

LANGUAGE ACQUISITION AND LANGUAGE DEVELOPMENT OF CHILDREN

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***Abstract:** General Psycholinguistics is the study of how the observation or perception adults of the language and how it produces language also regarding underlying cognitive processes when a person uses language. This article focused on language acquisition and language development of children. There is problem that faced in language teaching Psycholinguistics. As psycholinguistics is a core of language, knowing the language acquisition and language development of children is one of solutions to solve the problems in language teaching. It is divided two kinds of languages, Language Acquisition of Children and Language Development of Children.*

***Keywords:** psycholinguistics, language acquisition, language development*

A. INTRODUCTION

Psycholinguistics is a study of the use of language and language acquisition by humans (Levelt , 1975) . According to Levelt, there are three the main study areas of psycholinguistics, namely: general psycholinguistics, psycholinguistic development and applied psycholinguistics.

General Psycholinguistics is the study of how the observation or perception adults of the language and how it produces language also regarding underlying cognitive processes when a person uses language. There are two ways in the perception and production of these languages, namely: in auditory and visual. Perception auditory language is listening and visual language perception is reading. In language production activities are talking (auditory) and write (visual). Cognitive processes that occur when a person is speaking and listened to, among others, remembering what had heard, to know again what newly heard it as the words are meaningless, think, say what which has been stored in memory. In addition the role of intuition speaking linguistics should not be overlooked, that intuition or feelings regarding the use of the right words in a sentence, so that the sentence is true, not ambiguous. Psycholinguistics developmental psychology is the study of the acquisition language in children and adults, both the acquisition of the first language (mother tongue) as well as a second language. In this science issues discussed what had happened children who had to learn two languages simultaneously or how the children acquire their first language. And the last, applied psycholinguistics is an application of psycholinguistic theories in daily life in adults and children, for example: discuss about the effect of changing the spelling to our perception of the visual characteristics of the words, difficulties pronunciation, reading and writing program beginning and help or instruction for children who experience delays in language development.

According to Dardjowidjojo (2012), psycholinguistics study about psycho and linguistics. Psycholinguistics is the study of language behavior, good behavior looks and behavior appears: reception, perception, language acquisition, and language production and processes that occur in it. Language acquisition (language acquisition) is processes that apply in the brain of a child when she received her mother tongue. A process when children are obtaining native language consists of two aspects: the first

aspect performance consisting of aspects of understanding and delivery, both aspects competency. The second type of process is different. Understanding of the processes involved ability to observe or perceive ability sentences heard while the delivery process involves the ability to give birth or pronounce sentences itself. Second, this capability when it is actually controlled a child will be his linguistic abilities. This capability consists of three components, namely: the ability of the acquisition of phonology, semantics and sentence. Third, this component is obtained child simultaneously or concurrently. Language learning involves processes that apply at the time of someone is learning a new language after he finished acquire language mother. In other words, language acquisition involves a first language, while language learning involves a second language or foreign language. Based on explanation above, this paper focuses on language acquisition and language development of children.

B. PROBLEMS

Talking about language teaching, especially in primary schools will not be released from the discussion of psycholinguistics, because the problem is the problem of language teaching psycholinguistics. Psycholinguistics is the lifeblood of language teaching (Simanjutak, 1982). Psycholinguistics and language teaching is not able to separated, because the focus or pedestal psycholinguistics is language acquisition (language acquisition), in addition to learning the language (language learning) and language teaching (teaching language). Therefore, problems in language teaching, as well as the methods of problem difficulty reading and writing beginning in primary school has tried to be solved in many studies psycholinguistics.

In addition, knowing how a language acquisition and language development of children is important as a teacher or as a mother to solve problems that appear in children. In this paper would discuss:

1. Language acquisition of children
2. Language development of children

C. SOLUTIONS

In language teaching, there are some problems that have faced. As psycholinguistics is a core of language, knowing the language acquisition and language development of children is one of solutions to solve the problems in language teaching.

