

Acquisition of Indonesian in a Child Aged 1 Year and the Factors That Influence It

Ni Kadek Yunita Kurnianty¹, I Made Suastra², Ni Luh Nyoman Seri Malini³

yunita.kurnianty@gmail.com¹, made_suastra@unud.ac.id², seri.malini@unud.ac.id³
 Master of Linguistic Study, Faculty of Arts, Udayana University, Denpasar 80114, Indonesia

Abstract

This study is aimed to find, study, analyse, and explain about the first language acquisition of a one year old child and the factors that affect it. The data source in this study is a one year old child. The data of this study is collected from the daily utterances of the one year old child. The child was observed in seven months. The observation took place in Banjar Adat Angantiga, Desa Petang, Badung, Bali. The method and technique of collecting data used in this study is the qualitative method with participated observation and unstructured interview. The note taking method is used in the observation and interview. The method and technique of analysing data used in this study is qualitative descriptive method. The theory of early child language development by Otto (2015) is applied to analyse the acquisition of phonology, morphology, and syntactic in Bahasa Indonesia; factors that affect the language acquisition from KEMENRISTEKDIKTI RI (2018) is applied to analyse the internal and external factors that can affect the first language acquisition.

The result of this study showed that in phonological aspect the one year old child can produce vocals /a/ /i/ /u/ /e/ /o/ /ə/ /O/ perfectly. Most of the consonants are produced well whether it is in the beginning, in the middle, or in the final position. In the morphological aspect, it is found that the one year old child sometimes produce some meaningless words such as *nyah nyah*, *mbew*, *yuh*, etc. which are undefined and with no reference. In the syntactical aspect, the one year old child can produce one word and two words utterance, simple imperative sentences, negative utterance, and pronominal. The child language acquisition is affected by the internal and external factors. The internal factors are age, nature, genetic, and cognitive. The external factors that can affect the language acquisition are environment and technology.

Keywords: first language acquisition; child language acquisition; phonological acquisition; morphological acquisition; syntactical acquisition; factors that affect first language acquisition.

1. Background of the Study

The acquisition of language in humans begins at the moment when children, that is, at the moment when children begin to pronounce something. The acquired language was first referred to as the native language. Chaer (2009) stated that language acquisition is a process of a child acquiring his first language or his mother tongue that takes place inside the brain. Language acquisition is usually distinguished from language learning. Language learning deals with those processes that occur at the time a child learns a second language, after he has acquired his first language. Therefore, language acquisition is concerned with the first language, while language learning is concerned with the second language.

Schaerleakens in Mar'at (2005) said that the child's language development is divided into four periods according to his age range. Each period exhibits distinctive special features. The first period is the Prelingual

Period (age 0-1 year). This period is mentioned prelingual because the child has not been able to pronounce the language in the sense of pronunciation of the word. In this period the development of language is seen from the sounds produced by the child. The second period is the Early Lingual Period (age 1- 2.5 years). In this period the child begins to pronounce the word although it is rudimentary. This period is divided into three, namely the one-word phase, the two-word phase, and the more than two-word phase. The next period is the Differentiation Period (age 2.5- 5 years). Children are able to differentiate or distinguish the use of words according to the intention they want to convey so as to form a good sentence. The last period of language development in children is the Pre-School Period which is intended for children aged 5-6 years before elementary school. In this period, language acquisition was already directed by the education obtained and by the interaction of the use of formal language in schools.

Yule (2010) stated that between twelve and eighteen months, children begin to produce a variety of recognizable single speech. This period, traditionally called the one-word stage, is characterized by speech in which a single term is pronounced for everyday objects. Another term of this stage is the holophrastic stage (meaning a single form that serves as a phrase or sentence) to describe speech that can be analysed as a word, phrase or sentence. At the age of 3 years, the child begins to produce a large number of utterances that can be classified as the utterances of many words. The salient features of these utterances are no longer the number of words, but variations in the form of words that are beginning to appear. This stage is called telegraphic speech. By the age of three, the vocabulary has expanded to hundreds of words and its pronunciation has become closer to the adult form of language. At this point, it is worth considering the influence of adults in the speech development of the child. Lee (1979) suggests that at the age of 9-18 months, the child has already begun to build a phoneme system in his speech, for example “mama”. At the age of 2.5-4 years, the child has already begun to learn to use grammar, developing a more complex vocabulary. Children aged 5 years already exist at the last stage of language development, that is, children are already able to produce language like adults with grammar and syntax.

The topic of language acquisition in children is an interesting topic to study, as it can be seen from several studies that take the same topic. From these studies, results were obtained in the form of several elements in language acquisition and in a short age range, and rarely found studies that discuss factors that can affect language acquisition. Language acquisition is certainly influenced by several factors, both internal and external. In this regard, this study intends to examine the acquisition of Indonesian in a child aged 1 year, especially the acquisition of phonology, morphology, and syntax, as well as examine the factors that can affect the acquisition of Indonesian of the child at that age.

2. Problem of the Study

Based on the background of the study, the problems of the study can be formulated as follows.

1. What are the Indonesian phonological, morphological, and syntactical acquisition of a 1-year-old child?
2. What are the factors that affect the acquisition of Indonesian of a 1-year-old child?

3. Aim of the Study

This study generally aims to find, study, analyse, and explain the acquisition of Indonesian in a child aged 1 year and the factors that influence it.

In particular, this study aims as described below.

1. To find the Indonesian phonological, morphological, and syntactical acquisition of a 1-year-old child.
2. To analyse the factors that affect the acquisition of Indonesian of a 1-year-old child.

4. Method of the Study

The research methodology in this study includes three aspects, namely data sources, method and technique of collecting data, and method and techniques of analysing data.

