Second Language Acquisition Three Year Old Children in the Angkola Batak Tribe

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Abstract:
This study provided about the acquiring language in three years old boy in small family scope. The main point of this research was Batak Angkola boy who spoke Indonesian in Padangsidimpuan. The data which were used for this analyzing was authentic had got by making observation. These data were also analyzed based on three main features is analyzing based on the sentence structure; analyzing based on sentence pattern, and analyzing based on the quantity of data utterances in each utterances. The acquisition language in three years old boy was founded that the sentences were not complete yet in his utterances and it was usually simple sentence. Based on the number of utterances for each speech turn, it is proven that a three year old child in speaking only answers questions from the interlocutor. This study is still far from perfect. The scope of the discussion which was originally deliberately used to limit this study, is not impossible, but it is actually dwarfing the scope of the discussion.

Keywords: Language Acquisition, Children Utterances, speech turns

INTRODUCTION

The theories accumulation on the study of a child's language acquisition is an interesting phenomenon to be interpreted and investigated in the study of first language acquisition. How exactly do human beings acquire language, specifically a child acquires language according to the sequence of acquisition. Many experts provide theories from different disciplines about the process of acquisition and learning. In essence, it can be assumed that acquisition is different from language learning. A fundamental difference between learning and acquisition of a language. Learning is a deliberate, conscious attempt to master a language (Behera, 2012).

Acquisition on the other hand is a less deliberate, subconscious process of mastering a language, and is often associated with the manner in which children acquire their native or first language (Kavanoz, 2017). Language acquisition can be traced from a linguistic system that is fully mastered by the child without formal teaching or learning. Dardjowidjojo (2003) revealed Chomsky is that language learning is not something that the child does, its is something that happens to the child placed in the appropriate environment, much as the cild's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimuli (Satinem, 2017).

Politeness or etiquette are procedures, customs, or habits that apply in society. Politeness is a rule of behavior that is determined and mutually agreed upon by a particular community so that politeness is at the same time a prerequisite for social behavior. Therefore, this politeness is commonly called "manners". Politeness can be seen from various aspects in everyday life (Krasen, 2002). First, politeness shows an attitude that contains the value of politeness or etiquette in everyday interactions. When people are said to be polite, then in a person it is reflected in the value of politeness or etiquette values that apply well in the society where that person takes part as a member. When he is said to be polite, society gives him value, whether the assessment is carried out immediately (suddenly) or conventionally (long, takes a long time). Of course, the appraisal in this lengthy process further perpetuates the value assigned to it.

Second, politeness is very contextual, that is, it applies in certain communities, places, or situations, but does not necessarily apply to other communities, places, or situations. When someone meets a close friend, it is okay for him to use a rather harsh word in a loud voice, but it is not polite to address a guest or someone he just met. Tasting or chewing food with your mouth sounds impolite when you're eating with a crowd at a banquet, but it's not so disrespectful when you do it at home.Third, politeness is always bipolar, that is, it has two polar relationships, such as between children and parents, between young people and older people, between hosts and guests, between men and women, between students and teachers, and so on. Fourth, politeness is reflected in how to dress (dress), how to act (act), and how to speak (language).

The language stimulus received by children are indeed irregular, but they are able to understand the linguistic systems of the first language before reaching the age of five. Their first language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication (Deepika and Julia, 2012). This phenomenon is still relevant in accordance with the culture of today's society.

Empirically, first language acquisition is highly independent of children's language development, while second language acquisition focuses on adult language development. The development of the child's language is also related to the acquisition of the child's mother tongue. However, there are views that say that there are two processes in children's language acquisition, namely language acquisition and language learning. The main factors that

depend on language acquisition, namely nurture factors and nature factors (Dardjowidjojo, 2003). The nurture factor is the acquisition determined by the environment, while the nature factor is the input in the form of language will only determine which language the child will acquire, but the process itself is innate and inner-directed (Isayeva, 2014).

Linguists do not reject the intervention of various influences of biological factors and environmental factors. Linguist, Noam Chomsky (1968) is known for the conscience hypothesis which says that language-structure is in conscience. That is, the formulas are brought from birth, a child begins to learn the mother tongue, he has been equipped from birth with a conceptual equipment with a language-in structure that is universal (Chaer, 2007; Lowenberg, 2009).

Similarly, Lenneberg is known for his theory of special language ability which said that the study of the mongoloid (Down's syndrome) population, as well as that of additional cases of mental retardation, indicates that there is a certain 'IQ threshold value' that varies with age and that must be attained for language to be acquired (Steinberg *et al.,* 2000; Rambe, 2017). The human effort to speak is based on biology that is specific to humans and is rooted in its own genetics in origin. General cognitive mechanism tools are used to master everything including language. This special tool is known as the Language Acquisition Device (LAD) which functions as "innate prospensity for language" (Kubra, 2017). Newborns are already beginning to taste the sounds around them. The birth or acquisition of language in the simplest form for each infant begins when the infant is about eighteen months old and reaches almost perfect form when he is about four years old.

