Multidisciplinary International Journasil of Research

Journal homepage: https://publishing.impola.co.id/index.php/MIJR

Child Language Acquisition: A Study on Psycholinguistics

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Abstract

This research aims to investigate the child language acquisition. It was done at Universitas Kristen Indonesia during 3 months from April to June, 2023. The mehtod of the the study used was a qualitative research with a library research design. In order to be able to answer the problem of the study, the researcher utilized the published research results, books, articles (online) related to this topic as a source of data. These sources were taken from google schoolar, Universitas Kristen Indonesia Library, and from research gate. The result of the study was that parents should be patient and painstaking in teaching children to learn languages because the child is already equipped with language skills. Children's language skills go through certain stages, so parents should always accompany their children in the stages of language acquisition.

Keywords— Acquisition, child language, psycholinguistics, stages

I. INTRODUCTION

In interaction, there must be communication; in communication, there must be language in contrast to animals that use instinct to communicate with other animals. The language humans use in any part of the world is generally the same because language is universal. The difference lies in the variety of languages; for example, people in England use English to communicate, people in Indonesia use Indonesian, people in France use French, and so on. This paper examines the acquisition of language in humans. Human language is acquired since humans are in the womb, but this paper only examines language acquisition when it is born. "Language acquisition is usually distinguished from language learning, language learning is related to the processes that occur when a child learns a second language after he has acquired his first language" [1]. Another opinion said that "language acquisition relates to the first language, while language learning relates to the second language and learning a language is forming habits resulting from positive reinforcement input, habits from being right, and negative reinforcement from mistakes" [2]. The child is a blank canvas in language learning as a set of habits through imitation. Errors are seen as unwanted distractions from the habits in a child's first language.

"The term acquisition means the language mastery process by children naturally when they learn their mother tongue (native language). This term is different from learning, a process carried out at a formal level. Thus, the process of children learning to master their mother tongue is acquisition, while the process of people (usually adults) learning in class is learning" [3]. The term acquisition (acquisition) means the language mastery process by children naturally when they learn their mother tongue (native language).. Based on these opinions, language acquisition is a process when children acquire their first language. In contrast, language learning is a process when children acquire a second language.

In general, humans can perceive and then understand other people's speech, the first element humans must master in language. Humans can only produce speech if he knows the rules that must be followed that he has acquired since childhood. Language acquisition in adulthood gives rise to different forms of language than language acquisition since childhood is closely related to the structure and organization of the human brain.

II. RESEARCH METHODOLOGY

In writing this study, the researcher used the Library Research research method. The meaning is a literature research. This type of research is used by the author to obtain theoretical data as a basis for scientific theory, namely by selecting and analyzing relevant literature with the title to be researched. Library study according to Muhamad Nazir is a data collection technique by conducting a review study of books, literature, notes and reports related to the problem to be solved, while according to Danial Endang AR. Library study is research done by the researcher by collecting a number of books, magazines, leaflets, which are related to the problem and purpose of the research. The book is used as a source of data that will be processed and analyzed as is often done by historians, literature and language experts Based on the understanding above, it can be concluded that the library research method is research carried out by researchers by studying and analyzing books, literature, magazines, notes and reports related to the topic of this study "Child Language Acquisition" to be researched in a way that books, literature, magazines, notes, and reports are used as sources of data that will be processed and analyzed.adapun sumber data yang digunakan pada pnenelitian ini diambil dari Google Scholar, Research Gate dan sumber-sumber online lainnya

III. RESULT AND DISCUSSION

A. Language Acquisition

The predecessors took several actions to find out the languages spoken by their children, such as isolating (King of Egypt, Psammetichus I) and recording his son's language development in diary entries. The development of the study of language acquisition into three stages, namely as follows: a) Diary Period (1876-1926) - During this period, the study of children's language acquisition was carried out with the researcher recording whatever the child said in a diary. The data in this diary is then analyzed to conclude the results; b) Large Sample Period (1926-1987) - This period is related to the emergence of a new school of psychology, namely behaviorism which emphasizes the role of the environment in the acquisition of knowledge including language knowledge; c) Period of Longitudinal Studies - The appearance of Chomsky's book Syntactic Structures was the starting point for the growth of mentalism or nativism in linguistics [4; 5; 6]. Contrary to behaviorism, this school emphasizes the existence of natural provisions that are brought when a child is born. This provision makes children everywhere use the same strategy in acquiring their language. The main characteristic of this period is that longitudinal studies require an extended period because what is studied is the development of something being studied from one time to another.