4.1 Data Source

The data source of the study is the subject from which data can be obtained (Arikunto; 1992). The source of data in this study is the speech of a child in his daily activities in the family environment of researchers whose address is in Banjar Adat Angantiga, Petang Village, Badung Regency, Bali Province. The data as a whole comes from snippets taken naturally in the researcher's conversations with the child and the child's conversations with his family and/or friends. Data were obtained from a child aged 1 year studied for seven months. The following is the bio data from the data source in this study: (The age of the child is calculated on the first day of conducting the study: December 2020)

Name	: I Gusti Ngurah Bagus Genta Baswara
Date of birth	: July 13, 2019 (1 year 5 months)

4.2 Method and Technique of Collecting Data

The method of data collection in this study is a qualitative method. Qualitative method is a method of collecting data which is descriptive, in the form of photos, documents, artefacts, and field notes when the research was carried out (Sarwono, 2006: 259). Data collection in this study was carried out using a qualitative method in the form of observation. Observation is an assessment method that is widely used to measure individual behaviour or a process of activity both in actual and artificial situations. Sugiyono (2015: 203) stated that observation as a data collection technique that has specific characteristics, not limited to people but also other natural objects.

This study used participation observation, where researcher was involved in the daily life of the subject of the study. Observations were made on a child aged 1 year at the location of the study in order to obtain data on their language acquisition, especially phonological, morphological, and syntactical acquisition. Data were obtained through the participation of researchers in the daily life of the subject in the child's home environment, when they interacted with researchers, parents, friends to observe the speech events that occurred in various domains of language. In addition to observations, unstructured interviews were also conducted by researcher with the parents to find out the factors that influence his language acquisition, especially about the child's social environment.

Observations and interviews are carried out in conjunction with note-taking technique. The note-taking technique is also used along with recording techniques; therefore the data in this study are recordings and notes of everything important that happened during the research. The technique was used because this study obtained data in the form of conversations between researchers and informants (Mahsun, 2007: 95). The technique was also used to capture data about the sound elements that develop in the subject, as well as the variations that appear in the conversation, so that it can be known whether a sound element has appeared or not at a certain age. Data collection is carried out repeatedly until the required data is sufficient.

4.3 Method and Technique of Analysing Data

Analysis is the process of breaking down data into smaller components based on certain elements and structures. Data analysis methods can be qualitative or quantitative. The data analysis method used in this study is a qualitative method, and will be explained descriptively. Qualitative data analysis methods are efforts made by working with data, organizing data, sorting them into manageable units, synthesizing, searching and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Moleong: 2009).

The steps of the analysing data in this study are as follows.

1. Reading the data found repeatedly.
2. Listening to the recording of the data repeatedly.
3. Transcribing recorded data into writing.
4. Classifying the data into phonological, morphological, and syntactic acquisition.
5. Identifying data using language development theory in early childhood (Otto: 2015) and factors in language acquisition (KEMENRISTEKDIKTI RI: 2018)
6. Analysing the data.
7. Explaining the analysed data descriptively.
8. Concluding the result of the study.

5 Indonesian Phonological, Morphological, and Syntactical Acquisition of a 1 year old Child and the Factors that Affect it

5.1 Phonological Acquisition

Phonology is a science that analyses the sounds of a language in general. Phonology consists of two parts, namely phonetics and phonemics. Phonetics is a phonology section that studies how to produce sounds or how language sounds are produced by human speech tools. Phonemics is a phonology section that studies the sounds of speech according to their function as a differentiator of meaning. This study discusses phoneme variations in Indonesian obtained by children aged 1 year.

At the age of 1 to 2 years, the sound that many children produce is the sound of babbling. This babbling sound is a sound that the child emits continuously without any particular intention or to respond to the sounds around him. By the age of 2 years the child is already able to produce one-word speech. The following data are data obtained from children aged 1 year and 5 months who were studied for months to see his development until near the age of 2 years.

- (1) Ibu : “*Ih apa itu?*” (pointing the sky)
 Genta : (Coughing)
 Ibu : “*Apa namanya itu?*”
 Genta : “*Cocopten*”
 Ibu : “*Hah? Cocopten?*”
 Genta : “*Cocop*”
 Ibu : “*Helikop...*”
 Genta : “*Ten*”
 Ibu : “*Ini Miko*”
 Genta : “*e.. nyah nyah*”
 Ibu : “*Apa ?*”
 Genta : “*Ni..*”

(Context: This conversation happened in the afternoon when Ibu and Genta were sitting leisurely on the porch of the house. Genta's mother brought a mobile phone featuring a photo of Miko (her aunt's pet dog). The conversation started when suddenly a helicopter flashed through the sky. Genta seemed pleased with the appearance of this helicopter and answered her mother's question enthusiastically).

The sound production in children is greatly influenced by their articulator. If there is a sound that cannot be produced, the child will adapt it into the sound that is the most similar and easiest to produce. This is also the case of Genta. Genta adapted the word helicopter with the word *cocopten*. The speech partner gives stimulation to the child to correct the pronunciation of the helicopter sound by repeating the word. Nevertheless the child still does not pronounce the word according to the original sound. The author realizes that the child is able to pronounce the phonemes /h/ /e/ /l/ /i/ /k/ /o/ /p/ /t/ and /e/ clearly. Because of the inability of the child's articulator to pronounce the phoneme /r/ then if there is an adaptation of the word, the word spoken should be *helikopten*. But why is it that what is said is even the word *cocopten*? The author believes that in learning the first language, children do not just imitate the sounds that are thrown out but try to reproduce them according to their own version. The pronunciation of the vowel e[ə] is done very well by the child considering that the pronunciation of this vowel has a higher level of difficulty than other vowels. At the age of 1, the child produces more sounds or words that are meaningless or the references are difficult to find. Words like *nyah-nyah* are the example. The word may be a request, an answer, or anything that is a response to the stimuli that come to him. Until now, the researcher has not found a reference to the word that the child said.

