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First Language Acquisition of Aitchison's Early Childhood Perspective (Psycholinguistic Studies)

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Abstract . Communication using language is very important in everyday life. Communication aims to convey the widest possible information as clearly as one needs with others. Psycholinguistics as one of the complex branches of linguistics, trying to understand how the language process in the human brain. The purpose of this study is to describe in detail the phenomenon of early childhood acquisition in everyday life from Aitchison's perspective. This research is a research library using descriptive qualitative method. Data obtained from several written sources such as; books, journals, articles related to the discussion. The results of this study indicate that the language development according to Aitchison consists of ten stages, namely: 1) the age of 0.3 years can begin to answer, 2) the age of 0.9 years begins to sound intonation patterns, 3) the age of 1.0 years can start making sentences one word, 4) 1.3 years old thirst for words, 5) 1.8 years old master two-word sentences, 6) 2.0 years old can make four-word sentences , can make negative sentences, can master inflection and vocal pronunciation is perfect, 7) age 3,6 years consonant pronunciation starts perfect, 8) age of 4.0 years of sentence mastery is correct, but still limited, 9) age of 5.0 years morphological construction is complete and 10) age of 10, 0 years have matured talking .

Keywords. *First Language Acquisition, Early Childhood, Aitchison's Perspective*

Abstrak. Komunikasi menggunakan bahasa merupakan hal yang sangat penting dalam kehidupan sehari-hari. Komunikasi bertujuan untuk menyampaikan informasi seluas-luasnya dengan jelas sebagai kebutuhan seseorang dengan orang lainnya. Psikolinguistik sebagai salah satu cabang ilmu linguistik yang kompleks, berusaha memahami bagaimana proses berbahasa di otak manusia. Adapun tujuan penelitian ini ialah mendeskripsikan secara terperinci tentang fenomena pemerolehan bahasa anak usia dini dalam kehidupan sehari-hari perspektif Aitchison. Penelitian ini merupakan penelitian kepustakaan menggunakan metode deskriptif kualitatif . Data diperoleh dari beberapa sumber tertulis seperti; buku, jurnal, artikel yang berkaitan dengan pembahasan. Hasil penelitian ini menunjukkan bahwa perkembangan bahasa menurut Aitchison terdiri dari sepuluh tahap, yaitu : 1) umur 0,3 tahun mulai dapat meraban, 2) umur 0,9 tahun mulai terdengar pola intonasinya, 3) umur 1,0 tahun mulai dapat membuat kalimat satu kata, 4) umur 1,3 tahun haus akan kata-kata, 5) umur 1,8 tahun menguasai kalimat dua kata, 6) umur 2,0 tahun dapat membuat kalimat empat kata, dapat membuat kalimat negatif, dapat menguasai infleksi dan pelafalan vokal telah sempurna,7) umur 3,6 tahun pelafalan konsonan mulai sempurna, 8) umur 4,0 tahun penguasaan kalimat secara tepat, tetapi masih terbatas, 9) umur 5,0 tahun konstruksi morfologis telah sempurna dan 10) umur 10,0 tahun telah matang berbicara.

Kata Kunci. *First Language Acquisition, Early Childhood, Aitchison's Perspective*

1. INTRODUCTION

Communication is a prerequisite of human life. human life will appear empty or no life at all if there is no communication. Because without communication, interaction between humans, both individuals, groups or organizations would not be possible (S. Djuarsa Sendjaja, 2014) . The occurrence of communication in life, causes mutual understanding and a shared understanding of the message conveyed, so that a relationship can be built and influence one another.

In order for a communication process becomes efektif, the need for element-un s u r most fundamental as communication requirements. There are three absolute competing elements that

must be fulfilled in the communication process, namely 1) communicators, those who express messages to the communicant that can be individuals or groups, 2) communicants, those who receive messages from the communicator and 3) channels or media, that is the path traveled by the contents of the communicator's statement to the communicant used by the sender of the message (Nurjaman & Umam, 2012) .

The most important thing in communicating is using language. The purpose and purpose of language is to convey information as widely as possible clearly as one needs with others

Language according to Kridalaksana, language is an arbiter symbol system used by members of social groups to work together, communicate, and identify themselves (Chaer, 2003: 32). According to Mudjia Raharjo, language and people are united in all activities of life. Where there are people, there is language. Even vice versa, the two can not be separated. Language grows and develops because of humans. humans can develop because of language. Language also distinguishes humans from other creatures created by God. Language determines the identity or identity of humans, both individually and in groups of people (Mubaligh, 2010).