The research methods and designs implemented to study language acquisition are as follows: a) Diary - This method records whatever the child says in a diary. The data in this diary is then analyzed to conclude the results [7]; b) Observation (Natural and Controlled) - This method is in the form of field observations by researchers. Researchers such as Brown searched to find out how their children's grammar developed. In phonology, a study was conducted on how children acquire Indonesian phonology from ages 1, 0-2, 6. Recorded data for various languages worldwide were collected in 1985 in the Child Language Exchange Data System (CHILDES) collection [8]; c) Interview - This method is helpful in checking or re-checking something the researcher wants to know; d) Experimental (Experimental and Controlled) - This method is used by researchers to find out answers to a problem. In this case, the researcher chooses the topic to be studied. Furthermore, the research design used in language acquisition can be Longitudinal (an extended period) or Cross-sectional (the time is a particular point in time, the subject is usually more than one person, and the topic has been determined in advance). Both are observational or experimental. In the observational and natural types, the researcher does not make any interference. Children are allowed to speak naturally in a place not explicitly provided. The researcher arranged the research location in advance in the controlled observational type. The researcher determines whether a situation will produce the predicted results in the experimental type. In this type, there are two groups, namely the experimental group (the group being studied so that it gets special treatment) and the group (the usual group used as a comparison).

B.   The Language Acquisition Hypothesis

The process of acquiring language in children takes place effectively at the age of under five years (toddlers). This process gradually continues to follow the development of age and experience. The potential for language learning in children under five is high, so that potential needs to be optimized, considering that language acquisition greatly influences other mastery processes when children enter school [9]. So, toddler age is the golden age in language acquisition, so at this time, it must be optimized to maximize children's language acquisition

"Two processes occur in the process of acquiring a child's first language, namely, the competency process and the performance process. Competence is a process of mastering grammar that takes place unconsciously" [10]. This process is a requirement for the performance process to occur which consists of two processes, namely the understanding process and the publishing process or the process of producing the sentences heard. "While publishing involves the ability to issue or publish sentences. If the child has mastered these two types of competency processes, they will become the child's linguistic ability" [11]. So, linguistic ability consists of understanding and generating or publishing new sentences, which in generative transformation linguistics are called language treatment, implementation, or performance. Some theories or hypotheses related to the problem of language acquisition can be described as follows.

1.   The Conscience Hypothesis - Children acquire the competence and performance of their first language in language acquisition. Then because grammar consists of syntactic and phonological components, each as formulas (rules), these three kinds of formulas are first mastered by children in language acquisition [12]. The tool used by children to acquire language skills is the conscience hypothesis (English innate, within, or natural) [13]. This hypothesis was born from several observations made by experts on children's language acquisition. There are two conscience hypotheses: the language and the mechanism conscience hypotheses. "The language conscience hypothesis is an assumption that states that some or all parts of language are not learned or acquired but are determined by the special conscience features of the human organism" [14].

2.   Meanwhile, the mechanism conscience hypothesis states that the process of language acquisition by humans is determined by general cognitive development and general conscience mechanisms that interact with the experience. So the difference between these two hypotheses is that the conscience of language hypothesis emphasizes the existence of an "object" of conscience brought from birth specific to language [15]. At the same time, the conscience hypothesis of the mechanism of the existence of a "thing" of conscience is common to all human abilities.

3.   Tabularasa Hypothesis - Literally, tabularasa means "blank paper" because nothing has been filled [16]. So, the tabula rasa hypothesis states that the baby's brain at birth is like a blank slate that will later be written or filled with experiences. John Locke, an empiricist figure, originally put forward this hypothesis. According to the tabula rasa hypothesis, all knowledge in human language that appears in language behavior results from the integration of linguistic events experienced and observed by that human. Following this hypothesis, "behaviorism assumes that linguistic knowledge consists only of relationships formed by S-R (Stimulus-Response) learning" [17]. The known ways of learning are classical habituation, operant habituation, and mediation or mediation, which have been modified into language learning theories. Operant habituation language learning theory states that a person's language behavior is formed by various rewards that appear around that person. Meanwhile, the mediation or intermediary theory introduced by Jenkin is called "response chaining." This chain of response theory is based on the principle of mediation or the middle of language.

