

An Analysis of Acquiring the First Language Acquisition for the Child of a 3 Years Old Blumbungan Pamekasan

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Abstract

To generate and use the word or sentence requires a science or field to discuss it, and the theory is psycholinguistics. Psycholinguistics covers three main points, Language production, perceptions of language and language acquisition. Language production refers to the process involved in creating and conveying meaning through language. Perceptions of language refer to processes involved in interpreting and understanding both written and spoken languages. Language mastery refers to the process of getting a native language or a second language.

The researcher formulates one research focuses in this research, How does the child get the first language in psycholinguistics based on the piaget jean's perspective? So the goal of the focus of the problem is to describe how the child gets the first language in psycholinguistics according to the piaget jean's perspective.

The researcher use qualitative research approach especially descriptive research. The data taken from the a child interacts with his friends as well as between his parent and how a child recognizes each surrounding object, and also interviewing the parents in child's intellectual development in every day. Data analysis indicates that children can speak their first words or first language of Madura at less than 3 years of age.

Keywords: Language Acquisition, Acquiring First Language, Language for Child

INTRODUCTION

Process of language acquisition will not be independent of a child's cognitive development. From cognitive development its self would create a new vocabulary a child has by giving symbols to what the child knows. Start with the simple things that a child could acquire the first language on his own. Children will directly experience the development of vocabulary when they are one and a half years old and it is the result of the transition from intellect to the representation of reason.

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate. Every human must have a language that he possesses, whether its body language or language spoken in words. In the acquisition of language, man would undoubtedly go through his name processes and processes as well. Examples for children ages 3, where children as young as one year still can't speak the words and need to be copied by their parents. Different with a 2-year-old child where she could express the words "mom and dad" as clearly as "mom and dad" and already mimicking an adult's words at the end of a word. First language acquisition or also known as the Child Language Acquisition is a process whereby children from infancy through early school years acquire their first languages.

Language acquisition is an inseparable part of overall cognitive development, and specifically as part of the framework of symbolic functions. For Piaget, language is the result of the development of the intellect as a whole and is a continuation of simple behavior patterns. As for the above, Piaget also argues that the process of language acquisition will not be independent of a child's cognitive development. From cognitive development itself would create a new vocabulary a child has by giving symbols to what the child knows. Starting with the simple things that a child could acquire the first language on his own. Children will directly experience the development of vocabulary when they are one and a half years old and it is the result of the transition from intellect to the representation of reason

We use the words learning and acquisition interchangeably, although they are sometimes used in the second language literature to distinguish between conscious and subconscious language development. When we are asked the differences between learn and acquire surely few of us can answer our questions correctly. But the two have clearly different meanings. The word "learning" is in form and is used in formal circumstances, while "Acquire" is more to the formal environment.

Many experts believe that children use or have the same strategy when acquiring their first language. This is proven in biology and nerves owned by humans. Furthermore, in language there is also a universal concept that makes children mentally aware of its universal nature. Universal here means environment, every child either when he can't speak his first language or he can speak a word or two of them will introduce or teach the child to interact with the environment

At the age of 3 in a psycholinguistics has been explained in detail that at this age a child can take it or use its first language. It's just that not all children can speak their second language so clearly and so structured at the age of 3. Because this study deals with the acquisition of children's first language, researchers are doing research on children of 3 years. The study was focused on 3 year old children to get accurate data results and to make the research easier

In Blumbungan village there are some child that has a difference in their motor skills to know the things around them. Base on the statement above, the researcher interests to conduct a research about a case study at the child's first language acquisition at 3 years old in Blumbungan village in psycholinguistic based on Jean Piaget perspective

LITERATURE REVIEW

Definition of First Language Acquisition

The introduction of the first language is very closely related to cognitive development. The reason why the first language is so closely related to a child's cognitive development is because first, when a child is able to utter a comprehensive grammatical word, it does not mean that the child has already mastered the language. And the second reason is that the person being talked to by the child should be able to acquire cognitive categorically speaking the language. A child's cognitive development is discussed more extensively in the acquisition of a second language than in the process of reusing the first.

Language acquisition takes place in mid conversation. Adults and children talk to each other, adults expect children to respond to requests and comments, and to indicate to their interlocutors what they are interested in as well as their needs and wants. Adults will always expect them to be able to respond to what they have to say. And the child will strive to make it possible for them to accomplish what adults want them to do. Although sometimes adults will treat their conversation with their child as a joke without the seriousness of it.