Meanwhile according to Hidayat is *sine Qua non* , something that must exist for culture and humans. With language, humans are able to abstract their empirical, rational, and spiritual experiences conceptually, systematically and structurally which in turn can pass through barriers of space, and time. With language, humans are able to enter another world that is far more extensive and complex , and with human language can also convey and develop their thoughts in various cultural forms. Even more than that, with human language can influence and dominate others, both in attitude and mind (Missionary, 2010).

Psycholinguistics is one of the branches of linguistics that often develops rapidly because it opens itself to the findings of other disciplines as a tool to interpret the problem of language acquisition (*language acquisition*) as well as *language* comprehension and production (*speech comprehension and production*) . Psycholinguistics is a complex branch of linguistics. Psycholinguistics experts are required to be able to do analysis at all levels of linguistics. Psycholinguistics as a branch of applied linguistics is very instrumental in studying the first language processing experienced by humans. Kridalaksana defines psycholinguistics as the study of language with human behavior and reason (Kridalaksana, 2008, 203).

The term language acquisition is usually always distinguished from the term language learning. Acquisition of language (*aquisition language*) is when humans get their first language (PB1) which takes place naturally in the environment in which they are. Whereas language learning (learning language) is a deliberate process that is intentionally to obtain a second language (PB2) after the first language or mother tongue. The language process certainly will not be separated from the psychology of someone who is speaking. Like a child who has a higher IQ will experience language language that is better and smoother than a child whose IQ is just normal. Every child born into the world already has a language capacity.

According to Vygotsky as quoted by Baharuddin, language plays a role in: (1) student interaction with the environment, (2) developing cognitive skills (intellectual) and enriching knowledge, and (3) organizing and reflecting thinking frameworks (individual functions). (Baharuddin, 2009, 125)

Language acquisition is a complex event and process experienced by children until they get the second language learning. Chaer gives the understanding that language *acquisition* or *acquisition* is a process that takes place in the brain of a child when he gets his first language or mother tongue (Chaer, 2003, 167). B1 is obtained in several stages and each subsequent stage is closer to the grammar of adult language. National Association for Education for Young Children (NAEYC) as quoted by Anita Damayanti (2014) mentions that early childhood as the *golden age* or *magic year* is the right time for children to learn with the slogan " *Early Years are Learning Year* ". NAEYC defines early age as "a group of individuals who are in the age range between 0 - 8 years".

Therefore, language acquisition in early childhood is very potential to be developed even if it is included with the acquisition of a child's second language or language learning. Children at an early age is the golden period to acquire and learn new things that support the achievement and intelligence of the child's brain.

According to Pateda, there are several theories used to examine language development in children, according to Nababan (1988), Clara and W. Stern (1961), Aitchison (1976), and according

to Lenne Berg (1975). (Pateda, 1990). Among these theories, Aitchison's theory is the most detailed theory that can be used to examine language development in children.

Research on the acquisition of the first language has been done a lot, including research conducted by Judge Usman (2015), which is about the study of language acquisition in children aged 4 years. In his research article, he aims to describe the syntactic acquisition of a four-year-old child. In this research, Usman focuses his studies on declarative, interrogative, imperative, and subjective sentence forms. The results of the analysis show the acquisition of syntax in declarative sentences of 11 forms (48%), interactive 6 forms (26%), imperative 5 forms (22%), and interrogative 1 form (4%). The category of language acquisition at the syntactic level is good enough because there is minimal deviation from the form of speech produced. The results of the study prove that the words of children who dominate when emotional are in the form of declarative sentences.

Rai Bagus Triadi (2017), this study will analyze language acquisition in children aged 4 years. The acquisition of language includes the phonological level, the syntactic level, and the semantic level. Based on data analysis stated at the phonological stage the research subject is at the developmental stage. This can be seen in the mastery of the process of forming a single voidoid and a single contoid, the research subjects relatively mastered the whole phoneme. In the process of the formation of double void voids and double voids, the research subjects experienced difficulties. This happens because the articulation tool at that age is not optimal. Acquisition of research subject language at the level of syntax can be stated at a normal stage. Normal stage can be seen in the calculation of MLU (mean length of utterance) of research subjects by 43, 3. These results can be categorized at stage X MLU (45+) at the age of +47 months. Based on these calculations it can be concluded that the ability of research subjects in vocabulary production is good. Meanwhile, the acquisition of research subject language at the semantic level can be said to be normal, because the research subjects are able to choose good diction as markers of an object, event, concept, or idea that the research subject wants. Based on the results of the study, the researcher provides suggestions to further researchers to examine more deeply how the process of research subjects obtaining new vocabulary and how research subjects process these words into a context of sentences.

