

THE ROLE OF THE ENVIRONMENT IN FIRST LANGUAGE ACQUISITION ON CHILDREN 2 YEARS OLD

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Abstrak: Penelitian ini bertujuan untuk menunjukkan bagaimana lingkungan mempengaruhi pemerolehan bahasa pertama. Anak usia dua tahun menjadi subjek penelitian ini. Penelitian ini bertujuan untuk memperjelas bagaimana lingkungan anak mempengaruhi perkembangan bahasa pertamanya. Dengan pendekatan deskriptif, metode yang digunakan adalah kualitatif, dengan teknik wawancara dan observasi. dokumentasi yang berisi data yang ditabulasi. Menurut penelitian, MK memperoleh bahasa lebih cepat daripada DA pada tingkat produksi bahasa ucapan satu kata, dua-tiga kata. Banyak faktor, termasuk pola asuh, kelas sosial, gender, dan lingkungan, yang mempengaruhi pemerolehan bahasa.

Kata Kunci: pemerolehan, bahasa pertama, lingkungan

Abstract: *This research aims to show how the environment influences first language acquisition. Two year old children were the subjects of this research. This research aims to clarify how a child's environment influences his first language development. With a descriptive approach, the method used is qualitative, with interview and observation techniques. documentation containing tabulated data. According to research, MK acquires language faster than DA at the language production level of one-word, two-three word utterances. Many factors, including upbringing, social class, gender, and environment, influence language acquisition.*

Keywords: *first language, acquisition, the environment*

INTRODUCTION

Language acquisition is a truly outstanding process, especially if it comes to picking up a child's first language without any additional instruction from them. Similar to a toddler, the children will only react to words that he frequently hears in his environment. According to Chaer (2003:167), a child's brain goes through a process called language acquisition when he learns his mother tongue or first language. In acquiring a language, first and second languages Numerous ideas explain how the processing takes place. The two most prevalent and fundamental theories are cognitivism and behaviorism. The fundamental tenet of behaviorism theory is that an individual has nothing after birth, hence in the acquisition process The use of language in the environment is crucial. Stated differently, an individual's environment plays a significant role in their ability to acquire language. This contrasts with the nativism idea, which holds that an individual possesses a language acquisition device from birth (LAD). This technology allows someone to learn a language. Nonetheless, a language acquisition tool can work if there is an appropriate environment support it. Children are frequently perceived as having continuity in their linguistic skills from birth, progressing from simple to complicated (Fatmawati, 2015). Typically, second languages are planned and acquired formally through language schooling. Learning more than one language is feasible, as language is only an arbitrary and customary sound sign. In addition, for verbal and written communication in daily life, proficiency in both a first and a second language is necessary. Relevance to this need facilitates language learning more readily. Effectively teaching their first language to their child

will help them gain communication skills and will make acquiring a second language much easier for them. This is especially true for parents. The toddler years provide the foundation for a child's language acquisition skills. That age's rapid language development will have a significant impact on future language abilities. Kusuma (2018) stated In general, language acquisition skills are highly correlated with one another. A child often learns his mother tongue in order to become proficient in his first language. Even among children of the same age, there can be differences in the rate at which they acquire language (Rosi Wulandari, 2020). This is so because language acquisition happens at the same time as the body's biological growth, particularly when it comes to the development of bodily parts involved in speaking, including articulatory organs or language-related brain regions. the role that experience plays in a child's growth (Papalia, 2015). A person's experience begins in their biological environment, which includes things like diet, health, medications, and accidents. It also includes their social environment, which includes things like friends, family, school, society, media, and culture. From this angle, a number of outside variables have an impact on the child's early onset. These elements consist of the following: parents, surroundings, peers, and interactions with others. One of the main elements affecting children's language development is their environment. Another name for this comprehension is behavioristic acquisition. The child's environment, both visible and audible, shapes the information that they take in. Children's language acquisition will be influenced by this input, which will ultimately affect the caliber of the child's communication language. Because they don't develop cognitively to the point where they can learn by synthesizing knowledge on their own, children learn more through imitation. According to Noorman Haryadi (2020), speech delays persist because a child's language acquisition is greatly influenced by their upbringing and surroundings. A child's language acquisition will be poor if they are raised in a poor linguistic environment. and the other way around. The child's personality is reflected in the language he employs. Paying attention to the opinions, it is clear that the environment makes a very big contribution to language acquisition. Based on this, it is necessary to discuss the role of the environment in the process of language acquisition, both in first language acquisition and second language acquisition. However, on this occasion, it was specifically about discussing roles and environments in first language acquisition.

The sources of data in this research are two 2 year old children who have different environments, Mk lives in a residential area in a boarding school in Tembung, Mk is raised alone by his mother, every day Mk always goes with his mother to teach. or is always taken to play by Islamic boarding school students, and the second data source is that Da lives in an official housing complex, Da is looked after by a nanny, his father and mother work until the afternoon, every day Da spends time only with the nanny. In this study, researchers will collect data based on the one-two, three utterance language production process to find differences in the language acquisition process of two two-year-old children with different environments.

METHOD

In this study, a qualitative methodology using a descriptive approach was used. Data regarding the linguistic development of two-year-olds will be analyzed and then descriptively presented. In order to accomplish their goals, researchers conduct In this study, non-participant observation, structured interviews, and documentation were used as methods for gathering data. obtaining audio data from informant recordings of their discussions. Mk, a 2-year-old resident of Tembung Medan, and DA, another 2-year-old resident of Sosopan, Pinang City, are the two children who provided the data for this study. Based on language, researchers gathered words or sentences for this study. productivity to be compared in light of the child's developmental context. Moleong (2005) explains that there is more descriptive qualitative research requires data in the form of words or images rather than numbers. Simple instrumentfor observation and interviews can be used to collect data and compare data. The data analysis process takes several stages such as data reduction, data presentation and data verification (Sugiyono, 2016). Triangulation is applied to test data validation and reliability

RESULT AND DISCUSSION

Children acquire their first language from input obtained from the environment, family, and society. Fatmawati (2015) Children get language input from the family environment at home because children normally spend more time at home with family early in life. The first informant, MK, lives in a residential area located in one of the Islamic boarding schools in Medan and is raised by his mother without a servant. MK is often invited to teach and meet with students in class.