Yet, not all children have the intellectual high regard for the acquisition of this first language. Some children lack the ability to receive a new knowledge, from genetic factors, stress while in the womb or other factors. Even so, they managed to acquire their first language well despite their different mastering methods.

Unlike children with no keen intellect and slow communication, they may experience some technical difficulties in interacting or communicating with others. For example, in a 3-year-old child whom he should be able to use a sentence but because of the obstacles he myses in his communication he has not been communication sentence properly like any other

Theories of First Language Acquisition By Jean Piaget

Piaget outlined stages of cognitive development of a child which also correspond to stages of language development. These include sensorimotor stage (from age 0-2), pre-operational stage (from age 2-7), concrete operational (7-11) and formal operational stage (from age 11- adult)

a. Sensorimotor (birth-2 years)

The first stage is sensorimotor, begins at birth and lasts until 18 months - 2 years of age. This stage involves the use of motor activity without the use of symbols Withstood this intelligence has had a structure that is based on action and on movements and observations without language. The Piaget argues that this step marks the development of ability and spatial understanding in critical six sub-stages:

1. A sub-stage schematic reflex, appears at birth until they're six weeks old and deal mainly with reflex.
2. A sub-phase of primary circular reaction phrase, from six weeks to four months and with the main teeth with the emergence of habits.
3. Sub-phase of a secondary circular reaction phrase, appearing between ages four to nine months and related primarily to the coordination between vision and interpretation.

4. A sub-phase of secondary circular reactions, emerging from the age of 9-12 months, when the ability to see objects as permanent appears to be different from different angles.
5. The sub-stage circular reaction phrase, appearing under 12-18 months and relating mainly to the discovery of new ways to achieve goals.
6. The initial stage of representation symbolic, has to do with the very first stage of creativity.

b. Preoperational (2-7 years)

The second stage is pre-operation. This stage usually occurs during the period between toddlerhood (18-24 Months) and early childhood (7 years). At this stage children are able to identify objects around them by using symbols in an event called symbolic function. Symbolic function is the intelligence of children to distinguish so-called appendages or deceives. At this stage the child is already capable of doing the delayed impersonation. It means that mimicry is gone or gone, yet children remember it or are mental images

c. Concrete Operational (7-11 years)

The third stage of cognitive development is concrete operational. This stage typically develops between the ages of 7-11 years. Intellectual development in this stage is demonstrated through the use of logical and systematic manipulation of symbol, which is related to concrete objects. At this stage the development of these children experiences a significant development in thinking about the environment.

d. Formal Operational (adolescence adulthood)

The last stage of cognitive development is formal operational or we know adolescence. Adolescents and adult use symbol related to abstract concepts. Adolescents can think about multiple variables in systematic ways, can formulate hypotheses, and think about abstract relationships and knowledge. At this stage the child has been able to think based on a proposition or a hypothesis and no longer think as concretely as at the previous stage. In the formal stages of this application one already understands what the name of love, logical evidence, and values are.

Piaget saw language as a symbol system that could be used to express knowledge acquired thought interaction with the physical world. From here children will develop the knowledge they gain by involving their surroundings in the d. They will be better able to remember when involved with the objects surrounding them.

Process of Acquiring Language

In the process, children are not necessarily the same and have different differences. The process itself would determine the level of understanding and intelligence of the child itself.

Two processes occur when a child is applying for his first language, a competence and pre formation process. Both processes are different from each other.

- a. Process competence is the process of mastery of the grammar that takes place unconsciously. Process competence has two process which is a requirement

for the occurrence of process performance, namely the process of understanding and the process of issuing or process of producing sentences.

- b. Performance is a process by which children already mastered competence into linguistic ability so that children have the ability to understand and bear or publish new sentences

The process of unifying the child's first language, the Piaget defines a hypothesis named "cognitive totality. According to this theory language is obtained based on cognitive structures for the derelict.

