

AN COMPARISON ANALYSIS OF FIRST AND SECOND LANGUAGE ACQUISITION UTTERED BY A CHILDREN IN BELOW 2 YEARS OLD BY LOOKING THE SEGMENTAL FEATURES: A STUDY CASE

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Abstract

The aims of this study is to investigate the process of first and second language acquisition by the child below 2 years old by doing some question and answers. There is one child at the age of 1 year 6 months and he is only able to use one word utterance. Acquisition is different than learning because it can be received unconsciously. The child certainly have given ability to acquire language as present from birth called innateness. He only need to look at other conversation and he automatically understands even though there are some mistaken words based on his segmental features including consonants and vowels. This research uses qualitative descriptive method because the writer must gather the data by meeting the participants as objects. There are one child as main object and his uncle as supporting object. This research found that there are 16 mistakes in Bahasa Indonesia and 17 mistakes in English Language, the major mistakes based on segmental features are in the Alveolar Fricative Sounds. Nevertheless, he understood to the meanings. The data proof that Holophrastic stage is suitable for the child below at the age of 1 until 2.

Keywords: *Language Diversity, Student Communication, Language Evolution*

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki proses pemerolehan bahasa pertama dan kedua oleh anak di bawah 2 tahun dengan melakukan beberapa tanya jawab. Ada satu anak pada usia 1 tahun 6 bulan dan ia hanya mampu menggunakan satu kata ucapan. Akuisisi berbeda dengan belajar karena dapat diterima secara tidak sadar. Anak tentu telah diberikan kemampuan untuk memperoleh bahasa seperti hadir sejak lahir yang disebut bawaan. Dia hanya perlu melihat percakapan lain dan dia secara otomatis mengerti meskipun ada beberapa kata yang salah berdasarkan fitur segmentalnya termasuk konsonan dan vokal. Penelitian ini menggunakan metode deskriptif kualitatif karena penulis harus mengumpulkan data dengan bertemu peserta sebagai objek. Ada satu anak sebagai objek utama dan pamannya sebagai objek pendukung. Penelitian ini menemukan bahwa terdapat 16 kesalahan dalam Bahasa Indonesia dan 17 kesalahan dalam Bahasa Inggris, kesalahan utama berdasarkan fitur segmental terdapat pada Alveolar Fricative Sounds. Namun demikian, dia mengerti artinya. Data bukti bahwa tahap Holophrastic cocok untuk anak di bawah ini pada usia 1 sampai 2.

Kata Kunci: Ragam Bahasa, Komunikasi Mahasiswa, Evolusi Bahasa

A. INTRODUCTION

Language is a tool of communication to to express innumerable ideas, describe events, tell stories, etc. There are three types of language: spoken, written and gesture (body language). People more often use spoken language because it gives direct messages and flexible. Then spoken language is made up of sequence of grammatical sounds (phonemes) which is really wide. It is easy to be conveyed rather than written language which made up of sequence of grammatical letters, and gesture concerns of body movements, e.g. nod of head, shake of head, handshake and other symbols like pictures, guides etc.

Language allows the creatures, specially human to coordinate what have been done with others, such as relay information, find out answers, and carry out everyday activities. Usually, human use spoken language every day as a means of communication, while written language allows us to record and hold on

Language Acquisition is the process that humans acquire and gain the ability to be aware of language and to comprehend it, as well as to produce and use words and sentences to communicate. The word 'acquisition' means the process of gathering a thing, and it is related to language. Varshney (2003:307) stated that Language acquisition is the process whereby children achieve a fluent control of their native language. Sapir (1970) stated that the process of acquiring speech is, in sober fact, an utterly sort of thing from the process of learning to walk.

Clark (2015) stated that the born children are initially not talking, but They learn language by using sounds and words. Such as what they learn, meanings and constructions. The children need to know what to use where and when, how to integrate language with other modes of communication, how to make themselves understood, and how to understand other information, starting from their parents. The first language learned by a child is his/her mother tongue, which means the language listens to from his or her birth. For example, when the child is born in Indonesia, and the parents certainly use Bahasa Indonesia, his/her will acquire it as first language. Furthermore, he/she will acquire it faster.

