

AN ANALYSIS OF CHILD LANGUAGE DEVELOPMENT

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Abstract: *This research aims at explaining the description of child language development to show the capability of a child in producing and comprehending language. This is a descriptive research in which the researcher describes all the data like what they are. Next, for presenting the data, the researcher used the written form in order to give more explanation to the reader. The data was gotten through observation to a two years old child whose name is A. Gibran Bintang for about more than two years with the same subject. Besides, the researcher also did library research and compared to the theory used to answer the problem in this research. From the data conducted it shows that the subject in this research utter his first word when he is around one year old; he is able to produce around 950 words; 95% of the words said is clear; he is able to use prepositions correctly; He also understands simple questions, can identify color and counts items.*

Keywords: *Child, Language, Development*

INTRODUCTION

Language is one of the most amazing things that we are capable of. Through language, people speak and convey information to the listener and the listener try to catch the information from the message conveyed. In acquiring the first language, people do

not acquire the language directly when they were infants, for example: we never find the infants who have just born can produce the sentences directly but there are stages in acquiring the language. Those stages are commonly called the process of language development.

The process of language development moves from simple to the complex one. Usually, language is started from the simple words without associated meaning. However, as children grow, words acquire meaning, with connections between words being formed. As a person gets older, new meanings and new associations are created and vocabulary increases as more words are learned. Therefore, since infants, there are stages faced by humans in acquiring language. Related to this, in this paper there will be a description of child language development to show the capability of a child in producing and comprehending language.

REVIEW OF LITERATURE

CHILD LANGUAGE DEVELOPMENT

The process of language development started since infancy. When infants were born to the earth, they can't produce the utterances directly, like saying mamma, shoe, toys, etc but there are stages in their speech acts of language development. When humans are still infants, they make a variety of sounds, crying, cooing, gurgling (Steinberg, 2001). All

infants everywhere seem to make the same variety of sounds, even children who are born deaf (Lenneberg, Rebelsky, & Nichols in Steinberg, 2001).

The first stage of language development happened from birth until around 6 months (Boeree, 2003) where the babies make a great deal of noise. They squeal, squeak, growl, yell, and give us raspberries and they do cooing. Cooing is basically the production of what will later become vowels (a, e, i, o, and u).

The next stage is babbling. This is a process where a child produces the more complicated sentences. This is faced by a child whose age from 6 months to about 10 months. In this stage, firstly, children practice their vowels, starting with the round, back vowels (oo, oh, ah...) and working their way to the unrounded front vowels (ee, eh, ay...). The first consonants are h, m, and b, which can be combined with the vowels to make syllables. Soon, they add p, t, d, n, w, f, v, and y. A little while later, they add k, g, and ng. Then they start adding s and z. It takes a little longer for babies to get sh, ch, j, and the infamous th sounds. The very last sounds are l and r. Therefore, you

hear them pronouncing words as oddly as they sometimes do. Fis does fine for fish, soozies for shoes, and so on. But keep in mind that they can perceive far more than they can pronounce. They will not be able to say certain words, but they won't put up with you mispronouncing them.

Furthermore, after babbling, children move into uttering their first words (holophrastic stage). This occurs around one year of age but can occur much earlier or much later (Steinberg, 2001). Children can be said to have learned their first word when they have capability to utter a recognizable speech form and when this is done in conjunction with some object or event in the environment (Steinberg, 2001). According to Boeree (2003), by 12 months, most kids can produce 3 or 4 words, and understand 30 to 40. Again, there are some kids who understand and even use as many as 80. By 14 months, the number of words understood jumps to 50 to 100, and even the slowest 1/4 know 20 to 50. By 18 months, most kids can produce 25 to 50 words on their own, and understand hundreds.

The characteristics of holophrastic stage are overextension

and underextension (Boeree, 2003). For example, the word "hat" can mean just about anything that can be put on your head, a "goggie" applies to just about any animal. On the other hand, sometimes kids engage in underextension, meaning that they use a general word to mean one very specific thing. For example, "baba" may mean MY bottle and my bottle only, and "soozies" may mean MY shoes and no one else's.