The here and now concept is applied to lexicon acquisition and also applied to one-word utterances. In the early stages, Genta and perhaps other children are unlikely or have not been able to say events or things related to the past or future. They only understand and pay attention to contemporary problems (present) so that what is said is also related to something that existed and happened at that time. At the end of the dialogue, the child is already able to use the pronoun *ni* which is interpreted as *ini* (this). The morpheme is said when the child points towards the floor. At the moment, the child points to the floor, perhaps what is meant is something on the floor in front of him and referred to in his communication. The meaning elicited must have pertained to a particular entity at the time.

- (2) Genta : “*Yek yek yek*”
 Ibu : “*Kok jelek..jelek nih*”
 Genta : “*Ek ek ek*”
 Ibu : “*Ih bubuk dia.. bubuk lagi.. lidahnya*”
 Genta : “*Dahnya (terbatuk)*”
 Ibu : “*Air..air..minum air biar gak batuk*”
 Genta : “*Mangta*”
 Ibu : “*Mantap..*”

(Context: Genta's mother was folding Genta's clothes on the mattress. Genta was sitting and playing with a pile of clothes while saying short utterances. Genta's mother responded to these utterances. Motor activities that appear is in the form of tongue movements, such as stretched and pulled, mouth movements tend to open wide, and eyes looked at the pile of clothes sharply).

Transcript (2) shows that the child is able to clearly and precisely produce the palatal semi vocal y [y] contained in the word *yek* intended to indicate *jelek* (ugly). This is also a clue that the child is able to move the tip of the tongue by lifting it to stick to the hard palate. The repetition of morphemes as well as the intonation that the child pronounces shows that the child is very enthusiastic when saying the word. The interesting thing found here is that the child is able to produce a sounded palatal phoneme /ny/ in the word *dahnya* which is intended to refer to the word *lidahnya* (tongue). This ability to pronounce phonemes becomes a clue that the child is at an advanced cognitive development. The phoneme /ny/ is articulated with a tongue leaf affixed to the upper palate so that a sound resonance appears in the oral cavity and the vocal cords tremble. In this utterance, the child also appears to be able to produce the phoneme /ny/ which was previously followed by the inhibitory consonant d [d], the rounded middle low vowel a[a] and the unstuffed glottal fricative consonant h[h]. The next interesting thing is that the child is able to express a feeling of happiness or satisfaction after getting something. In this case, it is a feeling of happiness after drinking water. The child's ability to express feelings verbally is characterized by *mangta* speech which can be interpreted as *mantap* (so good). The child pronounces *mangta* with emphasis on the beginning of the morpheme. The bilabial nasal consonant m [m] is produced at the beginning of a very clear word; the utterance also indicates that the child is capable of producing a type of dorso velar ng [ŋ] consonant located in the middle of the word.

- (3) Bibi : “*Lihat apa ? lihat apa ?*”
 Genta : “*To*”
 Bibi : “*Lihat Miko..ini Miko yaa..hiii siapa ini ?*”
 Genta : “*Bik Pa*”
 Bibi : “*Bik Pa ? Bik Ta*”
 Genta : “*Ta..*”
 Bibi : “*Bik Ta sama Mii...?*”
 Genta : “*To*”
 Bibi : “*Hmm lucu yaa*”
 Genta : “*Bik.. Ta..*”
 Bibi : “*Lucu ya? hmm? Ni lucu?*”
 Genta : “*Ama...*”
 Bibi : “*Sama bik Ta*”
 Genta : “*Tah..*”

Bibi : “*Bik Ta sama siapa?*”
 Genta : “*Mmmaa Bitah*”
 Bibi : “*Sama Miko, gitu nah*”
 Genta : “*Ma To.. ama it..*”
 Bibi : “*Hih.. bawa apa dia tuh?*”
 Genta : “*Wak waaa*”
 Bibi : “*Bawa udang*”
 Genta : “*Wak dang*”
 Bibi : “*Bawa udang.. hmm jelek tuh*”
 Genta : “*Yek..*”

(Context: Genta was looking at the photo album on her aunt's phone and saw a photo of her aunt's pet dog named Miko. Genta's aunt tried to stimulate the child by asking the characters in the photo album seen by Genta. The motor activity that appears is the movement of the child's hand that is very dominant when pointing to the photos he sees).

The transcript of the conversation (3) shows that the child is already able to produce the phoneme /o/ on the morpheme *To* clearly and precisely. *To* is produced by pointing to a photo of one of the family members named *Miko*, so the word *To* is intended by the child to tell the speech partner that the photo is a photo of *Miko*. The produced consonants are the inhibitory consonants of t [t]. The basis for the pronunciation of the inhibitory consonant sound t[t] is the upper dental arch and the tip of the tongue. The sound is produced by the way the tip of the tongue presses on the arch of the upper tooth leg, the edge of the tongue presses against the leg groove of the upper tooth so that the flow of breath in the oral cavity is restrained, the lips open slightly, the teeth are almost closed the oral cavity narrows and the tongue is tense. The phoneme /o/ is pronounced with both lips slightly forward and somewhat faded as well as the back of the tongue slightly elevated, but somewhat lower and less rounded than u[u]. According to its formation the phoneme /o/ is classified as a medium-back-round vowel.

