

The Acquisition of 2.5 Year Indonesian Child Language Vocabulary

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Abstract: The purpose of this study is to describe the acquisition of vocabulary for a child 2,5 year ages. The problem of this research is first, how the acquisition of vocabulary child aged 2.5 year? Second, what is the classification of the types of vocabulary that is often spoken by children aged 2.5 years? This study applied a qualitative approach. That was conducted at Muara Beres, Cibinong, the research period is December 2018 to June 2019. The research subject is a 2.5 year old child. Sources of research data for children aged 2.5 years and their parents are. Collected by observation and interviews. All data were analyzed (1) transcribe the findings data (2) then classify the findings data, (3) then the data in the analysis is adjusted to the formulation of the problem, (4) conclusions. The results of the study found 25 vocabulary words consisting of 16 nouns, 8 verbs, and 1 adjective.

1 INTRODUCTION

In human life we cannot be separated from language, this language activity is done wherever we are, because only humans who have privileges can speak. We do not realize that there are languages that we get naturally or unintentionally and some are obtained by deliberate or learning activities. The study of a language is always interesting, because it is one of the traits and parts of a language definition that states that language is dynamic. One area of language studies is psycholinguistics which is an in-depth study of psychology and linguistics. One study in psycholinguistics is the study of how language is acquired in children aged 2.5 years.

(Arsanti, 2014) the term acquisition means the process of mastering the language that is done naturally by the child when he learns his native language. (Arsanti, 2014) this term is different from learning, namely the process carried out at a formal level (studying in class and taught by a teacher). Thus, the process of children who learn to master their native language is acquisition, while the process of people (generally adults) who learn in class is learning.

Language acquisition is included in linguistic studies covering the fields of phonology, morphology, syntax, semantics, and pragmatics. (Mushaitir, 2016) the language acquisition stage will not be separated from the participation of parents,

including the role of the environment where a child lives. The environment has a major influence on the acquisition of a child's language, where a child mingles and interacts with his peers. A child's interaction will lead to the acquisition or transfer of language between one child and another child. This phenomenon often occurs in children's environments, especially in playing masses. (Mushaitir, 2016).

Speech and language skills involve the development of cognitive, sensorimotor, psychological, emotional and the environment around the child. Language skills in general can be distinguished by receptive abilities (listening and understanding) and expressive abilities (speaking). Speech ability can be judged more than other abilities so that discussion of language skills is more often associated with speaking ability. Proficiency in language and speech is influenced by intrinsic factors (from children) and extrinsic factors (from the environment).

(Prima Gusti Yanti, 2016) researches on language acquisition, phonological aspects, vocals, consonants conducted. (Kimppa et al., 2019) conducted a second language acquisition study in the field of morphology. (Andini, 2017) Indonesian language acquisition, while (Mushaitir, 2016) examines the syntactic section.

(Hidayah, 2017) the acquisition of vocabulary for children 3-6, this study states that the average vocabulary obtained by 3-year-olds is in the form of

nouns, work, traits, and little adverbs, the results of this study also confirm that language acquisition in children varied and and different. Hidayah also said there were differences between boys and girls in the process of language acquisition, boys tend to have less vocabulary mastery than girls.

Research (Özdaş, Şahli, Özdemir, & Belgin, 2019) discusses the Comparison of anxiety and child-care education characteristics of mothers who have children with or without speech delays. (Platonova, Markus, Vulāne, & Ilynska, 2016) discusses Aligning terms in the field of child language acquisition in English and Latvian. (Van Druten-Frietman, Denessen, Gijssels, & Verhoeven, 2015) discuss Child, home and institutional predictors of preschool vocabulary growth. (Gobet, 2015) discuss Vocabulary Acquisition. (María Luisa Carrió-Pastor * & Departamento, 2015) discussed Motivation in Second Language Acquisition.

From research (Prima Gusti Yanti, 2016), (Kimppa et al., 2019), (Andini, 2017), (Mushaitir, 2016), (Hidayah, 2017), (Özdaş et al., 2019), (Platonova et al., 2016), (Van Druten-Frietman et al., 2015), (Gobet, 2015), (María Luisa Carrió-Pastor * & Departamento, 2015). (Apriani, 2019). (Yusuf, 2019). (Suparman, 2018). (Parwati, 2015). The novelty that researchers show in this study is the acquisition of vocabulary in children aged 2.5 years with female gender. The main problems formulated in the study are two things: first, how is the vocabulary acquisition of children aged 2.5 years? Second, how is the vocabulary classification spoken by children aged 2.5 years?

