct language for children. It is known that 78% of children's language acquisition is better in pronouncing vowels, consonants, every word & sentence (in the field of phonology) using Indonesian. Furthermore, based on the results of interviews with the child's parents, it is known that 80% of the educational background & application of the parents greatly affects the child's language in good and correct language.

Keywords: Language acquisition; development; early children's; teaching

1. Introduction

Acquisition of language belongs to the domain of psycholinguistics, namely the science of language whose object is knowledge of language, language use, language change, and other things that have a relationship with these aspects. Knowledge of language is related to cognitive problems because it is not known and operated by the actual language processing in the brain. The use of language with the practice of language knowledge, which is what we know we put forward in the form of language usage. As a field that belongs to the realm of psycholinguistics, language acquisition can be in the form of first language acquisition and second or third language acquisition. The acquisition of the first language occurs with children who from the beginning are

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without language then acquired language. Language acquisition that occurs together with children or adults who have mastered the first language (their mother tongue), then learn the second language in a formal and planned manner. Guat (2006: 88) explains that language acquisition is a process of language development in humans.

Based on Karimah&Komalasari's research results, "The results show that: 1.) Second language acquisition literacy greatly affects the language development of children aged 5-6 years. With appropriate response quantity and response consistency that is given helps to develop literacy in second language acquisition. The developing literacy of second language acquisition can help and stimulate children's language development actively. Language skills (receptive language and expressive language) of children aged 5-6 years develop along with the literacy of second language acquisition in conditions of active classroom learning activities using second language. 2.) External factors that affect literacy in second language acquisition are social processes, dynamic interactions and responses. The three factors above are well interrelated in the literacy of second language acquisition "[1].

The acquisition of the first language has the characteristic of continuity in the form of a series of units that move from simple one word utterances to complex word combinations. The ability of children to accept language is in line with the biological development of the body, especially with regard to parts of speech. That is why the development of children's language from one another is also different even though they are the same age. The study of language acquisition includes, among others, the acquisition of phonology, morphology, systaxis, and semantics. As one of the studies of language acquisition, the acquisition of phonology is an important area of research because it can determine or influence linguistic theories.

Based on a preliminary study in Paringgonan village, it is known that the process of child development runs naturally and is characterized by characteristic patterns that are more or less predictable. Children will experience very significant development in themselves, both physical development and development in the process of acquiring language. The process of acquiring and developing children's language is a vulnerable problem for researchers in the field of linguistics and how humans acquire language with an issue that is difficult to prove. The problem that often occurs is the language stimulation received by children is not regular. The use of parental language in teaching language to children is inappropriate. Often the family environment teaches incomplete language, such as teaching drinking, just saying "num". Furthermore, a child cannot pronounce food but mamam. When asked to be carried by the child saying "endong", the cat becomes "meow", the dog becomes "hump-woof", beautiful becomes "antique",

the shoes "become" patu ", the toy" boom-boom ", the butterfly becomes" puku- puku "This will give the child an impression that is not optimal, and this is the wrong language teaching and acquisition. However, they attempt to understand the linguistic systems of the first language before turning 5 years of age. Language development that has not developed according to developmental achievements, these children tend to be quiet and do not understand the material being taught. Based on the results of research, Nuraeni confirms that at the stage of language learning (language acquisition) children pay attention to the language position of adults who invite them to speak that adults who communicate with their children do not mix their language) and the child understands it slowly and sequentially[2].

In this regard, the researchers are motivated to analyze Language Acquisition in Early Childhood Language Development and Teaching in Paringgonan Village as Phonology Teaching Materials in the Indonesian Language Development Guidance course for Indonesian Language Education Study Program students.

According to Dardjowidjodjp, language acquisition is a process of mastery of language carried out by children naturally when they learn their mother tongue[3]. According to Guat, language acquisition is a process of language development in humans [4]. According to Fatmawati, language acquisition is a process that takes place on children who learn to master their first language or mother tongue[5]. Wiwik explained that children's language development is a child's communication process that starts with using gestures and gestures to show their desires gradually develops into communication through precise and clear speech [6]. According to Fatmawati, the stage of first language acquisition is related to children's language development [5]. This is because a person's first language is acquired when he is a child. Based on the results of the study, Wiwik concluded that children aged 5-6 years have language skills, namely (1) developmental standards, (2) basic development, and (3) indicators [6]. The Ministry of National Education in wiwik explained that based on the level of development achievement of children aged 4-6 years or kindergarten age children, the scope of development is grouped into five, namely (1) religious and moral values, (2) physical (motor gross and fine motor skills), (3) cognitive, (4) language, and (5) social emotional[6].

2. Methods

The place that is the object of this research is in the village of Paringgonan, UluBarumun District, Padang Lawas Regency. The research method used is descriptive qualitative

with a case study approach. As an empirical process of seeking knowledge in order to investigate and examine various phenomena in the context of real life, then added that the case study approach can be applied if the boundary between the phenomenon and the real life context is vague or not clearly visible and there are various sources that can be used as a reference for evidence and extracting information. Community case study, is a study of community cases (community study) which focuses on a neighborhood or local community (kornunitas), not on a particular organization how the case study organization and case study observations.