Furthermore, between 18 to 24 months (approximately), the children begin to utter two word sentences, and telegraphic speech (Boeree, 2003). They show a variety of grammatical functions taken over by simple conjunction of the two words. Some of the examples are:

- see doggy, hi milk
- that ball, big ball
- daddy shoe (i.e. daddy's shoe), baby shoe (i.e. my shoe)
- more cookie, more sing
- two shoe, all gone juice (numbers and quantities)
- mommy sit, Eve read (subject-verb "sentences")
- gimme ball, want more (making a request)

- no bed, no wet (negation)
- mommy sock (subject-object "sentences," i.e. mommy get my sock)
- put book (verb-object "sentences," i.e. you put the book here)

After 24 months, children begin to use grammatical constructions of various sorts and the irregular verb tenses learned before regular tenses. Here are some in their usual order of development:

- I **walking** (-*ing* participles used as verbs)
- **in** basket, **on** floor (prepositions)
- two balls (the plural)
- it **broke** (verbs in an irregular past tense)
- John's ball (possessive 's)
- There it **is** (the verb *to be*)
- **A** book, **the** ball (articles)
- John **walked** (verbs in the regular past tense)
- He **walks** (third person singular of verbs)
- She **has** (irregular third person singular)
- It **is going** (the progressive formation of verbs)
- It's there (contractions)
- I'm **walking** (complex verbs)

In addition, language learning doesn't end with two year olds. Three year olds are notorious for something called over-regularization. Most languages have irregularities, but 3 year olds love rules and will override some of the irregulars they learned when they were 2, e.g. "I go-ed" instead of I went and "foots" instead of feet. Three year olds can speak in four word sentences and may have 1000 words at their command. Moreover, they have known around 600-1000 words.

Furthermore, four year olds are great askers of questions, and start using a lot of wh- words such as where, what, who, why, when (learned in that order). They can handle five word sentences, and may have 1500 word vocabularies.

When children come to five year olds, they make six word sentences (with clauses, no less), and use as many as 2000 words. The first grader uses up to 6,000 words. And adults may use as many as 25,000 words and recognize up to 50,000 words. Moreover, negative sentences, question forms, passives, and relative clauses are just a few of the many complex rules which children acquire

in their first five years. Negation is one of the earliest sentence structure rules acquired by children. The earliest period is in the form of ‘no’ or ‘not’ that is placed at the front of an affirmative sentence. In the second period, the negative markers tend to appear internally within the utterance rather than outside it as in the previous period and the auxiliaries ‘do’ and ‘can’ appear with the negation marker. In the third period, the copula ‘be’ and the modal ‘will’ appear with negation and imperative negatives are formed with ‘do’ rather than the simple negative. Those are the stages faced by children in first five years related to negative sentences or negation.

Moreover, the process of language development still continues. Therefore, for a brief description of child language development, it can be seen in the following table (<http://childdevelopmentinfo.com/child-development>)

Language Development Chart

Age of Child	Typical Language Development
6 Months	<ul style="list-style-type: none"> Vocalization with intonation

	<ul style="list-style-type: none"> Responds to his name Responds to human voices without visual cues by turning his head and eyes Responds appropriately to friendly and angry tones
<p style="text-align: center;">12 Months</p>	<ul style="list-style-type: none"> Uses one or more words with meaning (this may be a fragment of a word) Understands simple instructions, especially if vocal or physical cues are given Practices inflection Is aware of the social value of speech
<p style="text-align: center;">18 Months</p>	<ul style="list-style-type: none"> Has vocabulary of approximately 5-20 words Vocabulary made up chiefly of nouns Some echolalia (repeating a word or

	<p>phrase over and over)</p> <ul style="list-style-type: none"> • Much jargon with emotional content • Is able to follow simple commands 		<p>controlled</p> <ul style="list-style-type: none"> • Can use two pronouns correctly: I, me, you, although me and I are often confused • My and mine are beginning to emerge • Responds to such commands as “show me your eyes (nose, mouth, hair)”
<p>24 Months</p>	<ul style="list-style-type: none"> • Can name a number of objects common to his surroundings • Is able to use at least two prepositions, usually chosen from the following: in, on, under • Combines words into a short sentence- largely noun-verb combinations (mean) length of sentences is given as 1.2 words • Approximately 2/3 of what child says should be intelligible Vocabulary of approximately 150-300 words • Rhythm and fluency often poor • Volume and pitch of voice not yet well- 	<p>36 Months</p>	<ul style="list-style-type: none"> • Use pronouns I, you, me correctly • Is using some plurals and past tenses • Knows at least three prepositions, usually in, on, under • Knows chief parts of body and should be able to indicate these if not name • Handles three word sentences easily • Has in the neighborhood of 900-1000 words • About 90% of what child says should be