In accordance with the object of the study of language acquisition in the family environment in 3-year-old can be stated, namely (1) how long the sentences used by 3-year-old in speaking, (2) how the sentence structure used by 3-year-old in speaking, and (3) how the utterance of each turn of speech used by a 3-year-old child in speaking.

LITERATURE REVIEW

The Nature of Language Acquisition

Language is a system of arbitrary, vocal, syimbol wich permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Yasin, 2008). In line with the opinion of Thomas and Wareing (2007) that language is a systematic way to combine larger units with the aim of communication. Chaer (2007) adds that a language community is a group of people who feel they use the same language. In this language community, problems often occur in the context of language acquisition because speakers are usually bilingual or multilingual, such as Indonesia.

There is a national language, namely Indonesian and there are also regional languages. Indonesian people are generally bilingual, that is, they use Indonesian and their regional language. Many are also multilingual, apart from mastering Indonesian, they also master their regional languages, as well as foreign languages. In essence, many Indonesians

use Indonesian, so they are part of the Indonesian language community, when they use a regional language, then they are part of the regional language community, and likewise if they use a foreign language, then they are a foreign language community member. In conclusion, Indonesian is used at the national level, while regional languages are used at the regional level.

Diversity in a country always creates problems or at least the potential for problems to arise, at least giving rise to certain consequences (Yasin, 2008). Linguistic diversity brings problems for individuals and groups of individuals (especially those belonging to language minorities), governments, and the world of education. The problem that immediately arises for minority groups of individuals is that they must master at least two languages, namely their own language and the language of the majority, before they can function as full members of the society in which they live.

The Terms Variation, Variety and Style in Language

According to Kridalaksana (1993), variation is a form of various conditional manifestations of a unit. Variation is also defined as a concept that includes variables and variants. A variable is a language unit that is most affected by social and stylistic variation, and is the most easily changed over the long term, while a variant is a particular value of a variable. Variety can be interpreted as register, language variation according to different usages according to the topic being discussed, according to the relationship between the speaker and the person being discussed, and according to the medium of conversation.

Maksan and Nursaid (2002) suggest that the terms variation, variety and style can be classified. Firstly, the word variation in Indonesian is a combination of the word variation in English which means various (various) conditional and unconditional manifestations of a unit (perhaps phoneme, morpheme and syntax) produced by the human speech apparatus in connection with external factors, such as geography and social groups.

In morphological studies, the word /egg/ varies with /telor/. Second, the word variety in Indonesian is the equivalent of the word variety in English, which means the accumulation of various conditional and unconditional manifestations of a unit (perhaps phonemes, morphemes and syntax) produced by the human speech apparatus in connection with external factors, such as geography or social group (Spolsky, 2015).

In accordance with accumulation, the forms of standard variety, non-standard variety, official variety, geographical variety are acceptable forms in Indonesian. Third, the word style in English is more precisely the equivalent of style in Indonesian, which means the variety of languages in Indonesian society regarding certain manners in language which are caused by the communication context, especially speech partners and topics. For example, in Minangkabau society, the Mandaki style, the kato Manurun style, the kato Malereng style, and the kato Mandala style are generally known as kato nan ampek (Thomas and Wareing, 2007).

Fourth, the word register in English is the equivalent of laras in Indonesian, namely a variety of language that has distinctive characteristics related to the field of work or profession. For example, linguistics is related to the science of morphemes, while geology is related to the science of soil texture.

RESEARCH METHODOLOGY

This study uses a descriptive method, because it only describes the phenomenon at a particular time. According to Moleong (2005), descriptive research method is a method that is done by describing the data obtained without interpreting it with numbers, but prioritizes the depth of appreciation of the interaction between the concepts being studied empirically. Similarly, Suggests that the descriptive method of analysis is a way to describe or explain the facts, then followed by analysis (Gay, 2009; Ratna, 2010).

This study examined the language acquisition of a 3-year-old child with a sample of a boy who spoke Indonesian as the child's mother tongue. The boy lives with his parents who speak the Batak Angkola language, but is taken care of by his grandmother during the day, because his parents left him to work. The child was born on May 25, 2011 in Padangsidimpuan, meaning the child is now 3-years-old. The child's full name is Abdullah Siregar, the son of Mr. Bokar Siregar and Nurhayati Harahap. The interaction approach was used in this study as the subject was selected to interact with his family.

