



## Teaching Daily Conversational Language to Toddlers at PAUD Tunas Mekar in Melatiwangi Village, Bandung

Renda Sandi S<sup>1\*</sup>, Nestia Lianingsih<sup>2</sup>

<sup>1,2</sup>*Communication in Research and Publications, Bandung, Indonesia*

*\*Corresponding author email: rendasandi8888@gmail.com*

---

### Abstract

Language is a tool of social interaction or communication because humans are basically social creatures. Humans have spoken since birth, although only in the form of vague or unclear sounds, but still in the form of signs or symbols that emit sounds, therefore it is called baby speech. Children first learn a language by speaking simple spellings until they can speak it well, which is called mother tongue or first language. In general, parents often do not have a good way of control in the process of fostering their children to be able to speak and speak, thus making children easily close themselves and have difficulty communicating with speakers. The purpose of this article is to find out early childhood language acquisition at the phonological, semantic, and syntactic levels through psycholinguistic research using qualitative methods using data collection techniques that underlie language acquisition: Several hypotheses, such as 1) conscience hypothesis, 2) tabularasa hypothesis, 3) cognitive universality hypothesis. Whether or not a child is good at language, raises the question of how important the role of parents is in child development, and how it can be controlled to minimize language problems faced by children.

*Keywords:* Language, Language acquisition, Child

---

### 1. Introduction

Language plays an important role in everyday life. Children's language acquisition develops according to natural law, which follows talent, nature and rhythm. Children's language development occurs in interaction with the environment. Language is an expression of the child's mind, so language plays a very important role in communicating with others.

According to Lenneberg, children's language development takes place according to their biological schedule. This can be the basis of why children can speak at a certain age but not at a certain age. Language development is not determined by age but leads to motor development. However, this development is strongly influenced by the environment.

Suggests that the role of language for early childhood includes as a tool for thinking, listening, speaking, and a means for children to read and write. Through language, a person can convey their wishes and opinions to others.

Early childhood refers to children aged 0-6 years (National Education System Law, 2003), and according to child education experts, children aged 0-8 years refer to children aged 0-6 years.

Early childhood is a group of children who are in a unique growth and development process. They have certain patterns of growth and development based on their level of growth and development.

Language acquisition is a process where a person masters language unconsciously, implicitly, and informally. Language acquisition is the process by which children naturally master language when learning their mother tongue.

From an early age, infants begin to interact in a social setting. Mothers often provide babies with opportunities to participate in social interactions, allowing babies to become aware of socialization for the first time. The world is a place where people exchange feelings with each other. Through first language (B1), children learn to become members of society. B1 is a way of expressing feelings, desires and opinions in a form of language that is believed to exist. Children also learn that some people are not acceptable in their community and that they don't always have to say what they feel. Acquiring children's first language or mother tongue is the same all over the world. The similarity of the acquisition process is due to similar elements of language biology and neurology as well as elements of language mentality. First language (B1) or mother tongue is the first language a person learns. The language that is most familiar and most frequently used will become this language.

The first language learning process is divided into four periods (Brown, 1973). Three types of acts of labeling, imitation, and early comprehension mark the early stages. Second, during the first period (1-1.6 years), children acquire a number of sounds with specific meanings that express the idea of a sentence as a whole, but there is no evidence that they understand grammar. Third, during the second period (1.6-2.0 years), children realize that everything has a continuous meaning in word acquisition and in questions about the names of things. Fourth, during the second period (2.0-2.6 years), children begin to form sentences. The process of children's language acquisition consists of three stages, which are as follows. First, preschool education. The three stages consist of the preschool developmental stages: pralinguistic development, one-word stage, and beginning combined speech stage. The child's pralinguistic development involves the formation of his identity. It seeks to distinguish itself from objects and other people, as well as its relationship to things and actions. At the one-word stage, the child keeps trying to collect the names of people and objects they encounter. This is followed by the emergence of combinatory speech. Third, the school period.

## **2. Methods**

This research uses a descriptive method with a quality approach. This research also uses this descriptive method to provide an overview of the results of their data collection through interviews with parents and children as well as direct observation in the field about the utterances spoken by the research subjects. The researcher chose the descriptive method because this can provide a description as carefully as possible about individuals, circumstances, languages, symptoms, or groups.

This study was conducted by observing the children directly. because a child does not suddenly develop a regular grammar.

Children's language development is linked to the stage of first language acquisition. This is due to the fact that a person learns his or her first language as a child. This researcher used the *simak libat cakap* approach. After they listened to the words that the children could pronounce, the researchers also interacted with the research subjects and encouraged them to pronounce the words. Data was collected through observation and understanding the language of the research subjects. This study was conducted for approximately two weeks.

## **3. Results and Discussion**

### **3.1. Language Acquisition**

Language acquisition, or language acquisition, is the process that occurs in a child's brain when he or she acquires a first language or mother tongue. Language acquisition is often confused with language learning. Language learning relates to the process that occurs when a child learns a second language after acquiring a first language. Therefore, language acquisition is related to the first language, while language learning is related to the second language. When a child learns a first language, two processes occur, namely the ability process and the performance process. These two processes are two different processes.

Competence is the unconscious process of mastering grammar. This capability process is a necessary condition for the performance process which consists of two processes. This competence process is a necessary condition for the performance process which consists of two processes, namely the comprehension process and the publishing process or the process of producing sentences. The comprehension process involves the ability or skill to observe or the ability to perceive the sentences heard. Meanwhile, publishing involves the ability to produce or publish one's own sentences. These two types of competence processes, once mastered by the child, will become the child's linguistic ability.

