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Jl. Z.A. Pagar Alam No. 26, Labuhan Ratu Bandar Lampung, 35142

CONTENTS

An Analysis Of The First Language Acquisition At The Telegraphic Stage

Patricia Vamela[1], Farnia Sari[2]
Universitas Tridinanti, Palembang, Sumatera Selatan, Indonesia
patriciavamelaa@gmail.com[1]
farina_sari@univ-tridinanti.ac.id[2]

Abstract

The purpose of this research was to analyze how the first language acquisition can affect students' talking process at the telegraphic stage. The researcher conducted the qualitative methods. The population of this research was the children at the telegraphic stage around 2-2,5 years old. The data from 20 samples are analyzed. The Data describes when the child begins to produce utterances that are longer than two words, these utterances appear to be the hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar. The current study investigates the accessibility of a systematic pattern to children learning their first language, and also it is a try to show the effect of the quantity of input on first language acquisition. To these aims, two case studies were carried out on twenty children learning their first language. In-depth observations and video recordings, notes and reports were used to collect the data for this study. The data collected for each child was analyzed separately, and the stages of development were reported for each child accordingly. The findings support the claim that the process of language acquisition depends on an innate language ability which holds that at least some linguistic knowledge exists in humans at birth, and the input that learners receive plays a very important role in the language acquisition since the input activates this innate structure.

Keywords: First language acquisition*; telegraphic stage; semantic; semantic pragmatics; syntax*

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Introduction

One of the most exciting aspects of human growth is language learning. The process by which a youngster learns to speak and interact in his or her original language or languages is known as first language acquisition. A child is born into an environment, and even the environment before birth includes language. Children appear to make minimal effort when learning the language or languages spoken around them. Without two essential components, this would not be possible: a biological predisposition to learning vocabulary and exposure to language in the environment. All children go through comparable linguistic development stages from infancy to middle childhood. The majority of parents and other primary caregivers believe that it is their responsibility to aid in their children's language development, and they may also feel that it is vital to rectify faults. Children should acquire their native language fluently through the process of language acquisition (Varshney, 2003:37). The capacity to learn and comprehend a language is inherited genetically, but the specific language that children speak is passed on to them through culture and environment.

Language acquisition is a normal developmental process, and all kids follow the

same timeline as they pass similar developmental milestones. This would not be possible if language did not have biological roots in humans. A human newborn will pick up that system as its brain develops if human language is a genetically based trait of humans that is represented and processed in the human brain. The nativist model of language acquisition refers to this. It's crucial to be precise with how we define the nativist theory of language learning. Language acquisition takes place in mid-conversation. When children talk to each other in a short conversation children will get the development of language, it means that children will improve their vocabulary based on adult's language. Adults and children talk to each other, They set up both tacit and explicit expectations for when children should talk, what they should say, when and how they should respond to adult utterances; what counts as a turn in the conversation, when (and when not) to take a turn; and what counts as an appropriate contribution in the ongoing exchange.

The capacity to learn and comprehend language is inherited genetically, but the specific languages that children speak are influenced by their environment and culture. Without any tutoring, all children around the world learn their first language. A youngster exposed to an English-speaking community will develop fluency in the language, just as a child exposed to an Indonesian-speaking society will develop fluency in that language. It is extremely amazing that a child can develop a complicated set of rules and grammar for spoken and signed language at such a young age and do so in such a short amount of time. Thus, it follows that a child cannot abruptly transition from one stage to another. Additionally, learning one's native language involves a process that is universal. Pre-talking, babbling, holophrastic, two-word, and telegraph stages. Children start to make links between words and things at this age, and overgeneralization is possible. The stages of learning a first language include the pre-talking, babbling, holophrastic, two-word, telegraphic stages and later multiword stage.

The telegraphic stage is the last stage of language before a child can speak fluently, starts at the age of 2.5 and continues eternally until the child reaches this stage of language. In this stage, children begin stringing more than two words together, perhaps three or four or five at a time. However, the style of speaking children use in this stage resembles the way of writing that used to be used in telegrams. Now that they have mastered the very foundations of language, children at this stage learn language at a considerably faster rate. Children appear to understand syntax and semantics considerably better at this point. Children frequently add ten to twelve new words to their vocabulary each day during this stage (more precisely, after the age of two), the majority of which are new words for social interactions like "yes," "no," "please," "by," etc. Many kids at this age ask a lot of questions, usually starting with "W-H questions," like who, where, what, when, and why, in an effort to learn these new words. For instance, "Where Mummy?" How is that? They often acquire a solid comprehension of each word's definition and appropriate usage over time.