The universally applicable thing at this stage is the fact that the child has a tendency to choose the last syllable to produce. When the speech partner teaches the child to say the word *Miko* then the sound produced is *To*, this is because the pressure of the word in Indonesian is on the ultima tribe so that it is the tribe that is easier to catch. In this conversation, the child was identified as being able to produce two words, namely *Bik Pa* which refers to the original word *Bik Ta*. In this phase, the child is able to produce the sound of the bilabial inhibition consonant of the phoneme /b/, the high-front-not-round vowel of the phoneme /i/, the obstruction consonant velar phoneme /k/, and the low-middle-round vowel of the phoneme /a/. In this *Bik Pa* speech, the child refers to another aunt named *Nopa*, while in the photo what is seen is an aunt named *Yunita*. After being corrected, the child is able to produce the sound of the inhibitory consonant t [t]. This condition indicates that the articulation of the bilabial inhibitory phoneme is easier for the child to master than the dental inhibition phoneme, so that the child replaces the sound of *Ta* with the sound of *Pa*, replacing the inhibitory consonant of the dental t [t] with the inhibitory consonant bilabial p [p], or this condition only indicates that the child incorrectly recognizes the photo he is seeing.

The other two words that the child was able to master are the utterances that are adapted and spoken with the sound of *wak waaa*. In the utterance, the child was identified as being able to pronounce clearly and

precisely the sound of the semi vocal bilabial w [w] which was articulately pronounced by advancing the upper lip and the lower lip, both lips clasped tightly but not pressed against each other, air escaping through the narrow gap between the upper and lower lips. The child was also able to produce the utterances of two other words, namely *wak dang* which means to *bawak udang* (bring a shrimp). The child is able to pronounce the inhibitory consonant d [d] in the middle of a word which articulation is formed by the tip of the tongue and the hard palate of the front by means of the tip of the tongue pressing on the hard palate of the front, the edge of the tongue hitting the upper jaw, the oral cavity is closed so that the flow of breath stops. The sound gaps open so that vibrations and weak pops of sound occur that form the /d/ phoneme. The child is also able to produce a dorso velar phoneme with the sound of ng [ŋ] which is located at the end of the word *dang*. The basis of mastery of this phoneme is the tongue of the back and soft palate. It is formed by means of the tip of the tongue located at the base of the mouth, the upper and lower jaws are open, and the sound gaps open so that sound vibrations occur. The flow of air through the nose is covered by the base of the tongue, so that the air in the chest cavity and head noticeably resonates. This perfect pronunciation of the consonant ng [ŋ] indicates the child is on further cognitive development.

In the middle of the dialogue, for the first time, the child was able to produce the speech *Pa* according to the original sound, namely *Ta*, this indicates the child is able to internalize then produce the sound of the consonants of dental t [t] followed by the vowel a [a]. This inhibitory consonant t[t] is produced by completely blocking the air in the articulated area where the tongue acts as an articulator and the region between the teeth acts as the point of articulation. The air used to pronounce these phonemes comes from the oral cavity so the consonant t [t] is also called the oral consonant. Inconsistencies in word speech are found in this conversation (9). At first, the child produced the sound *ama*; then it developed into *mmma*, at the end of the conversation, the sound returns to the initial form, that is *ma*. This is due to the limitations of speech supporting factors, also because of the need for habituation. The process of trial and error occurred when the child learned language resulted in a habituation. The child will constantly try to pronounce the sounds of the language by paying attention to the response of the interlocutor. If the interlocutor gives a response in the form of a direction to repeat the sound of a word, then the child will try hard to recognize, process, and then respond to stimuli to come to the conclusion that the sound spoken is correct. So it can be concluded that habituation in the process of mastering child's language is very important.

The *ama* utterance which means *sama* (same) indicates the child has not been able to produce the alveolar fricative consonant s[s] at the beginning of the sentence so that the child removes the phoneme to facilitate the narrative. The consonant s[s] is produced by placing the tip of the tongue near the front palate of the mouth without touching it, so that the air is compressed through the tongue and palate. At the end of the dialogue, the child was able to pronounce a word *jelek* (ugly/not good) that is adapted and produced as a word *yek*. This suggests that the child has not been able to pronounce the palatal inhibitory consonant j [j] located at the beginning of the word followed by the vowel e [ə]. The researcher concludes that the speech which consists of two syllables, such as *jelek*, is still too complex for children to produce. The pronunciation of *yek* also proves that the child is able to lift the tip of the tongue to the hard palate but does not stick so that it forms a narrow gap, so that a semi vocal palatal sound is formed with a sound of y [y].

The fact shows that the competence of the child is much better than its production in language and it is influenced by several factors, one of which is the absence of a good relationship between nerves. We know

that the nerves in the brain interact with each other in a harmonious relationship. At an early age, the work of brain components such as the angular gyrus, archuating facilities, motor cortex, and primary auditory cortex is not optimal. The child can only accommodate all the input he receives and is processed in his brain.

In producing sounds, Genta starts from the sounds that are easiest to produce. As happened to other children, the first vowel that he mastered was the vowel a [a]. The vowel a [a] is produced by positioning the tongue at its lowest position and flush with the base of the oral cavity so that it is easy to do. Other vowels i [i], u [u], e [e], e [ə], o [o], and o [O] are obtained later because they have a higher level of difficulty. Interestingly, at the age of only 1 year, he was able to produce the vocal e [ə]. It is shown as documented in the following utterances:

- a. [cicopten] 'helikopter'
- b. [ten] 'ter'

The result shows that the vocal sound of schwa is obtained at the very end because it is quite difficult for children to produce. The sound of schwa is produced by positioning the tongue exactly in the middle of the oral cavity. Furthermore, the distribution of phoneme acquisition in a 1 year-old-child is presented in the following table.