Table 1 is data from a short conversation between the researcher and Mk which was conducted by telephone at 10 am while Mk was playing.

researcher's questions to informants
R : assalamualaikum Kamil
Mk : aikum
R : abang kamil udah mandi?
Mk : dah bandi abang, ajek beyum
R : pakai apa tadi mandinya?
Mk : akek tampo
R : kalau makan, abang udah makan?
Mk :(mengangguk-angguk)
R : pakai apa lauknya?
Mk : teyul, teyul lebus

Based on conversations between researchers and informants, it can be found that Kamil can produce one-word utterances and two-three utterances well, although there are still some errors in sound or sentence structure, Kamil can produce sentences well for children his age.

Table 2 is a collection of vocabulary that Mk said during the research

no	Pronunciation	Correct Pronunciation
1	[atuh]	[jatuh]
2	[cana]	[disana]
3	[mi]	[umi]
4	[besan]	[besar]
5	[meyuk]	[peluk]
6	[telun]	[telur]
7	[bandi]	[mandi]
8	[uning]	[kuning]
9	[obe]	[lobe]
10	[bayon]	[balon]
11	[bambut]	[rambut]
12	[peyut]	[perut]
13	[oyeng]	[goreng]
14	[ebus]	[rebus]
15	[tampo]	[sampo]
16	[beyum]	[belum]
17	[bulung]	[burung]
18	[uttad]	[ustadz]
19	[bi]	[abi]
20	[iyi]	[ini]
21	[ikus]	[tikus]
22	[bantan]	[Bantal]
23	[iyang]	[hilang]

During the research, there were not many obstacles when communicating with Mk because he was an active child, although sometimes when he was focused on playing, Mk was not very conducive to communicating with him. Mk's own language acquisition was quite rich, he could even master simple Arabic words, although still have pronunciation problems.

The second informant is that Da lives in an official housing complex in Sosopan, every day Da is looked after by a nanny while his mother and father work until 5 pm

Table 3 is a short conversation with the DA informant, which was conducted directly while Da was playing at noon

researcher's questions to informants
R : assalamualaikum Daffin
DA : aikum
R : Daffin lagi makan apa itu?
DA ; jan
R : jajan, enak?
Da : nak

Table 4 is a collection of vocabulary that DA said during the research

no	Pronunciation	Correct Pronunciation
1	[yam]	[ayam]
2	[jan]	[ajan]
3	[appung]	[oppugn]: kakek
4	[nyek]	[nenek]
5	[num]	[minum]
6	[pin]	[upin]
7	[akit]	[sakit]
8	[aikum]	[Assalamualaikum]

Different from Mk, the researcher had more difficulty communicating with DA who was very shy, not many conversations could be had with DA who mostly gave silent responses. while conducting research on Da, researchers were able to conclude that Da was still at the stage of producing one word utterances and had not yet mastered two-ther utterances. Based on the data collected by researchers, it appears that there is a gap in language mastery between Mk and Da, and the factor that influences this is the environment. Mk, who is raised directly by his mother and meets many people every day gets more social stimulus than Da who is raised by a nanny. The environment is an important thing for someone in the process of language acquisition. About the role of the environment in language acquisition, McDonough (1981) suggests that theories behaviorism used to acquire language places great emphasis on roles environment in providing stimulation of imagination and also reinforcement and whether the reactions are positive or negative. According to this theory only external environment that provides, both language models and mechanisms where reactions are: (1) selected for correctness, (2) differentiated for appropriateness whether or not to a stimulus and (3) disguised for new situations. Likewise, Littlewood (1984) suggests that the approach behaviorism

towards language acquisition, the child's environment is seen as a factor main influence. The environment provides models that children imitate and various rewards that result in the emergence of knowledge for children. As is the case with behaviorist theory, so is theory cognitivism. According to Littlewood (1984) that interest is a factor that plays a role in achieving the child's internal processes. But we shouldn't forgetting that it is the environment that stimulates these internal processes. The environment will provide various materials for children to acquire his language where he is. The children are born already having procedures and language rules which allows a child to process linguistic data in his environment. Apart from the theories of behaviorism and cognitivism, the role of the environment in language acquisition is very large. Dulay (1985) suggests that The quality of the language environment is very important for a language learner can be successful in learning a new language. Additionally, the environment as a whole is an area.sufficient amount of it, the surroundings can engage several of the five senses.humans, particularly their eyes and ears. These limitations and circumstances give rise to the notion that the language environment is the locality in which a language is spoken and evolves.Stated differently, the language environment encompasses all of the things that speakers of a given language can see and hear in that language's specific location.utilized. Everything audible and visual that affects language communication is considered part of the language environment. To be more precise, this encompasses the language environment in the same way that it does in a classroom during the learning process, as well as other environments such as markets, shopping malls, restaurants, group conversations, television watching, reading various reading materials, and mass med

CONCLUSION

From this research it can be concluded that MK acquires language faster than DA, this proves that the environment plays a very important role in language acquisition.The child's play environment plays a very important role in the process children's language acquisition because the play environment opens up opportunities for children to actualize their speaking abilities in conversation. The child will improve vocabulary acquisition along with increasing intensity of language input from the environment and its interaction with the environment.

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