Although they still lack functional words and morphemes and are still learning how to use them in sentences, children in the telegraphic stage can grasp function words and morphemes and how they give meaning to sentences when they are spoken to them. It is expected that the youngster will move past the telegraphic stage before turning three.

Language acquisition is the process through which kids master their native tongue fluently (Varshney, 2003:307). Children learn a language because they have an innate ability that allows them to do so naturally as they mature, not because they go through a similar conditioning process. This ability exists everywhere. The youngster has a built-in method for learning languages. He picks up a language by being exposed to it in society and by unintentionally developing certain linguistic theories, which he then modifies until he adopts the adult model to which he is primarily exposed. As a result, the youngster continues to develop an intrinsic grammar using generalized rules. For a variety of reasons, the ability to learn a language is extraordinary (Langacker, 1973:12-13). There are a variety of benefits seen in the classroom for

children who learn their first language, including the acquisition of greater intellectual skills, social skills, critical thinking skills, literary skills and confidence.

The language acquisition stage is divided into four stages:

1. Prelinguistic Stage (Feeling Period)
   At this stage, the sounds of the language produced by children are not yet meaningful. These sounds do resemble certain vowels or consonants. However, as a whole the sound does not refer to certain words and meanings. This phase lasts from the time the child is born until he is 12 months old.
   a) At the age of 0-2 months, children only make reflexive sounds to express hunger, pain, or discomfort. Even if these sounds have no linguistic meaning, they are material for further pronunciation.
   b) At the age of 2-5 months, children begin to make vowel sounds mixed with consonant-like sounds. This sound usually appears in response to a smile or greeting from his mother or someone else.
   c) At the age of 4-7 months, the child begins to make sounds that are somewhat fuller and of a longer duration. Sounds such as consonants or vowels are more varied. D. At the age of 6-12 months, the child begins to babble. His chatter is a repetition of the same consonants and vowels as /ba ba ba/, ma ma ma/, da da da/.
2. First stage – words
   This phase occurs when the child is 12-18 months old. At this time, children use one word that has a meaning that represents the whole idea. Actually, one word represents one or more phrases or sentences. Therefore, this phrase is also called the holophrasis stage.
3. Second stage – words
   This phase occurs when the child is around 18-24 months old. During this period, children's vocabulary and grammar develop rapidly. Children begin to use two words in speech. His speech began to become telegraphic. This means that what children say is only important words, such as nouns, adjectives and verbs. Words that are not important, such as when we write a telegram, are removed.
4. Many words stage
   This phase occurs when the child is 3-5 years old or even until he starts school. At the age of 3-4 years, children's speech begins to become longer and their grammar is more regular. He no longer only uses two words, but three or more words. At the age of 5-6 years, children's language already resembles adult language.

Literature Review

Theories of first language acquisition

Child Language Acquisition Theory

1. Behaviorism Theory
   Behaviourism theory highlights directly observable linguistic behaviour and the relationship between stimulus and reaction. Effective language behaviour is making appropriate reactions to stimuli. This reaction will become a habit if the reaction is justified.
2. Chomsky's Theory of Nativism (1965)
   This theory is adherents of nativism. According to him, language can only be mastered by humans, it is impossible for animals to master human language. Chomsky's opinion is based on several assumptions. First, language behaviour is something that is inherited (genetic), every language has the same development pattern (it is something universal), and the environment has a small role in the process of language maturation. Second, language can be mastered in a relatively short time. Third, the child's language environment cannot provide sufficient data for the mastery of complex grammar by adults. According to this school, language is something complicated and complex so it is impossible to master it in a short time through "imitation".
3. Cognitivism Theory
   The emergence of this theory was pioneered by Jean Piaget (1978) who said that language is one of several abilities that originates from cognitive maturity. 8 Thus, the sequence of cognitive development determines the sequence of language development.
4. Interactionism Theory
   Interactionism theory assumes that language acquisition is the result of interactions between mental learning abilities and the language environment. This is proven by various discoveries such as those made by

Howard Gardner. He said that from birth children are equipped with various intelligences. One of the bits of intelligence in question is language intelligence. But what cannot be forgotten is that the environment is also a factor that affects children's language skills.

