



Children Language Development: Psycholinguistics Perspective

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Abstract

This study explores the language development of children at the age of one. This research uses a psycholinguistic approach which is a study of the intersection of language and psychology. The method used in this research is qualitative research methods. To obtain language data from children, recording and recording was carried out. The data were analyzed by means of identification, classification, reduction and interpretation. The results showed that children at the age of one year were more optimal in terms of producing one syllable.

Keywords: *Psycholinguistic; Children's Language; Children's Language Development*

Introduction

One of the fields of study in psycholinguistics is the study of children language development. The study of children language development can be in the context of their early age or at the level of their study at school (Scarinci, Rose, Pee, & Webb 2015; Higgins, et al, 2010; Gerken, 2009). In the view of Hoff (2005: 2), language development in children is related to language acquisition devices in children and also the patterns of how they are nurtured. Therefore, during childhood, language development can grow naturally or naturally.

In the context of how children speak, they have unique differences when compared to adults. This can be seen from the words the children speak, sometimes it is not suitable with linguistic rules. The language that the children speak tends to be short and simple (Yulianto, 2012: 1). This shows that the development of children language has differences from the language spoken by adults.

In the psycholinguistic context, the children language is influenced by several factors, they are mental, environmental, and psychological conditions. Therefore, psychologists, for like Skinner, said that the most determining factor in shaping an individual is the environment. Maslow is more likely to show that a person's development is more determined by the environment and mental (Martin, & Carlson, 2019). These show that each expert has different views in terms of what shapes children's personality. Likewise with the context of children language, mentality and environment are also very influential.

In Indonesia, there are only few researches about children development. However, there are researchers who are concerned about examining the development of children in Indonesia, among them is

Darmowidjojo, he conducted research on the development of his grand-daughter named Echa. He conducted research in a longitudinal context so that it took a long time in his research (1999, 1998). His research has received a lot of appreciation because he is considered a pioneer in research on children development. Yulianto (2001) conducted research related to children language development on their early childhood. This research is focused on his children. So far, no one has examined children language development in relation to psycholinguistic contexts.

In relation to it, this study aims to explore the development of Indonesian children language on their early childhood using a psycholinguistic perspective. Through a psycholinguistic perspective, language studies can be approached through psychology because children language development cannot be separated from children psychological development. This research is considered urgent in relation to gaining data on the development of children language on their early childhood in Indonesia.

Literature Review

The development of children language is related to biological, cognitive, and sociological aspects (Yulianto, 2009). In childhood, they input language in relation to speaking, mathematics in relation to counting, and socialize in relation to sociology. They also input things related to the psychological context (Bjoklund (2012). The development of children language in each child has a different character so that the output is also different.

In relation to the biological context, Rieber (2012) refers to Lenneberg's (1964) view that the capacity in terms of language learning cannot be separated from the psychological context, which in later development is known as neuropsychology. Children who learn language cannot be separated from their mental development and the environment in acquiring language. This view is shared by thinkers in modern psychology, such as Skinner and Maslow. Likewise with Chomsky as a mentalist who believes that children acquire language from mental abilities called language acquisition devices (Chomsky, 2015). However, in the development of the paradigm of children language acquisition, cognitive psychology and neuropsychology are currently involved in the study of children language development because children development does not only involve psychology, but also the brain and mind.

State of the art of the research relating to children language development on their early childhood in the last decade is exposed as follows. First, Kurnia, Taufik, Silawati (2015) who examined early childhood language development in relation to oral language errors produced oral. The results showed that the development of children language developed consistently in children aged 5-6 years. Second, Siron (2016) examined children language development in relation to verbs. The results of research conducted by Siron show that the children in the age range of 5 years are able to use verbs and can use them as jokes. Regarding the research track record, no one has examined the language development of children aged 0-2 years with a psycholinguistic perspective.

The research roadmap is as follows. First, Yulianto has researched the psycholinguistic field related to children language development and produced research and / or books related to psycholinguistics (Yulianto, 2001, 2012). Second, the member, Ahmadi who wrote books about psycholinguistics (Ahmadi, 2015), psychowriting (2020), and research on psychowriting (2016). In addition, Yulianto and Ahmadi also develop learning that focuses on a psychological context.

