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THE STAGES, COMPARISONS AND FACTORS OF FIRST LANGUAGE ACQUISITION OF TWO-YEARS-OLD MALE AND FEMALE CHILD

^{1*} Julisah Izar, ² M. Muslim Nasution, ³ Putri Wahyu Ilahi

^{1,3} Faculty of Teacher Training and Education, Universitas Jambi, Jambi, Indonesia.

² Faculty of Tarbiyah and Teacher Training, UIN Sumatera Utara, Medan, Indonesia.

*Corresponding author: julisahizar@unjia.ac.id

Abstract

This study aimed to discuss the stages, comparisons, and factors of first language acquisition of male and female children of age 2 years old through utterances spoken in phonological, morphological and syntactic stages. This type of research used qualitative methods and descriptive approaches. The objects of this research were male child with initial (AM) and female child with initial (FA) and they are two years old. The data of this study were taken from field observations published in the video and analyzed according to phonological, morphological and syntactic stages and then proceed with a comparative analysis of the mechanisms and factors for language acquisition. The results of this study showed that in the stages of language acquisition male child with initial (AM) was superior than female child with initial (FA) in the phonological, morphological, syntactic, in the comparisons stage male child with initial (AM) tended to imitate what his mother uttered while female child with initial (FA) was kind of observing and in the factors of the language acquisition both of child between male and female were caused by different social interaction factor.

Keywords: *stages, comparisons, factors, First language acquisition, male and female child, 2 years old.*

1. Introduction

Children's first language acquisition is a process while a child obtains their first language or mother tongue naturally. Brown (1987) states that starting from before birth or in the womb, humans are equipped with innate capacity by the creator with a language acquisition tool or device called the Language Acquisition Device (LAD) to interact. Language acquisition of every child is different, this difference is due to several factors including: age, gender, intelligence, environment, economy and social (Dardjowidjojo: 2012).

First language acquisition of male and female children is different such as of stage, comparison and factors that influence it, this is in line with opinion of (Fenson: 1994) that explain that gender can influence one's language development because brain development of male and female children has different. Besides that (Mushaitir, 2016) states that cognitive relating to the introduction of intellectual foundation. It means relate to expression, thoughts and ideas.

In children's first language acquisition, the role of behaviour is very need according to Behaviourism theory by B.F Skinner (in Samsunuwiyati Mar'at, 2005) that observes linguistic behaviour directly and relationship between stimulus and response. Effective linguistic behaviour is making the right reaction to stimulus. This theory is applied by object I (male child) and object II (female child) in their language acquisition. Both of them are active in giving reaction toward stimulus like given question. B.F Skinner (in Samsunuwiyati, Ma'at: 2005) also says mechanism process in language acquisition is through three processes.

- a. Imitation process in language acquisition, children imitate language pattern and vocabularies of their closest person, mechanism of language acquisition is applied by subject I.
- b. The process of conditioning the habituation of what is observed and heard by the child, mechanism of language acquisition is applied by subject II.
- c. Social Cognition Process, children gain understanding of words (semantics) because cognitively they understand one's aim to produce a phoneme through a joint attention mechanism.

Besides Behaviourism, Interactionalism spearheaded by Howard Gardener (translated by Sindoro, Alexander 2003) explains that language acquisition interaction results between mental ability of learning and language environment. Since birth, children have been equipped with various intelligences. One of intelligence is language intelligence, but environment is also factor that influences child's language ability. This theory applies system that the more often the child interacts both in internal family factor and external environment factor, better the child's language ability is. Howard Gardner (translated by Sindoro, Alexander: 2003) says that some factors influencing children's language acquisition: natural factor, biology factor, intelligence factor, social interaction factor and motivation factor (internal and external factor).

This research focuses on children's language acquisition that is considered by stages, comparison, and factors of male and female children aged two years old phonologically, morphologically and syntactically. Generally, on phonology acquisition stage, phonologically, the newborn baby has a very striking difference in language organs compared to adults. According to Jakobson (in Ardiana and Syamsul Sodik: 2000) the basic sound in human speech is /p/, /a/, /i/, /u/, /t/, /c/, /m/, and etc. Then at one year old a child voices the sounds with other sound. For example, /p/ is combined with /a/ to be /pa/ and /m/ is combined with /a/ to be

/ma/. After a child is able to produce the sound, as time goes by, the child will be cleverer in producing the sound.