According to Arifuddin, language acquisition is divided into four stages

- a. Stage pre linguistic
- b. Stage one word
- c. Stage two words
- d. Many stage of word

Psycholinguistic

Psycholinguistics is the study of the psychological and neurobiology factors that enable humans to acquire, use, comprehend and produce language. It's mean that people in their language acquire their language whether first or second through the factors of the psycholinguistic itself

Psycholinguistics attempts to describe the psychological processes. That take place when a person says sentences that he hears when communicating, and how the language is acquired in time Communicating Psycholinguistics involves cognitive processes that can produce grammatically correct sentences from the vocabulary and grammatical structure, as well as processes that enable it to capture phrases, words, and so forth

There are several aspects involved in the acquisition of language, that is phonology, morphology, syntax, and semantics.

- a. Phonology is the sound system of a language, including sound used and how sounds-it can be combined (menn & stoel-gammon, 2005). The phonem is the basic unit of sound in a language, the phonem is the smallest of sounds which influences meaning
- b. Morphology refers to the sense units involved in word formation. Morpheme is a minimum of meanings, it is a word or part of a word that cannot be broken up into smaller parts that have meaning
- c. Syntax involves integrating word-words to compose acceptable phrases and sentences.
- d. Semantics refer to the meaning of words and sentences. Each word has a set of characters-a trait of semantics or attributes-attributes that are needed related to meaning Characteristics of language enrichment in the semantics aspect children use certain words based on the similarities in motion, size, and shape

Previous study

The first previous study of this research is "A Case Study of Child's First Language Acquisition Based on Stage of Language Development at Bringin Nunggal Village" This study was proposed by Badriyatul Maulidya from IAIN Madura. It focuses on some of the theories of linguistics scientists in the process of child mastering first language the results of this study suggest that in the theories the

results have differences of opinion in each theory. There is an error of psycholinguistic) the study was proposed by Yosep Trinowismanto from Sanata Dharma University, Yogyakarta. It focuses on the process of language acquisition in terms of phonology, morphology, syntax in kids 0-3 years of age. The results of this study is "There is an influence in each step a child goes through in obtaining a child's first language"

The second previous study is "Pemerolehan Bahasa Pertama Anak Usia 0-3 Tahun Dalam Bahasa Sehari-hari (Tinjauan Psikolinguistik)" The study was proposed by Yosep Trinowismanto from Sanata Dharma University, Yogyakarta. It focuses on the process of language acquisition in terms of phonology, morphology, syntax in kids 0-3 years of age. The results of this study is There is an influence in each step a child goes through in obtaining a child's first language.

The similarity that exist in the two previous studies above with this research is that for the first previous study uses several versions of the scientists to establish a difference of opinion from them, while for the second previous study both examined things that could affect child's first language acquisition.

METHOD

In this research is qualitative approach, and the researcher will use descriptive research because the researcher wants to describe how the children acquire the first language in psycholinguistic based on Jean Piaget perspective.

The researcher here plays role as the instrument of the research in collecting data, because the researcher can directly interact with the respondent and collect data. Research setting is a location or place for conducting research in this research, the researcher chooses children at 3 years old in my house actually in Blumbungan Village, Larangan, Pamekasan.

Research setting is a location or place for conducting research. In this research, the researcher chooses children at 3 years old in my house actually in Blumbungan Village, Larangan, Pamekasan. The researcher chooses this ages because in this age children have begun to understand and use their first language in interacting and responding to other people's conversations and already to recognize the objects around them.

The data of this research are taken from the children and the interacts with their friends as well as between their parent and how a child recognizes each surrounding object, collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. In collecting the data of the research, the researcher will use three techniques, like observation, interview, and documentation

Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions. Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation.

FINDINGS

How Does the Child Acquire the First Language in Psycholinguistic Based on Jean Piaget Perspective in Blumbungan Village?

The interviews with 5 people as a mother of children wanted to be researched by researchers. Interviews are conducted in two ways by face to face interviews and interviews through social media (WhatsApp). They explain how their children are developing according to questions that researchers have asked them.

Here is an explanation of five mothers who've studied interviews:

Informant 1

"He started speaking his first language at the age of 19 months, but at the age of 2 he spoke his language clearly. Understanding is understandable, of course, but only the vowels he wants out are a little difficult to pronounce. As a parent he would talk to her as much as possible. If my child imitates what others say, then I take it with me to learn more about good and bad language to be able to mimic animals eased with animals around them"

Informant 2

"Early talk is 10 months old with a " Pak, Ya "is the first to say and some other cowboys with just a's like "Mak". All this time at alhamdulillah in child I have not found any difficulty at earning the vocabulary. I talk a lot more about whatever we're seeing, what we're hearing and what we're doing, and I sing a lot of songs together. Singing about everything in my own notes and lyrics, and I used to talk in two directions so far that my son used to talk and tell stories. Thank god.

