

Language Development and Acquisition 2.5 Year Old Child

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Abstract: This study aims to explain the development and acquisition of language in children aged 2.5 years using qualitative methods. Qualitative methods are used by analyzing and collecting non-numerical data. This study collected data through direct observation, listening, and speaking. The data obtained consisted of primary and secondary data. Primary data came from the subjects studied directly from the observation, listening, and speaking phases; secondary data came from people around the subjects studied. Jenar Azmya Dzulhijjah's speech was the subject of the study. The results of the study showed that children had acquired various types of speech, such as occurrence, consonant substitution, consonant deletion, and word truncation. There are speeches that can be pronounced correctly, correctly, and clearly, but there are also speeches that cannot be pronounced correctly.

Keywords: Language acquisition, Psycholinguistics, Secondary.

1. Introduction

Humans are social creatures who need each other and cannot live alone. To interact, humans always need communication, which is not limited to language. Language is a freely chosen sound system or symbol used by society to communicate, exchange thoughts, feelings, work together, and show self-identity. In addition, language also functions as a tool to control society socially.

According to Prayitno (2017:1) every word, utterance, sentence, and use of language has a specific purpose. Pringgawidagda (in Zulkifli, 2009:1) explains that language is the main tool for interaction in human life, both individually and socially. In line with that, Arsanti (2014) explains that language is the most important means of communication in human life in the world, both in the form of written language, spoken language, or only in the form of certain symbols or symbols. Based on several opinions, it can be concluded that language is a very important communication tool for human life and survival.

Children do not realize that they are acquiring language, all they realize is using language to communicate (Yanti, 2016). Dardjowidjojo (2012: 225) states that language acquisition is the process of language mastery that is carried out naturally by children when learning their mother tongue. Everyone basically experiences the process of language acquisition during childhood, everyone has the ability to speak. The field of psycholinguistic research includes children's language acquisition. Psycholinguistics is a field of language study that investigates the process of language acquisition and the variables that influence it. Chaer (2009) explains that language acquisition, also known

as "language acquisition", is a process that occurs in a child's brain when he learns his first language or mother tongue.

Language acquisition can be in the form of first language acquisition or mother tongue, second language acquisition, or third language acquisition. First language acquisition or mother tongue occurs when children have not mastered another language other than their mother tongue. Second language acquisition occurs after someone can use their first language or mother tongue. Based on the explanation, it can be concluded that first language acquisition occurs in childhood before entering school age. After entering school age, they begin to enter the stage of acquiring a second or third language. However, children aged 0-5 years (pre-school age) may still acquire their first and second languages simultaneously, depending on the influence of the surrounding environment. However, these children tend to master their first language better than their second language.

Language acquisition in children includes three main aspects, namely phonology, morphology, and syntax. Phonology is related to phonemes, which are the smallest sound units that can distinguish meaning, morphology is related to word structure, while syntax is related to sentence structure. The process of language acquisition in each aspect takes place gradually. At the age of 0-3 years, children focus more on the phonological aspect, where they tend to imitate the speech and words of their parents and those around them, considering that children's language development is still limited at this age. When children enter the age of 3-5 years, they begin to be more active in understanding the morphological and syntactic aspects, although their understanding is still not fully mature. According to Andini (2018), children's language development is greatly influenced by the use of everyday language used in communication and interaction by parents and the surrounding environment. In line with that, Khotijah (2013: 1-2) also explains that language acquisition and mastery occurs because of the strong social relationship between children and native speakers in the language environment.

Language acquisition in children in the field of phonology is one of the important aspects in linguistics that studies phonemes. Phonemes themselves are the smallest sound units in a language that have the ability to distinguish the meaning of words (Siswanto, 2012: 81). Initially, children may only be able to produce simple sounds. However, over time and through a continuous learning process, they will become more skilled in producing various more complex vowel and consonant sounds. This process, according to Latip (2015: 17), takes place gradually, and children will increasingly recognize and master the pronunciation of sounds in their language. Success in acquiring phonology also depends greatly on the surrounding environment, social interactions, and language stimulation received by children from parents and the surrounding environment.

If parents speak to their children using Javanese as their first language, then the language that will be mastered and developed in the child is Javanese, which is their first language in the language acquisition process. As explained earlier, the language development of children aged 0-3 years is still very limited. Therefore, it is often found that toddlers aged 0-3 years speak in an unclear manner, making it difficult to understand the meaning of their speech. This happens because their language development is still limited, phoneme pronunciation is not yet perfect, and language structure is not yet

regular. Although the language of toddlers tends to be difficult to understand, their memory ability at that age is faster than at an older age. Parents need to understand this condition and continue to provide stimulation so that children can acquire language well, so that their language development becomes more optimal. The age between 2.5-3 years is a very ideal and productive age for children, because at this age children are very responsive to the language used by their parents and their surroundings.

