
ANALYSIS AND UNDERSTANDING THE FIRST LANGUAGE ACQUISITION PROCESS IN CHILDREN AGED VOCALIZATION AND BABBLING

Moria Afriani Stefani Silaban¹, Bernieke Anggita Ristia Damanik²
moriaasilaban@gmail.com¹, bernieke.damanik@uhn.ac.id²

^{1,2}Universitas HKBP Nomensen Pematang Siantar, Indonesia

ABSTRACT

One of the key facets of human cognitive and linguistic development is the process by which children learn their first language. This article examines the early phases of language learning, particularly while vowelization and babbling are occurring. The purpose of this study is to comprehend the traits, trends, and variables that affect language development at this point. Empirical observations and literature reviews are used to gather data. The findings demonstrated that the phases of babbling and vowelization, which are impacted by social, biological, and environmental factors, were crucial in the development of fundamental communication abilities. The process through which people, particularly children, learn to comprehend and use language is known as language acquisition. The growth of hearing, speaking, reading, and writing skills is a part of this process. Learning a language happens organically.

First language acquisition, or the process children go through when they learn their mother tongue, and second language acquisition, which occurs when one learns additional languages after their first, are the two main categories into which linguistic acquisitions are divided in the context of linguistics. Social interaction, cultural background, and personal cognitive capacities are some of the elements that affect language acquisition. Because language is a tool for communication as well as for thinking and understanding the world, this process is crucial.

Children's initial language acquisition is a complicated process that combines social, cognitive, and biological elements. Through listening, mimicking, and interacting with their surroundings, toddlers progressively acquire language abilities during various developmental phases. According to research, children are born with the ability to learn languages, which enables them to comprehend and speak in context. Analysis of the process of first language acquisition, identification of the variables influencing language development, and exploration of existing theories, such as nativism and interaksionisme theories, are the objectives of this article. We may better grasp how children lay the groundwork for communication that will influence their future language abilities if we comprehend this process.

The process through which children learn to speak and comprehend the language of others around them is known as first language acquisition. This process affects children's cognitive and social development in addition to their communication development. Children have a remarkable aptitude for language acquisition in their early years, frequently without the need for any teaching. Linguistic and psychological research has shed light on how youngsters actively participate in language learning and identify patterns in the language they hear. The stages of development, the importance of social connection, and the consequences for parenting and child care are just a few of the topics that will be covered in this essay on first language acquisition.

Keywords: Acquisition of Language, Vowelization, Babbling, Development of Children, Linguistic.

ABSTRAK

Salah satu aspek utama perkembangan kognitif dan linguistik manusia adalah proses saat anak-anak mempelajari bahasa pertama mereka. Artikel ini mengkaji fase-fase awal pembelajaran bahasa, khususnya saat vokalisasi dan ocehan terjadi. Tujuan dari penelitian ini adalah untuk memahami ciri-ciri, tren, dan variabel yang memengaruhi perkembangan bahasa pada tahap ini. Pengamatan empiris dan tinjauan pustaka digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa fase ocehan dan vokalisasi, yang dipengaruhi oleh faktor sosial, biologis, dan lingkungan, sangat penting dalam pengembangan kemampuan komunikasi fundamental. Proses saat orang, khususnya anak-anak, belajar memahami dan menggunakan bahasa dikenal sebagai akuisisi bahasa. Pertumbuhan keterampilan mendengar, berbicara, membaca, dan menulis merupakan bagian dari proses ini. Pembelajaran bahasa terjadi secara alami.

Akuisisi bahasa pertama, atau proses yang dilalui anak-anak saat mereka mempelajari bahasa ibu mereka, dan akuisisi bahasa kedua, yang terjadi saat seseorang mempelajari bahasa tambahan setelah bahasa pertama mereka, adalah dua kategori utama yang membagi akuisisi linguistik dalam konteks linguistik. Interaksi sosial, latar belakang budaya, dan kapasitas kognitif pribadi merupakan beberapa elemen yang memengaruhi perolehan bahasa. Karena bahasa merupakan alat komunikasi sekaligus alat untuk berpikir dan memahami dunia, proses ini sangat penting.

Akuisisi bahasa awal anak merupakan proses rumit yang menggabungkan elemen sosial, kognitif, dan biologis. Melalui mendengarkan, meniru, dan berinteraksi dengan lingkungan sekitar, balita secara bertahap memperoleh kemampuan bahasa selama berbagai fase perkembangan. Menurut penelitian,

anak-anak terlahir dengan kemampuan untuk mempelajari bahasa, yang memungkinkan mereka untuk memahami dan berbicara dalam konteks. Analisis proses akuisisi bahasa pertama, identifikasi variabel yang memengaruhi perkembangan bahasa, dan eksplorasi teori yang ada, seperti teori nativisme dan interaksionisme, merupakan tujuan dari artikel ini. Kita dapat lebih memahami bagaimana anak-anak meletakkan dasar komunikasi yang akan memengaruhi kemampuan bahasa mereka di masa depan jika kita memahami proses ini.

Proses di mana anak-anak belajar berbicara dan memahami bahasa orang lain di sekitar mereka dikenal sebagai akuisisi bahasa pertama. Proses ini memengaruhi perkembangan kognitif dan sosial anak-anak selain perkembangan komunikasi mereka. Anak-anak memiliki bakat luar biasa dalam penguasaan bahasa di tahun-tahun awal mereka, seringkali tanpa perlu pengajaran apa pun. Penelitian linguistik dan psikologis telah menjelaskan bagaimana anak-anak muda berpartisipasi aktif dalam pembelajaran bahasa dan mengidentifikasi pola dalam bahasa yang mereka dengar. Tahap-tahap perkembangan, pentingnya hubungan sosial, dan konsekuensi bagi pengasuhan dan perawatan anak hanyalah beberapa topik yang akan dibahas dalam esai ini tentang penguasaan bahasa pertama.