Research Method

This research on children language development uses a longitudinal model starting from 2020 which is more focused on language development for children aged 0-2 years (first year), in 2021 it is focused on children aged 2-3 years (second year) and in 2022 is focused on children aged 3-4 years (third

year). This study uses a qualitative-descriptive method because it describes verbal data from what the children speak on their early childhood. In line with Cresswell's (2018) view, this qualitative research refers more to the interpretation of researchers in analyzing and processing data from research subjects. This study focuses on books, articles, and IPRs related to the Indonesian language development of the children on their early childhood.

The research subject in this study was an early child named Akkalendra (aged 1.4 years). The data used in this study are the child's language production from a psycholinguistic perspective. The language production of the child is associated with children language development (acquisition of children language sounds). The development is related to the following (1) use of single sentences, (2) word-combination sentences, and (3) simple sentences.

Discussion Result

The development of children's language uses the stages of development brought by Ingram (1992: 2), namely (1) the stage of prelinguistic development which occurs in children aged 0, 0–1; 0; (2) the stage of single single-word utterances which occurs in children aged 1, 0–1, 6; (3) stage of the first word combinations which occur in children aged 1; 6–2; 0; and (4) the stage of simple and complex sentences that occur in children after the age of 2; 0. Furthermore, the presentation is based on research data from Yulianto (2001). Thus, in the description, it uses the term of research subject (S1) named Akkalendra (AL). AL represents the stage of single-word utterances (TKT) which occurs in children aged 1; 4

Development of Sound Acquisition at Single-word Utterance Stage

In the 22nd period, it is when the children were on their 1; 5 (1), the subject began to utter disyllabic words. The words generally have the characteristics (a) with the initials vowels or (b) with the initials consonants which were formed from the reduplication of the last syllable. Besides that, several words also pronounced perfectly. These words are also generally characterized by (a) the word with single syllable, (b) with the initials vowels, or (c) with the initials consonants which are formed from reduplication of the last syllable. However, after that period, S1 still uttered single-syllable words until the end of the single-word-utterance stage period.

Sound development at this stage begins with the appearance of three sounds, namely the consonant / m / and / p / and the vowel / a /. These sounds were found in data collection in period 1. The words that appeared in this period were [mɔʃ], which refers to [mɔʃmɔʃ]; [ɔʃm], which refers to [mɔʃm] 'eating', and [pɔʃ], which refers to [pɔʃpɔʃ]. Those three words do not appear in one complete narrative. To get the utterances of those three words is not so easy. In this case, to understand the development of word acquisition and automatic acquisition of language sounds, researchers obtained information from S1's parents. This was mainly done because S1 had not been able to respond well to verbal stimuli (utterance) from the people around.

To provide an overview of the S1 response to verbal stimulation and how difficult it is to generate the utterances above, it can be noted that the following data collection was taken when S1 was 1;4.

P: Oh, ya ini permennya lagi

S1 took a candy from the hand of P, then S1 approached IP while saying *utɔʃ? utɔʃ?* (*buka, buka*). The researcher's wife opened the candy wrap and gave the candy to S1.

P: Papa mana?

L: Hayo ... papa mana? (S1 tetap tak menjawab) [L adalah ibu S1]

Per...gi.

S1: *i (p rgi)

P: Pergi
 S1 : *i.
 P: Per...gi
 S1 : 'gi.
 P: Lagi, lagi, per...gi ...
 S1: 'gi.
 P: Lho, bisa gitu kok.
 Papa pergi.
 S1: *i.
 L: Pergi ke mana?
 S1: *i.
 L: Pergi kerja.
 S1: jɔʃ (k rjɔʃ).
 P: kerja
 S1: jɔʃ.

The number of language sounds and words produced by S1 did not increase in data collection for period 2. It was only in period 3, when S1 was aged 1; 4 the word [miʔ] appeared, which refers to [mimiʔ] 'drinking'. Thus, until period 3, the words obtained by S1 were only four words and the consonant sounds that had been mastered were /m/, /p/, and /ʔ/ as well as vowels /a/ and /i/. Apparently, this situation lasted until period 5, when S1 was 1; 1 (3).

In period 6, the word mastered by S1 increased by one, namely [tɔʃʔ], Which refers to [mintɔʃʔ]. The number of sounds S1 knew also increased, namely the consonant /t/. The addition of one word per period occurred up to period 9. In the period 7, the new mastered word was [ɔʃʔ], a signal to start eating; in the period 8 the word [ti], which refers to [putri], the nickname for grandmother; and in the period 9, the word of [mi], the name of a food (noodle).