1. Language Acquisition of Children

➤ The first language acquisition of children

When we observe the development of language skills of children, we will be impressed the language acquisition of children with tiered and regular. According to Darjowidjojo (2012), the age of one year old, child started to say his or her first words consisting of one said that sometimes it is not clear but it actually means a lot, example kids say the word "makan", meaning might want to eat, have eaten, hungry or maybe the food is not bad, etc. In the next development perhaps the child is able to say two words, for example "mama masak", which meaning can mean: mother cook, the mother has to cook, or mom would cook something. And so on until the age of six years old child is ready to use language to learn in elementary school, as well as with other forms of writing. The above description is a brief example of how a child masters language up to six years. The process of knowing the child's communication with verbal environment that is called child language acquisition. So the first language acquisition occurs when a child early in life without language has now gained a language. At the time of the acquisition of language, children's language is more directed to the communication function rather than form or structure language. Children will say next to the purposes communication with parents or close relatives.

According to Gracia (in Krisanjaya, 1998) says that the language acquisition children can be said to have continuity characteristics, has a series of unity, which moves from the simple utterance of the word to the combination of the words more complicated (syntax). If we assume that the function of crying as beginning of communication competence, the single word utterance is usually very individual and sometimes bizarre like: "mamam" or "maem" to eat, it is marks the first stage of the development of a formal language. For development subsequent ability of children will move to the stages that exceed the initial stages before, which the child will face

the developmental tasks associated with phonology, morphology, syntax and semantics.

There are two views on language acquisition (McGraw in Krisanjaya, 1998). First language acquisition has a sudden onset or suddenly. Freedom begins speaking about a year when children use words separated or separated from the linguistic symbol for achieve their various social goals. The second view states that language acquisition has a gradual onset that arises from achievements motor, social and cognitive abilities prelinguistic. Especially with regard to the relationship with the development of cognitive development children's language can be concluded two things. First, if a child can produce utterances based on grammar orderly does not automatically imply that the child has mastered the language concerned with the good. Second, speakers must acquire underlying cognitive various expressive meaning of natural language, such as time, space, causality, and so on.

Lenneberg (1969) an expert in language learning theory is very famous says that the development of language relies on brain maturation biologically. Brain maturation allows developing ideas and further allowing the developing child language acquisition. There is plenty of evidence; humans have a biological heritage that is present at birth in the form ability to communicate with language, especially for humans. Evidence which strengthens his case, among others:

- The ability to speak clearly associated with the parts anatomy and human physiology, such as certain parts of the brain that underlie language. The same level of child language development is for all normal children.
- Abnormalities only little effect on developmental delay child language.
- The language can not be taught to others.
- The universal language, any language based on elements of phonological, semantic and universal syntax.

Is there a role of brain maturation in the development of ideas and thoughts humans, is still debated, but almost all theorists of learning language believes that when a baby is born he has been endowed with all basic equipment and functions of the brain necessary for brain development and his mind. Thus the relationship between brain growth and development mind, including the language of the child is likely the result of stimulation of the growth of the brain or in contrast. Furthermore

Steinberg (1990) stated that the relationship of language and mind. He said that there is a system of thought in children built little by little if any surrounding environmental stimuli as input or input. This input can be what is heard, seen and what touched children depicting objects, events and circumstances surrounding the child they experienced. Over time his mind would be formed. If mind has been formed and when experienced language input Concurrent with the objects, events, and circumstances then can begin to learn the language. Gradually the language system complete with vocabulary and grammar language was formed. Most of the language system is a system of mind because the meaning and semantic language used is the idea that the part of the contents of his mind. System of thought and language joined through the meaning and idea.

Since baby, children have to interact in the social environment. A mother, father or family who had a baby, the generally they have been beginning talking to the baby and treating the baby as if it was able to speak. Speech patterns they've two directions, parents tried to respond to each baby's reaction and act as if the baby's reaction that there is meaning and need to be addressed. Through language, especially the first language, a child learns to become a member of the community. Therefore mother language (first language) became one of the means for a child to express feelings, desires, establishment, ideas, hopes, and so on. Children learn also that there are forms of unacceptable member community and they know that they cannot always express their feelings explicitly.

According to Darjowidjojo (2012), children in the process of language acquisition in general use four strategies. The first strategy was to copy or imitation. Various studies have found various types of mimicry or imitation, such as:

- Spontaneous imitation
- imitation acquisition
- imitation soon
- imitation slow
- imitation expansion

The second strategy in language acquisition is a productivity strategy. Productivity means the effectiveness and efficiency in language acquisition through linguistic and nonlinguistic means of communication (gestures, movements, gestures,

sounds, etc.). The third strategy is the strategy of feedback, namely the feedback between strategy productions of speech with a response. The fourth strategy is the so-called principle of operation. In this strategy children are introduced to the guidelines, "Use some common operating principles for thinking and language (avoid exceptions, special principles: as said: 'berajar' being 'belajar')".