The process through which humans develop the ability to perceive and comprehend language, become aware of and understand language, and create and utilize words and sentences to communicate is known as language acquisition. Chaer (2013) explains that as a youngster learns his first language or mother tongue, a process known as language acquisition or acquisition occurs in the child's brain. The acquisition of a first language occurs in phases, with each one getting closer to the grammar of an adult language. First language acquisition, also known as mother tongue, is a creative process whereby toddlers acquire language norms depending on the input they get from the most basic to the most complex forms. As opposed to an adult sending a telegram, a youngster does not purposefully omit the no-content words, hence the term "telegraphic" is just descriptive (Hutahuruk, 2015).

According to Rezeki & Sagala (2020), Children under the age of three acquire language after learning their first language, and this process is influenced by both physiological and psychological factors. Speech-producing organs like the mouth and brain function are physiological variables. However, psychological elements also take into account a child's cognitive growth when they learn their first language.

According to Chomsky (2009) "language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions". The form of Acquisition and use of language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that "human beings are the same, wherever they may be", that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain "critical period" of intellectual development. In addition to that, the term language acquisition is normally used without qualification for the process which results in the knowledge of one's native language (or native languages).

Language acquisition at age 1-3 years old occurs naturally. It is meant that a child is insensibly acquiring the language but the fact child can produce the language for communication. The process of acquiring the language at the age before 5 years old is called as Golden age. This period shows the progress of language development from one stage to another stage. Language acquisition takes place in mid-conversation. When children talk to each other in a short conversation children will get the developing of language, which means that children will improve their vocabulary based on adult's language. Adults and children talk to each other, They set up both tacit and explicit expectations for when children should talk, what they should say, when and how they should respond to adult utterances; what counts as a turn in the conversation, when (and when not) to take a turn; and what counts as an appropriate contribution in the ongoing exchange (Berko Gleason 1988).

Stages in First Language Acquisition

When a human is born, he does not have suddenly the grammatical of his first language in his brain and completely with its rules. The native language is acquired through some stages, and every stage is passed near to the adult's language. There are six stages in children‟s first language acquisition, namely:

- Pre-talking stage/cooing (0–6 months)
  According to Bolinger (2002:283), the pre-talking stage, also known as cooing, is the vowel-like sound that reacts to human sounds more strongly, turns its head, and occasionally makes giggling noises. For instance, Miles (who is 4 months old) is displaying the cooing stage of language development. He is making the characteristic "cooing" noises of "oh," "uh," and "ah," as well as vowel-like sounds, particularly the back vowels [u] and [o]. He still has trouble making the vowel sound [i], with the exception of when he screams "hiii." Additionally, she is still unable to produce

consonant sounds like [b], [p], or [m]

- Babbling stage (6-8 months) Babbling is the sounds which infants produce as consonant-vowel combinations, Steinberg (2003:147). The sounds are produced by infants but not all the speech sounds are the same in the language of the world such as [ma-ma-ma] or [da-da-da] and [ba-ba-ba] or [na-na-na].
- Holophrastic stage (9-18 months) Holophrastic is a term defined by Fromkin (1983:328) as holo "complete" or "undivided" plus phrase "phrase" or "sentence". Holophrastic is the children's first word that can be used to represent a complete thought. Young children use a single word to convey a specific emotional state. For instance, Debby's mother kept a record of the words Debby had said in the eight months following the occurrence of her first word at nine months old (this was [adi], which she also used to refer to her "daddy"). She more than doubled her vocabulary in the two weeks between 17 months and 17 months and a half.
- The two-word stage (18-24 months) Two-word stage is the mini sentences with simple semantic relations. Children start to construct true two-word sentences, according to Fromkin (1983:329), where the relationships between the two words exhibit clear syntactic and semantic relationships and the intonation contour of the two words spans the entire utterance rather than being separated by a pause between the two words. The "dialogue" that follows exemplifies the types of patterns present in the children's utterances at this stage. A youngster at this age can essentially already make the consonant sounds [j], [p], [b], [d], [t], [m], and [n].
- Telegraphic stage (24-30 months) Telegraphic is merely a descriptive term because the child does not deliberately leave out the non-content words, as does an adult sending a telegram, Fromkin (1983:330). When the child begins to produce utterances that are longer than two words, these utterances appear to be “sentence-like”; they have hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar.
- Later multiword stage (30+months) According to Bolinger (2002) at this stage is the fastest increase in vocabulary with many new additions every day; no babbling at all; utterances have communicative intent. There is a great variation among children, who seems to understand everything said within hearing and directed to them.