	<p>intelligible</p> <ul style="list-style-type: none"> • Verbs begin to predominate • Understands most simple questions dealing with his environment and activities • Relates his experiences so that they can be followed with reason • Able to reason out such questions as “what must you do when you are sleepy, hungry, cool, or thirsty?” • Should be able to give his sex, name, age • Should not be expected to answer all questions even though he understands what is expected 		<p>prepositions or can demonstrate his understanding of their meaning when given commands</p> <ul style="list-style-type: none"> • Names common objects in picture books or magazines • Knows one or more colors • Can repeat 4 digits when they are given slowly • Can usually repeat words of four syllables • Demonstrates understanding of over and under • Has most vowels and diphthongs and the consonants p, b, m, w, n well established • Often indulges in make-believe • Extensive verbalization as he carries out activities
<p>48 Months</p>	<ul style="list-style-type: none"> • Knows names of familiar animals • Can use at least four 		<ul style="list-style-type: none"> • Understands such concepts as longer, larger, when a

	<p>contrast is presented</p> <ul style="list-style-type: none"> • Readily follows simple commands even though the stimulus objects are not in sight • Much repetition of words, phrases, syllables, and even sounds 		<p>consonants, m,p,b,h,w,k,g,t,d,n,n g,y (yellow)</p> <ul style="list-style-type: none"> • Should be able to repeat sentences as long as nine words • Should be able to define common objects in terms of use (hat, shoe, chair)
<p>60 Months</p>	<ul style="list-style-type: none"> • Can use many descriptive words spontaneously-both adjectives and adverbs • Knows common opposites: big-little, hard-soft, heavy-light, etc • Has number concepts of 4 or more • Can count to ten • Speech should be completely intelligible, in spite of articulation problems • Should have all vowels and the 		<ul style="list-style-type: none"> • Should be able to follow three commands given without interruptions • Should know his age • Should have simple time concepts: morning, afternoon, night, day, later, after, while • Tomorrow, yesterday, today • Should be using fairly long sentences and should use some compound and some complex sentences • Speech on the whole should be grammatically correct

<p>6 Years</p>	<ul style="list-style-type: none"> • In addition to the above consonants these should be mastered: f, v, sh, zh, th, l • He should have concepts of 7 • Speech should be completely intelligible and socially useful • Should be able to tell one a rather connected story about a picture, seeing relationships • Between objects and happenings 		<p>sour, etc</p> <ul style="list-style-type: none"> • Understands such terms as: alike, different, beginning, end, etc • Should be able to tell time to quarter hour • Should be able to do simple reading and to write or print many words
<p>7 Years</p>	<ul style="list-style-type: none"> • Should have mastered the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George • Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp short-long, sweet- 	<p>8 Years</p>	<ul style="list-style-type: none"> • Can relate rather involved accounts of events, many of which occurred at some time in the past • Complex and compound sentences should be used easily • Should be few lapses in grammatical constrictions-tense, pronouns, plurals • All speech sounds, including consonant blends should be established • Should be reading with considerable ease and now writing

	<p>simple compositions</p> <ul style="list-style-type: none"> • Social amenities should be present in his speech in appropriate situations • Control of rate, pitch, and volume are generally well and appropriately established • Can carry on conversation at rather adult level • Follows fairly complex directions with little repetition • Has well developed time and number concepts
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In this research, the researcher described the child language development. The subject of this research is the son of the researcher. His name is A. Gibran Bintang. On April 2018, his age is two years and ten months. Therefore, the research was done for about more than two years to the same subject.

In collecting the data, the researcher did direct observation to see the language development of the subject. The researcher follows step by step the language development of the subject. It was done since the subject was still a baby. Therefore, the researcher knows the language development of the subject and did the analysis to it. Furthermore, the researcher also did the library research to compare the language development of the subject with the theory.

For analyzing the data, the researcher used descriptive method. According to Irawan (1999), the purpose of descriptive method is to describe all the data like what it is. Next, for presenting the data, the researcher used the written form in order to give more explanation to the reader.

METHODOLOGY

This research was designed as a descriptive research because it described data being studied. According to Key (1997), descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exist” with respect to variables or conditions in a situation.

RESEARCH FINDINGS

AN ANALYSIS OF CHILD LANGUAGE DEVELOPMENT

Family Background

In this analysis, there is a description of child language development. What has been observed is a two years old child whose name is A. Gibran Bintang. He is commonly called Bintang. His father name is Arpan Zaman, S.H., M.H and his mother name is Okti Wilymafidini, S.S., M.Pd. He lives with his parents and his grandparents. He is the oldest child in his family. His father is a lecturer and his mother is a lecturer too.

From the direct observations that have been done, it is shown that his language development is very good. This is related to language production and language comprehension. The description of language development is explained and described as follow.

