

# Obtaining One Two Words Language 2 Years Old Children

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**ABSTRACT.** “Acquisition of “Barata” (One-Two-Word Speech Language) 2 Years Old Child. This study aims to describe the form of speech of children aged 2 years and has the benefit of helping readers explain the language forms of children aged 2 years. The research used is research using the observation method which is described in the form of a technique in the form of a basic technique, namely the tapping technique, which is to observe the utterances of 2 year old children who have been assigned as respondents. To obtain the data needed in the study, several techniques were used, namely the technique of documentation, classification, and introspection. While the data analysis technique in this study is a flow analysis model or flow model of analysis. Based on the data and discussion carried out in this study, children aged two years and four months, the resulting utterances are in the form of one-word utterances and two-word utterances consisting of four speech functions, namely statements, questions, providing information, and requests. Children at this age only use one-word utterances, then the utterances increase to two-word utterances, the utterances produced by children aged two years and four months from the first week to the second week continue to experience a graph of improvement, initially dominated by one word two-word speech. The word for the child is actually a full sentence, but because they cannot say more than one word, the child only takes one word.

**Keywords:** *Speech, Phonology, Semantics.*

## 1. INTRODUCTION

The process of acquiring language in children is one thing that needs to be studied more deeply. How did humans acquire language is a very amazing and difficult to prove problem? Various theories from different disciplinary fields have been put forward by reviewers to explain how this process applies to children. It is admitted that whether we realize it or not, linguistic systems are properly controlled by individual children, although generally not in formal teaching.

The stages that each child goes through tend to be different, although generalizations can be made. This is caused by different languages. A type of language will affect the order of acquisition of each language system and can determine which ones are easy and which are difficult to obtain. In addition, language acquisition is also influenced by social interactions and cognitive development.

Acquisition of language is a process of human language development. There are two processes involved in language acquisition among children, namely language acquisition and language learning. The two main theories that are often associated with language acquisition are the theory of nativism and the theory of behaviorism. Nativism considers that the acquisition of a child's language already exists from birth, while behaviorism considers that the acquisition of a child's language is influenced by the natural environment. (Lyons, 1981: 66).

Research on language acquisition is generally carried out on the output produced by children, because it is difficult to observe how the process occurs. The acquisition of language that occurs in children includes three aspects, namely the acquisition of phonology, acquisition of syntax, and acquisition of semantics. Phonological acquisition is related to the sounds produced by the child's speech instrument. Syntax acquisition examines sentences, while semantic acquisition examines the meaning of words. Based the three aspects of language acquisition above, the problem in this study is focused on one-word speech (USK) and two-word speech (UDK) in children aged one to three years (2). Based on these problems, the researcher is interested in lifting the title: "Acquisition of" BARATA "(One Two Word Speech Language) 2 Years Old Children".

## 2. METHOD

### A. Types of Research

Based on the problems posed in this study, namely the description of the form of One Word Speech (USK) and Two Word Speech (UDK) in children aged 2 years, the form of research used is research using the observation method which is described in technical form in the form of basic techniques, namely tapping technique. Researchers tapped into utterances deemed relevant to the research. Researchers engage in

tapping conversation activities without participating in the conversation. This tapping technique includes recording techniques, researchers record with cellphones, tapes, or other recording devices, then proceed with note-taking techniques, which re-record the data obtained to be classified. This form of research is able to describe thoroughly and in depth the facts under study, in this case the form of One Word Speech (USK) and Two Word Speech (UDK).

The strategy used in this research is content analysis. The analysis emphasizes the phonological, syntactic and semantic aspects contained in the One-Word Speech (USK) and Two-Word Speech (UDK) in children aged 2 years.

## *B. Data and Data Sources*

### *1. Data and Data Sources*

The data and data sources of this research were conducted in Jeneponto Regency. Researchers will target several families in Bangkala sub-district, Jeneponto district to get children aged 2 years to become the source of research data

### *2. Informants*

In addition to the data sources above, the researcher also used data sources from the child's parents who were used as research sources as informants through interviews about the required data information. The informants in this study were the child's parents, especially the mother because she was the closest to the data source.