2 THEORY

Nice in 1925 (Ingram, 1989) also has an opinion about acquisitions like the followings:

1. Single word stage; The child uses the words one word.
2. Initial sentence stage (1; 5.5 at the start). The first multi-word utterance appears, although the utterance of one word is still the most frequent utterance. Most sentences are incomplete, and consist of most nouns, verbs, adjectives, and adverbs.
3. Short sentence stages (generally around the age of 3; 0). The acquisition of inflections and the words of grammar began. ALS ranges from 3.5 to 4.5. Incomplete sentences become less frequent, but complex and complex sentences are rare. The ALS is the mean number of words used by the child in its spontaneous language

4. Transitional stage of the period of change in which the child moves from incomplete to complete sentence. ALS around 5.0. Little is known about this stage.

5. Complete sentence phase (around age 4; 0). Most sentences are well formed, and complex and compound sentences are more common.

(Brown, 1973) extends that the pronunciation of one and two words clarifies the development of children's language in terms of pronunciation, showing mean length of utterance, MLU, a language development index based on the number of words per sentence produced by a child in a sample consisting of about 50 to 100 sentences, as a good language maturity index. Brown identified five stages based on mean length of utterance, MLU) as follows:

Table 1: (Brown, 1973) Language Development Steps

Stage	Average age of the month	Long average pronunciation (average number sentence)	Characteristics	Sentences commonly spoken
1	12-26	1,00 – 2,00	The main vocabulary consists of many nouns and verbs with little adjectives and adverbs; word order is considered.	Baby shower
2	27-30	2,00 – 2,50	Use of plural words; use past tense, use be, preposition, some prepositions.	Fast forward car
3	31-34	2,50 – 3,00	Use questions that aren't, use (who, what, where); use sentence refutation and sentence news.	Place the baby That
4	35-40	3,00 – 3,75	Attach one sentence in another sentence.	That's the car you bought for me
5	41-46	3,75 – 4,50	Coordination between sentences simple and relationships proportional	Jenny and Cindy are brothers

(Gobet, 2015)With respect to vocabulary, there is both a quantitative and a qualitative change. Quantitatively, as seen earlier, individuals learn a considerable number of words during late primary and high school years. Many different sources make it possible to acquire so many words either incidentally or through instruction: school activities, reading books, the Internet, cinema, television, radio, and interaction with peers. Qualitatively, the vocabulary becomes more marked (Berman dalam (Gobet, 2015)): it uses longer, more formal, and less frequent words, which often have a highly specialized meaning

3 METHODOLOGY

This study uses a qualitative approach. (Gay, Mills, 2012), Qualitative research is a step in collecting data, then continued with analysis, as well as interpretation of comprehensive narrative and visual data (that is, not numbers) to gain insight into certain interesting phenomena. What is emphasized in qualitative research is not numbers or not counts.

The subjects in this study were a child from the husband and wife of Ekwandi and Mega Ayu named Zaskia with the age of 2.5 years on June 20, 2019. The place of this study was at the home of Pak Ekwandi and Mrs. Mega Ayu at Muara Beres Cibinong, Bogor Regency, West Java.

The time of this study starts from November 2018 to June 2019. Data and sources of data in this study are documentation or results of notes from observations of Zaskia and the results of interviews from Zaskia's parents. The technique of collecting data is by observation and interview. The data analysis technique is done in the following ways: (1) making a list of findings, (2) then classifying the findings data, namely vocabulary (3) then the data in analysis is adjusted to the formulation of the problem, (4) the final step concludes the results of the analysis.

4 RESULT

The following is the biodata of the research subject:

Name : Zaskia
 Place of birth : Air Nipis District, South Bengkulu, Bengkulu, Indonesia
 Date of birth : December 20, 2016

Age : 2.5 year
 Gender : Female
 Address : Muara Beres, Cibinong, Bogor, West Java Indonesia
 Religion : Islam
 Father's name : Ekwandi
 Mother's name : Mega Ayu

Zaskia is the first child of Ekwandi and Mega Ayu, a residence in Muara Beres, Cibinong, Bogor Regency, West Java. After conducting observations and interviews with both parents of Zaskia researchers got a specific picture of the speaking ability of Zaskia. Based on the theory (Brown, 1973) speaking skills in children aged 2.5 years already have some vocabulary of nouns and verbs or even hundreds of vocabulary mastered. But the reality on the ground is different from what researchers found in a child named Zaskia. The following are data from the researchers' findings obtained from observations and interviews with Zaskia's parents.