On morphology acquisition stage, a child has been able to utter one word. Mastery of morpheme happens while a child mentions some words at two years old. According to (Izar, 2020) states that factors behind the acquisition of these word classes are due to the interaction factor, while on syntax acquisition stage, normal child can be observed at 18 months old although some children are able at one year old and generally at two years old. The use and replacement of certain words in the same position shows that the child has mastered the word classes and is able to creatively vary their functions. For example, a sentence “father comes”, the sentence can be varied to be “father goes” or “mother goes”. This syntax acquisition stage includes one-word stage, at one year old a child begins to be able to utter one word like “mamam” while the child asks to eat or “ma” while the child looks for mom. The sound at this stage of one word in the form of vowels like /a, u, o/ or other consonants that is easy to be memorized /n, p, h, g/. At stage of two words, the longest is two years old, a child can utter two words and meanings while s/he means to convey something “atit iyut” that means “stomach ache”. Noam Chomsky (1957) suggested that there are 2 stages of language acquisition in children first is p competence process and second is performance process, so when the children want to acquire the language they will competence the words that they heard and then they will perform the words that they have competence.

The problem of this research is based on stages, comparison, factors of children’s language acquisition aged two years while male child (AM) is as object I and in this research object I is better of language acquisition in stages, comparison and factors compared female child (FA) as object II, either phonologically, morphologically and syntactically. This case is not according to opinion of Fenson et al (in Berk, 2009) that female child obtain language faster than male. Both children have different words acquisition significantly.

Based on the opinions above, this research was centered on comparison, difference and factors of language acquisition stages of two-years-old male and female, so the different would be found. By applying the theories, what underlied stages, comparisons, and factors of language acquisition of male and female children could be found. Some obstacles, disadvantages and advantages of language acquisition can be found at two-years-old children. By reviewing some used theories, some stages in language acquisition of male and female children could be described such as the stages of phonology, morphology and syntax experienced both two children during language acquisition process.

2. Method

This research method used descriptive method of approach. According to (Sugiyono:2014) qualitative descriptive method is a method that describes the object

of research based on facts that appear or as they are. The used technique was not only by taking note and recording, but also interviewing both children. Data analysis used in this research was observation result in the field that was loaded in the video and from the video it was described in table form as stages of phonology, morphology and syntax, then comparative analysis was conducted of language acquisition of mechanism of language acquisition and There are two objects of this research, object I is male child with initial (AM) and object II is female child with initial (FA) and they are two years old.

3. Results and Discussions

3.1 Results

In this part, collected data analysis is described. The data are videos containing first language utterance that was described in the table how the acquisition of phonology, morphology, and syntax of two-years-old children, then mechanism of language acquisition and factors that influence it were analyzed and compared. The data was obtained from observation result through interaction activity form two subjects.

3.1.1. *The Stage of Language Acquisition of Two-Years-Old Children*

Noam Chomsky (in Chaer: 2009) describe that there are five stages in language acquisition of children, but this research will focus on the stage based on observation result.

a. The Stage of Phonology Acquisition of Two-Years-Old Male and Female Children.

In pronouncing the sound, male child (AM) was still less able to pronounce phoneme /m/, /u/, /h/, /t/, /l/, /k/, /s/, /b/, /r/ and nasal consonant phonemes /ng/. So, from some words there were some changing phonemes because they were not able to pronounce well, even there were some phonemes eliminated in pronunciation.

For example: phoneme /t/ of the word “tau” (know) changed to become phoneme /c/ “cau”. Phonem /l/ of the word “belum” (not yet) changed to become /y/ “beyum”, the word “tacion” from the word “kasion” (pity) that changed two phonemes were phoneme /t/ that should be /k/ and phoneme /c/ that should be /s/, Phoneme /k/ from the word “kemana”(where) that changed to be phoneme /t/ “temana”, phoneme /b/ of the word “bangun” (wake up) that changed to be phoneme /m/ “mangun” and the phoneme of word “tayul” that changed two phonemes at once were phoneme /t/ that should be /s/ and phoneme /l/ that should /r/ “sayur” (vegetable). Some phonemes eliminated were phoneme /h/ of the word “halo” (hallo), phoneme /u/ of the word “umurku” (my age) and phoneme /m/ of the word “makan” (eat). From the utterance table above, there are 10

phonemes that can not be utterance well, there is one vocal phoneme, 1 nasal consonant phoneme and 8 consonant phonemes.