As Bolinger (2002:3) said, acquiring a language call for three things:

- Predispositions, as well as physical capacities, developed through countless centuries of natural selection; People have capacities for communicating in a human way uniquely and capacities for acting such as breathing, grasping and crying.
- A preexisting language system, any one of the many produced by the cultures of the world; Language persists through time and from speaker to speaker. We are not born with an instinct to learn a language such as English, Indonesian or Chinese but we learn a language as members of the society, or we want to understand that society, or to be understood by that speech community. It means that if a language is not used in any society, it dies out.
- A competence that comes from applying the predispositions and capacities to the system through the relatively long period during which the child learns both to manipulate the physical elements of the system, such as sounds and words and grammatical rules, and to permeate them with meaning: A child must learn the rules before use the language creatively.

According to Fromkin (1983:330), the term "telegraphic" is only descriptive because children do not purposefully exclude non-content words when sending telegrams. When a toddler starts using more than two words, their utterances acquire a "sentence-like" appearance because they include hierarchical constituent structures that resemble the syntactic structures seen in sentences created by adult grammar. Language acquisition at age 1-3 years old occurs naturally. It is meant that a child is insensibly acquiring the language but the fact he/she can produce the language for communication. The process of acquiring the language at the age before 5 years old is called as Golden age. This period shows the

progress of language development from one stage to another.

Although they still lack functional words and morphemes and are still learning how to use them in sentences, children in the telegraphic stage can grasp functional words and morphemes and how they give meaning to sentences when they are spoken to them. It is expected that the youngster will move past the telegraphic stage before turning three. This development appears to be characterized by an increase in the number of words that are connected together in an expression that resembles a sentence and employs the elements in the proper order (Yule, 1996). Due to the missing essential components, including what appear to be grammatical terms like the and is as well as word ends like -ing, it cannot yet be regarded as a complete sentence.

Methodology

The sample of this research is twenty children who are learning their first language, aged around 2-2.5 years. Data collection is a process of collecting information from all the relevant sources to find answers to the research problem. A qualitative technique and a descriptive research design were employed in this study. According to Michael Patton (2002:2) qualitative research is characterized by its purpose, which relates to understanding several aspects of social life and not numbers, as data for analysis. Generally, research design means a structure to plan and execute particular research. Research design is the crucial part of the research as it includes all four important considerations: the strategy, the conceptual framework, the identification of whom and what to study and the tools and procedures to be used for collecting and analyzing data.

In-depth observation, video recording, and note-taking will be used to gather data for this study on the types of words children use at the telegraphic stage and how their talking process develops at this point. 20 samples from kids aged 2-2.5 were used in this study. By processing the findings from observation notes and video recordings, the study data were examined. The Miles and Huberman (1994) triangulation model, which has three types—data reduction, data display, deriving conclusions/verification, and data gathering from interaction cycle processes—was used to evaluate qualitative data.

In this research, the researcher used a technique of data analysis based on Miles and Huberman (2014) which involves three steps:

1. Data Reduction
   Miles and Huberman (2014) stated data reduction refers to the process of selecting, focusing on simplification, abstracting, and transforming data derived from field notes or transcription. In this process, the researcher determined the relevant data to this research, then summarized the data to select and focus on the important parts and provide a clear description. The unimportant data will be discarded. It helps the researcher to get more specific data to collect further data.
2. Data Display
   Miles and Huberman (2014) state that data display is a collection of organized and compressed information that allows conclusion drawing. In this process, the researcher displayed and developed the information obtained to conclude. The researcher used narrative in displaying the data about students' perceptions using the teacher's corrective feedback in learning writing. The narrative description will make the researcher understand what is happening.
3. Conclusion Drawing
   Miles and Huberman (2014:12-13) define conclusion drawing as an attempt to decide or understand the explanations of the research data. The researcher drew the conclusion by looking at the information obtained from the data display. This conclusion will be presented in the form of a narrative.

Results

Data collection is a process of collecting information from all the relevant sources to find answers to research problems. Data collection, it does not involve numbers or mathematical calculation but is closely associated with words, sounds, feelings, emotions, colour and other elements that are non-quantifiable. Method of data is the technique used by the writer to collect

the data.

This study used a qualitative approach with a descriptive research design. For this study, information about the kind of word uttered by the child at the telegraphic stage and how the children's talking process at the telegraphic stage arise will be collected using deep observation, video recording and note.