Chomsky in Steinberg (2003:94), stated that humans are born with minds, obtain innate knowledge concerning a number of different areas. One such area or faculty of the mind concerns language. Chomsky has called that innate language knowledge LAD (Language Acquisition Device). In his belief, it is such faculties of the mind are relatively independent of one another. For instance, he believes that innate knowledge alone is sufficient for the acquisition of language and that mathematical or logical knowledge is not needed.

Children usually acquire their first language by mother tongue. First Language Acquisition or FLA is the study of individuals and groups who are learning their first language as young children. Young children is a young human being below the age of puberty or below the legal age of majority. FLA studies infants' acquisition of their native language, whether that be spoken language or signed language. Due to the native speakers live in Indonesia, the first language that they has acquired is certainly Bahasa Indonesia, though it can also refer to bilingual first language acquisition (BFLA) that is related to infant's simultaneous acquisition of two native languages.

On the other side, the children also acquire their second language by other media or tools which has necessary role as mass communication of interaction in creating and sharing information and ideas, can be printed or digital data. Usually, children prefer acquire it from digital because it is easily accessible when his/her parents want to supply children ability while acquiring second language. It aims to Second Language Acquisition or SLA.

Saville (2017) Explained that is a study of individuals and groups learning both L1 as

language 1 and L2 as language 2 as young children, and to the process of learning that language. In addition, it can be said that L1 is linguistically called source language (SL), while L2 is target language (TL), Although that TL has many references, can be third, fourth, fifth, etc. Typically, SLA is an official or societally dominant language needed for education as basic purposes. For example, the first language uttered by child is Bahasa Indonesia, and they also acquire English as foreign or second language. Or in other cases, they initially acquired local language, such as Javanese, Batakese, Sundanese, Maduranese, Acehnese, etc. and their second language is Bahasa Indonesia.

It happens due to their culture that they must maintain their local wisdom. The circumstances will be different depend on where the children live. If they live in the city, they use Bahasa Indonesia as national language in Indonesia, while suburban prefer local language. Languages are widely used by people, and some languages are built different. Thus, SLA involves a wide range of circumstances, by looking three different disciplinary perspectives, such as linguistic, psychological, and social.

Language acquisition is related to Phonetics. Phonetics is divided into 3: Articulatory Phonetics, Acoustic Phonetics, and Auditory Phonetics. Approaching consonant and vowels by looking human utterances are studied in Acoustic Phonetics. It is the study of the physical properties of sounds, the air wave frequencies of which sound consist. The frequency of vibration measured in hertz; volume of sound measured decibels. Instruments used to measure and record speech sounds include the sound spectrograph, which produces readouts called sound spectrograms. Vassilyev (1970) Stated that the studies of physics of the air vibrating between the mouth and ear or also known as speaker and hearer and producing sound waves of different character and acoustic effect, for example: different sounds are studied in Acoustic Phonetics. From its point of view, a speech sounds, like any other sounds in nature, is a physical phenomenon, a kind of moving matter and energy. Acoustic Phonetics specifically has segmental features, there are consonant and vowel. In consonant, there are divided into 2: place and manner of articulation.

In place of articulation, there are:

- i. Bilabial: [p] = voiceless, [b] = voiced. In English vowels,
- ii. Labiodental: [f] = voiceless, [v] = voiced.
- iii. Dental: [ð] = voiced, [θ] = voiceless.
- iv. Alveolar: [t] = voiceless, [d] = voiced [n] = voiced, [s] = voiceless, [z] = voiced, [l] = voiced, [r] = voiced.
- v. Palatoalveolar: [ʃ] = voiceless, [tʃ] = voiced, [ʒ] = voiced, [dʒ] = voiced
- vi. Palatal: [j] = voiced
- vii. Velar: [k] = voiceless [g] = voiced [ŋ] = voiced
- viii. Glottal: [h]

In manner of articulation, there are:

- i. Plosive: [p] = voiceless, [t] = voiceless, [k] = voiceless, [b] = voiced, [d] = voiced, [g] = voiced.
- ii. Fricative: [f] = voiceless, [v] = voiced, [s] = voiceless, [z] = voiced, [ʃ] = voiceless, [ʒ] = voiced
- iii. Affricative: [tʃ] = voiceless, [dʒ] = voiced
- iv. Nasal: [m] = voiced, [n] = voiced, [ŋ] = voiced.
- v. Lateral: [l] = voiced.
- vi. Approximant: [r] = voiced.