Female child (FA) was still less in producing vocabularies and her pronunciation was not able to pronounce phonem /c/ and /s/, so there were some phonemes changed because child could pronounce well. Such as the words “ican” and “cabal” that should be “ikan” (fish) and “sambal” (chili sauce), she did not change the phoneme /s/ to be /c/ but also eliminated the phoneme /m/, /e/, /r/ and /a/. The child eliminated phonem /n/ of the word “entah”, phoneme /a/ of the word “apa” and phoneme /m/ of the word “makan”. From the table data of the word pronounced above that female child could not pronounce phoneme /s/, and nasal consonant /ng/ of the word “pisang” (banana).

Table 1. The stage of phonology acquisition of two-years-old male and female child

Utterance		Meaning		Phonology
Male	Female	Male	Female	
<i>cau</i>		<i>tau</i> (know)		phoneme /t/ → phoneme /c/
<i>beyum</i> <i>tacian</i>	<i>cukimu</i> ^[1] <i>ican</i> ^[2] <i>cabal</i> ^[3]	<i>belum</i> (not yet) <i>kasian</i> (pity)	<i>merasukimu</i> (possessed you) <i>pisang</i> (banana) <i>sambal</i> (chilli sauce)	phoneme /l/ → phoneme /y/ phoneme /k/ → phoneme /t/ ^{[1][2][3]}
<i>temana</i> <i>mangun</i> <i>tayul</i> ^[1] <i>nati</i> ^[2]		<i>kemana</i> (where) <i>bangun</i> (wake up) <i>sayur</i> ^[1] (vegetable) <i>nasi</i> ^[2] (rice)		phoneme /k/ → phoneme /t/ phoneme /b/ → phoneme /m/ phoneme /s/ /r/ → phoneme /t/ ^{[1][2]} /l/
<i>akan</i> <i>murku</i> <i>alo</i>	<i>akan</i> <i>etah</i> <i>pa</i>	<i>makan</i> (eat) <i>umurku</i> (my age) <i>halo</i> (hallo)	<i>makan</i> (eat) <i>entah</i> (don't know) <i>apa</i> (what)	phoneme /m/ eliminated phoneme /u/ eliminated phoneme /h/ eliminated phoneme /n/ eliminated phoneme /a/ eliminated nasal consonant phoneme /ng/ eliminated
<i>aba</i> / <i>ba</i> ^[1] <i>do</i> ^[2]		<i>abang</i> / <i>bang</i> ^[1] <i>dong</i> ^[2] (brother)		

b. The stage of morphology acquisition of two-years-old male and female child

Male child (AM) was able in producing vocabularies. Some words included free morpheme and bound morpheme, for example: *bi*/: *bibi* (aunt), */dak*/: *tidak* (no), */dah*/: *sudah* (already), */mana*/: *kemana* (where), in uttering words, the child tended to cut words and only mention the end syllable of the word. Child had been

also able to mention words well because of being often uttered, for example: aku (I), nama (name), oke (ok), and bobok meant sleep.

Male child was able to utter prefix di-, suffix -nya and suffix -kan well, for example:

Prefix {di- } + {tanya} → ditanya (asked)

Suffix {- nya} + {teo} → teonya (person's name)

Suffix {- kan} + {tadi} → tadikan (justnow)

Words uttered with prefix and suffix was often reserved or not ordered. Moreover, the influence of suffix -kan uttered by male child on the word (tadikan) showed that the child was able to express interjection although the expression was only spontaneous.

For female child (FA), she had mastered to produce word even though few words and some pronunciations had been right because she often mentioned the words, for example: kakak (sister), anton (her father's name), enak (nice), bobok (sleep). The words were included free morphem or morphem that can stand alone. The child also uttered her raving as her expression, for example: iyahaha (expression to show happiness) and muaah (expression to greet followed kissing movement from distance).

