



When and How Do Children Start Producing a Language?

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Abstract

This article discusses how a child speaks his first language. The first language spoken through several phases is called the semantic process, syntax and phonology. Newborn babies get their first language from their mother called mother tongue. In the process, newborn babies need a lot of interaction both inside and outside the environment to obtain language, including using the five senses to find out the meaning of language acquired from the surrounding. As with animals, humans are born equipped with language acquisition devices (LAD) as the natural abilities of babies used to interpret language and learn languages. This is what distinguishes between humans and animals. By using this LAD, humans are able to communicate or respond to language from others.

Keywords: language acquisition, speech act

Introduction

Humans are equipped with the power to provide sounds that are then known as language. This ability places humans otherwise from different creatures. generally we tend to don't seem to be tuned in to the individuality, as a result of we tend to assume that language is traditional and straightforward to try and do. when we tend to grow old, we tend to speak doltishly regarding what he desires to mention. Once we wish to specific one thing, at that point we tend to conjointly issue sounds known as language (Dardjowidjojo, 2012: 1).

Language could be a system symbol or rules that permit us to speak, (Harley, 1995: 2). The symbol meant is words, both in writing and in speech, whereas the rule is the area of constructing a sentence. What about animal language? Dardjowidjojo (2012: 8) provides an interpretation of events such as

in hens. When we see the mother hen and her children, we often hear the mother emit certain sounds and in an instant the children run toward the mother. After we notice it turns out that the mother makes these sounds to tell her children that she found food for them.

Other events, bees dance to tell other bee friends about the existence of nectar nests, how much nectar is, where the nectar is and how far it is. The dance embodied in a shape like the number eight is shown in front of his friends. The speed of the danced and the intensity of the wing movements indicate the number and distance of the nectar's place from the nest. Another example of an ape that can give conditions to friends when there is a threatening threat. If the danger comes from under the tree, for example there is a tiger that is passing by, suddenly the monkey gives a signal to his friends to climb into the tree. Conversely, if the danger comes from above the tree, for example the presence of an eagle that is floating then in a certain way the monkey gives a signal to his friend to hide under a tree.

From the three examples above it appears that chickens, bees and apes can communicate each other by using their own language. So do humans, We can also easily communicate with other people using our language. Thus it can be concluded that language is a system of arbitrator symbols that humans can use to communicate. The process of resulting sound is explained by Garman (1990: 4) that the sounds produced by humans are transmitted to the ears of listeners through airwaves. When the sound is released, the air vibrates by it and forms a wave. This sound-carrying wave moves from the front of the speaker's mouth to the listener's ear. Audible sounds will be passed through the nerves - sensory nerves then passed to the brain for processing and it's captured.

First Language Acquisition in Children

A baby comes to the world cannot communicate like an adult. The resulting speech has not been as perfect as an adult even though they have started to say words. Babies first get the language from their mother then over time they will get language from their environment. The first thing that becomes the basis for mastering language is how a child controls the sound system. They must be able to produce the appropriate sound so that it can be understood by others. To do this, a baby will try to understand the language given and then recognize it and then produce it.

Some Issues in Language Acquisition

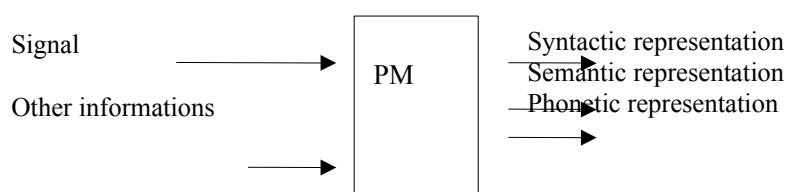
The issue of language acquisition is explained by Clark (1977: 297-298) that language acquisition in children occurs because of a sustainable development process. At first the child tries to say one word into two words, three words and finally becomes a sentence like the word *want* becomes *want to eat* and *more* becomes *more black*. Another example is a child who initially