Hollysa Andini (2018), conducted a study entitled about the acquisition of Indonesian in children aged 0-2 years: psycholinguistic studies. This research examines the process of obtaining Indonesian for children 0-2 years in terms of phonology and morphology. The results obtained are as follows: First, phonologically, 0-2 years old children are still unable to pronounce several calls clearly such as the fricative consonant [r] which is converted into lateral consonant [l]. Secondly, morphologically, children can use nouns, adjectives, verbs and some simple phrases to correctly show their pronunciation is still unclear.

Based on these thoughts, the author wants to explain about the acquisition of first language in early childhood from Aitchison's perspective.

2. METHODS

a) Types and Nature of Research

The type of research used is library research, as one type of research in terms of the place / location of research. (Sedarmayanti and Syarifudin Hidayat, 2002: 32). Namely data collection techniques by conducting a study of the review of books, literature, notes, and reports that have to do with the problem being solved (Nazir, 2014). And library research is research whose studies are carried out by tracing and examining literature or written sources relating to the subject (focused on library materials). (Abudin Nata, 2000: 212) .

The nature of this research is descriptive method. Descriptive research is research that seeks to tell the solution of existing problems based on data, so he presents the data, analyzes the data and interprets it. (Cholid and Abu Achmadi, 2007: 43). Descriptive approach aims to describe accurately the characteristics of an individual, a particular group's condition or symptoms (Amiruddin, Z. Asikin, 2006: 135) .

b) Data Sources

In a study, definitely need a data source. What is meant by data sources in research are sources or subjects from which data can be obtained. (Suharsimi Arikunto, 2006: 129). The data sources in this study are several written sources such as; books, journals, articles related to the discussion.

c) Data collection techniques

In research, collecting data is an important work. Because the data collected will affect a study. (Suharsimi Arikunto, 2006: 222) . As a library research, the data collection technique carried out by researchers is by tracing the sources of library data or books with documentation techniques. Data obtained from documentation provides descriptive information when analyzed. (Rochajat Harun, 2007: 73)

d) Data analysis technique

So that researchers can draw conclusions from data collected, it requires data analysis techniques as a method used to analyze, study, and process certain data. The data analysis technique used is qualitative data analysis technique, because the data obtained are qualitative data that is not in the form of numbers so that it requires careful thinking in solving research problems.

3. RESULTS & DISCUSSION

A. First Language Acquisition

1) Definition of First Language Acquisition

Language acquisition is a complex event and process experienced by children until they get the second language learning. Chaer gives the understanding that language *acquisition* or *acquisition* is a process that takes place in the brain of a child when he gets his first language or mother tongue (Chaer, 2003, 167). B1 is obtained in several stages and each subsequent stage is closer to the grammar of adult language.

The acquisition of the first language has the characteristic of continuity in the form of a series of unity that moves from one simple word to a complex combination of words. The acquisition of language in newborns begins with the sound of tears that form a response to stimuli from the environment. The way it responds will develop along with its mental maturity. Furthermore, the child will continue to store language stimuli in his memory. Obtaining first language, or what is often called mother tongue, is a creative process in which language rules are learned by children based on the input they receive from the simplest form to the most complex form. Children will master language faster if he acquires language in the golden period or the ideal period (*critical age*), which is 6-15 years of age . In other theories it is assumed that the critical age ranges from 0-6 years, but in essence the ideal period limit referred to is prepubertal (Indah: 2008, 7).

Every normal child whose mind growth will learn B1 or mother tongue in the first years of his life, and this process occurs until about the age of five years. After that at puberty (around 12-14 years) until they reach adulthood (18-20 years), the child will continue to study B1. After puberty the child's language skills do not progress much, although in some cases, for example in vocabulary, he learns B1 continuously throughout his life (Indah, Abdurrahman: 2008, 68).