Tabel 4.1 Distribution of Phoneme of a 1 year-old-child

No	Phoneme	Position		
		Beginning	Middle	Ending
1	A	√	√	√
2	B	√	√	?
3	C	√	√	?
4	D	√	?	?
5	e	√	√	√
6	f	?	?	?
7	g	?	?	?
8	h	√	?	√
9	i	√	√	√
10	j	*	√	?
11	k	?	√	√
12	l	X	?	X
13	m	√	√	√
14	n	*	?	√
15	o	?	√	√
16	p	√	√	?
17	q	?	?	?
18	r	X	x	?
19	s	X	?	?
20	t	√	√	√

Source: Result of Data Analysis

Tabel 4.1 Distribution of Phoneme of a 1 year-old-child

21	u	√	√	√
22	v	?	?	?
23	w	√	√	?
24	x	?	?	?
25	y	√	√	?
26	z	?	?	?
27	ny	√	√	?
28	ng [ŋ]	?	√	√
29	e [ə]	?	√	?
30	o [O]	√	√	?

Source: Result of Data Analysis

Note:

- √ = Able
 X = Not able
 * = In a certain condition
 ? = Data not found

There were several phonemes that were not found in the conversational documentation during the study. This cannot be the basis for classifying these phonemes into types of phonemes that are not mastered and there is not enough evidence to be classified into the type of phonemes mastered by the child. Taking into account the originality of the data and the credibility of the resulting written work, the author classifies the phonemes into types of phonemes that are not identified with the symbol (?) in the table. As presented in Table 4.1, all types of vowels have been capable of being produced by the child in general; however, there are some phonemes that were not identified during the study. The vowels are u [u], o [o], and e [ə] located at the beginning of the word and the vowels e [ə] and o [O] located at the end of the word.

An interesting fact was found about the ability to produce consonants by Genta. At the age of 1, the child is able to produce most of the consonants, this shows that the child's articulator is developing well, the child's cognitive development is already at an advanced level, this is evidenced by the child's ability to produce the consonants dorso velar /ng/ in the words [dang] 'shrimp' and [mangta] 'so good', meaning that the child is already able to create sound resonances in the head and chest cavity. Furthermore, the child is also able to produce the consonant /ny/ in the word [dahnya] 'tongue' as well as in the speech *nyah nyah*. This time, the child is able to attach the leaves of the tongue to the hard palate and circulate air through the nose and create resonance in the oral cavity and vocal cords. The following is an inventory chart of consonants of children at the age of 1 year presented in Table 4.2.

Tabel 4.2 Inventory Chart of Consonants of Children at the age of 1

	Bilabial	Dental	Alveolar	Velar	Palatal	Glotal
Plosives	P B	t d	S	k		
Fricatives						h
Africatives						
Nasals	M	N			ŋ	
Approximants	W		l		Y	

Source: Data analysis

Consonant phonemes are mastered in different ways or stages depending on the degree of difficulty of the phonemes. Bilabial, alveolar, or palatal phonemes which are located at the beginning and middle of the word are curated earlier. In some utterances, bilabial inhibitory phonemes are easier for the child to master than dental inhibition phonemes. The most visible characteristic of sounds at an early age is the process of adapting difficult sounds into easier sounds. This adaptation process is only temporary and gradually becomes the real sound. Phonological adaptations adapted at the age of 1 year are described as follows.

1. [to] 'Miko' is pronounced by the child when pointing to a photo with a picture of one of the family members' pet named Miko. From this, the researcher knows that children always prefer the last syllable (ultima) to produce. The researcher also concludes that the child's babble are not arbitrarily irradiated but have a meaning according to the context at the time.
2. [cocopten] 'helicopter'. The child used the utterance when he saw the helicopter with his aunt. The child has not been able to precisely pronounce the helicopter even though it has been guided by his aunt. The development of cognitive aspects of the child has not allowed the child to produce this utterance appropriately.
3. [mangta] 'so good' is pronounced by the child as a form of expression of satisfaction or feeling happy after getting something, the child was able to pronounce the consonant dorso velar ng [ŋ] very well, this shows that the child's speech apparatus is already able to produce sound resonances inside the chest and head cavities.

The description of the process of sound adaptation shows that Genta, and perhaps other children followed a certain pattern in adapting the sound adapted to the features of the sound itself. The child also tries his best so that the sound of the adaptation is similar to the original sound, for example, the child will not adapt the sound of the voiced velar inhibition g [g] with the sound of the voiceless alveolar inhibitory t [t] or the sound of the voiceless velar inhibition k [k] into the sound of the voiced alveolar inhibitory sound d [d]. Based on these conclusions, it turns out that the distinctive features of each sound are very helpful for children in obtaining and producing them.

The appearance of the sound *nyah nyah* in the transcript 6 is one of the proofs that the ability to learn complex grammar (according to Chomsky) also affects the acquisition of children's languages, especially

Genta. The sound spoken may come from a sound that has been heard before by the child; although, in this case, the researcher has not found a reference to interpret the speech. Based on Dromi's view (in Dardjowidodo, 2005) which states that if a form has been mastered by the child, then there are at least two conditions that must be met, namely (1) phonetic similarity with the adult word form, and (2) a good correlation with the referent. Based on this view, the researcher concludes that the utterance is only one of the results of sound exploration.

5.2 Morphological Acquisition

Morphology is a branch of linguistics that studies the structure or form of words (Crystal, 1985). Some experts also say that morphology is the science that studies morphemes. Morphemes are different from words, words are morphemes or combinations of morphemes that have a meaning and can stand alone as a speech as a free form, while morphemes are the smallest units of language whose meaning is relatively stable and cannot be divided into smaller meaningful parts (Kridalaksana, 1983). Language acquisition in children does not only revolve around the production of sounds. Gradually, according to cognitive development, competence and sound-producing elements, the child will gradually produce a word or morpheme.

