Psycholinguistic Study: Indonesian Language Acquisition in Children Aged 0-2 Years

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Abstract: This study examines the acquisition of phonology and morphology in children age 0-2 years the people his parents communicate using Indonesian in everyday life, while the surrounding environment uses the regional language (Javanese). Research This states that language development in children can vary between individuals, with different rates of development, which are influenced by age factors, parental abilities, and the active role of the environment in supporting development. This type of research is descriptive research. qualitative where the data produced is in the form of oral speech which is then transcribed into written form. The method applied in collecting data related to phonological acquisition and morphology on children aged 0-2 years covers a wide range approach. Results from study This expected can provide a deeper understanding of Factors that influence children's language acquisition in the early stages of their development.

Keywords: psycholinguistics, young children, language acquisition, communication, language.

1. Introduction

"There is no day without language and no life without language," this proverb shows how important language is as the main way for humans to interact with each other. Language can be communicated in various forms, including spoken, written, and certain symbols. As social beings, humans cannot avoid the need to interact with each other; language is the main component that allows communication to occur in every interaction. Without language, humans would not be able to communicate with each other. Language does not only function as a way to exchange information; it also helps people understand each other, build social relationships, and spread culture.

According to Chomsky (in(Chaer, 2009), language is a unique ability that only humans have. Almighty God has given humans an innate ability, or the ability to acquire language, even before they are born. This ability allows people to use and learn language, both verbally and nonverbally. For example, a fetus may kick or move while in the womb, which is an early sign of interaction with the mother. Various factors influence the development of a child's language skills, such as their environment, the stimulation provided by their parents, and the social interactions they experience. Children's language skills will gradually develop into complex communication skills that they use every day.

Language is very important for human life. According to Solchan (2008), language exists because humans exist, because humans cannot do anything without it. In other words, language exists because humans exist. In social interactions, people use language to communicate. According to this definition, language can be defined as any type of communication that conveys thoughts and feelings, either orally or in writing, or through symbols, signs, or gestures. Language helps humans understand themselves, relate to others, learn about the world around them, and acquire knowledge and religious or moral principles.

Language is a way for humans to communicate since birth. Babies cannot speak or interact verbally in the early stages of their lives. The process of language proficiency in a child begins with the acquisition of the first language, known as the "mother tongue", and occurs gradually over the years, from when the child does not yet understand the language until he begins to use it fluently. At a certain age, children begin to recognize and learn other languages or second languages after mastering the mother tongue. The mother tongue is the first language learned by a child through natural interaction with his family and his environment. Language helps children think and communicate, helps them understand their culture and identity, and plays an important role in their cognitive and social development.

Two main factors influence language acquisition in children: biological factors (environment) and social factors (interaction). Biological factors are related to the physical condition of children who are born normally and have sufficient body organs, especially those that support the language process, such as speech and hearing organs. Meanwhile, social factors are related to how children communicate and interact with others around them, which is very important for language acquisition. Children aged 0-2 years have very limited language skills. They only imitate words that they often hear from their parents, who say these words informally and repeatedly in the family environment. Parents usually talk to children without paying attention to whether the child understands the words. This imitation process is a very crucial initial step because children begin to recognize the sounds and structures of language, which slowly form the foundation of their communication skills in the future.

(Maksan, 1993)explains that language acquisition is a process of mastering a language that occurs unconsciously, through implicit and informal means. This process is implicit because the child is not fully aware that he is learning a language; everything happens naturally and unintentionally. The informal nature of this language acquisition means that the child learns it without the need for a special time or place, but through natural daily interactions with the people around him. This process allows the child to absorb and understand the language as he communicates in his social environment. This natural language acquisition is an important foundation for the child's communication skills, because it involves various contexts and situations that enrich his understanding of the use of language in real life.