Based on the explanation above, the author is interested in conducting a study that analyzes the development and acquisition of language in children aged 2.5 years. This study focuses on one 2.5-year-old child who lives in Sindang Hamlet, Karangkemiri Village, Pekuncen District, Banyumas Regency, Central Java. The purpose of this study is to analyze and describe the development and acquisition of language in children aged 2.5 years. The benefits of this study are to provide contributions, enrich, and add insight in the field of psycholinguistics, especially related to the process of language development and acquisition in children.

2. Method

This study uses a qualitative descriptive method. According to Sugiyono (2018:213), a qualitative research method is a method based on philosophy and is used to conduct research in scientific conditions (experiments). In this approach, the researcher acts as an instrument, with qualitative data collection and analysis techniques that emphasize meaning. The data collected in this study are in the form of spoken words that will be transcribed into written form (Moleong, 2004). In addition, Pratiwi (2021) stated that a qualitative approach is a research approach that presents research results in descriptive form, by including sources and other supporting information during the research process. In this approach, the data obtained will be analyzed and explained further.

Data collection in this study used three methods, namely direct observation, listening, and speaking. Direct observation is a data collection technique by observing the research subject directly. The listening method is in line with direct observation. According to Mahsun (2007), the listening method is divided into two techniques, namely the free listening technique involving speaking (SBLC) and the listening technique involving speaking (SLC).

The author applies these two techniques to analyze the development and acquisition of language in children. In the free listening technique involving speaking (SBLC), the researcher only functions as an observer, observing and recording the child's behavior without interacting directly with the child. In this observation process, aids such as audio or video recordings are essential. In addition to SBLC, the researcher also used the listening technique involving speaking (SLC), where the researcher not only observes, but also plays an active role in communicating with the child to obtain more accurate and in-depth data.

The data obtained in this study consists of primary data and secondary data. Primary data is obtained directly from the subjects studied through several stages of observation, listening, and speaking. Meanwhile, secondary data is supporting data collected from people around the subject. This research lasted for two months, namely from December

2021 to January 2022, with the subject being a 2.5-year-old child in Sindang Hamlet, Karangkemiri Village, Pekuncen District, Banyumas Regency, Central Java.

3. Results

Identity

Name: Jenar Azma Dzulhijjah

Age: 2.5 Years

Address: Sindang, Karangkemiri, Pekuncen District, Banyumas Regency

Mother Tongue: Javanese

Table 1. Research Data December 2021

No.	Time	Original Sayings	Children's Sayings	Translation
1.	Monday, December 6, 2021	Paper	Paper	Paper
		Grandmother	Old	Terms for grandmother
		Closed	Closed	Closed
		In Wrap	In Wrap	In Wrap
2.	Monday, December 13, 2021	No Meatballs	No Meatballs	No Meatballs
		Ice Cream	Ice Cream	Ice Cream
		Whose room is it?	Whose room is it?	Whose room is it?
3.	Monday, December 20, 2021	Handphone Jenar	Handphone Jenar	Handphone Jenar
		Prayers	Prayers	Prayers
		Father works	Father works	Father works
4.	Monday, December 27, 2021	Shinta is really upset	Shinta is really upset	Shinta is really upset
		Miss Tyara, come home quickly	Miss Tyara, come home quickly	Miss Tyara, come home quickly
		Assalamualaikum	Mikum	Assalamualaikum

Based on the data above, there are various variations in pronunciation. Some utterances can be pronounced correctly, correctly, and clearly, while others cannot be pronounced correctly by children. Observations made in December 2021 showed that children's language development and acquisition are more dominant in the phonological aspect.

Monday, December 6, 2021.

The word 'Paper' is pronounced "Ketas". In this pronunciation, the phoneme [r] is omitted because the child still has difficulty pronouncing the phoneme [r], so the phoneme is not heard in speech. The word 'Mama Tua' is pronounced "Tuwa". In this pronunciation, there is a shortening of the word, where the child only pronounces the second word, 'Tua', and inserts the phoneme [w] between the words. The word 'Tutup' is pronounced "Ntutup". In this pronunciation, there is an addition of the phoneme [n] at the beginning

of the word. The word 'Bungkus' is pronounced "Mungkus". In this pronunciation, there is a change in the phoneme [b] to the phoneme [m].