After S1 was 1; 2 (8) the development of word acquisition was rather significant, in each data collecting time, there were two new words mastered by S1, and the most significant development occurred after the age reached 1; 3(19) with the addition of word mastery reached an average of five words per period.

After period 24, when S1 was 1; 5(14), the addition of new words was not many, only one or two words. However, at the end of this TKT period, the development that seemed to stand out was the phonetic change in utterance for the words S1 had mastered, for example words that were originally pronounced in one syllable, during the last period there were already two-syllable words, as in period 10 there were [ti] expression for [rɔʃti], which in period 22 the word was pronounced [ɔʃti]. In fact, there were also words that could be pronounced perfectly, as in adult speech, such as [obɔʃ], which occurred in period 26.

Overall, the number of words mastered by S1 at TKT was 64 words. The words relate to S1's daily life, the activities, circumstances, and objects around S1. From the 64 words produced by S1, there were 15 consonants, namely [m, p, ʔ, t, h, ŋ, b, *, ʃ, y, ɕ, ʃ, w, k, g]. All vowels in standard Indonesian had been mastered perfectly at this stage, namely [ɔʃ, i, u, e, o, ɨ] and the allophones, namely [I, U, ɨ, ɣ].

The development of acquisition of words and language sounds as a whole in TKT at S1 can be observed in Table.

Table1: The Development of Words and Phonetics Obtained in the stage of Single-word Utterance

Period	Age	Word	Amt	Consonant	Vocal
1	1;0(7)	ma (mʌmʌ), am (mʌ·m, makan), pa (pʌpʌ)	3	m, p	a
2	1;0(13)	-	3	-	-
3	1;0(20)	mi? (mimi?, minum)	4	m, ?	i
4	1;0(27)	-	4	-	-
5	1;1(3)	-	4	-	-
6	1;1(10)	ta?(mintʌ?)	5	t, ?	a
7	1;1(17)	a? (hʌ?, isyarat mulai makan)	6	?	a
8	1;1(24)	ti (putri, sebutan untuk nenek) mi (mi, nama makanan)	7	t	i
9	1;2(2)	uh (mengacu kepada kucing), ti (roti)	8	m	i
10	1;2(8)	mʌ (p·rmʌ·n)	10	h, t	u
11	1;2(15)	tUŋ (kʌkUŋ)	11	m	ʌ
12	1;2(22)	bu? (bubu?, tidur), *a (izʌ, nama	12	t, ŋ	U
13	1;2(29)	diri S1)	14	b, *, ?	U, a
14	1;3(5)	*i (p·rgi), bIŋ (mobII)	16	*, b, ŋ	i, I
15	1;3(12)	mba? (mbʌ?, sebutan untuk kakak perempuan), *I?(ʌdI?), ta(boneka)	19	m, b, *, ?, t	a, I
16	1;3(19)	to (bʌ?so), (tUŋ) (kʌkUŋ)	20		o, U
17	1;3(26)	ta? (bukʌ), tih (ʌIr putih), ču (susu), ŋ*i (mʌndi), bUŋ (bubUr)	25	t, ŋ	a, i, u, U
18	1;4(3)	ŋ*ŋ (gendʌ), yi (b·li), mat (mʌs, sebutan untuk kakak laki-laki), t (es), yUŋ (t·lUr), pU? (krupU?)	31	t, ?, h, č, ŋ, *, b	U
19	1;4(12)	čI (kučI), tu(s·pʌtu), ča? (čičʌ?), yU (burU), mUt (s·mUt)	36	ŋ, *, y, m, t	*, i, a, ʌ, U
20	1;4(19)	ju (bʌju), *U?(*u*U?), yam (ʌyʌm), či? (nʌsi), tu (sʌtu),(duwʌ), *a (tigʌ)	43	č, ŋ, t, y, m	I, u, a
21	1;4(25)	pʌŋ (pUlpʌn), tu (buku), yIt (tullIs), yah (merʌh)	47	ŋ, *, ?, y, m, č, t, w	u, U, a, i