When a child is getting his B1 language, two processes occur, namely the competency process and the performance process. The process of competence is the process of mastering grammar (phonology, morphology, syntax and semantics) that goes unnoticed. This competency process becomes a condition for the occurrence of a performance process that involves the process of understanding and the process of producing utterances. The process of understanding involves the ability to perceive sentences that are heard. While the process of producing speech becomes the next linguistic ability (Indah, Abdurrahman: 2008, 68).

In acquiring B1, the most basic theory is the *innateness hypothesis* which states that language acquisition is strongly supported by the existence of LAD (*Language Acquisition Device*) or language acquisition equipment. According to Chomsky, LAD is owned by a child from birth so he might get B1. In addition, LAD allows him to estimate the structure of a language. Therefore, there are many characteristics of B1 grammar that one does not need to know consciously or specifically. It is assumed that the structure and patterns of language carried from birth are the same in all languages. This is what is called *universal grammar* . (Beautiful, Abdurrahman: 2008, 69).

As quoted by Harras and Bachari in Aitchison, there is an interesting story regarding the nature of language. More than two thousand years ago, the King of Egypt, Psammetichus, had a theory

that if a child were separated from the environment of human language, the first word he would say was a word that came from the language of the oldest creature in the world. He hoped that the oldest being was an Egyptian. Psammetichus ordered to bring two Egyptian children who had just been born into exile. When the child then said the word *bekos*, Psammetichus's anxiety manifested itself because it was a Phrygian word meaning 'bread'. He finally concluded that the Phrygian language was more ancient than the Egyptian language. No one recognized the Psammetichus theory. Now, especially because there is the fact that if the child is totally separated from human speech then the child will not be able to speak at all. The famous story of the French boy, Victor of Aveyron, who was found naked eating tree roots in the forest of Caune in 1797, did not speak Phrygian or any other language. He just brooded like an animal. Other stories about such creatures, for example, Mowgli in India who are kept by wolves, and also Lucan, whose films are quite popular, are said to have also been preserved by wolves since childhood (Harras, Bachari: 2009, 35).

Stephan Krashen's, as quoted by Hanafi, in his theory of second language acquisition, distinguishes between language acquisition and language learning. Language acquisition is an unconscious (natural) process that a person experiences when he acquires a language, his first language or a foreign language for him. This requires meaningful interaction with the target language and can be done with communicative speech and actions. Whereas language learning is a formal process carried out consciously, for example Arabic language skills with lots of language practice and activities. (Hanafi, Amrina: 2014, 19)

The same opinion was expressed by Gleason as quoted by Hanafi that language acquisition can be through two ways, namely (a) natural acquisition (natural processing), for example direct contact with language speakers. Such acquisition is referred to as comprehension and (b) acquisition of language through learning (instruction processing), namely acquisition of language through the process of language skills, such as learning in school. (Hanafi, Amrina: 2014, 19)

2) First Language Acquisition Process

Everywhere, children will get their mother tongue with the same strategy. This similarity is not only based on the same human biology and neurology, but also the mentalistic view that states that children are equipped with natural provisions at birth (Meilan Arsanti, 2014).

Pinker in his book titled *Language Acquisition* states that *children learn languages that are governed by highly subtle and abstract principles, and they do so without explicit instruction or any other environmental clues to the nature of such principles*. The point is that children learn language slowly and abstractly, and they do so without explicit instructions or environmental influences with the instructions of basic principles. So, in language acquisition other than children, the natural nature at birth is also influenced by heredity and environment, both family and place of residence. (Pinker, 1995)

In language there is also a universal concept so that the child mentally knows these universal natures. Any language and its form is determined by the input from its surroundings. As for what is obtained in language acquisition are:

1) Obtaining in the field of phonology

At the age of 6 weeks, the child starts making sounds similar to consonants or vowels. The process of making sounds similar to consonants or vowels. This process of making sounds is called *cooing*. The child twitches a variety of sounds whose identity is not yet clear. At around 6 months, children begin to mix consonants with vocals to form *babbling* or babble (Dardjowidjojo, 2010). Sound appearances have a universal sequence. The child first masters the sound of bilabial consonants with vowels / a /, then alveolar and velar. The affricative sound / tZ / and / dZ / is mastered more recently, around the age of four. This year's benchmark is very relative. Size may not be a calendar year, but must be a neurobiological year, meaning that at the stage of neurobiological development where a child can say certain sounds (Meilan Arsanti, 2014).