4.   Cognitive Universality Hypothesis - The cognitive universal hypothesis was introduced by Piaget. He says language is a part of cognitive development (intellect). According to the theory based on cognitive universality, language is acquired based on deriamotor cognitive structures [18]. Children acquire these structures through interaction with objects or people around them. There are three stages of children's language acquisition [19]. First, children choose a combination of short sounds from the sounds they hear to convey a pattern of action. Second, suppose these combinations of short sounds are understood. In that case, children will use the same series of sounds but with a phonetic form closer to adult phonetics to convey the same patterns of action or when other people perform the same patterns of actions. In the beginning, this pattern of action always has a relationship with the children, and within that pattern of action, elements are always intertwined, namely agent, action, and sufferer. Third, the first grammatical functions appear, subject-predicate, produces the elements of Subject, Verbal, Object or Agent, Action, and Sufferer. The cognitive universal hypothesis is the same as the mechanism conscience hypothesis in linguistics [20]. Children first develop non-linguistic cognitive processes. After that, they get

the linguistic symbols [21]. So, the acquisition of language depends on the acquisition of those cognitive processes.

C. Language Acquisition Theories

There are two opposing streams, namely, the flow of behaviorism and the flow of mentalism. The behavioristic theory only takes observable behavior as the starting point for its description and explanation, whereas the mentalistic theory takes the structure and mode of consciousness as its basis [22]. In language acquisition, the behavioristic school mainly underlies learning theory, emphasizing the verbal and nonverbal environment. In contrast, the mentalistic school underlies learning theory which emphasizes the physical ability of a child to learn a language. Therefore, behaviorists prefer the term language learning, and mentalists prefer the term language acquisition.

1. Model S-R Skinner Theory (Behavioristic) – "Behavioristic learning theory provides descriptions and explains behavior (language) with the help of the S-R model. In this theory, there is a relationship between a stimulus or stimulus situation (S) from outside or within the organism and a reaction (R) from the organism" [23]. In the behavioristic stance, there is only certainty if S and R are observable. The scientific opinion must take precedence and be based on observable behavior. Behavioristic theory explains the learned behavior of all living things; there is no place for mentalistic notions, such as consciousness, plans, intentions, and concepts. Behavioristic behavior analysis is based on axioms, namely 1) all behavior is the result of stimulation of environmental factors, and 2) behavior can be changed according to environmental changes [24]. Skinner significantly influenced behavioristic psycholinguistics in the US in the 1950s. Skinner analyzes language behavior by examining the variables that determine that behavior. The variables are treated as S and R. Each language utterance follows a verbal or nonverbal S: in the latter case, a stimulus causes a person to produce a particular utterance. Skinner only wants to consider observable behavior - the relationship between stimuli that can be measured objectively and reactions that can be measured objectively and are not influenced by factors that cannot be measured themselves [25]. Skinner's data are utterances of human language, and the conditions under which those utterances are produced are significant. Learning a language takes place under these conditions. As long as individuals experience the same conditions, they will also learn similarly. Differences in learning experiences cause differences in learning ability; the more comprehensive the experience, the greater the proficiency in using language [26]. Thus, language proficiency is achieved through practice and experience. The experience is obtained through the production and perception of speech utterances. In addition, reinforcement is also needed (positive) to achieve a higher level of proficiency. Appreciation from parents is an essential form of reinforcement in the language acquisition process. If a child reacts to an S with an utterance that his environment understands, then the parent's R for that utterance serves as reinforcement. This way, reinforcement of grammatically correct language is triggered, and ungrammatical ones are not appreciated. One R alone is insufficient for learning; repetition must occur [27]. The more repetitions, the better the learning process will take place. Reactions and repetition of reactions are essential for learning anything.

2. Chomsky's theory - There was much criticism and reaction against Skinner's behaviorism (Skinner wrote his theory in Verbal Behavior, published in 1957). The first fundamental criticism came from Chomsky, who discussed "Verbal Behavior" in depth. Chomsky said that human behavior is much more complicated than that of animals [28]. Especially the behavior of language, which is so unique to the human species alone that it is impossible to explain it by the behavior of animals. A description of something so complex as human language behavior may be a description of external stimuli and the human's innate ability to learn a language [29].