## *C. Data Collection Techniques and Procedures*

Several techniques were used to obtain the data needed in the study

### *1. Documentation Techniques*

The data collection technique in this study was the tapping technique and then continued with the note-taking technique. The list of recordings contained the child's daily utterances, which were then carefully recorded by the parents and researchers. This is done considering the level of development and increased language acquisition of the child will appear effective after walking for one month. The data in this study were in the form of One Word Speech and Two Word Speeches that were collected by the researcher

### *2. Classification Techniques*

The data classification technique means that the data obtained is then classified according to the individual, which reveals data retrieval with selected time samples and is deemed appropriate for information collection in accordance with the problem being studied (Sutopo, 2002: 56). In this case, the researcher selects and sets the number of days. The specified number of days is 30 days or a full month, as a consideration that this study requires a minimum of one full month to collect data, while another reason for the determination of 30

days in this study is that researchers also know the extent of children's language development for one full month. Dardjowidjojo, (2003: 91) adds, the language development of a child can be seen in a span of one month.

## *D. Introspection Technique*

The data on the One Word Speech (USK) and Two Word Speech (UDK) which have been classified are checked for validity prior to analysis. This technique is used when there is doubtful data

## *E. Data analysis technique*

The data analysis technique used in this study is a flow analysis model or flow model of analysis, given the characteristics of the data and data collection in this study. In accordance with Arikunto's statement (1993: 18) that the implementation of data analysis in qualitative research can be done with a flow model of analysis. Data collection is done by recording documents that have been carried out in data collection activities. Then the data reduction process is carried out at the time of data collection. In addition, data presentation and drawing conclusions or verification are also carried out

There are four components in the flow analysis model, namely:

### *1. Data Collection*

Research data collection is carried out carefully and thoroughly in accordance with predetermined data collection techniques.

### *2. Data Reduction*

Data reduction is carried out on the data sources that have been collected. Previously, the data used had been determined, namely the One Word Speech and Two Word Speech.

### *3. Presentation of data or display data*

The data that has been reduced is then presented in an information that gives the possibility of drawing conclusions and taking action.

### *4. Withdrawal of conclusions*

Simple conclusions have been drawn since the beginning of data collection. The conclusions will be more stable and end when the data collection process ends. Conclusions need to be verified so that they can be accounted for.

## *F. Limitation of Terms*

To clarify the direction of this research, it is necessary to explain the limitations of the terms contained in the research. The terms are

1. Language is a system of arbitrary sound symbols, which are used by a person to cooperate, interact, and identify themselves
2. Phonology is the field of linguistics that studies, analyzes and discusses sequences of language sounds;

3. Syntax is a part or branch of linguistics that discusses the ins and outs of discourse, sentences, clauses and phrases;
4. Children aged 2 years are children who are new to the vocals / a /, / i /, and / u / which then according to their development will be followed by other vocals;
5. The first linguistic stage is the holofrastic stage (the first linguistic stage), which is the stage where the child produces One-Word Speeches (USK);
6. Linguistic Stage II: is the stage where the child is able to produce Two Words (UDK).

### 3. RESEARCH RESULTS

#### A. Presentation of Research Results

##### Classification of Data Found

From the various utterances of the children above, several utterances were found that included one-word utterances and two- word utterances for children aged 2 years and 4 months. The use of children's language contained four language functions in children's language, namely:

- Statement Functions
- Question function
- Function of Providing Information d. Request Function

In addition, several forms of children's language behavior were also found in the form of omitting and changing phonemes resulting in inappropriate language sounds, this is because the child's speech tools are not yet perfect so that many phonemes are still missing in imitating and pronouncing the language.

Based on the findings from the results of observations made by researchers, the quantity of language used in terms of speech forms can be grouped into two speech forms, namely one-word utterances and two-word utterances. For more details, see the table below:

TABLE I. One-Word Speech Forms

No.	One Word Speech	Number of Speeches	Percentage
1.	The first week	14	63,63 %
2.	Second week	7	31,71 %
3.	The third week	1	4,66 %
Amount		22	100 %

Based on the table above, there were 22 one-word utterances with details in the first week of utterances that were successfully uttered as many as 14 or 63.63%. The second week, the utterances that were successfully uttered were 7 or 31, 71%. Meanwhile, in the third week it was found only 1 utterance or 4.66%. The data above shows that the use of one-word utterances over time will experience a graph of decline. One word speech will

continue to decrease and develop into two words and so on as the child gets older.

TABLE II. Two Word Forms Of Speech

No.	One Word Speech	Number of Speeches	Percentage
1.	The first week	4	13,33 %
2.	Second week	11	36,67 %
3.	The third week	15	50 %
Amount		30	100 %

Based on the table above, there were 30 two-word utterances with details in the first week of utterances that were successfully uttered as many as 4 or 13.33%. The second week, 11 or 36.67% of the utterances were successfully uttered. Meanwhile, in the third week there were only 15 utterances or 50%. The data above shows that the use of two-word utterances over time will experience a graph of increase. Two-word utterances will continue to grow and develop into utterances with the use of more words as the child gets older.