2) Acquisition in the field of syntax

The thesis entitled *Language Acquisition for Children Age 2-3 Years* written by Subyantoro (2011) shows that the development of children's syntax indeed starts from a simple stage (one syllable / word) to a more difficult stage (two syllables / words or more). This

element exists, its level is far below the syntactic component, moreover the phonological component is the sound system of a language. (Subiyantoro, 2011)

In the field of syntax, the child starts speaking by saying one word (or part of the word). This word, for the child is actually a full sentence, but because he has not been able to say more than one word, he only takes one word from the whole sentence called the *One Word Test* (USK) or *One Word Utterance*. Children don't just choose the word; he will choose the word that gives new information. Children already have knowledge of old information versus new information. Sentences are spoken to provide new information to the listener.

3) Acquisition in the field of lexicon

Before the child can say the word, he uses other ways to communicate, with tears, and gestures, movements of hands, feet, mouth, eyes, etc. At the beginning of their lives children also use gestures such as smiles and reaching out to ask for something. In these ways the child actually uses protodeclarative and protoimperative sentences. (Meilan Arsanti, 2014).

4) Obtaining in the pragmatic field

Pragmatics is the study of the use of language in relation to other people in the same society (Dardjowidjojo, 2010). Pragmatics are not the fourth component (besides phonology, syntax and lexicon) in language, but provide a different perspective on language.

3) First Language Acquisition Theory

a. Behaviorism theory

Behaviorism theory highlights aspects of linguistic behavior that can be directly observed and the relationship between stimuli and reactions that occur (the relationship between *stimulus* and *response*). A behaviorism assumes that effective language behavior is nothing but making the right reaction to stimuli. If a reaction is justified (*reinforced*), then this reaction will become a habit. So by giving this blessing the child learns his first language.

The view of behaviorism emphasizes that language acquisition is controlled from outside in the form of stimuli through the environment to produce verbal behavior (Indah, 2011: 16).

b. Theory of nativism

Nativism argues that during the process of acquiring the first language, the children (humans) gradually opened their lingual abilities which were genetically programmed. The theory of nativism does not consider the environment to have an influence on language acquisition, but language is a biological gift.

The nativism argues that language is too complex and complicated to be learned in a short period of time if only by using the "imitation" method. Chomsky saw that language was not only complex but also full of errors and irregularities in the rules of pronunciation or implementation of language. Humans cannot possibly learn the first language from other people.

According to Chomsky, children are born with a *language acquisition device (LAD)*, which is a biological gift that has been programmed to detail the possible points of a grammar. LAD is considered a physiological part of the brain specifically for processing language, and has no connection with other cognitive abilities.

c. Cognitive theory of ism

Cognitive theory views language acquisition in the broader context of children's intellectual development. Adherents of cognitive theory pioneered by Jean Piaget, assume that language development is strongly influenced by cognitive development. The child's ability to interpret and operate their linguistic environment can be determined and seen from the child's intellectual development. (beautiful) Jean Piaget states that language is one of the abilities derived from cognitive maturity. Language is intruded by reason, so language development must be based on more basic changes.

Chomsky has an opinion, that the environment does not have a big influence in the process of language maturation, Piaget argues that the environment also does not have a big influence on the intellectual development of children. Active involvement of children with their environment will provide change or intellectual development in children.

d. Theory of interactionism

The theory of interactionism assumes that language acquisition is the result of interaction of the learner's mental abilities with his linguistic environment. Language acquisition is also related to the interaction of input abilities and internal abilities possessed by learners. Every child has LAD since birth. But without good input of course the child is not possible to master certain languages automatically. The environment is also a factor that influences the child's language skills.

B. Early childhood

1) Definition of Early Childhood

The National Association for Education of Young Children (NAEYC), an association of American-based child educators, defines the age range of early childhood as divided into: 0-3 years, 3-5 years and 6-8 years. This is based on the development of research results in the field of child development psychology which indicates that there are general patterns that can be predicted regarding developments that occur during the first 8 years of a child's life. Based on the definition of the age range of early childhood it can be concluded that early childhood is a group of people who are in the process of growth and development.

Some early childhood education experts classify early childhood as follows: (1) infants (*infancy*), i.e. at the age of 0-1 years, (2) the initial walking group (*toddler*), age range 1-3 years, (3) groups pre-school (*preschool*), 3-4 years age range, (4) school age group (early elementary school class), 5-6 years age range, (5) school age group (elementary elementary school class), at age range 7- 8 years.