22	1;5(1)	aI? (naI?), (·yi) (b·li), aĵaŋ (ĵeĵeŋ), pi (tifi), (eta) (bonekeŋ)	52	p, ŋ, t, y, h	•, u, I, a
		ŋa? (eŋeŋ?), *U ^h (tidUr), ŋ*a? (tindeŋ?),		m, h, ŋ, ?, y	•, a, I, ,
23	1;5(8)	put (pus, panggilan untuk kucing), au (meŋu), aIt (neŋeŋIs), aĉih (t·rimŋeŋ)	55	ĵ, p, t	i, e
24	1;5(14)	kaŋsih), ·ĵa (k·rĵeŋ), ayi (leŋri)			
		aŋdaŋ (seŋdeŋeŋ), (kU ^h)* (keŋkU ^h)	61	ŋ, ?, *, ^h	a, U
		obat (obeŋt), ait (peŋit), (·gi)* (p·rgi)			
25	1;5(23)			p, t, ĉ, ĵ, y	i, a, u, I,
26	1;5(30)		62		.
			64	ŋ, d, (k)*, ^h	a, U
				b, t, (g)*	o, a, I

Description: Refers to the development of the previous particular spoken words th had been obtained. Its presence is listed because it contains a new sound.

Refers to the reference of the utterance the sounds /k/ and /g/ had not been used consistently by S

Acquired Consonants

The fifteen consonants that had been produced by S1 above when viewed from the way of articulation consist of 9 stop consonants, 1 fricative, 3 nasals, and 2 semivowels. When viewed from the area of articulation, the fifteen consonants consist of 4 labial consonants, 3 dental, 3 palatal, 3 vellars, and 2 glotals. These consonants can be seen in Table 2 below.

Table 2: Consonants in The Single-word Utterance Stage

Consonant	labial	dental	palatal	vellar	glotal
Stop	p b	t d	ĉ ĵ	k* g*	?
Frikatif					h
Nasal	m	ŋ		^h	
Semivokal	w		y		

*Note: * These consonants had not been produced consistently*

Based on Table 5.1, it revealed that the development of the consonant's acquisition by S1. The earliest consonants obtained were /m/ and /p/, which are stop-labial consonants and the last consonants obtained in this TKT were /k/ and /g/, which are stop-velar consonants. This consonant /m/ and /p/ were obtained in period 1 and 2. In period 3, when S1 was 1;0(20), the glotal consonant /ʔ/ is obtained. Only those three consonants were obtained by S1 until period 5. In period 6, when S1 was 1;1(10), S1 started to produce the dental consonant /t/, which articulated somewhat backwards when compared to labial. This situation lasted until period 8. It was only in period 9 that S1's glotal sounds were produced.

The second nasal consonant obtained by S1 was /ŋ/, which is a nasal-dental consonant. This consonant was obtained in period 12 when the S1 was 1;2(22). In Indonesian, the standard consonant is nasal-alveolar. The next period, when S1 was 1;2(29) the number of consonants mastered by S1 were eight because in this period there were two new consonants obtained, voiced consonants /b/ and /ʔ/. The consonant /ʔ/ produced by S1 was a dental consonant, not alveolar as in standard Indonesian, namely /d/. At that time the sound /d/ produced was /ʔ/. Mastery of only these eight consonants lasted up to three weeks. It was only in the period 16 there was another control of the consonant, namely the nasalvelar consonant /ŋ/.

The palatal consonant was obtained next in period 17 to period 20. The palatal consonants obtained were /č/, /y/, and /j/. In period 20 also obtained semivocals /w/. Mastery of these thirteen consonants took a very long time until S1 was almost 1;5(23). Only in the last two periods of TKT, namely periods 25 and 26, velar consonants of /k/ and /g/ obtained. Even then, both of them were not produced consistently, as seen in the S1 / DT / 55 and S1 / DT / 57 (see Appendices 10 and 11).

In the first field notes in period 25, it can be observed that the sound /k/ of the word [kU], which refers to [kɔkU], uttered by S1 for the first time. It also seemed inconsistent because after pronouncing the word because S1 tried to imitate the utterance of the researcher (P), S1 naturally still uttered the word of [tU].

In data collection for period 26, which was the last period in the TKT, an event similar to period 25 also occurred for the pronunciation of the sound /g/. During this period the sound /g/ was also heard spoken by S1; even up to two times. The sound was uttered to P's inducement so that S1 imitated the utterance. However, naturally the sound was not the correct utterance or the same word. Therefore, the sound /g/ had not been consistently obtained by S1.