This form of observational interaction, consists of direct interaction. Abdullah Siregar's speech analysis was done in various situations and circumstances in his own family environment which was quite thick with the Batak Angkola language. Speech transcriptions of the subjects of this study were made in the form and system of phonemic spelling.

FINDINGS

Analysis Based on Sentence Length

Language acquisition is very similar to the process children use in acquiring first and second language (Krashen, 2002). Language acquisition is a process acquired by first and second language children. Similarly, Prastyaningsih, (2001) argues that language acquisition is a series of hypotheses with increasingly complex or hidden theories that may occur with the words of his parents until he chooses based on a measure or measure of assessment, grammar, and the simplest of languages.

More explicitly, language acquisition can be defined as a process by which a person first acquires language in accordance with his or her cognitive potential and is based on naturally received utterances. The first language adopted by a child in daily life is called the term mother language or first language. This mother tongue is the first known to the child and used in his daily life as a language of communication. At this time, it can be investigated that the child has an innate ability of knowledge of the language learned through the formation of hypotheses, because the internal structure of the mental is known as the hypothesis monitor

The process of language acquisition in each child is the same, namely through the formation and testing of hypotheses about the rules of language (Gava, 2014). The formation of the rule is made possible by the innate ability or innate structure that is mentally possessed by each child with a language acquisition device LAD. Every child can acquire any language determined by other factors that also affect it. Linguistic data that must be further processed by the child is important. In the analysis in particular the sentence length of a 3-year-old child is inseparable from language mastery and acquisition. This acquisition that occurs naturally is the Batak Angola language. Below is an excerpt from a 3-year-old child's conversation as follows:

Edy	:	Oops….asi tangis mang (why are you crying kid)!
Children	:	Mom…indacon mamaku (My mom is not here).
Edy	:	Didia umak mang, ulang tangis (Where iss mom, do not know) kid?
Children	:	Inda tau manya kemanya mama (Do not know where mom is?)
Edy	:	Keta rap uda aja (with uncle) do you want?
Children	:	Ndak di au, aku cama mamaku (No, I am with my mom).
Mother	:	I am sorry son, mama just left for a while.
Children	:	Aku mau diendong (carried) grandma while crying.

In accordance with the author's direct interview with the child in question above, it can be seen that Abdullah's words were still broken. It can be categorized as a 3-year-old child can actually communicate, albeit to a limited extent. Communication is limited in this speech, because the circumstances and situations experienced by Abdullah are still implicit. In a state of crying Abdullah would indirectly call his name mama, because only the grandmother of the person who often took care of him.

In addition to the above explanation, children's language processing must go through several stages. Children cannot directly pronounce all the phonemes in the sound level. For example, the word "ending", because the phoneme / g / is a labial sound that is first mastered by children. The case is different with the phoneme / r / is very dominant in its mastery through several stages. Werdiningsih (2002) explained that the acquisition or mastery of the phoneme /r /is obtained by learners of the Batak Angkola language, through four stages, namely (1) stage zero (empty) which appears in the speech /roti /becomes /oti /, (2) stage /r /changes to /y /which appears on the speech /roti /to /yoti /, (3) the /r /stage changes to /l /which appears on the /roti /speech to /loti /and (4) the /r stage / terelisasi phoneme / r / which is greedy in the speech / roti / pronounced / roti / as well. Can be seen in the following speech!

Children	:	Ante…yau loti (Aunt, I want bread)
Brother	:	Tapi nangkin madung mangan kue (But, I already ate cake)
Children	:	Ndak. sambil nangis diau loti (No, I want bread)
Brother	:	Finish the cake first, then buy the bread?

The snippet of the speech above is clear as evidence that the mastery of the phoneme /r/ undergoes certain stages. Abdullah pronounces the phoneme /r/, bread is pronounced loti,

so in this case Abdullah can be said to have experienced stage III in mastering the phoneme /r/, namely the phoneme /r/ turned into the phoneme /l/.

Analysis Based on Sentence Structure

Children's first language acquisition can be categorized as being able to compose sentences, even though it is very simple. Sentence is the smallest part of speech or text (discourse) that expresses a complete thought grammatically. In terms of verbal form, the sentence is accompanied by strains of tone, marked by a pause, ending with the finished intonation and followed by silence with the combination or assimilation of sounds. In addition, in the form of Latin letters, sentences begin with a capital letter and end with a period, question mark or exclamation mark and meanwhile are accompanied by various punctuation marks in the form of spaces or blank spaces, commas, semicolons, colons and or a pair of short lines flanking a particular shape. The period (.), question mark (?), and exclamation mark (!), correspond to the finished intonation, while punctuation marks are equivalent to pauses (Busri, 2002).