3. Mentalistic Stands on Language Acquisition - The mentalistic theory describes, explains, and predicts that learning behavior is based on the structure and mode of consciousness. However, the starting point in mentalistic theories is more in language than learning theory. In behaviorism theory, language acquisition is a learning process; in this case, verbal and nonverbal stimuli from outside form the conditions for the learning process [30]. In Chomsky's linguistics, the emphasis is on a child's outward ability to learn a language. Language behavior is too complex to be explained solely based on external factors influencing a person. Humans have faculties of the mind, a kind of "intellectual lots" in their brains [31]. Physical abilities (plots) that allow every human being to learn any language are called Language Acquisition Devices (LAD), which means language acquisition equipment or translated into LAD [32]. LAD receives input from the surrounding environment in sentences that are not all well-formed. The starting point is the difference between the Outer and Inner Structure in sentences. The two structures are

interconnected through transformations. Each sentence has an abstract structure beneath its surface, and LAD allows the child to construct hypotheses about the underlying structure of the language he has acquired. The child is not conscious of this process [33]. The hypotheses that the child compiles unconsciously are then tested in their use. The hypotheses continue to be tested for truth on the data collected by the child while listening and speaking. Therefore, these hypotheses are modified and adjusted in a structured manner. Gradually, through the above process, a child's language rule system develops systematically toward the adult rule system [34]. The child catches several utterances, most of which are ungrammatical. From this unstructured corpus, which enters as LAD input, grammar is formed as output. LAD language input and output (collection of speech and grammar). With the help of LAD, a child can find the inner structure of the sentences he encounters, and then he can form sentences that have never been encountered before. The grammatical formed with the help of LAD contains the distinctive characteristics of a particular language, but on top of that, it also contains universal characteristics [35].

D. Universal Language

A pioneer of universal languages like Greenberg researched many languages. From there, he extracted which features were present in all languages, which other features were present in most languages, and which were only in some [36]. Thus, the universal concept of language is not absolute but relative. Comrie divides universal languages into two major groups, each with sub-groups [37].

In the non-implicational absolute universal group, there are no exceptions. For example, language has vowels /a/, /i/, and /u/; any language combines sounds to form syllables. In the absolute implication group, it is said that if a language has X, it must have Y. For example, if a language has a velar consonant /k/, then that language must have a bilabial consonant /b/; If a language has a first/second person reflex form (myself and yourself), then that language must have a third person reflex (himself). In the non-implicational tendentious universal group, there is a great tendency for language to have something particular. For example, almost all languages have nasal consonants. In the universal tendentious implication group, a language has X, so it is likely that it also has Y. For example, a language with a SOV (subject-object-verb) sequence will likely have a sequence of positions (not prepositions).

If an entity contains certain essential elements, then those elements must be present in that entity anywhere [38]. Chomsky distinguishes two kinds of universals, namely substantive universals and formal universals [39]. Substantive universals are elements or elements that makeup language. For example, any language has nouns, verbs, and adjectives, while formal universals are related to how substantive universals are arranged. The arrangement of these elements differs from language to language. At birth, the child has been gifted with Universal Grammar (TU) or Universal Grammer (UG). Every child in his brain already has a module or set of principles that look simple but becomes complicated when interacting with other principles and modules.

Controversy between Nurture and Nature - Humans everywhere can master or acquire language as long as they grow up in society. Language acquisition is nurture or nature. In the flow of behaviorism, language acquisition is nurture; that is, the natural environment determines language acquisition. According to this school, "humans are born with a tabula rasa, an empty plate without anything. The natural surroundings, including the language, then fill this plate. So, any knowledge that humans then acquire comes from the environment" [40]. From the experiments conducted by Skinner, he concluded that the acquisition of knowledge, including the acquisition of the use of language, is based on the presence of a stimulus followed by a response. If the response is correct, then given a prize, and if wrong, punished. From this repetition, the process will become a habit. According to Skinner, language is a set of habits. Drills acquire habits, so they are significant in teaching foreign languages through Oral or Audiolingual approaches. Unlike Chomsky, who holds that language acquisition is not based on nurture or nature. "Children acquire language skills just as they gain the ability to stand and walk. Children are not born as empty plates, tabula rasa, but they have been equipped with a tool, namely the Language Acquisition Tool (LAD) or LAD" [41]. This tool is universal, meaning that any child has this tool. It is proven by the similarities between one child and another in acquiring their language; children go through the same processes in mastering their respective languages everywhere. Nurture, namely input in the form of language, will only determine which language the child will acquire, but the process itself is innate and inner-directed. Chomsky thinks Skinner is wrong in understanding the nature of language. "Language is not a habit but a system governed by rules (rule-governed). Language is also creative and has structure dependence. These two natures of language can only be owned by humans. Thus, both nature and nurture are required to acquire language. Nature is needed because it is impossible to speak without the natural provision of creatures. Nurture is also needed because these natural provisions will materialize with input from the natural surroundings" [42].