In general, a child's competence or understanding of an utterance is far exceeds his ability to produce speech. When the child's cognitive is better than before, the child can already respond to stimuli from the surrounding environment. Such stimuli can be smiles, greetings, caresses, and so on. Genta responded to the stimuli in a way he could do. Broadly speaking, not much that happened in this first year has to do with the acquisition of morphology. Nonetheless, there are some utterances that Genta often says and can be understood as words. Words such as [buk] 'ibuk' or mom, [mamam] 'makan' or eat, [wak] 'bawa' or bring, [dang] 'udang' or shrimp are words that the child can produce, of course with the adaptations, the words that the child can produce are very limited. At the age of 1, the child produced many sounds or words that are meaningless or difficult to find the references. The words are as follows:

[nyah-nyah]	[ih]	[ngia]
[mbew]	[yuh]	etc.

Those words may be a response in the form of an answer, a rebuttal, a request, or anything that is the child's response to the stimuli that come to him. Most of the words or utterances that occur at this age are monomorphemic words such as the examples above.

5.3 Syntactical Acquisition

Language acquisition in a child begins with something that is the simplest and easiest to produce; namely sound. When producing sounds, children often imitate sounds that adults teach. Next, the child recreates these sounds according to his version. That is why sometimes researcher encounters adaptations of sounds that are very far off from the original sound. Sometimes the researcher also finds utterances of unknown meaning.

After the language is mastered, the child then strings the sounds according to the rules he internalizes. After he internalized the rules of combining sounds from his first language, he began to produce speech that could be categorized as words, phrases, clauses, and even sentences.

5.3.1 The one word utterance stage

In general, the child experiences several stages in his language acquisition. These stages are the stages of babbling, chattering, one-word speech, and so on. Biological age is not a standard that can determine to what stage of language acquisition a child is in.

At this stage, the child produces utterances that are a reflection of his thinking about something. When he sees an animal, such as a bird, he will catalyse [*bulung*] or even just [*lung*] '*burung*'. According to him, the production of that word is a manifestation of the condition of the entity named bird and the context that accompanies it. Interpretation is left entirely to the listener. However, its true meaning depends largely on its intonation and context. Another example is when the child sees a photo of one of the family member's pet named *Miko*. When the child recognizes it, the child says [*To*]. This utterance can mean '*ini Miko*' or this is *Miko*, '*itu Miko?*' or 'is that *Miko?*', and so on. In short, syntactically this one-word utterance can be very simple because it consists of only one word. On the contrary, this speech becomes very broad in its meaning in terms of its semantics and pragmatics.

The concept of here and now in addition to applying to the acquisition of lexicon also applies to one-word utterances. In the early stages, Genta and perhaps other children are unlikely or have not been able to say events or things related to the past or the future. They only understand and pay attention to contemporary problems so that what is said is also related to something that existed and happened at that time. At the age of one year, children can also produce monosyllabic words such as *mama* (mom), *papa* (dad), and several other words. Those words include:

[*mamam*] '*makan*' **eat**
 [*mangta*] '*mantap*' **so good**
 etc.

[*ajah*] '*gajah*' **elephant**
 [*toton*] '*nonton*' **watching**

The production of such words developed very quickly after the age of 1 year. The production of words is not limited to nouns but also verbs and adjectives. The example are as follows.

[*toton*] '*nonton*' **watching**
 [*atu*] '*ratu*' **Balinese's form of God**
 [*iak*] '*teriak*' **screaming**

[*yucu*] '*lucu*' **funny**
 [*iyang*] '*hilang*' **lost**
 [*inum*] '*minum*' **drink**

5.3.2 The two word utterances stage

Along with the development of the organs of his articulator and his cognitive aspects, the production of the word develops faster as it enters the age of two. At the age of 1 year 3 months, the child begins to enter the stage of two-word utterances. This is characterized by the appearance of the utterances of his first two-word utterances, namely [*yang ayang*] '*layang-layang*' **kite** (see transcript 2).

5.3.3 Imperative form

At the beginning of his life, the child can only ask or tell people to do things. From this fact, it is concluded that imperative forms are produced first than interrogative forms. The initial stage of the emergence of imperative utterances consists of only one or two words. This is due to the limited abilities of

the speech articulator and his cognitive. For example, if Genta says [mamam] '*makan*' **eat**, this is a command for his mom to feed him immediately.

5.3.4 Negative form

Negative forms of speech are characterized by the presence of the words not, no, don't, and not yet. In children aged 1 year, with his limited articulator abilities, the child is only able to pronounce '*tak-tak*' speech which is interpreted as a form of rejection i.e. '*tidak*' **no** (see transcript 3).

5.3.5 Pronoun

The pronouns that is used often are [ni] 'this' and [tu] 'that'. This pronoun is more intended to show the things. The following transcript is the example:

- (4) Bibi : "*Ini Miko*"
 Genta : "*Ni..To*"
 Bibi : "*Mi..ko*"
 Genta : "*To*"
 Bibi : "*Kalau ini siapa ni?*"
 Genta : "*Ni..Pah*"
 Bibi : "*Bik Ta*"
 Genta : "*Pa*"

(Context: Genta and his aunt are staring at a photo that shows a dog named Miko, then he swap right so the photo changed into the photo of his aunt named Yunita, but he said "Pa" referred to "Nopa" that is his other aunt.)