- The second language acquisition of children.

Second language acquisition is defined when a person obtains a language another after the first he controlled to some extent first language (mother tongue). There is also equating the term second language as a language foreign. Especially for conditions in Indonesia, the term first language or mother tongue, native language or primary language, the language embodies a particular area while second language manifest in Indonesian and foreign languages. The Purpose foreign language teaching is sometimes different from the teaching of a second language. The second language is usually the official language in certain countries; therefore, the second language is indispensable for the sake of political, economic and education.

There are differences in the process of learning a first language and second language. First language learning process has characteristics:

- Learn unintentional
- Lasts from birth
- The family environment is crucial
- Motivation exist because of the need
- plenty of time to try the language
- Many opportunities to communicate.

In the process of learning a second language are the characteristics:

- Intentional language learning, for example, for being one of the subjects at school.
- Take place after students are in school.
- The school environment is crucial.
- The student motivation to learn it was not as strong as learning the language the first. The motivation for instance wants to get good value at the time quiz or exam.
- The limited study time.
- The students did not have much time to practice the language.

- Studied.
- The first language influence the process of learning a second language
- The critical age to learn a second language sometimes has passed so second language learning process lasts a long time.
- Provided a learning tool.
- There are people who organize them, the teacher and the school.

In relation to the process of learning a second language need to be considered some strategies that can be applied. Stern (1983) explains that there are ten strategies in the language learning process, namely:

- Planning strategies and positive learning Active strategies, active approach to the task of learning, engage your students active in language learning even through another lesson.
- The strategy empathetic, empathic created at the time to learn the language.
- Formal strategy; needs to be imparted to the students that learning a language. This formal or Structured because education is being implanted. Formal education is not natural.
- The experimental strategy; it would not hurt if you try something to increase your student's learning.
- Semantic strategy, which adds to the vocabulary of students in various ways, for example, a game (eg; puzzles); games can learning a second improve language learning language has been studied success. in continuous or continual.
- Practical strategies; getting need for students to practice has been obtained language learning, should be able to create your own favorable situation in classroom.
- The communication strategy not only in the classroom, students motivation to use language in real life though without being monitored, given the questions or homework were fishing they ask others so this strategy is used.
- Monitor strategy; students can only monitor themselves and criticize use of the language he uses, for the sake of their progress.
- Strategy internalization; need development or learning a second language has been studied in continuous or continual.

2. Language Development of Children

According to Darjowidjojo (2012), the developmental stage common of the child's language is as follows:

- Reflexive vocalization At the age of 0-3weeks, baby produces a crying sound baby as are flex.
- Crying has diminished; vowel like cooing has begun and is sometimes sustained for 15 to 20 seconds. So, the baby is crying not because she wanted to cry but it was done without this knowing it. The Baby supports had when in prone position, weight is on elbows.
- the baby is hungry or uncomfortable, she would pull the sound of crying. Unlike before, the cry has been issued can be distinguished according to the wishes or feelings of the baby.
- Lalling
In 16 weeks, baby's head is self supported, and baby can shake rattle; tonic neck reflex is subsiding. Response to humans' sounds is more definite; eyes seem to search for speaker. Occasional chuckling sounds are made. Then, In 20 weeks, child can sit with props. Consonantal sounds are beginning to be interspersed with the vowel-like cooing. Acoustically, however, all vocalizations are very different from sounds of mature language. The last in 6 months, baby bends forward and uses hands for support while sitting; reaching is unilateral. Cooing is changing into babbling with resemblance to single syllables. Most common sounds are ma, mu, da, di.
- Echolalia
At this stage, when the baby is at the age of 8 months baby stands holding on and can grasp with thumb apposition. Repetitions of sounds are becoming frequent, intonation patterns distinct, and utterances begin to be used to signal emphasis and emotions. Then, in 10 months creeping is efficient, and child can take side steps holding on, pull self to standing position. Vocalizations are mixed with sound play like gurgling or bubble-blowing; baby tries to imitate sounds, begins to respond differentially to words heard.