The silence is manifested as an empty space after a period, question mark and command sign or an empty space before the initial capital letter. From a logical point of view, a sentence is defined as a complete utterance or thought composed of a subject and a predicate. The subject here is something that is said and the predicate is what is said about the subject. The essence, which needs to be considered is that the terms subject and predicate must refer to the function, not to the type of word. More clearly can be seen in the snippet below:

Children   :   Oppung…..male (Grandmother…hungry).
Grandmother: Painte satokin nai da oppung (wait a minute, kid) I am cooking.
Children   :   Copat le… oppung (Hurry up…. grandma)
Grandmother: Olo sedang mambaen sambal (Yes, I am making chili)
Children   :   Hore……disuapin da oppung (feed it grandma)
Grandmother: Olo….. oppung (Yes, Kid)

The snippet in this speech is proof that a three-year-old child can use sentences. The sentences spoken are usually still simple, but can be categorized as sentences that have meaning. For example, the "oppung male" part of the speech can already stand alone as a sentence, because functionally the sentence is composed of a subject (S) and a predicate (P). Oppung serves as the subject and "male" functions as (P). Orally the words spoken by Abdullah can be said as sentences, because sentences in spoken language begin with silence, between pauses and end in silence, even though only one word "fast oppung" is also spoken as a sentence. The sentence "fast oppung" in this context is spoken in a high tone or known as a suprasegmental phoneme, so that it can be said orally as a sentence.

Analysis Based on The Number of Utterances in Each Turn of Speech

One of the most important strategies in communication, especially in two-way communication, is the turn of speech. This strategy has a speech concept that aims to make the direction of communication run smoothly and regularly according to the principles of communication. In this study, the utterances of each speech turn can be categorized as the subject of the study, namely Abdullah with the author, and Mbak Sulis in common. This may be because the observations made are utterances in the form of questions and answers between Abdullah and the author, and Mbak Sulis. Therefore, in the conversation, Abdullah only played a role in answering the questions raised by the two adults. The following is a snippet of the author's speech as follows:

Author	:	Abdullah tudia mamamu (Where is your mom)?
Abdullah	:	Work
Author	:	Didia karejo (Where does she work)?
Abdullah	:	Office
Mbak Sulis	:	Ayahmu karejo didia (Where does dad work)?
Abdullah	:	Teacher
Mbak Sulis	:	Ise goarni ayah dohot mama (What are your mom and dad's
Abdullah	:	names)?
Author	:	Mom is Nurhayati, dad is Bokar
Abdullah	:	Abdullah nape sekolah (Not yet in school)?
Mbak Sulis	:	Inda (Not yet)
Abdullah	:	Sekolah mada pake mobil (School by car)
		Sapai jo mamaku (Ask my mom first)

The snippet of the conversation above proves that Abdullah in speaking only answers questions from the interlocutor. The number of utterances spoken is relatively short and simple. This is in line with the level of language mastery by children aged three years. This is because the first language that children master is a language that is in accordance with the learning environment.

DISCUSSION

Based on the results of the research above, it shows that the acquisition of Batak Angkola language with Indonesian in three years old children is not complete in terms of the sentences spoken by the child. The acquisition or mastery of the phoneme /r /is obtained by learners of the Batak Angkola language, through four stages, namely (1) stage zero (empty) which appears in the speech /roti /becomes /oti /, (2) stage /r /changes to /y /which appears on the speech /roti /to /yoti /, (3) the /r /stage changes to /l /which appears on the /roti /speech to /loti /and (4) the /r stage / terelisasi phoneme / r / which is greedy in the speech / roti / pronounced / roti / as well.

If you look at the structure of the sentences spoken by the child, it is clear that they are not complete by default. For example, the "oppung male" part of the speech can already stand alone as a sentence, because functionally the sentence is composed of a subject (S) and

a predicate (P). Oppung serves as the subject and "male" functions as (P). Besaides that, the utterances of speech the chilrdren only answers questions from the interlocutor. The number of utterances spoken is relatively short and simple. This is in line with the level of language mastery by children aged three years.

CONCLUSION

In this section, the conclusions and some implications of the study that need attention (follow up) in the future, especially for the next study will be presented. The conclusions and implications of the full study. Referring to the problem formulation and writing objectives presented in the introduction, the conclusions are as follows. Based on the length of sentences, children three years old in speaking generally say words in pieces and mastery of the language mastered by children is obtained through certain stages. Three years old children are able to compose sentences in speech even though they are still very simple and limited. Based on the number of utterances for each speech turn, it is proven that a three years old child in speaking only answers questions from the interlocutor. This study is still far from perfect. The scope of the discussion which was originally deliberately used to limit this study, is not impossible, but it is actually dwarfing the scope of the discussion. The analysis in language acquisition in the family environment for 3-year old children is actually only a very small part of the field of language acquisition studies.

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