In the above conversation, the child is often uses the pronoun [ni] '*ini*' or this while pointing to the photo, which the child meant is that 'this is *miko*' and 'this is *bik ta*'. The child also uses the pronoun [tu] '*itu*' or that in the following transcript of the conversation.

- (5) Bibi : "*Ih makan apa itu?*"
 Genta : "*Tuu*"
 Bibi : "*Makan ikan*"
 Genta : "*Ikan*"
 Bibi : "*Pinter..makan ikan*"
 Genta : "*Tu itan*"
 Bibi : "*Ikan*"
 Genta : "*Ikan*"
 Bibi : "*Makan ikan*"

(Context: Genta was eating when his aunt was coming near him. His aunt asked him about the meal. Genta answered with pronoun and pointing at the fish he ate. His aunt stimulated him to say the name of the meal, which is fish. Genta followed it well.)

5.4 Factors that Influence The Language Acquisition

Language acquisition, especially in children, is an amazing achievement where in the process, it involves many important aspects such as how children speak, understand, and reproduce the language learned in the form of word adaptation. Language acquisition involves complicated interactions between many aspects. In order to make it easier to understand these mutually influencing factors, the researcher groups these factors into two types, namely internal factors and external factors.

5.4.1 Internal Factors

5.4.1.1 Age

The basis of language mastery is vocabulary. A person's ability to use language is determined by the mastery of vocabulary. Mastery of vocabulary is one of the main requirements that determine a person is skilled in language. The more vocabulary, the easier it is for a person to convey and receive information both verbally and in writing (non-verbally). This vocabulary acquisition begins with learning to pronounce a few simple words towards a more complex structure. The results of a study conducted on children aged 1 year compared to speech partners who are their older cousins who are 3 years old and 5 years old show that each child has the ability to produce vocabulary at different levels which is summarized in the following points.

1. The child at the age of 1 year still produces a babbling sound, able to imitate the syllable, vowels, and some consonants. The adaptations made also sometimes deviate far from the original sound, so that the speech partners sometimes cannot catch the meaning of the speech spoken by the child.
2. Children at the age of 3 years are able to produce two-word speech even with the adaptation of sounds, able to form complete sentences, able to understand linguistic input in large quantities, children's speech capacity mushroom so that they become speakers who are unrelenting in speaking and conversing.
3. Children at the age of 5 years have good language skills; the sentences spoken have formed a unified concept, able to use hissing, and able to use words that connect causation.

5.4.1.2 Cognitive Development

The development of a person's language is directly proportional to his cognitive development. The two have a complementary relationship. The acquisition of language in the process is helped by cognitive development. On the contrary cognitive abilities will develop with the help of language. Both develop within the sphere of social interaction. The cognitive aspect emphasized in this case is the Intelligent Quotient (IQ) where this IQ affects how the child understands, assesses, as well as manages information to solve things. In short, this cognitive aspect has to do with the ability to think. Children's thinking ability is not necessarily formed casually, there are stages that go through to arrive at one phase. These stages that are passed in addition to being influenced by the development of brain structure and function are also influenced by interaction between nerve cells. The nerves in the brain interact with each other in a harmonious relationship. These inter neurological relationships develop gradually. At an early age, the work of brain components such as the angular gyrus, archuating facilities, motor cortex, and primary auditory cortex is not optimal. The child can only accommodate all the input he receives and is processed in his brain. Research on the correlation between cognitive development and children's language skills has also been carried out by a Swiss biologist, Jean Piaget. Piaget divides the developmental stages of a child's cognition into four periods of development. The division is based on the increase in the age of the child, meaning that the older the child, the more the cognitive develop. These periods are: Sensorimotor period, preoperative period, concrete operational period, formal operational period (Aniswita et al, 2020)

5.4.1.3 Nature

The natural factor referred to here is the natural ability to master the language. That natural potential works automatically. Chomsky (1975) calls the potential possessed by children's biological devices with the term language acquisition device (LAD). This basic potential is the basic capital in language acquisition but

this LAD will develop rapidly after receiving stimulus from the environment. LAD is natural, meaning that the child will still be able to acquire the language he heard around him even without the stimulation to get the language. This happened to Genta. At the age of 1 year, Genta still produces babbling utterances, that the researchers have not found the reference. The production of utterances is a form of sound exploration carried out by the child even without any stimulation from their speech partners. The existence of interactions with speech partners in the form of questions, invitations and responses to speech, becomes a trigger for children in understanding, internalizing, and producing speech in the form of speech or word adaptations. These modifications will continue to be made until the produced utterance becomes a grateful form.

5.9.1.4 Genetic

Genetic factors include intelligence as well as personality and style or way of acquiring language. The acquisition of children's language is also influenced by the intelligence of the children. It has to do with the capacity that the child has in digesting something through his mind. Each child has a brain structure that includes different IQs from one another. The higher the IQ of a person, the faster it acquires language, on the contrary, the lower his IQ, the slower it acquires language. A person's creativity in responding to something determines the acquisition of language, the spoken power and behaviour that become a person's personality also affects more or less the variations in language speech.

Based on the results of interviews with parents, they agree with this. Parents of the child said that it is true that smarter children will be easier to absorb and get language, better at using it too. According to them, this can be proven by comparing their children with other children of the same age. Children who are easy to learn and have high curiosity tend to be faster and more often talk or imitate the sounds that the child listens to compared to children who seem to prefer to be lazy and less active. More active children tend to be more responsive in communicating.