Table 2. The stage of morphology acquisition of two-years-old male and female child

Utterance		Meaning		Phonology
Male	Female	Male	Female	
<i>bi</i>		<i>bibi</i> (aunt)		division { <i>bi</i> } of { <i>bibi</i> }
<i>aku</i>		<i>aku</i> (I)		
<i>dah</i>		<i>sudah</i> (already)		division { <i>su</i> } of { <i>sudah</i> }
<i>dak</i>		<i>tidak</i> (no)		division { <i>ti</i> } of { <i>tidak</i> }
<i>nama</i>		<i>nama</i> (name)		
<i>oke</i>		<i>oke</i> (ok)		
<i>mana</i>		<i>kemana</i> (where)		division { <i>ke</i> } of { <i>kemana</i> }
<i>teonya</i>		<i>teonya</i> (brother's name)		teo (brother's name) + suffix - <i>nya</i>
<i>bobok</i>	<i>bobok</i>	<i>bobok</i> (sleep)	<i>bobok</i> (sleep)	utterance { <i>bobok</i> } is often used by among children as a substitute {sleep}
<i>tadikan</i>		<i>tadikan</i> (just now)		prefix
<i>ditanya</i>		<i>ditanya</i> (asked)		
	<i>muaah</i>	<i>muaah</i> (greeting)		a utterance to greet followed by kissing movement from distance
	<i>kakak</i>	<i>kakak</i> (sister)		
	<i>anton</i>	<i>anton</i> (father's name)		father's name
<i>iyahaha</i>		<i>iyahaha</i> (laughing, happy)		a utterance to express happiness
<i>enak</i>		<i>enak</i> (tasty)		

c. The stage of syntactic acquisition of two-years-old male and female child

In syntactic acquisition, child's language included how language development produced which was included phrase, clause and some sentences. Phrase and sentence uttered were so simple and needed deep comprehension to understand the meaning of the utterance and were not complete, reversed arrangement and division, furthermore the utterance of imperfect phoneme but language acquisition result could be understood. The child could produce phrase, clause and some sentences such as declarative and interrogative sentences.

The example of phrase uttered by child:

- akan nati → makan nasi (eat rice) → makan (eat) + nasi (rice), verbal phrase
- akan tayul → makan sayur (eat vegetable) → makan (eat) + sayur (vegetable), verbal phrase

The example of clause uttered by child:

- ba akan → bang makan (brother! eat) bang → (brother) + makan(eat), core clause

The example of declarative uttered by child:

- tatian ba teonya → kasian bang teonya → (what a pity brother teo)
- dah bangun do → sudah bangun dong (already wake up)
- tadikan ditanya → tadikan ditanya (just now being asked)

The example of interrogative sentence uttered by child:

- aba teo mana bi? → abang teo kemana bibi? (where is brother teo, aunt?)
- Ba teo beyum akan? → bang teo belum makan? (hasn't brother teo eaten yet?)
- Bobok ba teonya? → tidur bang teonya? (does brother teo sleep?)
- Temana ba teonya? → kemana bang teonya? (where is brother teo?)
- Bi akan tayul? → bibi makan sayur? (does aunt eat vegetable?)

From the examples above, phrase, clause, declarative sentence and interrogative sentence uttered by child were not correct of pattern structure and utterance of imperfect phoneme but grammatically it followed pattern of clause and sentence, Subject (S) + Verb (V), this pattern had been appropriate with pattern uttered by child even though some patterns were inverted.

Syntactic acquisition of female child was able to utter phrase, and the utterance of imperfect phoneme.

The example uttered by female child:

- Eta apa cukimu → entah apa merasukimu → entah apa (yang) merasukimu (who knows what possessed you), verbal phrase

➤ akan ican → eat banana, verbal phrase

Table 3. The stage of syntactic acquisition of two-years-old male and female child

Utterance		Meaning	
Male	Female	Male	Female
<i>nama aku</i>		<i>nama aku</i> (my name)	
<i>alo bi</i>		<i>Halo bibi</i> (hallo aunt)	
<i>dak cau</i>		<i>Tidak tau</i> (do not know)	
<i>aba teo mana bi?</i>		<i>Abang teo kemana bi?</i> (where is brother teo, aunt?)	
<i>ba akan</i>		<i>Bang makan</i> (brother eat!)	
<i>ba teo beyum akan?</i>		<i>Bang teo belum makan?</i> (has brother teo eaten yet?)	
<i>tatian ba teonya</i>		<i>Kasian bang teonya</i> (what a pity brother teo!)	
<i>bobok ba teonya?</i>		<i>Bobok (tidur) bang teonya?</i> (does brother teo sleep?)	
<i>temana ba teonya?</i>		<i>Kemana bang teonya?</i> (where is brother teo?)	
<i>dah mangun do</i>		<i>Sudah bangun dong</i> (already wake up)	
<i>Akan nati</i>		<i>Makan nasi</i> (eat rice)	
<i>akan tayul</i>		<i>Makan sayur</i> (eat vegetable)	
<i>tadikan di tanya</i>		<i>tadikan di tanya</i> (just now being asked)	
<i>bi akan tayul?</i>	<i>etah pa cukimu</i>	<i>Bibi makan sayur</i> (aunt eats vegetable)	<i>Entah apa merasukimu</i> (who knows what possessed you)
	<i>akan ican</i>		<i>Makan pisang</i> (eat banana)