#### B. Forms of Phonology

Based on the findings of the research conducted, the researcher found that the resulting utterances were incomplete and tended to *pronounce* the last phoneme of the spoken word. What is no less interesting is that children in this phase use one word or two words to express several meanings, as if the child is part of a language community that has the individual and social potential of language in shaping and developing the meaning of a language word. The data collected in this study can be seen in the following table:

TABLE III. Sound Change

Kata	Pengucapan (seharusnya)	Pengucapan (fakta)
Sapi	/sapi/	/pi/
Pahit	/pahit/	/it/
Mama	/mama/	/ma/
Ayam	/ayam/	/yam/
Gunting	/gunting/	/nting/
Baju	/baju/	/dadu/
Baru	/baru/	/dalu/
Bukan	/bukan/	/dukan/
Pulang	/pulang/	/tulang/
Panas	/panas/	/tanas/
Sakit	/sakit/	/atit/
Lagi	/lagi/	/dagi/
Dimana	/dimana/	/dinana/
Jagung	/jagung/	/dagung/
Jalan	/jalan/	/dalan/

Kata	Pengucapan (seharusnya)	Pengucapan (fakta)
Juga Gitu (Begitu)	/juga/ /gitu/	/duga/ /ditu/
Kapan	/kapan/	/tapan/
Masih	/masih/	/nasi/
Sama	/sama/	/tama/
Kupu-kupu	/kupu-kupu/	/tupu-tupu/

To find answers to the research questions that have been previously raised, the researcher analyzes the phonological process/ phonological deviation and based on the data above, the researcher can identify phonological deviations, including;

- a. Change of phoneme / b / to / d /
- b. Change phoneme / g / to / d /
- c. Change phoneme / j / to / d /
- d. Change phoneme / l / to / d /
- e. Change phoneme / k / to / t /
- f. Change phoneme / m / to / n /
- g. Change of phoneme / s / to / t /
- h. Change of phoneme / p / to / t /
- i. Deletion of the initial phoneme, namely the phoneme / s / a / in the word / cow / to be / p / a / from the word / bitter / and the word / green / to be / ijo /

From the results of the identification, velar fronting, opening bilabial, stopping fricative, consonan harmony have occurred, but there is also glotal deletion which is not found in the theory put forward by Grunwell.

**C. Word Form**

Sentences are spoken to provide new information to listeners. Of the four words in the sentence Najib wants to wear shoes, the new one is the word shoes, that's why the child chooses shoes, and not want, or wear. With an abbreviation it can be said that in utterances called One Word Speech, USK, (one word utterance) children do not just choose words that provide new information.

From a syntactic perspective, USK is very simple because it only consists of one word; even for a language like Indonesian it is only part of the word. But in terms of semantics, USK is complex because this one word has more than one meaning. A child who says / bil / for car can mean:

- a. Ma, itu mobil.
- b. Ma, ayo kita ke mobil.
- c. Aku mau ke mobil.

At the beginning of USK there were also no consonant groups. All clusters that are at the beginning or end of the sentence are simplified to just one consonant. Words such as bitter and sick will be pronounced as / it / respectively. The Indonesian word cow is pronounced by Najib / pi /.

In UDK, there was no affix of any kind. For English, for example, there is no –s inflection for the plural or the present; there is not yet –ing for progressive times and so on. For Indonesian, children also have not used the prefix meN- or suffix -kan, -i, or -an.

Here are some examples of two-word utterances that Najib has successfully uttered as a respondent:

- a. /liat tuputupu/ “Najib melihat kupu-kupu.”
- b. /Nain bola/ “Najib lagi main bola.”
- c. /Ma ci/ “Najib mengucapkan terima kasih.”
- d. /Itan ma/ “Najib mau makan ikan mama.”

If we observe the above examples carefully, it will be seen that in UDK the children have mastered the case relations. In example (a), for example, we find that the child has mastered the action- object relation case. In (b) we find the actor-object case relationship; in (c) the actor-action relationship, and so on.

**D. Semantic Form**

At this time, parents or caregivers are actually excellent and extraordinary language translators or interpreters. With the child's one-word utterance, which consists of the last syllable, which sometimes sounds out of place, but parents or caregivers can translate the utterance that occurs in various communication contexts.