Roach (1983) stated there are many vowels uttered by human, not only a,i,u,e,u as general vowel that people usually know. This the vowels are started from front until back, and

also have some kinds in each vowels. There are: [i:] long high front unrounded monophthong, [ɪ] short high front unrounded monophthong, [e:] long mid front unrounded monophthong, [æ] short low front unrounded monophthong, [ʌ] short low central unrounded monophthong, [ɑ:] long low back unrounded monophthong, [ɒ] short low back rounded monophthong, [ɔ] long mid back rounded monophthong, [ʊ] short high back rounded monophthong, [u:] long high back rounded monophthong, [ɜ:] long mid central unrounded monophthong, [ə] short mid central unrounded monophthong, [eɪ] mid front unrounded to high front unrounded diphthong, [aɪ] low central unrounded to high front unrounded diphthong, [ɔɪ] low back rounded to high front unrounded diphthong, [əʊ] mid central unrounded to high back rounded diphthong, [aʊ] low central unrounded to high back rounded diphthong, [ɪə] high front unrounded to mid central unrounded, [eə] mid front unrounded to mid central unrounded, and [ʊə] high back unrounded to mid central unrounded.

In the previous studies, Al-Harbi (2020) in her journal “Language development and acquisition in early childhood” explained about the process of language development and the process of language acquisition in early childhood that she used Chomsky Theory “Critical Period” refers to the importance and impact of overexposure for early second language acquisition and it answered the question of whether language learning could turn into a language acquisition. It showed that SLA can be acquired by critical period and it can be equivalent to their first language by looking the process of SLA: Curiosity and Empathy. Berger (1994) stated that “language skills begin to develop as babies communicate with noises and gestures and then practice babbling”. It seems that human language development relates not just to physical growth, but also to mental development. Chomsky mentioned that LAD are available in human brain which is an organ that grows and develops and matures around. In her paper, it also describe place and manners of articulations to identify the mistakes uttered by the children. For instance, /d/ is replaced by [t] shows that there is a obstruent plosive/stop voiced consonant is uttered and an obstruent voiced stop gets devoiced if it occurs at the end of a word and becomes voiceless. The children prefer speaks naturally because they have own innateness which means as they are human, they can speak naturally. Both FLA and SLA are uttered based on their desire even though some phonemes are mistaken. Nevertheless, they certainly know the meaning to what they point to objects they see, feel, hear, etc.

Hutahuruk (2015) in his Journal “Children First Language Acquisition At Age 1-3 Years Old In Balata” discussed a case study of the children’s problems in learning FLA and matched stages of Language Acquisition, Holophrastic Stage. In his research, the problems mentioned by him are children’s acquisition problems and the approach of children’s FLA at age under 3 years old in a resort Balata. Varshney (2003) stated that Language acquisition is the process whereby children achieve a fluent control of native language or a people who was born and produce their first language in a particular place. This research were using Behaviorism theory from Chomsky that the child has an innate LAD or language acquisition device, acquiring language by exposure to it in society and by unconsciously forming certain hypothesis. Fromkins (1983) Described the difference between Learning and Acquisition. Learning is a process to do something that must be taught by elders, while acquisition can be unconsciously done because of own innateness. In his findings, there are 9 problems in FLA such as phonological errors, incorrect utterances, grammatical errors, imitation, repetition, correction, indicating the question, learning by experience, and laziness.

Ratnaningsih (2017) in her journal “An Analysis of the First Language Acquisition: A Two Years Girl.” studied about the FLA by 2 years old children. For the theory, she used Behaviorism focusing on LAD according to Chomsky because she looked at children who have ability while acquiring FL since birth because they have innateness. It also approached

phonological studies because it deals with human sounds to be analyzed. Soenjono (2010) stated that children have an ability to produce speech or speech if they know the rules derived from childhood. Gentner & Namy (2006: 1) stated that children in the age of 2 or 3 children have generative knowledge of the patterns of their language, and they extend the words they hear to new situations, and they can use grammatical constructions in new contexts. In her research, it was found that the children have been uttered Javanese language as FLA. Since their environment and habits affect their habits specially in utterance, it means that Javanese language is certainly used for them and Bahasa Indonesia is a SLA because in their childhood they firstly acquired their local language by mother tongue. Krashen (1982) stated that the language environment are divided into two: (1) a formal environment or artificial that is found in the learning process; and (2) informal or natural environment, which is found in the life of society. In this case, the children acquired language from informal or natural environment because they were acquired Javanese, Indonesian, and English from their close family at home. The data from her research are from children Javanese sounds, as like "ora yo...mbah uti ki bohong" while replying Mrs. Uti/Mbak Uti's statement "udu kowrok da, tapi krowok." Next, Mrs. Uti said "kok bohong, keliru to da maksudmu?" The child replied the same answer "ora mbah...mbah uti ki bohong..." From this conversation, it indicated that the child only know "Bohong" which means lie, she didn't know the other meaning like mistaken word. She thought that if the word are stated incorrectly, she only know Mrs. Uti is lying to her, even thought Mrs. Uti give some description besides of "Bohong".