➤ True Speech

In 12 months, child walks when held by one hand, or walks on feet and hands with knees in air, and can seat self on floor. Identical sound sequences are repeated more often, and words (mamma or dadada) are emerging. Definite signs of understanding appear in responses to simple commands. In 18 months grasps, pretension, and release are fully developed; gait is still stiff. Child can creep downstairs backward. Word repertoire is more than there, less than 50; understanding is progressing rapidly but joining of word units into spontaneous two-word phrases is uncommon.

- In general, children acquire language by the same process. But the benchmark week, month and year like explanation above must be considered relative due to biological factors in humans it is not all the same. The Significance of the benchmark is that the order of acquisition in the same child. So also in the case comprehension and production. Children anywhere and in any language comprehension mastered earlier than production.

According to Piaget and Vygotsky (in Tarin, 1988), stages development of children's language is as follows:

1. The first of prelinguistic (0.0 - 0.5)

At first babble stage, during the early months of life, babies cry, coo, screaming, and laughing. Sounds like it can be found in all languages of the world. The first phase of this babble experienced by children aged 0-5 months. Division this age group is general in nature and does not apply similar on each child. Perhaps you want to know what the skills of a baby are on this stage. These are the details of the stages of development of children aged 0-6 months based on the results research some experts quoted by Clark (1977). They will also be revealed the involvement of the host at this stage:

- 0-2 weeks: the child is able to confront face to the direction of the sound. They have been able to distinguish the human voice with other sounds, such as bells, sound whistles. They would stop crying when they hear people to speak.
- 1-2 months: they can distinguish the syllables, such as (bu) and (pa), they may respond differently to the emotional quality of the human voice. For example

angry voice made him cry, while a friendly voice made him smiled and approached (like the sound of doves).

- 3-4 months they've been able to distinguish the voices of men and women.
- 6 months: they begin to pay attention to intonation and rhythm of speech. This stage they begin to babble (babbling) with a melodious voice.

Looking at earlier stages of development, we can conclude that children on stage babble one can communicate even if only by way of turned, crying or smiling. It means parents and children are communicate well before the child can talk. Initiative for communicate the arrival of the parents (Clark: 1977). Parents have a role which is very important as a communicator in building capability communication a child; the parents are not aware of either language teaching verbal and nonverbal early.

This stage of development striking is the development of comprehension means the use of language passively (Marat: 1983). Comprehension is a language element controlled first by the child before the child can produce whatever meaningful. Altmann (in Dardjowidjojo, 2012) that since the baby aged 7 months in the womb, a baby has had a system hearing which has been functioning. After the baby is born and gets input of people around, he or she develops this comprehension fivefold rather than production. In essence, comprehension is an interactive process involve a variety of coalition between the five factors, namely: synthetic, environmental context, social context, lexical and prosodic information. Thus it can be said that language is not inherited but can be controlled through the process acquisition, which should be studied and taught there. Requiring a process of habituation to be learned as well as behavior acquired through conditioning and is the result of environmental influences (Skinner: 1983).

2. The second of prelinguistic

At this stage children begin to actively mean not passive while he was on The first stage of the babble. Physically, he was able to perform movements like holding and lifting objects or designate. Communicate with they began exciting because they begin to actively initiate communication; we see what they can do at this stage.

➤ 5-6 months

In terms of children's language comprehension ability is getting better and wide, child increasingly understands some of the meanings of words, eg: name (yourself or call father and mother), prohibition, injunction and solicitation (eg game "ciluk baa"). This indicates that the baby is able to understand the speech of adults. In babies begin to perform movements such as lifting objects and spontaneously show it to others (Clark: 1997).

➤ 7-8 months

If before we talk about stages of language development of children aged 5-6 months have raved skills and combination movements lifting objects to attract the attention of adults, at the time the baby not follow the rules of the applicable language. Now we will see a month later the child's progress is approximately 7-8 months of age. At this stage the parents are able to introduce new things for children, meaning children can recognize the sound of the word for the object that is often taught and introduced by his parents repeatedly. Parents usually begin using movements such as pointing gesture. This is done to attract the attention of the child, because the mother wanted to show something and offer something new and exciting (Clark, 1997).