The results of the researchers' interviews with the respondent's mother resulted in findings, where almost all of Najib's utterances could be understood. Speech that the mother cannot understand if the utterance is different from the meaning intended by the speaker himself. For example, "boom-boom", it turns out that the speaker of "boom-boom" is a car. However, as we get older, researchers believe that the phrase "boom-boom" will disappear and be replaced with the word car. Najib's mother knows very well the language development of her child.

**4. DISCUSSION**

In line with biological development, children's language development begins to increase. At the age of 1-2 years, language input in the form of children's knowledge about life around them increases, for example: family names, animals, toys, food, vehicles, household furniture, types of work and so on. These input factors allow children to acquire semantics (meaning of words) and then gradually pronounce them.

One-word utterances in this period are called holophrases / holophrastics because children express the meaning of the entire phrase or sentence in the one word they pronounce. For example: the word "asi" (meaning rice) can mean she wants to eat rice, she has eaten rice, this rice is not good or do you want to eat rice? In order for us to understand the real

meaning, we have to pay attention to the condition of the child and the environment at the time that one word is spoken. Adults should understand that at this holophrase stage, the child's memory and speech tools are not mature enough to pronounce a sentence of two or more words.

This holophrase stage is experienced by normal children who are around 1-2 years old. The end time for this stage is not the same for every child. There are children who end it sooner, but some are up to the age of 3 years.

At this stage physical movements such as touching, pointing, lifting objects are combined with one word. Like gestures, the first word used aims to comment on objects or events in the environment. That one word can be, command, notification, rejection, question. In addition, according to 2 year old children using sign language is more communicative. The function of gestures and words benefits the child in proportion. In other words, words and gestures are equally important to the child at this holophrase stage.

The skill of saying two words, it turns out that in this period the child is skilled at throwing out a combination of old and new information. During this period the creativity of the children was very visible. These skills appear in children due to the increased vocabulary obtained from their environment and also because of cognitive development and biological functions in children. Then the child is still experiencing some important developments that we should understand. The next development is called the development of grammar.

The language is not a separate natural feature, but one of several abilities that come from cognitive maturity. Language structured by nature; hence language development must be grounded in more fundamental and more general changes in cognition. Thus, the sequence of cognitive development determines the sequence of language development.

The complex structure of language is not something nature gives, nor is it something learned from the environment. The language structure arises as a result of the continuous interaction between the level of cognitive function of the child and the language environment (as well as other environments). This structure inevitably arises from a series of interactions. Because of their inevitable arising, it is not necessary for this structure to be provided naturally.

Children start speaking by saying one word (or part of a word). This word, for the child, is a full sentence, but since he cannot say more than one word yet, he only takes one word from the whole sentence. Example: Which word does the child choose to convey the sentence Dodi wants powder? Will he choose di (for Dodi), willing (for wanting),

or buk (for powder)? It turned out that the child chose the word buk (for powder). Why is that? Because children prefer new information in the form of the word buk (powder) rather than old information in the form of di (Dodi) and want. In short, in an utterance called USK (One Word Examination), a child does not choose words carelessly, he will choose words that provide new information to his speech partner.

With the existence of two words, adults can better guess what the child means because the scope of meaning becomes more limited. If we hear children say / lampunala / like the example above, we are more able to guess what the child means than if we only hear / lights / or / nala / only. So, one-word speech and two-word speech are very different.

From the findings, the form of utterances used by respondents in one-word and two-word utterances resulted in 52 data, and divided into four speech functions, namely statements, questions, providing information, and requests.

**TABLE IV.** Number Of Speeches Found

No	Speech Form	Speech			Amount	Percentage
		M1	M2	M3		
1.	One Word Speech	14	7	1	22	42,30 %
2.	Two Word Speech	4	11	15	30	57,70 %
Jumlah Ujaran		18	18	16	52	100 %

Based on the table above, it shows that the utterances produced by Najib are in the form of one-word and two-word utterances with details, one-word utterances (USK) in the first week there are 14 utterances which are dominated by statements, while in the second week the one-word utterances actually show a decrease because there are only 7 utterances where the function of the request utterance is more dominant, and in the third week there is only 1 utterance. In two-word utterances (UDK), in the first week there were 4 utterances, while in the second week it increased to 11 utterances in which the utterances were dominated by the function of providing information, and in the third week it increased to 15 utterances which were dominated by the function of the statement utterance.

Based on this description, it shows that Najib's one-word form of utterance from the first week to the third week shows a decreasing graph, while in two-word speech, it is inversely proportional to the one-word utterance. This speech actually increased from the first week to the third week. This shows that the findings as a person gets older the use of one-word utterances will decrease while the two-word utterances will increase.