The relationship between cognitive development and language acquisition can be concluded from the results of Klein's research (1990:5) as follows. First, although a

speaker is able to produce speech that follows regular grammar, this does not always mean that he has fully mastered the language. The speaker may interpret the speech with a slightly different meaning. Second, in order for the speaker to communicate well, he needs to have cognitive categories that underlie the various meanings in language, including concepts such as time, space, modality, causality, and others. This research emphasizes the importance of cognitive development in understanding the nuances of meaning in language, which act as a foundation in the formation of more complex meanings.

A child tends to remain silent, observe, and listen to conversations without responding verbally during the early stages of language acquisition. This shows that listening skills, which are essential for language development, are early skills that children master. The child's speech organs develop and mature as they grow older, allowing the child to begin trying to pronounce the words they hear. The child then begins to try to imitate and repeat the words he remembers from his parents, family members, and people around him. This imitation helps the child gradually understand the meaning of words and their role in communication, which is an important part of the language learning process. These experiences help the child build vocabulary and language structures, which will form the basis for more complex language skills in the future.

Language learning is not the same as language acquisition. According to(Chaer, 2009), Language acquisition is a process that occurs in a child's brain when he or she masters his or her first language. In contrast, language learning refers to the process that occurs when a child learns a new language (second language) after mastering his or her mother tongue (first language).

Psycholinguistics explains the stages of child development in acquiring language to communicate according to their age. Psycholinguistics is a branch of science that combines linguistics and psychology. In the early 20th century, Wilhelm Wundt, a German psychologist, proposed that psychological principles could be used to explain language.

Describes psycholinguistics as a linguistic thought that can explain how ideas, emotions, and symbols are processed, producing systematic thought patterns that enable humans to understand thoughts and process language. Arsanti (2014) also emphasizes that psycholinguistics is a linguistic thought process that gives rise to language forms and is closely related to brain development since childhood. Based on this understanding, psycholinguistics can be used to study the process of language acquisition and language disorders until achieving the required competence in language. In addition, this discipline also allows for a deeper understanding of the relationship between thought and language in various contexts of individual development.

According to(Dardjowidjojo, 2000), psycholinguistics discusses four main topics. First, the topic of comprehension, which includes the mental processes that allow humans to capture and understand the speech of others. Second, production, which involves the mental processes that allow us to produce and deliver speech according to what we want to say. Third, acquisition, which is the mental process related to how a person learns and

masters language. Finally, the topic of acquisition, which is related to understanding how language is learned early and develops within a person.

The term acquisition is the equivalent of the English term acquisition, which is a natural process in which a child masters a language while learning his/her mother tongue (native language). In other words, this acquisition is the human process of absorbing information so that it can be understood and allows for effective communication between speakers.

One of the reasons the author is interested in studying short sounds or phonetics in the language of children aged 0-2 years is to understand how they interact with their parents. These short sounds are repeated consistently and continuously, so that at the next stage of language development, these sounds develop into words. At the next stage, these words will be arranged into complete sentences that can be understood by others.

2. Method

This research using the approach qualitative descriptive. Data The data obtained are in the form of spoken words that will be transcribed into written form. The data collection process is focused on language acquisition, especially the acquisition of phonology and morphology in children aged 0-2 years, by applying various methods. Some of the methods used include the listening method and the speaking method. It is hoped that the application of this method can optimize the results of the data collected.

Method observation is an effective technique in data collection because of its more natural nature, and is equivalent to the observation method. According to(Mahsun, 2017), this method has two basic techniques, namely the free listening technique involving conversation (SBLC) and the listening technique involving conversation (SLC). Where in the free listening technique involving conversation, the researcher acts entirely as an observer without being involved in verbal or social interactions with the research subject. The researcher only observes the language behavior and movements of the subject, then records the data obtained.

The use of observation aids, such as audio and video recordings, is essential to support the collection of sound and image data. In addition, the technique of listening to the conversation will also be used, in which the researcher does not only act as an observer, but also interacts and communicates with the research subjects, so that the data obtained is complete and accurate.