Universal in Language Acquisition - The acquisition of a child's language is closely related to universal concepts. The extent to which this universal concept affects acquisition depends on the natural nature of the language component. Universals in Phonological Components - Roman Jakobson is an expert who argues for the existence of universals in the sounds of human language and the acquisition of these sounds. "Acquisition of sound goes in harmony with the nature of the sound itself. The first sound when a child begins to speak is the contrast between consonants and vowels [43]. Meanwhile, the first contrasting consonant sound that appears is the opposition between the oral sound and the nasal sound (/p-b/ and /m-n/) and is then composed by the contrast between the bilabial and dental (/p/ - /t/). This contrast system is called the Minimal Consonantal System. The relationship between one sound and another is universal. Jakobson submitted the Law of Irreversible Solidarity, the contents of which were as follows: a) If a language has velar stop consonants, that language must have dental and bilabial stop consonants. Example: If language A has the sounds /k/ and /g/, that language must have /t/-/d/ and /p/-/b/; b) If a language has fricative consonants, that language must have stop consonants. Example: If language A has /f/ and /v/, it must have /p/-/b/, /t/-/d/, and /k/- /g/; c) If a language has a fricative consonant, that language must have fricative consonants and consonant stops. Example: If language A has /c/-/j/, it must have /s/, /t/, and /d/; d) This law predicts the order of difficulty for each sound. In general, sounds located at the front of the mouth are more straightforward than those at the back of the mouth. Thus, /p/ and /b/ are easier than /k/ and /g/. The sounds mastered by children follow the universal sequence above. Because /m/ and /p/ are bilabial and easy to pronounce, linguistically speaking /a/ is also easy, and the sound will come out earlier in children. Therefore, the first words to children are /papa/ or /mama/ or father/mother [43].

Universal on Syntactic and Semantic Components - Syntactic and semantic components have a lower degree of universality. In the phonological component, the order in which sounds appear is directly related to the child's biological and neurological growth. In the syntactic and semantic components, this connection is indirect in the syntactic component of sentence patterns that are universally obtained. Children everywhere always start with utterances that are one word, then develop into two words; after that, three words or so. Relative clauses that are located at the end of the sentence are obtained first, then relative clauses that are inserted in the middle of the sentence. The semantic component is even more unstable because what kind of words are mastered and how many depend on the circumstances of each child [44]. However, there is also a universal order that children generally follow. The principle called here and now is universal. It means that everywhere the vocabulary mastered by the child is, first of all, the vocabulary of the objects around him and those that were there at that time. Children cannot imagine objects that do not exist or events that have or have not happened. Children also follow another universal principle called overextension.

Comprehension and Production - Both children and adults have two different levels of ability in the language. In adults, the amount of vocabulary used actively is lower than the words that can be understood. In any child, the child's ability to understand what people are saying is far more rapid and far better than its production. Some researchers say that a child's ability to comprehend is five times that of his production. When a child produces ten words, his comprehension is 110 words. This imbalance between comprehension and production can be seen in the behavior of the child's everyday language.

Language Acquisition Process - Wherever the child acquires his mother tongue with the same strategy, this similarity is not only based on the same human biology and neurology but also on the mentalistic view, which states that children are equipped with natural provisions at birth. "Children learn languages governed by very subtle and abstract principles, and they do so without explicit instructions or any other environmental clues to the nature of such principles" [46]. It means that children learn language slowly and abstractly, and they do so without explicit instructions or environmental influences to guide basic principles. So, in acquiring language, apart from being naturally equipped at birth, children are also influenced by heredity and environmental factors, both family and place of residence. There are also universal concepts in language so that children mentally already know these universal natures. Whichever language and what form it takes are determined by input from its surroundings.