In addition, the researchers also found that phoneme mastery was more complete as a person was getting older, this was evident in the utterances Najib produced in the first week when the word shirt was pronounced 'dice', but after entering the second week, Najib said when he said clothes back then what he said was 'daju'. This proves that mastery of phonemes will become more complete as a person gets older.

The results also found that the resulting utterances were incomplete and tended to pronounce the last phoneme of the spoken word. What is no less interesting is that children in this phase use one word or two words to express several meanings, as if the child is part of a language community that has the individual and social potential of language in shaping and developing the meaning of a language word.

In some contexts of the resulting speech situations, no affixes of any kind have been used. The resulting speech does not use prefixes, suffixes, infixes, and confixes. This is due to the inadequate mastery of the respondents' phonemes. There are still many resulting utterances that experience early phoneme removal and phoneme replacement, so that the resulting utterances are still incomplete.

After a two-word utterance there is no three-word utterance which is a special stage. In general, when a child starts using UDK, he or she still uses USK. After using UDK for a while he also began to utter three words or even more. So, between words and the number of words that were not a disconnected stage, the mastery of these utterances would continue to increase as he got older. In the first week, Najib, in uttering a tribe, was generally spoken in the language used daily in his family life, because family life quite affected the children in pronouncing his sentences. The one-word and two-word utterances were really influenced by the social life of the family. Therefore, the thing that needs to be considered is the understanding of the acquisition of language used by the family which affects the language skills of these children. This means that one and two syllable utterances are utterances that contain separate meanings for the child's utterances.

From the data on linguistic development that has been successfully obtained from the first week to the third week, the level of development of linguistic intelligence is good. This is consistent with the theory which states that "One word uttered by a child should be considered as a whole sentence. For example, if a child says "chair" it can mean "I asked a chair to climb on it to get something." Thus, why first children cannot be seen as a mention of a pure object, because they have psychological content that is intellectual, emotional, and volitional

at the same time, namely that children show whether they want or do not want something. Based on this, from one and two-word sentences will gradually develop into three-word sentences and so on, until the child is an adult who will be language savvy. In other words, it is from this development that the language life of children is formed into children who become adults who have good language skills.

## **5. CONCLUSIONS AND SUGGESTIONS**

### *A. Conclusion*

Based on the data and discussion carried out in this study, the authors conclude that in the study of children aged two years and four months, the resulting utterances are in the form of one-word and two-word utterances consisting of four speech functions, namely statements, questions, providing information and requests. Children at this age only use one word utterances, then the utterance increases to two-word utterances, but children who use it still use it. After using it for a while, then he also starts uttering three-word utterances and so on until this child grows up and can produce language with complete sentences. The utterances produced by children aged two years and four months from the first week to the third week continue to experience a graph of improvement, which at first is dominated by speech. The words that the child is able to utter describe the activities carried out in their family. Little or the number of words and sentences that can be uttered is more determined by the various activities or activities carried out by the child's family. From the facts of the development of language acquisition, it can be seen that the two years and four months old child can teach parents that this child lacks language talent that is born. One-word utterances of children, which consist of the last syllable, which sometimes sound out of place, but parents or caregivers can translate the utterances that occur in various communication contexts. The case found from the respondent is that the meaning of the resulting utterance can be understood by the mother as the caregiver because the mother is used to such utterances. The resulting speech is related to the context of the situation in which the utterance is spoken.

The dominant speech function in children aged 2 years is the function of speech in the form of statements and requests. Children are very dominant in declaring and asking for what they see. Meanwhile, children aged 2 years rarely stated in the form of delivering information and in the form of questions. Children are still more likely to be passive in their environment.

### *B. Suggestion*

Based on the above conclusions, some suggestions or suggestions can be made to various parties, namely:

1. This paper can be used as a reference for mothers (parents) and caring for children in understanding and fostering children's language acquisition in that phase. If a father wants to participate in coloring the child's personality in general and the child's language acquisition process in particular, then increase the quantity of socializing or communicating with the child, because the quantity of communicating with the child affects the acquisition of his language and the father's ability to understand and interpret multi-meaning children's utterances;
2. This research is not a perfect result, this is due to the limitations and insights of researchers in describing and discussing problems in research. There is a need for further research on language acquisition of children aged 2 years, so that more perfect research results are obtained. The researcher realizes that this research is very limited, apart from the little data, this research has not been supported by more comprehensive theories and more in-depth analysis. Thus the conclusions and suggestions that the author can put forward, hopefully this is useful and as a material consideration for the acquisition of language for children aged three years in particular and the development of the world of education in general.

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