Based on the above statement that early childhood is a unique individual who has patterns of growth and physical, cognitive, socio-emotional, creativity, language and communication that are specific to the stage being passed by the child.

2) The function of language for early childhood

According to the Ministry of National Education, the function of language development for early childhood is:

- a) As a tool for communicating with their environment;
- b) As a tool to develop children's intellectual abilities;
- c) As a tool for developing children's expressions;
- d) As a tool for the child to express his thoughts to others.

As according to Gardner, the function of language for early childhood is as a tool to develop intellectual abilities and basic abilities of the child.

So it can be concluded that the function of language development in early childhood is as a tool for the child to communicate, develop intellectual abilities, develop expressions and tools to convey his thoughts to others.

C. First Language Acquisition of Aitchison's Early Childhood Perspective

Aitchison is a psycholinguistic figure. As quoted by Harras and Andika states that in mastering language, children have stages of abilities that continue to develop. The stages are:

No.	Stage of Language Development	Age
1	Cry	Born
2	Snoring	6 weeks
3	Babble	6 months
4	Intonation Pattern	8 months

5	One-word speech	1 year
6	Speech of two words	18 months
7	Word Inflection	2 years
8	Question and disavowal sentences	2 ¼ years
9	Rare and complex construction	5 years
10	Mature speech	10 years

The explanation is as follows:

1. Born - Crying

Generally we understand the baby's cry only as a whimper meaningless, whereas for babies crying is a way to communicate with us. There are several types of meaning of crying, including: to ask for a drink, ask for food, pain, and so on. Crying is an instinctive communication just like the calling system in animals. What is amazing is the meaning of the cry of the baby is universal. (Medhanita Dewi Renanti, 2013)

2. Age 6 weeks - Snoring

At about six weeks the child will make a sound similar to the sound of a dove (wheezing). This sound is rather difficult to describe clearly, the sound of this sound is similar to the vocal sound, only when traced with a spectrogram shows that this sound is not the same as the sound in adults. In some literature this phase is called *gurgling* or *mewing*. It is possible that this slacking is a way for babies to train their utterances (Harras and Andika)

3. Age of 6 months - Meraban

Around the age of six months, the baby will enter the humming phase in which the baby produces vowels and consonants impressively. At first the baby will say the syllables, then finally the vowels and consonants are fused. In this phase the baby trains the utterance by saying many words such as dadada, papapa, mamama, etc. Parents think their children call him, even though it is not true, it is a baby's experiment to train his mouth and tongue. In this phase the child not only combines but also produces a variety and types of sounds as instinct to practice the utilities. At this stage the child starts babbling at the age of 6 months where you start to make sounds that have no meaning, sometimes inadvertently babbling that has meaning. Arifuddin (2010: 154) states that the world of baby babble starts at around four-six months. This is indicated by sounds that cannot distinguish precisely the differences in language sounds, many of the sounds of the language do not constitute utterances in the language being used and are meaningless.

4. Ages 8 months - Intonation Pattern

By eight or nine months, children will begin to imitate the intonation pattern. In this phase the sound produced is approaching a pattern that can be understood by the parents, the child seems to be trying to imitate the adult's conversation, but most of the sounds cannot be clearly identified by the adults around him.

5. Age 1 year - One word

At the age of 12-18 months, children can say one word more clearly. Although at this age they still often slow slowly until they disappear. At this age children begin to memorize and store language, language acquisition of each child is different from one another. One child gets 5-10 words but another child with language intelligence can reach up to 50 words. The average child at this age has gotten 15 words, the words they memorize are generally the names of people, animals, and objects. They are already fluent in pronouncing the names of papa, father, mother, mother, meow, mbeel, etc. (Murny, 2011).

This stage is the stage where the child has started to be able to say one word, this is because children express the meaning of the whole sentence or phrase in one word that is spoken. Example: num (to say I want to drink, I already drink, mother want to drink?), Ma (to ask mama to stay here). So that we can understand the meaning of the child's words, we also

need to pay close attention to the situation and environment when the one-word utterance is said.

The words in this stage have three functions, namely:

- a. Linking between the words and behavior of the child himself, or an intention for a behavior;
- b. To express a feeling; or
- c. To give a name to an object.