uses body movements and will later be changed in a word. Language acquisition can also occur due to innateness in language that this ability can only be possessed by humans. This process is in line with the opinion of Chomsky and Miller in Abdul Chaer (1957) who stated that there was a special tool that was owned by every child from birth to speak. The tool is called the Language Acquisition device (LAD), which functions to enable children to obtain their native language. This LAD works if a sufficient amount of language from a language is given to the LAD of a child as input, the LAD will form one of the formal grammar as its output. Another thing is also explained that language acquisition occurs because of the process of understanding and producing (comprehension and production). This process is firstly resulted from listening utterance, using it, interpreting it, and using utterances that have been understood and intended.

Abdul Chaer (2009: 167) explains that language acquisition or acquisition is a process that occurs in a child's brain when they get the first language. Unlike learning, learning is defined as the process that occurs when a child learns a second language. So acquisition is more identical to first language acquisition, while learning is related to second language.

Language acquisition in children occurs in two processes, namely the competency process and the performance process. Competence is the process of mastering grammar that goes unnoticed. This process is also a condition for the performance process which consists of two processes, namely the process of understanding and the process of publishing or producing sentences. The process of understanding is the ability to understand or perceive sentences that are heard, while the publishing process is the ability to issue or publish sentences themselves. These two types of competencies if they have been mastered will become children's linguistic abilities. So, linguistic ability consists of the ability to understand and give birth to new sentences which in linguistic generative transformation are called treatments, or the implementation of language or performance

In line with Chomsky's theory (2006: 103), competence is the ability to idealize the sound source (speaker) and listener to produce a performance (grammar of language). This idealization process is to combine sounds (sound / signal) and meaning and between semantic and phonetic. Competence and performance can be illustrated as follows:



The signals received will be processed through a perception model (PM) in order to produce grammar of language which includes syntactic representation, semantic representation and phonetic representation.

Acquisition in the Field of Semantics

In the latest development, in line with the development of generative transformational linguistic theory that emphasizes semantic components, the study of language acquisition began with the new semantic component followed by syntactic acquisition studies and phonological acquisition studies.

In the first year of life, a baby spends his time observing and gathering as much information around his life. This observation is carried out by all five senses. What is observed and collected will become the knowledge. Based on this world knowledge, the baby obtains the semantics of his world by attaching a fixed meaning to the sequence of a certain language.

Clark (1977) generally concludes the development of semantic acquisition into 4 stages:

1. The Narrowing Phase of the Meaning of the Word.

This stage takes place between the ages of one to one and a half years (1; 0-1; 6). At this stage children consider one particular thing covered by one meaning to be the name of the object. So, what is called [meow] is only a cat that is kept at home. Likewise [gukguk] is only a dog at home, not including those outside the child's home.

2. Excessive Generalization Phase

This stage lasts between one and a half years to two and a half years (1; 6 - 2; 6). At this stage children have begun to generalize the meaning of a word in an excessive way. So, what is meant by dogs or *gukguk* and cats or *meow* are all four-legged animals, including goats and buffalo.

3. Semantic Field Phase

This stage takes place between the ages of two and a half to five years (2; 6 - 5; 0). At this stage children begin to group related words in one semantic field. At first this process progresses if the meaning of fewer and more generalized words after new words for objects included in this generalization is controlled by children. For example, if at first the word dog applies to all four-legged animals, but after they know the words horse, goat, and tiger, the word dog only applies to dogs.

4. Generalization Phase

This stage progresses after a five-year-old child. At this stage children have begun to be able to recognize the same objects from the perspective term, that they have the same semantic features. This kind of introduction is more perfect if the child grows older. So, when they are between five and seven years old, they have been able to recognize what is meant by animals, namely all

creatures including animals.