2.1. Case Study Research Steps

2.1.1. Case selection

In case selection should be done purposively and not in a symbolic manner. Cases can be selected by researchers by making objects of people, environment, programs, processes, and society or social units. The size and complexity of the object of the case study must be reasonable, so that it can be resolved within the time limit and available resources;

2.1.2. Data collection

There are several techniques in data collection, but the ones used more in case research are observation, interviews, and documentation analysis. Researchers as research instructors, can adjust the way data collection is based on the problem and research environment, and can collect different data simultaneously;

2.1.3. Data analysis

After the data has been collected the researcher can begin to aggregate, organize, and classify the data into manageable units. Aggregation is the process of abstracting specific things into general things in order to find general patterns of data. Data can be organized chronologically, categories or entered into typologies. Data analysis was carried out from the time the researcher was in the field, during data collection and after all data was collected or after completion and the field;

2.1.4. Refinement

Even though all data has been collected, in the case study approach it is necessary to improve or reinforce new data against the categories that have been found. New data collection requires researchers to return to the field and may have to create new categories, new data cannot be grouped into existing categories;

2.1.5. Report writing

Reports should be written in a communicative manner, be easy to read, and clearly describe a phenomenon or social unity, so that it makes it easy for readers to understand all important information. The report is expected to bring the reader into situations where someone or group lives.

The data collection techniques in this study are as follows.

1. Preliminary study and survey to the research location
2. Researchers use observation techniques, data collection techniques based on the results of speech or the results of children's speech. Recordings are used to support activities in data collection observations by recording the subject's utterances. This technique uses a recording tool then the researcher records the results of the recording. In this study, researchers used image recording techniques (recording) to obtain data. Recording device. This technique is used so that the data obtained is clearer and more valid. Researchers recorded images when toddlers and their parents were communicating.
3. Identify and analyze research results
4. Make conclusions and research suggestions
5. Preparation of research reports
6. Reporting of research results
7. Scientific publications

Data analysis was carried out in the following ways: data reduction, data presentation, final conclusion drawing.

3. Results and Discussion

Based on the results of the study, it is known that the problems that often occur in teaching, language development for children are as follows: 1) Based on the results of the analysis of children's language, 50% of parents are wrong in teaching language to children. Parents more often teach children by using incomplete words, changing or replacing letters such as the words eat, (mam), drink (num), this can reduce the acquisition, teaching and development of language that is not optimal for the child. 2) Teaching parents who prioritize regional languages over Indonesian. Resulting in the child not correctly pronouncing Indonesian vocabulary. 3) Development of Indonesian language that is still not optimal. 4) 50% parental education greatly affects the acquisition, teaching and guidance of children's language. It can be seen from the obstacles some children have in speaking, they cannot pronounce the letter "R". there are those who cannot distinguish m from n, children say the word "sambun" more often with less letters, such as the pronunciation of "pastik" to be pastik

In the first month The author provides guidance to subjects aged 2.5 years. The coach tests the subject with a communication test. The results of coaching can be seen in the discussion of coaching there are language sounds that experience phoneme changes. There is a phoneme that is reduced from the word " sis " which should be the word " brother "; there is a word that is increased from the word " makkan / mam " which should be " to eat "; there is a phoneme word that is reduced from the word " yeah " which should be " daddy "; "num" who should be drinking. b. In the second month After 1 month of coaching, the development of children's language has emerged. Where in the past the word Mah has now become "mother", the word oppung has now become "grandfather or grandmother", in kak words now has become "brother" Even now, the children who are being coached are able to make sentences in Indonesian, such as the sentence "brother comes", "" Where are you piggi "," mah eat ".

Based on the research results, it is known that the language stimuli received by children are irregular. Children attempt to understand linguistic systems of first language before turning 5 years of age. However, after there is good and correct language development and teaching for children. It is known that after a special training in Indonesian was held, 78% of children's language acquisition was better in pronouncing vowels, consonants, every word, & sentence (in the field of phonology) using Indonesian. Furthermore, based on the results of interviews with the child's parents, it is known that 80% of the educational background & application of the parents greatly affects the child's language in good and correct language. Children's language acquisition is not

only in the phonological part, but also in semantics. This is in accordance with the results of research by ElanHalid, a 5 year old child (Chantika) experienced a process. The narrowing stage of meaning, the overgeneralization stage, the semantic field stage, and the generalization stage. In the semantic part, it is called overextension or meaning inflation. In addition to overextension, 5 year olds also experience a semantic process called underextension. Underextension occurs in animals, but due to differences in the sounds they hear, children assume that these animals are different [7]. Furthermore, judag, with the same thing, according to ZoniSulaiman, concluded that the results of the study that the acquisition of language at the phonological level in the research subject still occurred in fluency or pronunciation errors in the form of phoneme replacement and phoneme impingement at the beginning and end of syllables. The mean speech length was 2.75, which was at level 6 one level lower than other children of his age[8].

4. Conclusions

After conducting research on the analysis of the language obtained by the children, this study also made an Indonesian language development for early childhood. Based on the coaching that the author has done, the author gets quite a lot of information about the acquisition of children's language. Coaching is carried out for 2 months to determine the level of development of the Indonesian language.

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