Monday, December 13, 2021.

The word 'Ora' is pronounced "Ola". In this pronunciation, the phoneme [r] changes to the phoneme [l] because the child cannot pronounce the phoneme [r] correctly. The word 'Bakso' is pronounced "Baco". In this pronunciation, the phoneme [k] is removed, and the phoneme [s] changes to the phoneme [c]. The word 'Ice cream' is pronounced [Es Kim]. In this pronunciation, the phoneme [r] is removed because the child cannot pronounce the phoneme correctly. The word 'Kamar sapa kuwe?' is pronounced "kama sapa kuwe?". In this pronunciation, the phoneme [r] is removed, and the child begins to use interrogative sentences that consist of more than one word, showing the child's language development.

Monday, December 20, 2021.

The word 'Hape Jenar' is pronounced "Hape Jenan". In this pronunciation, the phoneme [r] changes to the phoneme [n] because the child still has difficulty pronouncing the phoneme [r] correctly, so he replaces it with a phoneme that is easier to master. The word 'Sholat-sholat' is pronounced "Sholat-sholat". The child can already pronounce the word 'Sholat' correctly and clearly, although sometimes there is still a change in the phoneme [o] to the phoneme [u]. The word 'Bapak kerja' is pronounced "Bapak keja". In this pronunciation, the child still has difficulty pronouncing the phoneme [r], so the phoneme is removed in the word 'kerja'.

Monday, December 27, 2021.

The word 'Jungkel ning kene Shinta' is pronounced "Jungkeng kene Shinta". The child can already pronounce three words at once quite well, although there is a change in the phoneme [l] to the phoneme [ng] and the removal of the word 'ning'. This is because the child is not yet able to pronounce longer sentences or more than three words, so he still has limitations in pronunciation. The words 'Mba Tyara gegiyan wangsul' are pronounced "Bala gyan sasul". The child can already pronounce three words at once, but is not yet able to pronounce more than three words. Therefore, the child simplifies the word 'Mba Tyara' into one word, "Bala", by removing the phonemes [m], [t], [y], and changing the phoneme [r] to the phoneme [l]. The word 'Assalamualaikum' is pronounced [mikum]. Because 'Assalamu'alaikum' is not part of the child's mother tongue, the child has difficulty pronouncing it completely and correctly. The child then simplifies the sentence by only pronouncing the last part, namely 'ikum', which is then inserted with the phoneme [m] in front of it.

Table 2. Research Data January 2022

No.	Time	Original Sayings	Children's Sayings	Translation
1.	Wednesday, January 5, 2022	How is this brother?	How is this brother?	How is this brother?
		Jenar pointy	Jenar pointy	Jenar pointy
		Chicken Jenar	Chicken jenar	Chicken jenar
2.	Wednesday, January 12, 2022	Aunt Nita	Aunt Nita	Aunt Nita
		No answer	No answer	No answer
		Aunt Nita, come home quickly	Aunt Nita, come home quickly	Aunt Nita, come home quickly
		Thank you, Aunt Nita	Thank you, Aunt Nita	Thank you, Aunt Nita
3.	Wednesday, January 19, 2022	Watch television	Watch television	Watch/see television
		Come home, Aunt Nita misses you	Come home, Aunt Nita misses you	Come home, Aunt Nita misses you
		Eat snacks	Eat snacks	Eat snacks
4.	Wednesday, January 26, 2022	Aunt Nita misses Jenar and doesn't play	Aunt Nita misses Jenar and doesn't play	Aunt Nita misses Jenar and doesn't play
		Dear aunt nita	Dear aunt nita	Dear aunt nita
		Allohumma shoyyiban	Allohhuma yiban	Allohumma shoyyiban (excerpt of prayer during rain)

Based on the data above, there are variations in pronunciation. Some utterances can be pronounced correctly, correctly, and clearly, while others still cannot be pronounced perfectly by children. Observations made in January 2022 showed that children's language development and acquisition were more dominant in the phonological aspect, while sentence structure (syntax) was still ineffective.

Wednesday, January 5, 2022.

"Primen yayu kie?" pronounced "primen yayu kie?" Children can already pronounce the phoneme [r] correctly in their speech, but the sentence structure is still irregular and ineffective. "Primenyayukie" in Indonesian means "How is this brother?", and the correct sentence is "primenkiyeyayu?", which means "How is this brother?". the word "Jenar mancung" is pronounced "Jenar mancuk". In previous observations, children were able to pronounce the phoneme [ng]. However, because it was the first time they heard the word "mancung", the child was not used to it, so they unconsciously omitted the phoneme [ng]

at the end of their speech. and "Kentaki Jenar" is pronounced "Taki Jenar", which means fried chicken coated in flour or known as chicken.