Table 1 : List of vocabulary words

No	Vocabulary	Phonetic transcription	The meaning of the word spoken
1	Yaya	Ya-yah	Ayah
2	Keke	kəkə	Kia
3	Ingin	injin	Dingin
4	Pit	pit	Hape/ <i>hanphonde</i>
5	Bok-bok	Bok-bok	Bola
6	Buk	buk	Ibuk
7	Yokiti	yO kiti	Hello kiti
8	Yayuk	yayuk	Ayuk
9	sekoha	səkoha	Sekolah
10	Dodo	dodo	Odong-odong
11	Kiki	kiki	Kaki
12	Nyenyi	neñi	Nyanyi
13	Get	gət	Joget
14	Kiki	kiki	Berdiri
15	Gigi	gigi	Gigi
16	Pipi	pipi	Pipi
17	Abi	abi	Abis
18	Endong	əndon	Gendong
19	Ini	ini	Sini
20	Jojo	jo jo	Kener joy
21	Aman	aman	Paman
22	Nda	nda	Bunda
23	Ja	ja	Kerja
24	vi	vi	Tv
25	Da	da	Dada/melambaikan tangan
number of words = 25 words			

Based on the linguistic data obtained above, there are five Indonesian vowels produced by Zaskia. The vowel consists of [a], [i], [u], [e], and [o], so it can be concluded that Zaskia has mastered all the vowels. As for the sound of consistency consists of [b], [d], [g], [h], [j], [k], [m], [n], [p], [s], [t], [v], and [y], Zaskia has only composed thirteen consonant vowels, which have not been found yet eight vowels, namely, [c], [f], [l], [q], [r], [w], [x] and [z].

Table 2 : Classification of vocabulary acquisition

Child Age 2.5 years	Vocabulary spoken	Noun	Verb	Adjective	Adverb	plural word	Preposition
Zaskia	25 word	16 word	8 word	1	-	-	-

The data above are a few words that the author heard from observations and a few words explained by Zaskia parents. For example he expresses the word /yaya/ while the meaning is /ayah/. Furthermore, his parents asked him to mention his nickname /Kia/ he said /keke/. For longer sentences for example /ayah pergi kerja/ Zaskia says /yaya ja / next /Yayuk koha/ meaning /ayuk sekolah/. Of the 25 words pronounced by Zaskia the clearest sound is pronounced /a/ and /i/. From this example can give the view that the word spoken is the beginning or the end. In addition, Zaskia is active in speaking but the meaning of the word is not known or called babbling/babble.

The researcher also observed from the articulator, the tongue, mouth and palate the results of the researcher's observations found no symptoms such as cleft, tongue that is too short or long, normal neck shape, normal nose shape, only the child often plays the tongue like a child. children who are eating, and the sound issued is not nasal. This means that there is no shortage of tools said Zaskia. To get more in-depth results about speech tools and retardation in speaking, the study was continued with pediatricians and language (speech) therapies and neurologists.

5 DISCUSSION

Based on the findings of the researchers tried to discuss and relate to theory and answer the problem formulation in this study. Obtaining vocabulary in children aged 2.5 years, the first theory that we refer to is the theory (Brown, 1973) he said that children aged 12-30 months have an average of 200-250

words. The vocabulary consists mainly of many nouns and verbs with few adjectives and adverbs. Nice in (Ingram, 1989) also gave his views on language acquisition in early childhood which he called the initial sentence stage (1; 5.5). The first multi-word utterance appears, although the one-word utterance is still the most frequent greeting at the beginning. Most sentences are incomplete, and consist mostly of nouns, verbs, adjectives, and adverbs.

Based on the findings of the researchers tried to discuss and connect with the theory and answer the formulation of the problem in this study. Vocabulary acquisition for children aged 2.5 years, the first theory we refer to is Brown theory, he said that children aged 12-30 months have an average of 200-250 words. The main vocabulary consists of many nouns and verbs with little adjectives and adverbs. Nice also gave his views on language acquisition in early childhood which he called the initial sentence stage (1; 5.5). The first multi-word utterance appears, although the utterance of one word is still the most frequent utterance. Most sentences are incomplete, and consist of most nouns, verbs, adjectives, and adverbs.

The theory (Brown, 1973) and Nice in (Ingram, 1989) above is indeed proven in children with the age of 2.5 years that researchers observe. That the words issued are more nouns and verbs, while adjectives, adverbs, plural words and prepositions have not been found.

The acquisition of the word Zaskia age 2.5 is still so limited, Zaskia should have been able to produce words of approximately 200-250 words, according to his theory (Brown, 1973). The words that are spoken still need to be re-interpreted by those who listen to Zaskia's conversation. Zaskia was only able to say the beginning or end of the word he meant. Examples of the word /yaya / while the meaning is /ayah /. Furthermore, his parents asked him to mention his nickname /zaskia / he said /keke /. In sentence form /ayah pergi kerja / Zaskia says /yaya ja /, then /ayuk sekolah / Zaskia says /yayuk koha /.