Acquisition in the Field of Phonology - At about six weeks, children begin to make sounds similar to consonants or vowels. The process of making these sounds is called cooing or cooing. The child comes with various sounds whose identity is not clear. Around six months, children mix consonants with vowels to form babbling or babbling [47; 48]. The babbling begins with a consonant and is followed by a vowel. The consonants that come out first are the bilabial halves and the bilabial nasal consonants. The vowel is /a/ (pappa ma mama bababa), interpreted as the word father and mother. The consonants and vowels gradually change, so words like "dadi, dida, tita, dita, mama, mami" appear. In Western children, words begin to appear at about one year. In contrast, Indonesian children appear late because Indonesian children need more time to determine which syllable to take as a representative of that word. Children do not have to choose which syllable in English, where most words are monosyllabic. In Indonesian children with

mostly polysyllabic vocabularies, the child must first analyze and then determine which syllable to take [49]. In Indonesia, most children choose the last syllable, and this is a universal background, namely that children everywhere tend to pay attention to the end of a form. The appearance of sounds has a universal order. The child first masters the bilabial consonant sound with the vowel /a/, then the alveolar and velar. The fricative sounds /tZ/ and /dZ/ are acquired even later, around the age of four. This year's benchmark is very relative. The size cannot be a calendar year but a neurobiological year, meaning at which stage of neurobiological development a child can pronounce certain sounds.

Acquisition in the Field of Syntax - The thesis entitled Language Acquisition for Children Aged 2-3 Years shows that children's syntactic development starts from a simple stage (one syllable/word) to a more challenging stage (two syllables/word or more) [50]. This element exists, its degree far below the syntactic component. Moreover, the phonological component is the sound system of a language. In syntax, children speak by saying a word (or part of a word). This word is a complete sentence for the child, but because he cannot say more than one word, he only takes one word from the whole sentence, which is called One Word Utterance. Children do not just choose the word; they will choose words that provide new information. Children already know old information versus new information. Sentences are spoken to provide new information to the listener. As for the characteristics of One Word Utterance, namely 1) in terms of syntax, one-word utterances are very simple because they only consist of one word; even for a language like Indonesian, only a part of the word. However, in terms of semantics, one-word utterances are complex because one word can have more than one meaning. One-word utterances that have multiple meanings are called holophrastic. 2) Initially, word utterances consisted of CV only. If the word is CVC, then the second C is omitted. 3) There are no consonant clusters at the beginning of one-word utterances. All clusters at the beginning or the end of a sentence are simplified to just one consonant. 4) The words used are only words from the main syntactic categories (content words), namely nouns, verbs, adjectives, and adverbs. There are no function words such as "from," "to," "from," or "to." 5) The words used are always from the here-and-now category. Nothing refers to the non-existent or the past or future.

Around the age of 2, 0 children begin to issue two-word utterances. The child begins with two words interspersed with pauses so that it seems as if the two words are separate. These pauses get shorter and shorter until they become everyday speech. As for the characteristics of two-word utterances, namely: 1) adults can better guess what is meant by children because the scope of meaning becomes limited, 2) two-word utterances are more complex syntax because there are two words, but the semantics are straightforward, 3) the words used are from the main categories: nouns, verbs, adjectives, and adverbs, 4) there are no function words, 5) no affixes of any kind have been found, and 6) The child has mastered case relations, the child has also mastered the case relationship between actions and objects (action-object relations), actor-object case relations, and actor-action case relations. In two-word utterances, Even though the semantics are more straightforward in two-word utterances, the meaning the child is referring to still has to be guessed according to the context. Two-word utterances are known as telegraphic speech.

At this stage, the child is also able to express negative forms. In English, children start with a hostile. In Indonesian children, negative forms include the words " not yet, and not. Early acquisition of negative forms may be influenced by the concept of here and now, which makes nouns more dominant than other categories so that the word is not a negation between two nouns. The appearance of this form of negation initially occurs in response to a question. Negation yet also relates to the here-and-now concept because verbal is the second category after nouns. The negative word no or not also appears almost simultaneously with yet for the same reason. After two-word utterances, there is no three-word utterance which is a particular stage. Generally, when a child uses two-word utterances, he still uses one word. After a while of two-word utterances, he also started uttering three words or even more. So, between one number of words with another number of words is not an interrupted stage.