5.4.2 External Factors

5.4.2.1 Environment

According to Vygotsky (in Rusyini, 2008: 7) the acquisition of the first language is obtained from the interaction of the child with his environment. Although the child has a basic potential or language acquisition device that Chomsky calls a language acquisition device (LAD), that potential will develop optimally after receiving a stimulus from the environment. Researcher observed that the environment has a significant influence on children's language acquisition where the environment in which children interact is divided into three categories, namely the family environment, playing environment, and school environment.

a. Family

Most of the time that the child spends is at home interacting with his family members. While at home, it is the duty of parents to play an active role in every activity. Interaction between children and parents will hone children's language skills and increase the chances of obtaining new vocabulary. The importance of parent-child interaction was also conveyed by Otto (2015: 199) that parental interaction with children and the learning context made at home can improve language acquisition skills in children.

This is also the case of Genta. He spent most of the time with family his members. The acquisition of his language from the sound of the babbling, the sound of which it is unknown to the two-word utterances mastered by Genta today is obtained from the joint interactions with family members. There are no family

members who prefer to be alone and rarely talk, most actively speaking with other family members. This affects and has an impact on the Genta's language acquisition which can be said to be good and has been maximized so that Genta is active in speaking.

b. Playing Environment

The playing environment is where the child interacts with his peers so that the child is encouraged to communicate verbally. This communication with playmates will certainly help the child's language development significantly. In the playing environment, children will be faced with a condition where they have to adapt and solve problems together with their friends (problem solving). Otto (2015: 207) reveals that the ability to converse in children will be broadened in a playing environment that provides opportunities for spontaneous conversations between children. The more often the child talks, the more vocabulary the child will get from the conversation. This is in line with the results of this study. It was found that Genta often has or mention new vocabularies after being invited to talk to their speech partners while playing.

5.4.2.2 Technology

Humans are social creatures that are never separated from interactions with other humans. In order to facilitate interaction and communication, humans created various kinds of digital communication tools which today are known as gadgets. Gadgets today are like a primary need for many levels of society in Indonesia, almost everyone has a gadget in the form of a smart phone. Likened to two sides of a coin, the existence of this gadget certainly cannot be separated from positive and negative influences for its users, especially for children. Gadgets will have a positive impact on the acquisition of children's language if their use is accompanied by proper control from parents. There are several applications specifically designed for basic language learning such as letter recognition, phoneme pronunciation, guessing letters, and so on. With a colourful, cute, and attractive visual design, children will be more interested in learning. The existence of this digital feature will have a good influence on children.

On the other hand, the existence of this gadget will have a negative impact on children if it is not accompanied by parental assistance. As researcher often encounter in everyday life, parents often give gadgets to children with the intention that children are not fussy or cranky and then the child is left unaccompanied. It is undeniable that when children play with their gadgets, children can be accidentally access things that are not supposed to be accessed. In short, the introduction of gadgets too early to the child will have a positive impact and a negative impact depending on several factors such as duration, frequency, and parental supervision. Researchers conducted interviews with the child's parents regarding to the influence of gadgets in language acquisition. According to parents, gadgets can have a positive impact on language acquisition if their use is restricted and under parental supervision. Genta's parents, who are a 1-year-old child, even give gadgets periodically to their children, but it is always under their supervision. He said that Genta tends to be more active in speaking after being invited to watch the channel on the *YouTube Kids* channel. Genta often follows the rhythm of songs and dances and even imitates the final sound of the words in the videos on the channel. Genta even imitates foreign languages heard from song videos or short foreign-language fairy tales through gadgets. He even actively talks just by looking at the photo album that is inside the gadget. These things show that gadgets can have a positive impact on children's language acquisition.

It is undeniable that gadgets also have a negative impact on language acquisition. This was also conveyed by the parents of the child. They revealed that gadgets are the main choice for children to play when

compared to other games. Children will tend to choose to play gadgets when the gadget is visible to them. Although it can increase the vocabulary of a language, the communication between children and the environment is reduced if the child has focused on his gadgets. Children choose to have fun talking to themselves with their gadgets regardless of the people who can become speech partners around them. In addition, children sometimes become cranky if they don't get the gadgets. Based on this, the researcher concluded that gadgets are one of the factors that influence language acquisition; has a positive impact on language acquisition in terms of enriching vocabulary, fostering interest in language learning, but negatively affects the ability to communicate in the child's social environment.

6 Conclusion

Based on the results of the analysis from the research conducted on each study object of different ages, the researchers concluded that the acquisition of children's language is influenced by factors derived from within the child (internal) in the form of age factors, natural factors, heredity, and cognitive factors. External factors are in the form of environmental factors and technological factors. Language acquisition in a child aged 1 year can be described as follows.

The condition of the child's undeveloped articulator organs affects the child's ability to produce words. This limitation causes the speech produced by the child often deviate far from the original sound. Children have a tendency to choose the latest syllable of a word to produce. The selection of the last syllable is caused by two things, namely that the child is easier to remember something that comes at the very end and the fact that in Indonesian, the ultima syllable gets the most pressure so that the tribe is also the most remembered by the child.

Phonological acquisition in a child aged 1 year is in the form of vowel acquisition /a/ /i/ /u/ /e/ /o/ /ə/ /O/ which is capable of being produced perfectly. The acquisition of consonants that are large is already capable of being pronounced precisely at the beginning, middle, and end of the word. Bilabial, alveolar, or palatal phonemes whose position at the beginning and middle of the word is mastered earlier than other phonemes, this is related to the development of the child's articulator. In some utterances, bilabial inhibitory phonemes are easier for children to master than dental inhibition phonemes. Not much happens to children aged 1 year in terms of morphology, but children are recorded to often produce utterances that are meaningless or difficult to find the references. Example: *nyah nyah*, *mbew*, *yuh*, and so on. Syntactical acquisition in children aged 1 year in the form of one-word utterances, two-word utterances, imperative utterances in simple form, negative utterances, and pronouns.

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