This study focuses on a language acquisition of child in 1 until 3 years old as object and his mistaken sounds as concrete data. It looks at the phonetics and pragmatic that influence the process of first language acquisition. Firstly, the children in the age of 1 - 2 are suitable stages of language in critical period of this research is either Holophrastic Stage of Telegraphic Stages because it is bounds for 1 - 2 years old. Holophrastic is also called the one-word speech. It occurs between 9 months to 18 months In this stage, we more often hear nouns, such as "papa", "mama", "susu", etc. Then two- words utterances/Telegraphic speech. It is made up of two-word utterances and usually consist of a subject and a predicate. For example, the utterance "inu cucu" would mean "aku mau minum susu". There are some mistaken words uttered by the children while having conversation with his/her parents that gives some few questions to him. Furthermore, the children utter one until two words based on his/her mind because the child still hasn't developed the ability to describe it in a full sentence.

The scope of SLA are informal L2 learning that takes place in naturalistic contexts. The learning are divided into 2: Formal and Non Formal learning. The formal learning must take place in classrooms to do teaching with children as objects and find their mistakes while uttering their sounds, words, phrases, clauses, or sentences as data and involves a mixture of these settings and circumstances. The nonformal learning can done more flexible, can be taught by family at home, using social media like YouTube, and so on.

B. METHOD

This research uses Qualitative Descriptive Method. Creswell (2002); Pope & Mays (1995); Denzin & Lincoln (1994) stated that Qualitative Research is intended to deeply explore, understand and interpret social phenomena within its natural setting. The use of qualitative research can be in depth qualitative observation both participant and non-participant. In this case, the data from field research which must use Participant including object to gather the data is used as an application of discourse analysis. In Creswell statement about qualitative, there are variety of methodological approaches to collect and analyze

qualitative data such as phenomenology, ethnography, grounded theory, ethical inquiry, case studies, discourse analysis, etc. Due to the data are taken from the children by having permission to the parents in order to do research, it approach to case study and give some descriptions.

The data is taken from the child at the age of 1 year 6 month, namely Muhammad Baihaqi with his uncle namely Izza Bagaskara Hardi and his mother namely Sarah Hardi. All of them are Javanese, but they never use their local language. Thus they use Bahasa Indonesia as L1. In their environment, the family are included the male child, his mother, his uncle, his grandfather and grandmother. In this moment, his Father namely Muhammad Amin is studying in Makkah, thus he isn't at home. The child is an object of research, and the researcher found his pronunciation, and analyzing his mistaken sounds based on FLA and SLA as data.

The tools to gather the data is an audio recorder by smartphone with MP3 as format to make it valid. The duration of their conversation is about 10 minutes. There are Baihaqi as main object his uncle, and his mother supportive objects. Indeed, Baihaqi have mistaken pronunciation while uttering some word while answering some questions by his uncle and his mother. The questions are certainly easy to be understood by the child, but some mistakes are found.

It is related to Holophrastic speech and telegraphic speech. Holophrastic is also called the one-word speech. It occurs between 9 months to 18 months In this stage, we more often hear nouns, such as "papa", "mama", "susu", etc. Then two-words utterances/Telegraphic speech. It is made up of two-word utterances and usually consist of a subject and a predicate. For example, the utterance "minum susu" would mean "aku mau minum susu". Furthermore, the children utter one until two words based on his/her mind because the child still hasn't developed the ability to describe it in a full sentence.