According to Bogdan & Biklen (in(Moleong, 2010), qualitative data analysis is an effort to work with data through the steps of organizing, grouping into manageable units, synthesizing, and searching for and finding patterns. This process also aims to identify important things learned and determine which information will be conveyed to others. In this data analysis, researchers classify data related to the acquisition of phonology and morphology in children aged 0-2 years first, so that each language pattern obtained can be identified properly. Researchers will then examine the data in more depth to understand the development of children's language at that age comprehensively, so that the results of the study are more informative and useful for readers.

3. Results And Discussion

This research acquisition phonology and morphology on children age 0-2 years who in their daily lives communicate with their parents using Indonesian, while their surroundings interact using the regional language, namely Javanese. Thus, this study also considers the influence of the bilingual environment on children's language development, especially in terms of mastery of sounds (phonology) and word forms (morphology). This study is expected to provide knowledge about how children distinguish and master two different languages in a bilingual environment from an early age.

3.1. Acquisition phonology in children age 0-2 year.

3.1.1. Acquisition Phonology Child Age 0 - 0.5 years

At this age, acquisition phonology on child Not yet can be described clearly, because the research results did not find any specific speech or words. Children can express themselves through smiles, laughter, or crying. From these results, it can be concluded that children at this stage are in the babbling or babbling phase, which although difficult to understand, functions as their initial way of communicating. This babbling stage is the foundation for further language development, where children begin to experiment with sounds and intonations that will form the basis for forming clearer speech later on.

3.1.2. Acquisition Phonology Child Age 0.6 – 1 year

On age In this, children begin to acquire the ability to make several sounds, including vowel sounds and consonant. Based on data transcription, acquisition on phonological order at age said not yet can be explained in detail. An example is the sound [pa], [ta], [body [ma]. However, the sound elements produced can be the basis for language acquisition. Consonant BL[b] and [p], consonant AA [t], as well as consonants nasal BL [m] are sounds that are heard clearly.

3.1.3. Acquisition Phonology Child Age 1 - 1.5 years

Based on transcript data research, children on age it has been start pronounce words more clearly, and the sounds pronounced include;

unda	[mother]	"Mother"
anyah	[Father]	"Father"
yummy	[drink]	"drink"
home	[body dirt]	"go home"
uyet	[caterpillar]	"caterpillar"
sleep	[Sleep]	"Sleep"
also	[kitchen]	"kitchen"
room	[room]	"room"

Based on these sounds, children master language in the language in the phonological order in terms of articulation, known as VKVK or CVC. It has a phonemic value that can be understood by the listener. Children pronounce vowels [a], [i], [e], and [u] most often. In contrast, consonant sounds such as [n], [d], [h], [k], [m], [p], [y], [t], [l], [c], and [ŋ́] are found in the data. Nasal AA [n] and nasal BL [m] appear in the middle, and consonants DV [k], BL [p], AA [t], and [d] appear at the beginning.

3.1.4. Acquisition Phonology Child Age 1.6 – 2 year

According to the research data transcript, children aged 1.6 years can begin to pronounce words clearly.

When a two-year-old child speaks, the vowel sounds [a], [i], [u], and [ɛ], as well as the vowel sounds [ɛ], [ə], and [o], are considered to be in accordance with the universals of language acquisition. The data are given here.

The vowel sound [a] appears in the word		
/gun/	[aŋ́gur]	"wine"
/hair/	[hair]	"hair"
/chicken/	[chicken]	"chicken"
Sound vocals, [ə], [ɛ] appears on say		
/eyut/	[pərut]	"stomach"
/duck/	[bɛbɛ?]	"duck"
Sound vocal [i] appear on say		
/igi/	[tooth]	"tooth"
Sound vocal [o] appear on say		
/tobeyi/	[strawberry]	“strawberry”
Sound vocal [u] appear on say		
/uning/	[kuniŋ́]	"yellow"

At the age of two years, children can hear consonant sounds such as [b], [d], [g], [h], [j], [k], [m], [n], [p], [t], [y], And [ŋ́]. Sound BL consonant [d] and BL consonant not voiced [p] sounds like this:

/dung/	[hiduŋ́]	"nose"
/apple/	[apəl]	"apple"