However, for this study, the technique of collecting data was that the writer used a video recorder to record the conversation of the child and parents. with a single video camera and subsequently analyzed the communication patterns between the child and his parents to improve the child's communication skills. The results will show that the child's communication styles affect parents' satisfaction. Recent studies have used video data to analyze nonverbal communication cues to inform more effective child's- parents' interactions. Video data is also utilized to train the child to improve his interactions with parents and the people around him. Data analysis is the review process, sorting, and grouping of data in order to formulate working hypotheses and lift them into conclusions or theories in the research findings, (Bakri, 2003:162). Data analysis is the most crucial part of any research. Data analysis summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends in analyzing the data, the writer conducts some procedures. The data are collected from video recordings of the conversation between the child and parent. The writer transcribes the recording data and analyzes it based on the kind of verbs that children use in conversation by using three aspects those are phonology, morphology and semantics.

The initial prior study Dr. Peyman Rajabi's Linguistic Stages in First Language Acquisition: A Critical Analysis. His research led him to the conclusion that children's minds control their speech even at a young age when they can only utter a single word. Children develop to match the adult level of linguistic skills when learning a language. The startling phenomenon is that all of the language that children produce, from cooing to pragmatic learning, is meaningful as well as grammatical and intended to convey a concept. Throughout all stages of language development, the children's speech is impressively long. Children start off cooing and progress to using words in phrases, yet the production of a single word (called a homograph) conveys the same meaning as a complicated sentence. Adults are capable of understanding children's thoughts, whether they are expressed in a single word or a full sentence, even in complex situations. The only hypothesis that might be put out in this situation is that the youngsters understand syntax and meaning but lack the cognitive abilities to construct complex features of syntax, like inflection. As a result of their minds' limited capacity to comprehend the full spectrum of intricacies in the adult speaker's grammar, they make use of the fewest resources possible to communicate as effectively as possible.

The second previous study is Children First Language Acquisition at Age 1-3 Years Old In Balata by Bertaria Sohnata Hutauruk. She analyzes that grammatical faults, phonological errors, incorrect utterances, imitation, repetition, correction, indicating the inquiry, learning via experiences, and laziness are some of the issues with first language acquisition. Additionally, there are six stages that children go through as they develop their language. These stages are cooing, babbling, the two-word stage, the telegraphic stage, and eventually the multiword stage. However, she breaks down 10 data points into four stages in her research, which are: cooing, holophrastic stage, telegraphic stage, and later multiword stage. The word should be honestly said by the parents. It implies that parents should teach their children how to pronounce things properly. It is preferable for parents to not mimic their child's incorrect pronunciation because doing so will confuse the youngster and make it difficult for them to tell the difference between correct and incorrect words.

The third study is from Ratnaningsih (2017) with the title an analysis of the first language acquisition: a two-year-old girl. Human innateness is viewed as the capacity to acquire a first language from birth and is thought to be a natural process. This area of study is connected to

first language acquisition. This study will concentrate on the two-year-old child who was the subject of the observation's language development. However, in order to comprehend language learning and acquisition, it is deemed vital to describe the elements that influence language learning. Additionally, in the discussion section, the elements that affect the process of first language acquisition for the item observed are examined along with the analysis of language acquisition on the object observed in terms of phonology, lexicon, and pragmatics.

Semantic Analysis of Language Acquisition in Three-Year-Old Children by Sagala (2020). Children under the age of three acquire language after learning their first language, and this process is influenced by both physiological and psychological factors. Speech-producing organs like the mouth and brain function are physiological variables. However, psychological elements also take into account a child's cognitive growth when they learn their first language. The purpose of this study was to examine the semantic analysis of a 3-year-old child's language acquisition. It highlighted the phonetic faults made by a three-year-old child's speech specifically because they can affect the semantic meaning of words. The findings suggested that young children's acquisition of language at the age of three was still in the process of developing language that would become flawless as they aged. There are 14 terms that were not semantically appropriate. The young toddler frequently uttered those remarks. A three-year-old child's relationship between semantics and language acquisition was evaluated while she was still in the appropriate developmental stage for her age.

From those previous studies, the writer tries to improve the research about the language acquisition of children at the telegraphic stage. For this study, the writer will focus on analyzing how the first language acquisition can affect students' talking process at the telegraphic stage.

Discussion

This section describes the result of the data that has been collected by the researcher. The result is divided into two based on the instruments: Observation and documentation test. There are 3 aspects to find out the result of this research; Phonology, Morphology and Semantics by using 20 children as the samples. The findings support the claim that the process of language acquisition depends on an innate language ability which holds that at least some linguistic knowledge exists in humans at birth, and also the input that learners receive plays a very important role in language acquisition since the input activates this innate structure.