Informant 3

"Aulia, for the past two years, he can tell your mom. Alhamdulillah is not available because aulia son is active, and in receiving her vocabulary she quickly grasp the two-three words she can impersonate. A mother is important for a child's vocabulary. You talk to your kids, you play around the house, you add a 2-d street to the kids

Informant 4

"When Dea was 20th months, she can speak and can imitate the language of parents, either Madura or Indonesian There are must be difficulties, since a child who has just learned to speak has difficulty imitating the language that the parents or others have spoken. Increased emphasis on engaging in speech will make it easier for a child to use his vocabulary, as the child a tan early age is more sensitive to speaking.

Informant 5

"Anam was able to speak his first language at 19 months of age and experience development when he was 2 years old. Since being able to speak Anam has difficulty in enunciating that he can clearly say the word. In addition, Anam also had difficulty recognizing and memorizing what I had taught or teaching teachers. Like the letter "alif" she has not been able to remember despite being taught over and over again. However, despite his weaknesses, Anam was one who responded more readily to listening than to reading. He would rather sing or meditate on his own than be told to guess writing or color. As a closer mother to child, I constantly encourage her to keep learning and repeating what she has learned before so that she can remember more

The mastery of child language involves two skills, the ability to produce speech spontaneously and the ability to understand the speech of others. Surely these skills belong to each child because the child is naturally introduced to the surroundings in order to improve the cognitive development process Spontaneous lying down because of the introduction and observation of what a child is saying. As well as an ability to understand speech from others, children are more likely to understand the words that others say because they are spoken repeatedly by others So based on the explanation above, there are several differences between each child in speaking their first language. Besides the constraints kids run in different ways and motherhood is essential to a child's future in developing their language skills.

DISCUSSION

This section concern to one major discussion referred to statement of the problem in chapter one. It is how the child acquire first language in psycholinguistic based on Jean Piaget perspective in Blumbungan village. The researcher discusses about the result of this research compare with the theory dealing with this study. How Does the Child Acquire the First Language in Psycholinguistic Based on Jean Piaget Perspective in Blumbungan Village?

The first sources state that the child now over 3 years of age is able to speak or use his first word or first language at the age of 19 months before turning two. At this age it is common for children to be able to utter a single word from their mouth. According to Jean Piaget, that in children less than two years of age they can speak words without a symbol. The symbol here referred to is that of an object that the child does not believe exists. Children still do not know what is around them because they have not been able to identify them.

At the age of 3, a child could already say words and even phrases that have evolved from before. Children may say one word at first, but with age they will gradually allow each other to combine from one word to another to form a sentence. But at the age of 3, even if a child is able to say a word or even a sentence correctly in the child's mind, it is not in the case of a parent or someone else. Words or words a child says are not necessarily understood by others. Sometimes the mother herself doesn't understand what the child is saying. In other words, the mother or someone else would understand if it referred to the child. The child will give his mother what direction he means.

A child's first obstacle to uttering the first word is due to difficulty in uttering the word. A child is so rigid in his own words that the sound of the word is unclear and understood only by the child. Increasingly, children need the care and affection of their parents. The role of parents is essential in the life of the child. Because based on the above interviews with sources as mother of the child, it explains how she plays a role in educating her child so that she can match up with children of her own age. The mother teaches her child to interact with others. The mother daily invited her child to play with her friends. That way the children will feel happy and have someone to play with. From that, indirectly, the child's social interaction will take place and evolve on its own. The mother also encourages her to interact with such animals as cats, rabbits, chickens, cows, or other pets. That way not only will

children play with one another but children will also be able to play with other living things.

The second explains that his child has been able to utter his first words since the age of 10 months. This child belongs to the children who are faster at uttering the words than the other children. Usually for children in general they can say their first words after they are a year old. It must be the first word out of a child's mouth, the word "mom," which means mom. The word is repeated many times by the child. However, even if the child is able to say the word, the child will still say it to everyone he meets. In other words, even if a child could already say the word "mom" which he thought was to call his mother, it would be the same as calling someone else by it. Because the child hasn't been able to distinguish a nickname from him to anyone or other than his mother.