In pronunciation on child age over two years, vowel sound [a] and consonant fricative GL [h], and vowels [i] will be lost. Other consonants like sound affricative FP [c], DV sound [g], nasal sound [ŋ́], and GL fricative sound [h], are found in the following words:

/picang/	[pisaŋ́]	"banana"
/andun/	[aŋ́gur]	"wine"
/angga/	[maŋ́ga]	"mango"
/igi/	[tooth]	"tooth"

/cikush/	[mouse]	"mouse"
/colonial/	[elephant]	"elephant"

3.2. Acquisition morphology on child age 2 years

Acquisition Language child age 0-2 years on level morphology is analyzed through the following word forms:

3.2.1. Acquisition morphology child age 0-1 year

After the data was transcribed, it was found that the acquisition of morphology in children aged 0-1 years could not be fully explained because the sounds of the language produced were difficult to identify. At this point, children begin to make basic sounds that have not yet formed meaningful words, so that the acquisition of morphology cannot be described. The gradual development of children's morphology will be described more clearly with further research at the following ages.

3.2.2. Morphological acquisition of children aged 1.5 years

Based on the language sounds spoken by 1.5 year old children in the data transcription, it can be concluded that children are starting to be able to process words that fall into the monomorphemic category, such as:

/Mother/	[Mother]	"Mother"
/father/	[bapaʔ]	"father"
/lot/	[lot]	"bread"
/go/	[morning]	"go"
/idun/	[idun]	"Sleep"
/num/	[num]	"drink"
/headache/	[puyaɲ]	"go home"
/sit/	[uduʔ]	"Sit down"
/peda/	[pɛda]	"bicycle"
/bye/	[əndah]	"Already"

Besides form monomorphemic, there are pronunciations that consist of more than one word even though phonologically they experience sound changes, such as:

/acit taty/	[acit [Tati]	"Sick foot"
/matan aci/	[tiger [Aciʔ]	"Eat rice"
/ice cim/	[ice cim]	"ice cream"
/go away, dude/	[morning] [Cough]	"go school"
/Want to idun/	[want to go to Eid]	"Want to Sleep"
/puang unda/	[puyaɲ [Unda]	"go home "Mom"
/peda layout/	[pɛda tataʔ]	“bicycle Older brother"
/add more/	[add more]	"Add more"
/ndah andi/	[ndah andi]	"Already bathe"

Based on the findings above, it can be concluded that children aged 1.5 years can say more than one word that is included in the compound word category.

3.2.3. Acquisition morphology child age 2 years

Children aged 2 years and 1.5 years did not show significant differences in language acquisition at the morphological level. Based on the existing facts, the utterances produced still consist of one or two words, with nouns being the most developed category in their vocabulary. In addition, they also experienced vocabulary development in verbs and adjectives. To clarify the above, the following words are used:

Say	Should	What is the meaning of the word	Types of words
/duck/	[bɛbɛk]	Duck	Say object
/chicken/	[chicken]	Chicken	Say object
/big brother/	[buyung]	Bird	Say object
/mom/	[Eat]	Eat	Say Work
/andy/	[bathe]	Bathe	Say Work
/dedong/	[cradle]	Cradle	Say Work
/toton/	[dirty]	Dirty	Say characteristic
/uning/	[yellow]	Yellow	Say characteristic
And etc			

There are relatively few compound words that can be said by 2 year old children, limited to words that are short and easy to pronounce, according to their proficiency at that age.

4. conclusion

This study concludes that children's language development in the early stages varies between individuals, with the speed influenced by age factors, parental abilities, and environments that support language development. As children grow older, their language skills also develop. In children aged 19 months, language acquisition at the morphological level shows that children are able to produce nouns, verbs, and even adjectives, although in the form of single words which often result in mispronunciation. Until the age of 24 months (2 years), children begin to be able to produce more words and are able to form a number of words. At this stage, nouns still dominate in their language acquisition, followed by verbs and then adjectives which can enrich children's vocabulary. This study also indicates that this vocabulary development is an important foundation in children's communication skills at a later age.

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