C. FINDING AND DISCUSSION

The child namely Baihaqi are having conversation with his uncle, and he is given some questions: Activity questions and Mini games questions. In activity questions, all of them use Bahasa Indonesia as daily language, since the child didn't receive any local language. Based on their family background, the child usually talk to his mother and uncle. He certainly received Bahasa Indonesia since birth period. From the sounds uttered by the child, there are some mistaken consonants and vowels phonetically. Nevertheless, he understood to the meaning. Due to below 2 years old, he often uses one word utterance which means he utters one word while answering the question. The purpose of receiving answer by the child is to know applied FLA. In mini games questions, the questions are both Bahasa Indonesia and English Language. He also acquired English by using social media, as like Youtube Kids that there are many entertainment contents suitable for children education. Also, most of them are using English Language. Thus, he automatically imitate it as second language even though some words are hardly uttered. The conversation between the child and his uncle took 10 Minutes, and it was recorded by Recorder by smartphone with MP3 as format.

1. Activity Question and Answer

The question given by his uncle are easy to be answered. The writer simplifies questions based on their conversation to reduce some unnecessary sentences

Q: ...Haqi udah makan

A: Akan.

Q: Makan pakai apa Haqi hari ini?

A: Bumbum

Q: ...Makan penutupnya apa...?

A: Ane

Q: Cane sama telur ya?

A: Elu

Q: Abis tu?

A: Tutu.

Q: Haqi suka buah ya?

A: Hangka.

Q: Suka?

A: Ukak

Q: Haqi suka roti juga?

A: Loti.

Based on the question and answer, the child below 2 years old is only able to utter 1 word utterance which is suitable to Holophrastic Stage. and here are the mistaken words found by the child:

Table 1. Mistaken words based on activity QnA uttered by the child below 2 years old

Mistaken words	Corrections
Akan	Makan
Bumbang	Bubur
Ane	Cane
Elu	Telur
Tutu	Susu
Hangka	Semangka
Ukak	Suka
Loti	Roti

From those mistaken words uttered by the child, mostly he can't utter initial phonemes as like alveolar nasals voiced [m], palatoalveolar affricate voiceless [tʃ], alveolar plosive voiceless [t], alveolar fricatives voiceless [s], and alveolar approximant voiced [r]. For many words, there are considered as deletion rule that terminates initial phonemes. The phonemes [m], [tʃ], and [s] have deletion. Other phonemes are assimilation which voiced segment becomes devoicing because an obstruent voiced stop gets devoiced if it occurs at the beginning of a syllable, as like /susu/ becomes [tutu] and /roti/ becomes [loti]. Also, his uncle understands to what he say because the mistaken words are mostly approaching the corrections.

2. Mini games Question and Answer

In this section, the child are given some questions related to the name of animals, both Bahasa Indonesia and English Language. In data, not all name of animals were mentioned by him, and mostly he hardly uttered the right phonemes even though he know the names. Based on his.

Table 2. Mistaken words based on mini games QnA uttered by the child below 2 years old in Bahasa Indonesia as his fist language everyday:

Mistaken words	Corrections
Hapah	Jerapah
Lepa	Zebra
Uwah	Beruang
Pepeh	Bebek
Uking	Kucing
Ulu	Kangguru

Uwah	Beruang
Bah	Tupai

The problems are the same as first question and answer, but in this case the child missed initial syllables. First of all supposedly the syllables of palatoalveolar affricative voiced with short mid central unrounded monophthong [dʒə] in “je-” and Alveolar Approximant Voiced with Short Low Back Unrounded Monophthong [ra] has deletion and devoicing rules. Other deletion and devoicing happens in the Alveolar Fricative Voiced with Long Mid Front Unrounded Monophthong [ze:], becomes Alveolar Lateral Voiced with Long Mid Front Unrounded Monophthong [le:], Bilabial Plosive Voiced with Short Mid Central Unrounded Monophthong [Bə(r)] is deleted, Bilabial Plosive Voiced with Long Mid Front Unrounded Monophthong [be] becomes Bilabial voiceless [pe], Velar Plosives Voiceless [k] becomes Glottal Fricative Voiced [h], Velar Plosives Voiceless with Short High Back Rounded Monophthong [kʊ] is deleted. Those mistaken words seems familiar with corrections and the utterances are still understandable. In other case, the major mistaken words as in [Ulu], [Uwah], [Bah] need aspect of meaning. The hearer must know the things he mentioned unclearly, otherwise they are meaningless. Based on the child point of view, he knows the these 3 animals in Bahasa Indonesia: Kangguru, Beruang, and Tupai. However, he rarely hear those that he hardly utter the right words should be answered. Furthermore, it doesn't mean he know nothing about those animals because he often see drawings in children's book and Youtube kids as supporting social media.