The Way Children Master the Meaning of the Word

Children do not master the meaning of words carelessly. There are certain strategies that are followed. The way children master this meaning is explained by dardjowidjojo (2012: 262 - 263), for example children master the meaning by using a reference strategy that states that words always refer to objects, actions, processes or attributes. With this method, children who have just heard a new word will try to introduce the word by referring to one of the references above. If the word is chili, he will attach the word to the object referred to by that name. If the new word is cackling, he will interpret the word by hiding as well.

The second strategy is the object scope strategy. In this strategy, children interpret a word by referring to the whole object, not just part of the object. If the child is introduced to a bicycle, the whole bike will be controlled, not just the tire or the saddle. At the beginning of the acquisition can occur that the child will take only one of its features, but finally an understanding is formed that what is called a bicycle is the whole of that object.

The third strategy is extendibility. This strategy shows that words not only refer to the original object but also to other objects in the same group. If a child is introduced to a black cat, he will know that another cat whose white fur is also called a cat.

The fourth strategy is categorical scope. This strategy states that words can be extended to use for objects that fall under the same basic category. After being introduced to the turtle as a bird, and then he see the parrot, he will know that parrots are also included in the same basic category as the turtle, namely the bird. He would refer to the parrots as birds as well.

The fifth strategy is the "name-new - nameless category" strategy (novel name - nameless category). The child who hears the word, and after searching in his mental lexicon, it turns out that this word does not have a reference, then this word will be considered a new word and its meaning is attached to the object, action, or attribute referred to that word. For example, if a child hears the word, button, the child will look in his mental lexicon for what the word is. If the reference is not there, the child will assume the word is a new word and attach the meaning to the button.

The last strategy is the conventionality strategy. Children assume that the *speaker* uses words that are not only too general but also not too special. For example, an adult might not introduce the word animal or creature to refer to a turtle or or a huge turtle, but he would use the word bird to introduce the turtle.

Acquisition in the Field of Syntax

In the field of syntax, children have started to say one word, and two words in a few months later (M. Gass and Selinker, 2008: 35).

1. *One-Word Utterance*

The one-word utterance uttered by child is a full sentence, only because he has not been able to express a few words so he only takes one word from the whole sentence. For example, the child is named Roni, and what he wants to say is that "Roni wants a book". He will choose *ni* (for Roni), *wan* (for want) and *bu* (for books). We will surely guess that what will be chosen is a book. Why is that? Because even in simple thinking that it turns out that children have begun to understand the knowledge of old information and new information. The sentence is spoken to give the listener new information. The new word in the sentence is *book*, so that the child chooses the word *bu*, not *this* or *want*.

SteinBerg, Nagata and David (2000: 7) also explain that one-word utterances can express thoughts that involve these objects. For example a baby points to a shoe and says "*mama*", it can mean the shoes belong to *mama*.

2. *Two-Word Utterances*

In 1963 Martine Braine, University of California at Santa Barbara, discovered in her research that the order of the two words that children use turns out to follow certain rules. For several months (2; 0) after the baby is able to pronounce one-word utterances, a child has begun to combine a word into two-word utterances. Initially, a child expresses one word and then combines it in a word order (Clark 1977: 307). Example:

Baby. Chair

Then formed in utterance of two words:

Baby chair

The characteristic of two-word utterances is that these two words are words from the main category of nouns, verbs, adjectives, or even adverbials. There are no function words like *in*, *that*, and *so on*. In the utterance of two words also not found any kind of affix. In English, for example there is no inflection *-s* for plural and *-ing* for ongoing. For the Indonesian doesn't use prefix *-men* or suffix *-kan*, *-l*, or *-an*.

The following table presents two-word utterances spoken by Kendall (Bowerman in Cark, 1973a). The utterances have been arranged according to the relationship of events used in verbs and combinations of nouns (1-5) and a pair of events used in nouns and nouns combinations (6-8).