Due to the findings above, the writer saw most of the children still have more incorrect order of the words' produced on phonology. For example; Asih – Makasih (thank you), awah-bawah (bottom), tate – tante (aunty), matan – makan (eat), tu – satu (one), wa – dua (two), ga – tiga (three). But some children have correct order words on phonology like satu (one), dua (two), tiga (three), apa (what) , Bunda (Mother).

In addition, the morphology shows if most children still have more difficulty for saying full sentences like idungnya, it is supposed to be hidungnya Tia (Tia's nose). And it must have incorrect words while "emam nya" should be "makan nya". Furthermore, the results for semantics show that if the children are almost close to correct sentences like "Unda minta ini" the correct sentence is "bunda minta ini".

Based on the identification of the problem, the researcher limited this research to analyze how first language acquisition can affect students' speaking process at the telegraph stage. The population of this study were children at the telegraph stage aged around 2-2.5 years. Data from 20 samples were analyzed. The focus of this research is on the acquisition of the first language needed to influence students' speaking processes, especially in children.

Suggestions for future research

This research is expected to provide

additional knowledge about speech acts. Researchers hope that other researchers examine this in more detail and develop hypotheses and research findings. This research still has many weaknesses, but behind these weaknesses, there are several things that strengthen the data and research results based on facts experienced by children. With this research, it is stated that children's language acquisition is strongly influenced by physiological and psychological functions. The articulation function is caused by the incomplete articulation of children aged around 2-2.5 years so the words spoken are not perfect. This allows children aged 2-2.5 years to master their first language at the same time.

Conclusion

The Children who have entered their 28 months, complex syntax, with kind of embedding and transformations as early sentences grew in length. Based on the results from all of the videos, the children have some problems with pronunciation to pronounce a correct sentence. Some of the children have a delay speaking which is caused by some factors of brain stimulus. So each of the children have a different method to produce some correct words. The findings show that innate knowledge of grammar itself is not sufficient. It is crucial to take into account the frequency and quantity of input reviews, as language acquisition is not just an innate process but also results from a complex interplay of input and the internal system.

A child's telegraphic begins to result in worse-word speech that is capable of forming sentences and of properly ordering them. A child's vocabulary developed rapidly at hundreds of words and ways of uttering the speech of the catacombs more closely than the language of an adult. A child at an early age learns language by copying. However, the impersonation of a child will not be the same as that performed by an adult. The child has begun to think "subject + predicate" although relationships such as inflection, pronouns and plural remain unusable. In the child's mind, subject + predicate can be composed of noun + noun, like "mother sleeps" which means "mother sleeps in sister's room" or adjective + noun, like "dirt eats" which means "dirt food" and so on. The result divides into two based on the instruments: Observation and documentation test. There are 3 aspects to find out the result for this research; Phonology, Morphology and Semantics by using 20 children as the samples. Due to the findings above, the writer saw most of the children still have more incorrect order at the words' produce on phonology.

The result from observation is that parent plays an important role in the child's life. Parents are the first sources of child recognition of words. So, it is best for parents to keep a word spoken in front of their children. We did not expect parenting to be important because they were not learning well in daily life. So, the parents needed to try to be patient with them. The result of the data indicated that during the process of sentences using the adjective apyx (morphology), a child uses the language that they captured and processes it in the brain. As children catch the phrase "disana" they repeat it by saying "dicana". A child caught the word "Sana" and immediately said "disana" in the sentence for the children used to be. On the semantic aspect, children use the words they have to say. Thus, most children cannot pronounce words or sentences correctly. For example, "idung Tia ini" was to be "Hidung Tia ini". So, most of the children have problems 17 28 pronouncing good phrases in sentences. At the age of 2 years to 2 years These 6 months seem to have consonants that the child has mastered well and pronounced with clear; there are also consonants that have been mastered but still fluctuating with other sounds and even there was a sound he had not mastered at all. Nevertheless, in pronouncing certain phonemes the observations show that the child often performs substitution patterns.

Acquiring a child's first language has an influence on the child's communication skills and social development. Acquiring this language requires a long process, starting from when the child does not know a language until he becomes fluent in the language. Language acquisition occurs when children imitate the language patterns and vocabulary of the people in their environment, especially their parents. The language produced varies greatly, as children get

older and their brains develop, their language skills will also increase.

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