

Children's Language Acquisition is Reviewed from The Mother Language

Lutfi Eskawati¹, Sigit Andi Prasetya Dinata², Agung Solahudin³

^{1,2,3}STKIP Darussalam Cilacap

¹lutfieskawati@gmail.com, ²sigitandidp@gmail.com, ³sholahuddinagung23@gmail.com

Abstract: This research describes children's language acquisition (L2), especially Indonesian, which is influenced by their mother tongue (B1), namely the regional language. This research is included in qualitative research using a qualitative descriptive approach. The data obtained in this research is linguistic data regarding language acquisition. The focus of this research is children's language acquisition, especially Indonesian, which is influenced by their mother tongue and regional languages. Samples were collected from two geographically different areas. Namely the people of Jepara city and the people of Solo city. This research uses documentation techniques for data collection. The documents analyzed in this research are the languages that are dominant in Jepara and Solo society and are related to the acquisition of Indonesian. The validity of the data used is determined by theoretical triangulation. Data analysis in this research consists of several elements, namely data reduction or data selection (data selection and sorting), data presentation, and drawing conclusions. The results of this research are that children's language acquisition (L2) is largely error-free and error-free. This is because children are still influenced by their mother tongue (B1). The mother tongue influences the correct and appropriate pronunciation of Indonesian (B2). This error usually occurs in Indonesian words that are similar to mother tongue vocabulary (B1).

Keywords: language acquisition, mother tongue, Indonesian

1. Introduction

Speaking Indonesian well and correctly is the main goal aimed at in national education. Learning Indonesian prioritizes mastery of language competencies such as listening, reading, speaking and writing. These goals are often difficult achieved because the correct measurement of language ability is not determined by precise written rules, but is measured by the person with whom the person is communicating. If communication has been established and you understand the meaning of the conversation, you are considered correct and you are able to speak Indonesian even though there is actually language use that is not correct according to the rules. In communication theory, language is used as a tool or medium to convey messages. Wahab (1998: 9) reveals that language has a transactional function and an interactional function. Judging from its transactional function, the most important function of language is its ability to convey messages contained in sentences and utterances. Meanwhile, according to the interactional function

perspective, language functions as something that maintains social relationships between people involved in interaction (Wahab, 1998: 9).

Baradja (Yulianto, 2001: 39) explains that interactionism assumes that language fluency is related to the interaction between the input presented and a person's internal abilities. This interactionist approach is called the procedural approach. In this approach there is an interaction between internal and external factors. Both are balanced. The starting point for this approach is the child's cognitive ability to find linguistic structures in the surrounding environment. Both language understanding and language production in children are seen as systems of discovery processes that continue to develop and change (Yulianto, 2001: 39).

The use of a second language is also influenced by mastery of the mother tongue (B1). This is because in their environment children often speak their mother tongue which can lead them to use Indonesian when communicating. Adak's acquisition of the Indonesian language will be influenced by the mother tongue he gets from daily communication in his environment. Children's language acquisition in this study illustrates the acquisition of Indonesian but is influenced by their mother tongue or regional language due to active interactions using the mother tongue in their community environment. In this research, we will discuss the language of children speaking their native language (B1) in acquiring a second language (B2) Indonesian. The regional language in question is Javanese. The Javanese language is focused on the Javanese language in Jepara or the Jepara dialect which is the researcher's area of origin and the Javanese dialect of Solo which the researcher understands since living in Solo for several years. Based on this background, a problem formulation can be formulated, namely how is the acquisition of Indonesian by children who are influenced by their mother tongue in communicating verbally?

According to Tarrigan (Kurniawan, 2015), language is a system of sound symbols that have meaning and are expressed (produced by speech organs), arbitrary and conventional, and enable humans to communicate with each other and are used to evoke emotions and create emotions. Thought. In other words, language is a sound symbol used in society as a medium to convey messages through interpersonal or collective language. Sunaryo (Sunaryo, 2000) believes that language exists as a cultural structure that has a dual function and role: as a root as well as a cultural product, as a means to support thinking, growth and development, and as a cultural structure. Which has multiple functions and roles. And technology. Although not everyone is born with a direct understanding of what language is, the process called language acquisition occurs at every stage of life.

Language acquisition or language acquisition can be described as a process that occurs in the brain when a child acquires his first language, or what is often called his mother tongue. Language acquisition is often distinguished from language learning. Language learning refers to the process that occurs when children learn a second language after learning their first language. Therefore, it can be said that language acquisition is related to the first language, and language learning is related to the second language.

According to Lestari (2017), language acquisition is the process of how a person perceives and understands another person's language. Are the main elements that people need to learn a language. Learning a language occurs before a person can speak it well.

Language acquisition occurs as a result of listening, which occurs consistently and is stored in the human brain's memory. The process of language acquisition in children requires further study. How humans acquired language is a very interesting question, but difficult to prove. Even though the language system generally does not exist in formal education, we recognize that the language system is mastered well by every child, whether they realize it or not. Various theories from various scientific disciplines have been put forward by researchers to explain how this process occurs in children. In our daily lives, we may speak or know many languages.