Wednesday, January 12, 2022.

"Lik Nita torajawab-jawab" is pronounced "Kitaa tidak jawaban". This utterance was obtained from interviews conducted by researchers with children. The child uttered the sentence quickly when the researcher did not provide a direct answer. As a result, the morpheme [Lik] was removed and the phoneme [a] changed to [e] in the word "jawab". In addition, the child continued to pronounce the word "Nita" as [Kita]. According to other observations, the child should have been able to pronounce it correctly, but either because of habit or environmental influence, the child continued to follow it.

"Lik Nita cepat balik" is a translation of "Kitaaa cepat balik". In this utterance, the same thing happened as the previous utterance, namely the removal of the phonemes [s] and [u] and the change of the phoneme [n] to the phoneme [k]. In addition, the word "Suwun Lik Nita" is pronounced as "wun Lik Kita", which means "thank you Aunt Nita."

Wednesday, January 19, 2022.

In the utterance, "ndleng tivi" means "watch TV", and the phoneme [e] is removed. In addition, the utterance "Balik Lik Nita, balik kangen" means "Balik Kita balik kangen", and there is a loss of phonemes [l] and [a] in the word "lagi". The structure of the utterance is still irregular and ineffective. The child's phrase is, "Auntie Nita is home, Jenar kangen." Although the structure is unclear or reversed, the sentence can still be understood clearly. In the utterance, the word "maem jajan" is pronounced with the phoneme [m], which means "eat snacks".

Wednesday, January 26, 2022.

The utterance "Lik Nita kangen Jenar, Ora dolan" is pronounced as "Lik Kita kangen Jenar, Ora dulan." In the utterance, the word "Nita" is changed to "Kitaa", the word "dulan" consonant "o" is changed to "u". the utterance "Sayang Lik Nita" is changed to "Sayang Kitaa". In addition, the word "Nita" is changed to "Kitaa", and the next utterance is "Allohumma shoyyiban" means "Allohhuma yiban" in Arabic. The utterance occurred when the researcher was talking to the child. The researcher tried to force the child to read a prayer when it was raining. In addition, the child still faced difficulties because the utterance was basically not his mother tongue. The child quickly understood and responded to it. In the utterance, the morpheme "shoy" was removed from the word "Shoyyiban".

4. Discussion

Based on the results of the study, Jenar, who is 2.5 years old, showed relatively rapid language development and acquisition. Observations conducted in December 2021 showed that Jenar's language development was more dominant in the phonology aspect. In terms of phonology, Jenar still has difficulty pronouncing the phoneme [r]. For

example, she pronounces the word 'ora' as [ola], and 'Jenar' as [Jenan], as well as several other words. However, in observations conducted in January 2022, Jenar was able to pronounce the phoneme [r] more clearly and precisely. In addition, she was able to pronounce sentences consisting of two, three, and even four words. However, in terms of syntax, Jenar still has difficulty in forming regular and efficient sentences, such as reversing the order of words or repeating words, which can make it difficult for people who are not used to hearing her speech to understand the meaning she wants to convey.

Jenar is a very active child, and her language development between December and January is quite rapid. One of the habits that supports her development is her ability to imitate words and speech heard from parents and her surroundings. The process of language acquisition in children is greatly influenced by various factors, including genetic or natural factors, the role of parents, and the social environment around the child. Therefore, good attention to children's language development is very important, because this will affect their language skills in the future. If children are accustomed to using inappropriate or wrong language, these habits tend to be carried over into adulthood. Therefore, it is very important to provide correct language guidance and stimulation from an early age so that children can master the language well.

5. Conclusion

Language is a very important communication tool for human life and the continuity of social interaction. Every individual has the ability to speak because basically all humans go through the process of language acquisition in childhood. Language acquisition itself is a natural process in which children gradually master their mother tongue. At the age of 2.5 years, children's language development and acquisition are often seen in the phonological aspect, especially those related to phonemes. Based on the observations made, it can be concluded that Jenar Azmya Dzulhijjah shows relatively rapid and good progress in the process of her language development. In terms of phonology, although she has difficulty pronouncing the phoneme [r], she has shown progress. Meanwhile, in terms of syntax, although the sentence structure used is not yet completely regular, Jenar can already express sentences consisting of two, three, or even four words. The sentences she utters can also still be understood clearly, although not yet completely perfect.

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