The next one is the mini games about name of animals in English. The difference between the first one is the language use. The child acquire English as L2 or language 2. Due to the second language, there are more mistakes.

Table 3. Mistaken words based on mini games QnA uttered by the child below 2 years old in English Language.

Mistaken words	Corrections
Wiwin [wi:wɪn]	Penguin [ˈpɛŋɡwɪn]
Kei [Keɪ]	Cats [kæts]
Kikung [Kɪkʊŋ]	Chicken [ˈtʃɪkən]
Du [Dʊ]	Duck [dʌk]
Pis [pɪs]	Fish [fɪʃ]
Kah [Ka:h]	Shark [ʃɑ:k]
Tatel [Ta:tʰl]	Turtle [ˈtɜ:tʰl]
Be Bɜ:	Bear [Beə(r)]
Ko [kʊ]	Cow [kaʊ]
Cip [ˈtʃɪ:p]	Sheep [ʃi:p]
Ho	Horse

[hɔ:]	[hɔ:s]
Kaki [kɑ:ki:]	Monkey ['mʌŋki]
Abi [ɑ:bi:]	Rabbit ['ræbit]
Ne Nɜ:	Snail [sneɪl]
King [kiŋ]	Squid [skwɪd]
Kaki [kɑ:ki:]	Donkey ['dʌŋki]
Wei [weɪ]	Whale [weɪl]

3. Interview

In order to discover more about the child, the writer asked about the development in process of acquiring first and second language at home. In interview, the language use is Bahasa Indonesia, in real interview, it takes long duration. So that the writer conclude the answers:

- 1) Untuk keponakan om, boleh tau siapa nama, tempat/tanggal lahir sama umurnya om?
Answer: Nama keponakan saya Muhammad Baihaqi Amin, lahirnya di Medan ini, 19 Maret 2022. Umurnya sekarang 1 tahun 5 bulan dah bisa lah ngucap kata dikit-dikit.
- 2) Untuk bahasa yang dipelajari, Bahasa apa saya yang Baihaqi pelajari om?
Answer: Bahasa Indonesia, sama Bahasa Inggris. Bahasa daerah gak ada.
- 3) Pada umur berapa Baihaqi pertama kali memperoleh bahasa?
Answer: Kalo pertama kali pada umur 1 tahun.
- 4) Untuk keponakan nya lebih sering berbicara kepada siapa?
Answer: Paling sering ya sama Mama nya. Kadang sama om dan yang lain juga. Papanya yang jarang soalnya kuliah ke Madinah.
- 5) Kata apa yang Baihaqi ucapkan
Answer: Mama sama papa, sama ada juga Om Agas, Om Ika, pengucapan konsonan awal masih belum ini.
- 6) Apakah mood mempengaruhi ucapan pada keponakan om?
Answer: Mayan pengaruh. Kalo lagi mood bagus, ucapan lancar. Kalo bad mood, apa suka dia ucap aja. Tapi kalo ngerti maksudnya ngeri.
- 7) Faktor apa yang mempengaruhi kesulitan anak mengucapkan konsonan yang terletak di awal kata? Misalnya konsonan [g] dan [k]?
Answer: Karena umur, kosakata yang diajari k sama g kurang dilatih, khususnya pada awal dan akhir. Dengan catatan kata yang diucapkan secara pelan bisa.
- 8) Selain dari memperoleh bahasa dari keluarga, adakah media lain dalam anak memperoleh bahasa baru?
Answer: Itu melalui YouTube sama lagu anak-anak.
- 9) Untuk prediksi, kira-kira kapan anak bisa lancar mengucapkan konsonan dan kata secara tepat?
Answer: Prediksi di umur 2 tahun.

D. CONCLUSION

Based on the research above, the writer concluded that he mostly acquired

Bahasa Indonesia as his first language or language 1 and His family never use Javanese language. The child does not only acquire first language at home, but also seeing some social media to entertain himself. Also, the contents also have English Language and he unconsciously saw many things, specially animals. Due to second language, he tend to use his Indonesian accent. First Language Acquisition can be easily obtained because it derived from mother tongue. If the child used to it since birth, then it becomes familiar.

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