In terms of grammatical forms in children, it is known that 1) based on age, three-year-old children in speaking, generally say words in fragments, and mastery of the language mastered by children is obtained through certain stages, 2) three-year-old children are already able to compose sentences in speaking although it is still straightforward and limited, and 3) based on the number of utterances in each speech turn it is proven that three-year-old children in speaking, only answer questions from the interlocutor. So, in language acquisition, children are not immediately able to speak but go through certain stages from simple (one-syllable sequence) to complex (more than two words) [51]. The order of the two words children use follows specific rules. Certain words are always in a particular place; some words never appear alone [52]. This grammar is called Pivot Grammar. The two words of the open group are not two random words but two words that follow specific rules. In a language like Indonesian, where the passive form is very dominant, children often get input in the form of passive sentences and, therefore, also form passive sentence patterns much earlier than English children. The average English child can only use passive sentences at 4; 0. The universal grammar parameter sets which 'buttons' will light up, but the parameter

also has a default setting, a starting point that will be used as a step of acquisition. Children follow universal patterns in other grammatical aspects.

Another thing considered universal is the acquisition of a suffix which always occurs earlier than acquiring particular prefixes and adjectives. Adjectives with general dimensions are mastered earlier than adjectives with particular dimensions. The order of acquisition also appears in the acquisition of interrogative sentences. Yes/no interrogative sentences are mastered earlier than what/which interrogative sentences. Interrogative sentences that ask what or who are mastered earlier than those asking why and how because what and who refer to concrete objects, while why and how are more abstract and require more mature cognition. For English, children start by placing the word no at the very beginning of the utterance. For Indonesian children, negative sentences revolve around choosing which form to use; no, not yet, or no/no/no. By age 4, 0 children have started using complex sentences. In English children, coordinative sentences are mastered earlier than subordinating sentences. In complex sentences, children follow the Minimum Distance Principle (MDP). MDP says that the noun closest to the verb in the complement clause is the subject of the complement verb [52].

Acquisition in the Lexicon Field - Before the child can say the word, he uses other ways to communicate: crying and gestures (gestures, movements of hands, feet, mouth, and eyes). At the beginning of his life, children also use gestures such as smiling and reaching out their hands to ask for something. In these ways, the child uses "sentences," which are proto-declarative and proto-imperative [53]. If a form of speech can be considered to have been mastered by a child, then that form must have 1) phonetic resemblance to adult word forms and 2) a steady correlation between the form and its referent or meaning. Indonesian children experience delays in speaking because they have to mentally analyze which of the two, three, or four syllables to take. It turns out that what is taken is the last syllable [54].

Kinds of Words Mastered - Kinds of words mastered by children follow the principle of the here and now. Thus the words a child acquires at the beginning of his speech are determined by his environment. Of the kinds of words that exist, namely main words and function words, children master the main words (nouns, verbs, and adjectives) first. Words have semantic hierarchical paths. Regarding word acquisition, children will only get words whose hierarchy is high enough or low. Children will take the basic level category, an essential category that is not too high but not too low. The input is the mother tongue which follows this principle.

How Children Determine Meaning - From the input of existing words, children must analyze all kinds of features so that the meaning they get is ultimately the same as the meaning used by adults. In determining the meaning of a word, children follow universal principles, one of which is overextension. Children tend to take one of the features of that concept, then apply it to other concepts that have these features. In addition to shape, size can also be a feature children take. Therefore, inflating meaning can be based on shape, size, movement, sound, and texture (texture). In addition to overextension (meaning expansion), children also use underextension (meaning reduction), limiting meaning only to referents previously referred.

How Children Master Word Meanings - Children do not master word meanings arbitrarily but with strategies. "These strategies include the following: a) Reference strategy, namely by assuming that the word must refer to objects, actions, processes, or attributes; b) Object scope strategy, namely the word that refers to an object refers to the object as a whole, not just part of the object; c) Extendability strategy, namely the word does not only refer to the original object but also to other objects in the same group; d) The categorical scope strategy, namely, the word can be extended to objects belonging to the same essential category; e) The strategy of a new name-nameless category (novel name-nameless category), in which a child hears a word and after searching in his mental lexicon it turns out that this word has no reference, then this word will be considered a new word, and it is meaning will be attached to the object, action or attribute referred to by that word; f) Conventionality strategy, namely, the speaker uses words that are not too general, but also not too specific" [55].