➤ 8 months s / d 1 year

After passing through a period of babbling child, the child began to try pronouncing phonetic segments in the form of a new form of syllables later form of the word. For example: the sound of "bu" then "bubu" and the latter can only be say the word "mama". Another example: "pa", "empah" then the child can called him "papa" or "bapak". According to Marat (1983) children in this period can say some syllables which may be a reaction to a particular situation or person particular as a symbol for the beginning of a process maturity mental (cognitive).

3. Linguistic Stage

If the prelinguistic stage of child language acquisition has not resembled adult language so at this stage children begin to say languages which resemble adult speech. Experts psycholinguistic divide this stage into five stages, namely:

➤ Linguistic Phase I: Phase sentence one word (stage holofrastik)

➤ Linguistic Phase II: Phase two word sentences.

- Linguistic Phase III: Phase grammar development.
- Linguistic Stage IV: Stage grammar adulthood or pralanguage.
- Stage Linguistics V: Stage Full Competence

a. Linguistic Phase I: Phase sentence one word (stage holofrastik)

This stage is the stage where the child has begun to utter a single word. According to Tarin (1985) utterances of the word in this period is called holophrase or holophrastic because children express the meaning of the whole phrase or sentence in one word he was saying it. For example: the word "*asi*" (meaning rice) may mean he wants to eat rice, she had to eat rice, rice is not tasty or if the mother wants to eat rice?. So we can understand the purpose of the in fact, we have to look at the situation of children and the environment at the time of utterance one word was spoken. Adults should understand that at this holophrasa stage, memory and said apparatus children are not mature enough to utter a single sentence consists of two or more words.

This holophrase phase experienced by normal children aged 1-2 years. The end time of this stage is not the same in every child. There are children faster end, but some are up to the age of 3 years old. At this stage of physical movements such as touching, pointing, lifting combined with one word. As with gestures, the first word used aims to make comments on objects or events in the environment. One says it may be, orders, notices, rejection, questions, and others. In addition, according to Clark (1977) one year old child uses sign language with more communicative. Function gestures and words comparable benefits for the child. In other words, the same words and gestures are important for children at this holophrasa stage.

b. Linguistic Phase II: Sentence with two words,

The second phase of this linguistic usually begins before the second birthday. A child enters this stage with first of all say two holophrase in quick succession (Tarin, 1980). For example: *mama masak, adik minum, papa pigi (ayah pergi), baju kakak*. In addition to the skills two words, it turns out in this period the skilled child throws a combination of old and new information. In this period looks very creativity of children. The emerging skills in children because of the increase of vocabulary derived from environment and also for the development of cognitive and biological function in children. After the stage of these two words the child is still experiencing

some growth important that we should understand. The next development is called the grammar development.

c. Linguistic Phase III: Grammar Development

This phase begins around age 2.6 years, but there are also some children who enter this stage when entering the age of 2.0 years, and even some children who slow that when children aged 3.0 years. In general, at this stage, children have begun to use elements of grammar is more complicated, such as: simple sentence, especially prefix and suffix (di,ke, dari, ini, itu and so on) that is easy and simple shape (Hartati, 2000).

d. Linguistic Phase IV

Stage of child language development is usually faster experienced by children who have been aged between 4-5 years. At this stage the children have started applying grammatical structures and sentences are somewhat more complicated. For example, simple compound sentence as follows:

- mau nonton sambil makan keripik
- aku di sini, kakak di sana

e. Linguistic Phase V

Around the age of 5-7 years, children begin to enter the stage known as full competence. Since the age of 5 years in general children normal development has mastered the elements of mother language syntax and already has competence (comprehension and productivity language) adequately. However, its vocabulary is still limited but continues developing / growing at an amazing speed. Next the child enters elementary school age. During this period, children faced with the major task of studying the written language. It is possible after children master the spoken language. Children's language development at age period of primary school increase from spoken language into written language.

Their ability using language developed with the acquisition of written language or written language acquisition. Language obtained in this case is the language written by speakers of the language, in this case the teacher or writer. So children start other media know that the writing language acquisition, in addition to oral language acquisition in the early days of his life.

During the subsequent developments, namely in adolescence, occurs important language development. This period according Gielson (1985) states that age sensitive to learn a language. Teens use a style that is typical in language, as part of identity formation at the age.

Finally adult occurred differences between individuals are very large one and others in terms of language development. This depends on the level of education, role in society and the type of work.

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