Kata Kunci: Penguasaan Bahasa, Vokalisasi, Ocehan, Perkembangan Anak, Linguistik.

INTRODUCTION

Linguistic Overview The primary means of communication that may be acquired from a young age is language. Vowelization is the initial step in the lengthy process of learning a first language, which is followed by babbling. This phase is now the foundation for language comprehension and speaking ability development. The purpose of this study is to examine these processes and the variables that affect young children's language development.

How people learn to comprehend and produce language is explained by the notion of language acquisition. Among the prominent theories of language acquisition are:

- **The Theory of Nativism** According to this hypothesis, people are born with the capacity to learn language. Chomsky, the central figure in this theory, holds that infants are born with a "Language Control Tool" (also known as a Language Acquisition Device, or LAD).

Language acquisition comes naturally to children. This hypothesis holds that humans have an innate brain mechanism called the * Language Act (LAD) that enables them to comprehend and use language. Key Features: Language is a biological capacity rather than just an experience-based one. Despite limited or imperfect environmental inputs (such as "covertly of stimulus"), children are nonetheless capable of learning language. - the existence of universal grammar, which is applicable to all languages spoken by humans.

- Theory of Behaviorism

According to this view, imitation is one of the actions that lead to the development of language. According to these views, toddlers pick up language directly from their experiences in their surroundings.

The process of conditioning is used to study language. Youngsters pick up language through mimicking adults and receiving reinforcement from their surroundings, whether positive or negative.

- Principal Features:

Reinforcement and punishment are used to develop linguistic behavior.

Imitation (imitators) is a key component of language acquisition.

Experience and surroundings play a major role.

Theory of Cognitive Development

According to the belief, children need acquire cognitive skills before they may learn to speak. Sensorimotor, praoperasional, concrete operations, and formal operations were the four phases that this evolution went through.

Every hypothesis has pros and cons, and many specialists now agree that a mix of cognitive, contextual, and congenital (biological) elements play a role in language learning.

RESEARCH METHOD

This research uses a qualitative descriptive approach based on literature study and observation. Data is obtained from various sources such as scientific journals, books, and field research.

RESULTS AND DISCUSSION

1. Vowelization Stage

At the age of 0-3 months, babies start to make sounds like cries, snoring, and cooing. This vowel is a natural response to external and internal stimuli. At the age of 0-3 months, babies begin to produce sounds such as cries, snoring, and cooing. This stage is

known as the vocalization stage and is a natural response to stimuli from the external and internal environment. According to Oller (2000), this vowel is important for the development of early communication, as it helps babies express their needs and feelings. These vowels do not only signal physical development but also cognitive development that underlie communication.

2. Stage Babbling

At the age of 4-8 months, babies began combining consonants and vowels became sounds such as "ba-ba" or "da-da." At the age of 4-8 months, babies began combining consonants and vowels, producing sounds such as "ba-ba" or "da-da." This stage is known as babbling stage and is the articulation muscle training as well as vowel pattern exploration. According to Kent & Read (1992), babbling is an important step in speech development as it enables babies to experiment with language voices and rhythms. Babbling also shows the baby's ability to begin to understand the structure of the language. This stage is a form of articulation muscle training and exploration of the pattern of sounds.

3. Factors that Influence

Biological Factors: Auditory capabilities, the organ structure, and brain development.

Auditory capabilities, organ structure, and brain development. Research suggests that these factors are critical in determining the baby's ability to listen and produce sound (Kuhl, 2004).

- Environmental Factors: Interactions with parents, parenting, and language exposure.

Interaction with parents, parenting, and exposure to language. Research by Hart & Risley (1995) shows that the frequency of verbal interaction and the number of words the baby hears positively correlated with their language development.

- Social Factors: Frequency of communication and verbal stimulation provided by the surrounding environment. Frequency of communication and verbal stimulation provided by the surrounding environment. According to Tamis-LeMonda et al. (2004), rich social interactions can improve babies' communication skills and prepare them for language learning.

CONCLUSION

In conclusion

The first language's vowel stage, which includes vowelization and babbling, is a crucial starting point. A mix of biological, environmental, and societal factors influence this process. Parents and educators can better support their children's linguistic development if they have a better understanding of this process.

A complex phenomenon, the process of a kid learning their first language involves interactions between social, cognitive, and biological elements. Early phases, such as babbling and vowels, are crucial for developing fundamental communication abilities. According to research, children are born with the ability to learn languages that enable them to comprehend and speak in meaningful contexts.

1. The following biological elements affect language acquisition: 1. Brain development, speech organ structure, and auditory ability.
2. Environmental factors: Parenting, linguistic exposure, and interactions with parents.
3. Social factors: Verbal stimulus from the environment and the frequency of communication.

Different viewpoints on this process are offered by a variety of philosophies, including behaviorism,

nativism, and cognitive development. However, the majority of specialists concur that ambient experience and inherited variables work together to help people learn languages. We may better grasp how children's language abilities develop and offer the best possible assistance for their future communication growth if we are aware of these phases and contributing variables.

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