In mastering the meaning of words, children face many obstacles because words have different degrees of difficulty. Concrete words are generally easier to understand than abstract ones and are, therefore, more accessible and faster for children to acquire. Word acquisition in children is greatly assisted by the context in which the word is used. Children can also determine whether a word is a noun, verb, adjective, or what from this context. However, to determine the syntactic category of a word, children often "create" their own words based on considerations that, according to children, are logical.

Acquisition in the Field of Pragmatics - Pragmatics is the study of the use of language concerning other people in the same society [56]. Pragmatics is not a fourth component (next to phonology, syntax, and lexicon) of language but provides a different perspective. Because pragmatics is part of language behavior, research on language acquisition needs to observe how children develop their pragmatic abilities.

Acquisition of Communicative Intention - Children show their communicative intentions from the first weeks after birth by smiling, turning when called, reaching when given, and giving something to others. All of that is determined during the pre-vocalization or proto-declarative and proto-imperative. After their biological development allows them, children manifest their communicative intentions through sounds. From Nino Snow's research, it is known that the direction of the initial speech is towards the child himself, meaning that all utterances issued are directed at his interests, not other people's. That is why the child looks selfish and egocentric at the beginning of his life.

Acquisition of Conversational Ability - Development of conversational ability, the child also gradually masters the existing rules. The conversation structure consists of three components, namely: (1) opening, (2) turns, and (3) closing. Instinctively the child will know when the opening of the conversation occurs. He gradually mastered the rules of the game in the body of the conversation. Pan and Snow's research found that age 1;8 children only responded to about 33% of what was asked by their parents. This percentage rises to 56.7% at 2;5-3;0. So is the relevance; only about 19% of children's responses are relevant to the discussed topic [56].

Development of Discourse Tools - In general, discourse takes the form of conversations between children and adults or with other children. This conversation can run quite smoothly because the child's interlocutors are close people who generally provide support for connecting sentences (after that, where did the mouse deer go?), and what the child talks about is familiar things. Whereas in conversations between adults, there is no support for this connecting sentence. It would sound strange if, between adults. Conversations between adults are based on the assumption that the interlocutor has specific knowledge so that information can be sorted into old and new. This assumption cannot be applied to children.

When Language Acquisition Begins - Language includes both competence and production, so the child has started speaking before birth. The child has been exposed to human language through the intrauterine tract while in the fetus [57]. He hears words from his mother daily and biologically, which enter the fetus. The mother's words are embedded in the child's fetus, so the child is always closer to his mother than his father. Children under three months of age can already differentiate VOT using the High Amplitude Sucking Paradigm tool. Measurement of heart rate that increases or decreases when certain sounds are heard.

Implementation in Everyday Life – "Language acquisition in children is influenced by many factors, both heredity and environment. Parents often need to be made aware of their child's language development in everyday life. Children's language develops rapidly at the age of toddlers or in the golden age of children. Children will quickly learn to speak and acquire vocabulary, for example, by being taught directly by their parents, listening to adult speech, speaking alone or with toys, and talking to their peers" [58]. Every child has different ways and abilities to acquire his language. The age of the child in language acquisition is not a definite measure. For example, person A can already pronounce difficult words consisting of more than two syllables or words with the sound of the letter /r/ at 3.5 years, but person B can only say them at four years. Parents sometimes compare these differences, so they tend to force their will on their children so that these children can speak as soon as possible without understanding their child's abilities and conditions.

IV. CONCLUSION

Parents should not force their children acquire the language quickly, and parents should be patient and painstaking in teaching children to learn languages because the child is already equipped with language skills. Children's language skills go through certain stages, so parents should always accompany their children in the stages of language acquisition. Children under five or in their golden age will acquire language quickly and are not realized by their parents. Children acquire new understanding and vocabulary daily, so the longer the vocabulary is acquired, the more vocabulary is mastered. In addition, the more mature the child's speech organs, the more straightforward and correct the words spoken are. Acquisition of children's language is influenced by several factors, including (1) parents and family, (2) the environment, both residence and education and (3) the child's abilities.

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