Based on the results of this study 2.5-year-old children tend to use more simple forms of vocabulary, such as using more basic words than words that have influence. Children aged 2.5 years also tend to create their own vocabulary that sometimes can not be understood by adults, or it can also want to say something but it is difficult to find the right words, eventually forming vocabulary that can not be understood by adults. As an example of the results of research conducted by (Hidayah, 2017) also conducted research on language acquisition for

children aged 3-6 years, he gave the view that children aged 3 years tend to use vocabularies that are simpler in form, such as using more basic words rather than affixed words. The age of 3 years also tends to create its own vocabulary which sometimes cannot be understood by adults, or it can also want to say something but it is difficult to find the right words, eventually forming vocabulary that cannot be understood by adults.

For example, research conducted by (Van Druten-Frietman et al., 2015) examined vocabulary growth and stability over time in 385 small children (aged two to four years) who attended preschool. Revealed that the initial vocabulary level was mainly predicted by child and family factors, such as age, and family background, and subsequent vocabulary growth was influenced by preschool factors. Research written by (Hidayah, 2017) with the result that more than three years old children use words that have noun elements. The use of verbs ranks second most. Research (Gobet, 2015) with coverage of This article covers (1) the skills (speech perception, speech segmentation, and speech production) that children must acquire before producing their first words; (2) the main theories attempt to explain how the meaning of word is acquired; (3) the role of working memory in learning words; and (4) the acquisition of vocabulary beyond the early years. The tension between nativist and constructivist theories is discussed, as well as the challenges faced by future research. Research (Mushaitir, 2016) The results of the analysis of the data obtained are the use of a single sentence, including (1) clause based on the completeness of its core elements, in which there are complete clauses and incomplete clauses; (2) clauses based on their internal structure, in which there are coherent structured clauses and inversion structured clauses; and (3) clauses based on the negation element in the predicate; In addition, there are also the use of coordinative compound sentences and subordinative compound sentences. (Rahmawati, 2011) the quantity of variety of Indonesian vocabulary in each child differs from one to another, nouns are the word classes most dominated by children, and the scope of children's vocabulary is still largely at the level of objects, activities, conditions, and things other things that are concrete.

If we connect with the MLU mean length of utterance proposed by (Brown, 1973) there is a mismatch between the theory and the results of this study, because children aged 24-30 months already have a vocabulary of 200-250 words, while the subject of this research is only able to produce 25

vocabulary words. This means that the subjects of this study have difficulty in obtaining vocabulary, because below the average acquisition of the mean length of utterance MLU stated by Brown.

This finding is very far from the MLU theory proposed by Brown, with the existence of a very large difference in the acquisition of vocabulary, researchers observed the condition of children, families and the environment in which the subjects of this study live.

Zaskia grows like other children, normal weight, white skin has curly hair, black and white eyeballs, hears and walks like children her age, physically she is categorized as a normal child.

Second education his parents graduated from high school, economically this family was enough and not a family below the poverty line. Both parents from Zaskia were married in 2015, with an age that is categorized as an adult because they both have 25 years of age. After marriage, Mega's mother miscarried twice and became pregnant the third child named Zaskia.

During pregnancy Zaskia Ibu Mega never ate rice, eating at most one spoonful a day. Nutritional intake such as drinking milk does not exist as long as it contains Zaskia just to take vitamins, because it is afraid of miscarriage for the third time it always consumes a booster, even though it is not prescribed by a doctor.

Furthermore, the environment where Zaskia lives is far from children the same age as her, so she is less active in talking. Too often playing alone because the only thing faced by toys is not someone else, so the acquisition of the language is disrupted because he hears less new vocabulary and finally acquires less vocabulary than children his age.

Some of the explanations above are in line with what was stated by (Özdaş et al., 2019) in his study the most frequently reported risk factors for technical delay are family history, male gender, premature history, and low birth weight. Other risk factors that are considered to be poorly associated are low levels of parental education, children's education levels, illness, late birth, older parents, low socioeconomic status, and a large number of family members. Anxiety disorders and depression are the most common psychological disorders in the general population. The prevalence of anxiety disorders in the urban population is 9.1% in men and 18.1% in women.

6 CONCLUSION

The acquisition of language for each child is different, there are more and a few, even though the age of the child is relatively the same, this indicates that the nature of language is dynamic. Phonetic transcription of children aged 2.5 years has mastered the vowel sound and has not mastered the overall sound of consonants. Obtaining vocabulary in children aged 2.5 years more nouns, verbs, and adjectives.

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