Table
Case Relations in Kendall's Two – Word Utterance

1. Verb and Agentive (28)* Kendall Swim Kimmy come Mommy read Doggie break book]	Kendall pick up [pick up K] Pillow fell
2. Verb and experience (1) (14) See Kendall [K sees]	6. Agentive and Objective (5) Kendall spider [is looking at] Kendall book [is reading
3. Verb and Goal (1) Writing book	7. Experiencer and Objective Kimmy bike Papa door Kimmy pail Kendal turn
4. Verb and Locative (3) Play bed Sit pool	8. Locative and Objective (13) Kendall bed Kendal water Towel bed Pillow here There cow
5. Verb and Objective (23) Look Kendall [look at K] Kimmy kick [kick K] Shoe off	

* Frekuensi of each kind of combination in Kendall's corpus based on bowerman (1973a)

Acquisition in the Field of Syntax

At birth, children only have 20% of their adult brain. Contains animals that have 70% of their adult brains, so it is natural that more animals are able to carry out activities immediately after birth, whereas humans can only cry and move their bodies.

At the age of 6 weeks, the child has started making sounds that are similar to consonants or vowels. These sounds cannot be ascertained because their shape is not yet clear. The process of releasing sounds like this is called cooing, which has been translated into cheats. Children twitch various kinds of sounds whose identity is not yet clear (Dardjowidjojo, 2012: 244).

At the age of 6 to 10 months, before speaking, the children make a sound called babbling (babble). This sound consists of consonants and vowels, which starts from consonants (KV) such as mama, baba, papa (Harley, 1995: 352). Babbling ends at the age of 9 to 10 months as a basis for saying the first word to a child, so it can be concluded that the ability of a child to say the first word is characterized by the existence of the babbling itself. In Western children, the first word starts at the age of 1 year (from now on use the convention 1; 0 for

one year of age, 1; 7 for one year and 7 months of age), while Indonesian children a bit late ie approaching age 1: 6. This is because Indonesian children need a long time to determine which syllables will be taken as representatives of the syllables. From the word *sepeda*, in which will be taken is *se*, *pe*, or *da*.

Conclusion

Research conducted on children's language development certainly cannot be separated from the views, hypotheses, or psychological theories adopted. There are three views that publish theories about language development in children. Two contradictory views put forward by American experts are the view of nativism, which argues that the mastery of that in children is natural, and the view of behaviorism which holds that language acquisition in children is bribery (nurture). The third view emerged in Europe from Jean Piaget who argued that language acquisition was derived from cognitive maturation, so his view was called *cognitivist*.

These three views are discussed by Abdul Chaer in his book (2009) which contains the view of nativism represented by Noam Chomsky, the view of behaviorism represented by B.F Skinner, and the view of *cognitivist* by Jean Piaget as follows.

1. Nativism Views

Nativism believes that the process of language acquisition in children is obtained naturally. This view does not assume that the environment has an influence in language acquisition, but language is a biological gift that is in line with the "hypothesis of giving nature"

This opinion was initiated by Chomsky who argues that language can only be mastered by humans, because humans are only equipped with language from birth through giving biological development called the Language Acquisition Device (LAD). LAD is considered a physiological part of the brain that is specifically for language processing, and is related to other cognitive.

2. Behaviorism Views

This view was conceived by Skinner who argues that the process of acquiring a child's first language is controlled from outside the child, namely by stimuli provided by the environment. Children are considered as passive recipients of their environment, do not have an active role in the process of developing verbal behavior. From this experiment, Skinner concluded that language acquisition is based on the existence of a stimulus, and then followed by a response. From this repetition process habits will arise.

3. Cognitivist Views

Jean Piaget states that language is not a separate natural trait, but one of several abilities derived from cognitive maturity. Language is structured by reason, so language development must be based on more basic and more general changes in cognition. Cognitivist asserts that the complex structure of

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language is not something given by nature, nor is it something learned from the environment. The language structure arises as a result of continuous interaction between the level of cognitive function of the child and the linguistic environment.

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