### **3.2. Language Acquisition Hypothesis**

#### **3.2.1 Conscientious Hypothesis**

In language acquisition, children acquire the ability and performance of their mother tongue. Now, since grammar consists of syntactic, syntactic and phonological components, and each of these components exists in the form of formulas (rules), it is these three types of formulas that children must first master in the process of language acquisition. Chomsky argues that the tool for children to acquire language skills is the conscience hypothesis ("innate" = "innate", "inner" or "natural"). This hypothesis stems from the observations of several experts on children's language acquisition. The conclusion of these observations is that humans are born with tools that allow them to speak easily and quickly. There are two types of conscience hypotheses, namely the linguistic conscience hypothesis and the mechanism conscience hypothesis (Simanjuntak 1977). The language conscience hypothesis is an assumption that some or all parts of language are not learned or acquired, but are determined by certain conscientious features of the human organism. In contrast, the mechanism conscience hypothesis states that the process of language

acquisition by humans is determined by general cognitive development and general conscience mechanisms that interact with experience. So the difference between these two hypotheses is that the language conscience hypothesis emphasizes the existence of a conscience “something” brought from birth that is specific to language and language. However, the mechanism conscience hypothesis emphasizes the existence of “something” conscience in the form of a mechanism that is common to all human abilities.

### 3.2.2 Tabularasa Hypothesis

Tabularasa literally means “blank paper”, meaning that nothing is written on it. The Tabularasa Hypothesis then states that a baby's brain is like a blank paper at birth which is then written or filled with experiences. This hypothesis was first proposed by the empiricist John Locke. According to the tabularasa hypothesis, all human linguistic knowledge that appears in linguistic behavior is the result of the integration of linguistic events that humans experience and observe. Consistent with this assumption, behaviorism argues that language knowledge consists only of a series of relationships formed through S-R (stimulus-response) learning. The known learning methods are classical learning, operant learning and mediation methods which have been modified into language learning theories.

According to operant habituation theory in language learning, a person's language behavior is shaped by various rewards that appear around the person. Meanwhile, the mediation theory introduced by Jenkin is called “response chain”. The basis of this response chain theory is the principle of mediation or language mediation. That is, if someone has recognized the relationship between table and chair, and the relationship between table and floor, then to know the relationship between chair and floor will become much easier because of the role played by the mediation factor.

### 3.2.3 Cognitive Universality Hypothesis

The cognitive hypothesis of cognitive universality introduced by Piaget has been used as a basis to explain the process of language acquisition in childhood. Based on a theory based on cognitive universality, language is acquired based on a cognitive structure that is set in motion.

These structures are obtained by children through their interaction with objects or people around them. According to Sinclair-de Zwart (Chaer, 2009), there are three stages of language acquisition in children. First, the child chooses a short combination of sounds from the sounds he hears to convey a pattern of movement. Second, if the combination of short sounds is understood then the child will use the same series of sounds, but in the form of speech that is closer to adult speech, to convey the same movement pattern, or when other people do the same movement pattern. This mode of action is initially always related to the child, and in this mode of action the elements are always intertwined, namely the actor, the doer, and the sufferer. Third, there is the first grammatical function, subject-predicate, which produces the elements subject-speech-object or agent+action+sufferer.

The cognitive universality hypothesis is similar to the mechanism conscience hypothesis in linguistics. Piaget and Mc. Namara concluded that children first develop cognitive processes that are not linguistic. Only later do they acquire linguistic symbols. Thus, language acquisition depends on the acquisition of these cognitive processes.

There are two conflicting schools of thought, namely behaviorism and idealism. Behaviorist theory uses only observable behavior as the starting point for its description and explanation, while mentalist theory is based on the structure and pattern of consciousness. In the process of language acquisition, the behaviorist school is mainly based on learning theories that emphasize the language and non-language environment, while the mental school is based on learning theories that emphasize the child's innate ability to learn language. Therefore, behaviorists prefer the term “language learning”, while psychologists prefer the term “language acquisition”.

From the above explanation, it can be seen that the cognitive universality hypothesis in psychology is the same or in line with the conscience mechanism hypothesis in linguistics. The difference lies in the name of the saka because it is put forward by two different disciplines that influence each other: the cognitive universality hypothesis by psychology while the conscience mechanism hypothesis by modern linguistics.

Today, as in linguistics, cognitivism also pays more attention to the issue of meaning (semantics) and its role in language acquisition.

## 4. Conclusion

First language acquisition occurs early in a person's life. A child's first language acquisition is greatly influenced by his or her family. If socio-cultural values are based on language, they will be embedded in people's subconscious. First language is related to language acquisition, while second language is related to language learning. As time passes and the child grows, the child will learn another language other than the one his/her mother taught him/her, either a second, third, or so on, depending on the child's social environment and his/her cognitive level during the

learning process. Thus, it can be concluded that language acquisition occurs in a child's brain as they learn their mother tongue.

## **References**

Arsanti, Meilan. (2014) "Language Acquisition in Children (Psycholinguistic Studies)" PBSI Journal Vol. 3 No 2.

Brown, R. (1973). *A First Language: The Early Stages*. Harvard University Press.

Chaer, Abdul. (2009). *Psikolinguistik*. Jakarta: PT. Rineka Cipta.

Dworetzky P. John. 1990. *Introduction to Child Development*. West: Publishing Company.

Ellis, Rod. 1989. *Understanding Second Language Acquisition*. New York: Oxford University Press.

Permatasari Suardi, Indah et al. (2019). "First Language Acquisition in Early Childhood". Padang. *Journal of Obsession: Journal of Early Childhood Education* Volume 3 Issue 1 Pages 265 - 273.