According to Chaer (2009: 243), language acquisition usually occurs naturally and language learning usually takes place formally in the classroom. Language acquisition is defined as the process by which a child becomes successful and fluent in a language, often called the mother tongue or a language formed from the environment. This appropriation may be intended as a substitute for learning, as learning tends to be used in a more specific sense than one often uses in psychology.

2. Methods

This research is included in qualitative research using a qualitative descriptive approach. According to Sugiyono (2017), the qualitative description method is a method based on philosophy which aims to describe the subject as it really is. The qualitative descriptive method aims to create descriptions, namely systematic, factual and accurate descriptions or depictions relating to the data, characteristics and relationships of the phenomena being studied. Qualitative research is useful for obtaining an overview of language acquisition.

The data produced from this research is verbal data about language acquisition. The description of the data is conveyed through words or language. The object of this research is children's language acquisition, namely Indonesian which is influenced by their mother tongue or regional language. Samples were collected from two geographically different areas, namely the people of Jepara city and the people of Solo city. The data source for this research is children's language acquisition based on the influence of their mother tongue.

Data collection in this research used documentation techniques. Documentation techniques are recording documents related to research problems and objectives. The documents analyzed in this research are the languages that prevail in the communities of Jepara and Solo and are associated with the acquisition of Indonesian. After analyzing the researcher recorded the data findings needed in the research. The validity of the data used is theoretical triangulation, namely by using several theories and from several theoretical perspectives a more complete view will be obtained. Data analysis in this research consists of several components, namely data reduction or data selection (selecting and sorting data), data presentation, and drawing conclusions.

3. Results

3.1. Language Acquisition in the Jepara Community Environment

Most of the native Jepara people speak Mother (B1) Javanese with a north coast dialect. However, Jepara people also use the common or standard Javanese language used by all Javanese people. Several examples of Javanese with the Pantura dialect.

Jepara language	General Javanese	Indonesian
Lamuk	Mosquito	Mosquito
Mbloder	Ngliga	Topless
Jengen	Jeneng	Name
Desk (me.jo)	Desk (me.jo)	Table
Eyes (mo.to)	Eyes (mo.to)	Eye
Oops	Oops	What
Duitem	Your money	Your money
Bukunem	Your book	Your book
Katoke	Katoke	His pants (He pronoun)

In some Javanese languages the pronunciation ends with the vowel o. This can influence children in using Indonesian. For example, as follows.

Javanese: Tulung jipokno patelot neng dhuwur mejo iku.

Error that occurred: Please take the pencil on the table. (please get the pencil on that table)

Some uses of Javanese ending in e also influence children to use Indonesian incorrectly. Children will be influenced by using the addition -nya to replace the ending e in Javanese. Even though - is in Indonesian as a substitute for person. In Javanese, ending in e does not always have to be replaced with -nya or a personal pronoun. For example as follows.

Javanese: I like colorful foods, for example meatballs and soto.

Mistakes that occur: I like some foods, for example meatballs and soto, or I like some foods, for example meatballs and soto. (I like several foods, for example meatballs and soto).

3.2. Language Acquisition in the Solo Community Environment

The people of Solo usually use standard Javanese which then becomes the standard Javanese language taught in Javanese language teaching. This Javanese language is characterized by the "o" dialect in various vocabulary. This is what makes people in the Solo community, especially children in Solo, often make mistakes in producing or processing Indonesian. They often use the dialect "o" in several words with the letter "a" in Indonesian communication even though they should be read "a".

Javanese: jupukno tali neng dhuwur mejo iku.

Indonesian: get the rope on the table. (get the rope on the table).

Some of the vocabulary that makes children who are in the process of language acquisition make errors in communicating is related to the choice of words that have similar phonology but different meanings.

Kue in Indonesian means bread, while in Javanese it means you with variations in the pronunciation of kowe or kuwe. If the child has not previously known a type of bread called cake, he knows kuwe in his mother tongue as the meaning of you. The child will call this type of bread bread. Once it is understood and explained, cake means a type of bread. In developing this language, the child's next pronunciation will remain with the spelling (ku.we) which still emphasizes or clearly expresses the letter "w".

4. Conclusion

The child's language acquisition (L2) is free from errors and mistakes. This is because children are still influenced by their mother tongue (L1). Your mother tongue influences good and correct Indonesian pronunciation. This error usually occurs with Indonesian words that are similar to your mother tongue vocabulary. These mistakes are not permanent, but can be corrected by giving corrections to the child and explaining what is correct. Moreover, it must be used continuously in communication so that it sticks in the child's memory and becomes the correct language acquisition.

There are many factors that influence people learning a second language. One of the most influential factors is environmental factors. The environment can be divided into 2, namely formal and non-formal environments. The formal environment is a language learning environment that focuses on the conscious acquisition of language rules. Meanwhile, a non-formal environment is an environment that can provide appropriate data input to B2 students. Then, after the data is internalized, it will become linguistic knowledge and monitoring material in the future. A relaxed and easy to understand environment is a good language environment for learners. If both environments are successfully implemented then students will be able to acquire the target language.

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