From the explanation of these two sources, it turns out that his son did not experience or have any impediment to receiving his first language. Her mother asserted that the child was, in a sense, an active, talkative child. Of this delight the mother of this child takes advantage of this excellent opportunity to casually teach the child to be more active in speaking. Because of this a mother teaches her child to be able to sing and say as her mother says. The mother will try whatever it takes to make her son do what she says. Here a mother must master many of the child's songs so that the child has more knowledge of singing. Not only does the song that matches the original song but it changes the song differently so that the child will not feel bored by the songs the mother sang in the same tone.

Singing is something that others might take for granted, but not for a mother who is lacking in mastering the song. That's because it's something that you do outside of your job every day. For a mother who is lacking in singing will have difficulty entertaining children and children will soon feel bored to engage in their activities with her mother. On the other hand, it turns out that singing is quite fun when it comes to entertaining children and becomes a job that makes the child feel good and unbored when it is with the mother. For a mother who is truly fond of singing, she will find that all the work she does with her child will be spared and may be able to do so easily without having to think of anything else that makes the child happy and fun while only with her mother.

The third also shares the same explanation as the second. But the difference at a child's age in uttering his first word. She explains at what age her children can speak their first language or the first word that comes out of their mouth. At age 3 the child can say his first word or his first language. If a second source explains that the child can say his first words at 10 months of age, yet, unlike the child of a third says that the child does not get to say his first words until he is 3 years old. It's a late speech compared to a second child. But it does not matter for two years to be able to say their first words to a child.

In terms of role, a third source also explains her role as a mother who plays an important role for her child. This mother says that her role is vital to her child's progress in growing and developing. This mother explained how she was using rather simple means of merely interacting with her neighbors. Each morning the mother takes her children to play with the children in the neighborhood and interact with them. This mother not only teaches her son to play with his mother but also

teaches him to interact with others. That way the mother shouldn't have trouble teaching her child. Neighbors or friends will join the child in talking to him in their own language without having to think of a word that a parent should understand. It's rated pretty good for a child in getting new words from someone else.

The fourth source explains the introduction of the first language or at what age children are able to pronounce the first word. From this fourth source, she explained that her son had begun to utter one word from his mouth at the age of 20 months. Here's the boy for the first time he could say a word he'd already got from someone else. In these 20-month-old days the child has begun to babble or even shout as if to express his happiness. The child is active and can gradually mimic what others have said or done.

When it comes to doing something, the child will be independent and feel that he or she does not need help from others. It's because he felt able to do it on his own without involving anyone else. Surely in doing something when he can't achieve what he wants, they get angry with Shouting. From this incident the child will say a sentence to show what he wants. Not far from the rest of the children, however, the child is also experiencing the difficulty of saying the word or what he wants to say. Therefore they need someone else to follow through with his or her will against the different. Besides, the person with whom he lives or beside him should be able to interpret himself or should understand what the child means.

The parent or mother here when questioned about her role as the mother of this child who nursed and raised this child is certainly more aware of what you have to do and what you should not do. This mother described her role as essential to her child. The role of a mother must be as controlling or controlling the child as best she can. This mother has a way of applying that role to her child. That way is to talk to your children. With conversation the mother also teaches her child to obtain other words that the child has not previously acquired. That way the child can increase the vocabulary he receives from his mother's conversation.

The fifth source explains that her son Anam was able to speak his first language when he was 19. Like all the other children, the first word he uttered was Madura as his first language. And by the time he was two he had clearly spoken word for word and was understood by someone else or someone he was talking to. But while remembering a new vocabulary is possible, it is not impossible for him or the parents to have a critical role in developing a child's vocabulary.

CONCLUSION

Based on the results of research conducted by researcher and have produced finding and discussion, researcher can make a conclusion is:

In most cases a child will be able to speak his first language at the age of one year or older, but it is possible for a child to utter his first word before the age of one year. Usually the first word a child says is "mak". And as the months and years of children become more active in speech and action. Between girls and boys will tend to be more active boys than girls.

Besides all of this, parents must play an important role in growing the child's thought and interaction with others, especially for a mother who is closer to or more engaged in the same child activity. Children respond more quickly to what mothers

say than others. Some ways parents develop a child's thinking power, such as teaching and singing, listening, talking with others or playing with pets, and so on. And the child becomes more active and clever based on the upbringing of the parent and the environment. A good environment makes a child with a good speech and bad upbringing grow bad character.

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