The development of obtaining consonants in S1 at TKT can be stated in Table below.

Table 3: The Development of Obtained Consonants in the Stage of Single-word Utterance

No.	Period	Age	Consonant
1.	1	1;0(7)	m, p
2.	3	1;0(20)	ʔ
3.	6	1;1(10)	t
4.	9	1;2(2)	h
5.	12	1;2(15)	ŋ
6.	13	1;2(29)	b, ʔ
7.	16	1;3(19)	ŋ
8.	17	1;3(26)	č

9.	18	1;4(3)	y
10.	20	1;4(19)	ĵ, w
11.	25	1;5(23)	(k)*
12.	26	1;5(30)	(g)*

*Note: *the consonants had not been produced consistently*

To see the characteristics of the development of consonant acquisition at TKT, it can be seen in Table below. The table associates the characteristics of the place of articulation with other distinctive features.

Table 4: The Consonant Characteristic in The Stage of Single-word Utterance


	Labial	Dental	Palatal	Vellar	Glotal
Ant	-/+	+	-	-	-
Ting	-/+	-	-	+	-
Bel	-/+	-	-	-	+
Kont	-/+	-	-	-	-
Del-rel	-	-	+	-	-
Suara	-/+	-/+	-/+	-/+	-
Lat	-	-	-	-	-

Description: + as a sign that the existing consonants have this feature

- as a sign that the existing consonants do not have this feature


-/+ as a sign that some parts of the consonant have the feature and some don't.

Table 5: The Obtained Anterior Consonants in The Stage of Single-word Utterance

	Labial	Dental	Palatal	Vellar	Glotal
		+anterior	p b m	t * ŋ	
-anterior	w		č ĵ y	k g 	h ?


By examining the order of acquisition, as revealed in Table 5.3, it appears that the labial and dental consonants with + anterior feature were obtained earlier than the palatal and vellar consonants, which were anterior-featured.

Table6: The Obtained High Consonant in The Stage of Single-word Utterance

	Labial	Dental	Palatal	Vellar	Glotal
+tinggi		w		y	k g 
-tinggi		p b m	t * ŋ	č ĵ	h ?

By considering Table 5.3, it can be seen from the order of acquisition that the high consonants, represented by labial (p, b, m), dental, and palatal (č and ĵ) consonants as well as glotals are obtained earlier than the high + consonants, which represented by vowels and semivowels (w and y). The high consonants are shown in table is obtained in the order 1-6 while the high + consonant is obtained in the order 7-12.

Table 7: The Obtained Back Consonant in The Stage of Single-word Utterance

	Labial	Dental	Palatal	Vellar	Glotal
+belakang		w			k g 
-belakang		p b m	t * ŋ	č ĵ y	h ?



In Table 5.7, it can be seen that the consonants w, k, g, and  have *+back-feature*, while the others have *-back-feature*. In Table 5.3, it can be seen that the consonants of the first group are obtained in the order 7-12. Thus, it can be stated that the consonant of *-back* is obtained earlier than the consonant of *+back*.

Table 6: The Obtained Continuant Consonant in The Stage of Single-word Utterance

	Labial	Dental	Palatal	Vellar	Glotal
+kontinuan	w			y	h
-kontinuan	p b m	t * ŋ	č ĵ	k g 	?

In this table, if observed and connected with the previous ones, it can be seen that labial consonants with *+continuant* feature are obtained earlier than labial consonants with *-continuant* feature. Likewise, the palatal consonant with *-continuant* feature is obtained earlier than the palatal consonant with *+continuant* feature. In the glotal sound group, there is the same conclusion, the glotal consonant with the *-continuant* feature (/ʔ/) is obtained earlier than the labial consonant with *+continuant* features (/h/). Thus, it can be stated that in general *-continuant* consonants are obtained earlier than *+continuant* consonants.

Conclusion

Language development in children aged 1.4 years enters the stage of one syllable development. Universally, language development in children aged 1.4 years is almost the same. This is indicated by the presence of (1) prelinguistic development, ages 0, 0–1; 0; (2) single-word utterance, which occurs in children aged 1, 0–1, 6; the first word combination, which occurs in children aged 1, 6-2, 0; and (4) simple and complex sentences, which occur in children after age 2; 0.

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