Words at this stage consist of easily pronounced consonants such as (m, p, j, k) and vowels such as (a, o, u) (Indah, 2012: 32).

6. Age 18 months - Two-word speech

When stepping on this phase, the child's vocabulary increases dramatically. Children can arrange in two sentences that are more understandable. Even when they are 2.5 years old, they have memorized hundreds of vocabulary words. In the early stages of this phase, children tend to speak telegraphically, word order made like people who send telegrams (Roni, 2016). When a child asks for milk, for example, he will say, *milk*, *mamma bobo*, etc. In its development then the word will become more perfect, namely *mom*, *dede want milk*, *dede father wants bobo*, etc.

This stage takes place in children aged approximately 18-20 months. Speeches that are based on two words begin to be mastered, like *mama mam*, *papa num*. Fatmawati said that at this time children's vocabulary and grammar developed rapidly. Children begin to use two words in speaking. His speech began to be telegraphic, meaning that what the child said was just important words. (Fatmawati, 2015).

7. Age 2 years - Infection said

In this phase, children's language skills are more complete, some words that are considered not important have begun to be mastered by children. Grammatically, children have also begun to emerge prefixes in languages, for example, if the child previously said the brother hit the younger brother to hit the younger brother or sister hit by the brother. In this phase the child has also begun to be able to say compound words such as fried rice, boiled noodles, and so on. Although the acquisition of words is not significant enough according to the kind of ability of children.

At this stage, the vocabulary that is owned by the child begins to increase, and the child has begun to use sentences of more than two words, here already seen the ability of children in the morphological midwife. Mar`at said that at this stage the use of language is no longer egocentric, but the child has used it for communication with others, so that a real conversation begins between children and adults. (Marfat, 2005: 66)

Age 2 ¼ years - Question asked and denied

In this phase the child has begun to cleverly ask questions and use the word negation or denial. Children can already use what words, who, where. For example what? Who is it? Where is it? Do you want to go to college?. In addition, children can also use negations in sentences like *dede doesn't want to eat*, *dede doesn't hit*, *dede doesn't want to pee*, *this doesn't have a sister*.

9. Age 5 years - Rare and complex construction

When they are 5 years old, the child's language has approached the language patterns of the adults around him, their language continues to grow even though it continues rather slowly. *The anger* of a 5-year-old child still has some shortcomings and they cannot yet realize that mistake. They assume that their speech is the same as adults. When given an understanding test the children will be ready to work on and interpret the sentence structure given to them, even though they still often make misinterpretations. This stage is included in the complicated category in the development of children's language.

10. Age 10 years - Mature speech

In this phase, children begin to perfect in language like adults. When the child reaches 11 years old, the child can produce the same command sentence as the adult sentence command. When a child enters puberty, the child's language can be said to be complete. Although of course he will continue to develop his language skills, along with that ability in grammar is also increasingly qualified (Roni, 2016).

At pre-school age, usually children still have some problems in pronouncing consonantal letters, for example, children still have difficulty when saying words containing the letter R, such as irons, motorcycles, etc. At this age the child can recite more than 2 words and has begun to be able to make simple sentences. The child has started to be able to speak and use sentences with simple grammar rules. At this age children are also able to develop knowledge of the meaning of words quickly.

5. CONCLUSION

Communication is the most important thing in life. Because without communication, life will become empty. The most important thing in communication is language. As a tool to convey intentions and goals. Language acquisition is a complex event and process experienced by children until they get the second language learning. Psycholinguistics as a branch of applied linguistics is very instrumental in examining the first language processing experienced by humans, trying to understand how the language process in the human brain.

Many famous figures in the science of psycholinguistics, which discusses the language development of early childhood. The most detailed figure describing the process of early language development is Aitchison. P Indonesia Economic languages according to Aitchison consists of ten stages, namely: 1) age of 0.3 years began to babble, 2) age of 0.9 years starting sounding intonation patterns, 3) age of 1.0 years began to make a sentence one word, 4) 1.3 years old thirst for words, 5) 1.8 years old master two-word sentences, 6) 2.0 years old can make four-word sentences, can make negative sentences, can master inflection and vocal pronunciation are perfect, 7) age 3,6 years consonant pronunciation starts perfect, 8) age 4.0 years mastery of sentences correctly, but still limited, 9) age of 5.0 years morphological construction has been perfect and 10) age 10.0 years has matured speak up.

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