3.2 Discussion

The Comparison of Language Acquisition

The comparison of language acquisition mechanism toward both children, this was obtained after observing children's way to acquire their language.

Mechanism of Language Acquisition of Male Child

The male child (AM) applied imitation mechanism in his language acquisition. Imitation mechanism is language acquisition happening when the child imitated language pattern or vocabularies from significant persons for them, like parent or babysitter. The child researchers got vocabularies based on what his parent said. Words uttered were parent's instruction where the child tended to imitate what he heard and was commanded by parent.

Mechanism of Language Acquisition of Female Child

The female child (FA) tended to apply the method of condition toward sound and words of what was heard and observed in her language acquisition mechanism. She mentioned vocabularies of what she saw and heard. Through observing, the child got her language.

Factors Influencing Language Acquisition of Two-Years-Old Male and Female Child

Horward Gardner (translated by Sindoro, Alexander: 2003) says that some factors influencing child's language acquisition are natural, biology, intelligence, social interaction and motivation (internal and external). The factor was obtained after interview was conducted to subject's parent of observation activity that had been conducted.

Social Interaction Factor

Social interaction male child (AM) factor is that a child can communicate to the family and environment. During in the womb, parents often asked him to talk, diligently to read stories, to invite prayer and the child was already active from the womb. After the child was born, parent was diligent in stimulating such as inviting talk while getting eye contact, explaining what was around him while child got looking around, being read stories, and being invited to sing. In the house, he has a brother that also interacts to him. In the environment, he was often in the house with his parent and seldom went outside. While out of the house, the child greeted everyone. This is the application of interactionalism theory that states that the more often interact and socialize with the surroundings, the child's ability in language will also be better.

Social interaction female child (FA) factor is the child's way to communicate and socialize to her environment. In family environment, child II has grandmother, grandfather, mother, father and sister and she only want to be asked to talk by her grandmother and sister. She is kind of person who like doing observation of what is told and seldom imitating it directly. The child was often asked to talk by her grandmother and sister, especially from what she saw, for example the cartoon. In the other environment, the child had some friends from her mom's friends but in certain days they played while she visited her mom's office. An interaction helped the child gradually in language acquisition and it is lined with (Izar, 2020) states that factors behind the acquisition of these word classes are due to the interaction factor.

4. Conclusion

In stage of phonology acquisition, male child (AM) was able to pronounce some phonemes well even though there were 10 phonemes in the data that were less pronounced, which is 1 vocal phoneme, 1 nasal consonant phoneme and 8 consonant phonemes. For female child (FA), few vocabularies that were able to be uttered, but in the data the child was not able to utter the phonem /s/ well. In morphology acquisition stage, male child was able to utter words that had prefix di-, suffix -nya,

and suffix –kan, while female child was not able to utter words that had prefix and suffix. However, both had been able utter some words in correct order because they often utter those vocabulary. By pronouncing, male and female children tended to cut the word and only uttered the last syllable of the word. In the syntax stage, male child was able to utter some phrases, clauses and sentences, while female was only able to utter some phrases. Both tended to think of structure of pattern, so the utterance was still imperfect.

In the comparison of language acquisition seen from mechanism of language acquisition, male child tended to imitate what his mother uttered while female child is kind of observing. The other word, mechanism of male child's language acquisition was imitation and female child was observation.

In factor of influencing, both were different in social interaction, male child (AM) can communicate to the family and environment. During in the womb, parents often asked him to talk, diligently to read stories, to invite prayer and the child was already active from the womb while female child (FA) she is kind of person who like doing observation of what is told but seldom imitating the words directly.

It can be concluded that, in this research male child (AM) was superior than female child (FA) in producing vocabularies of phonology, morphology and syntax aspect. This statement lined with (Fenson: 1994) that explain that gender can influence one's language development because brain development of male and female children has different.

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