CHILD LANGUAGE DEVELOPMENT

Prior to uttering speech sounds, infants make a variety of sounds, crying, cooing, gurgling and then babbling. The two years old child whose name is *Bintang* who was observed in this observation also faced

the same stages like the theories stated. He did the sounds crying, cooing, gurgling, and babbling. Based on the observation done, *Bintang* uttered his first words when he was 11 months. This is suitable with the theory stated by Steinberg (2001) where children utter their first words around one year of age but can occur much earlier or much later. The first word that is said by *Bintang* is “Ma” (Mama). The word “Ma” is used to call his mother. Not long after that, he can utter the word “Pa” (Papa) that is used to call his father.

His language development moves from one stage to the other stage. Now, He is 2 years and 10 months or it can be said 3 years old. Now, the number of words uttered by him is around 950 words. This is suitable with the theory stated by Boeree (2003) that a three years old child is able to produce around 600-1000 words. Moreover, 95% of what He says are clear and can be understood.

When he is speaking, he is able to differentiate the use of prepositions such as *in, on, under*, etc (in Indonesian these words are known as *kata depan, di dalam, di atas, di bawah*, dll).

For example:

he is able to say *buku di atas meja* (*The book is on the table*)

he is able to say *kucing di bawah meja* (*The cat is under the table*)

Moreover, he also has the ability in understanding the simple questions. For example, when someone asks her name, she can answer quickly and clearly. This is not only related to his name. He also can say his father name, his mother name, and his grandfather and his grandmother name clearly.

Another is related to identifying color and counting items. He is able to differentiate general color. When he sees some things, he can say that it is blue, it is red, it is green, etc. Moreover, he is also able to count items. This is done in a simple counting. For example, *one, two, three* (*satu, dua, tiga, dst*).

In a conversation, when he speaks to his parents for instance, he can say that something belong to him or belong to his parents.

For example

he is able to say *mobil itu punyo Bintang* (*that car is mine*)

he is able to say *itu sepatu papa* (*that is my father's shoes*)

he is able to say *itu tas mama* (*that is my mother's bag*)

In addition, when someone asks something related to choice, he is able to say which one he chooses.

For example

His grandmother says *Bintang mau ikut mama atau tinggal sama nenek aja* (*do you want to go with your mother or stay with me, your grandmother?*)

In his age, three years old, his comprehension shows rapid increase. He has the ability to responds to more 2 step commands with prepositions (e.g. Pick up the ball and put it on the table). Moreover, he also can answers what, where and when questions, also recognizes gender differences, pronouns, adjectives, and colors.

Related to this, it can be explained that there are some activities to encourage speech and language development such as:

- Use good speech that is clear and simple.
- Repeat what child says to indicate understanding.
- Help child understand and ask questions.
- Ask questions that require a choice.
- Expand vocabulary.

- Sing simple songs, etc.

However, related to the child language development, in this observation, I also found the obstacles to the language used. For example, there are some words that are still not clear when he pronounce them such as when he said *Kelereng (marbles)*, she will say *kelerleng*. The other obstacle is related to the unfamiliar word that is used to say something. For example, when he asks his father to sleep on his father's stomach (face downward), he says "*Pa, bobok kerok, pa*. What he means in this sentence is actually to ask his father to sleep on his father's stomach (*tidur dengan posisi telungkup*). He is not familiar with the word "face downward" "*telungkup*" but he ever sees his father doing "*kerok*" with that position. In this context, he has something correct in his mind. Because that word is not familiar to him, he said something that is familiar to him. However, these kinds of obstacles will be correct, appropriate, and come to a good word and sentence in the process of language development.

CONCLUSION

There are some stages in child language development, and the stages

occur continuity or step by step. They are started from crying, cooing, gurgling, and then babbling. Babbling occur when infants around seven month of age, in this age they have been able to produce repeated syllable, but just the sound without meaning. It is followed by naming (first utterance), in this age the children are able to produce first word, the word that is produced is the thing which is around them. Moreover, in communicating with their parents and other adults; they are able to "assert" or "request" their interlocutors, although in the forms of incomplete syntactic structure of sentences. They perform speech acts with the combination of their utterances and certain gestures and intonations.

Moreover, having analyzed this analysis and based on the data in the observation, the researcher makes some conclusions:

1. Children utter their first word when they are around one year old.
2. Three years old child is able to produce around 950 words.
3. 95% of the words said by three years old child is clear
4. Three years old child is able to use prepositions correctly.

5. He also understands simple questions, can identify color and counts items.
6. The dominant case of language when a child is around three years old is unclear and unfamiliar words.

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