



Psycholinguistics: Language Acquisition of Children Aged 3-5 Years In The COVID-19 Pandemic in Camden Hamlet

Na'imah✉

Pendidikan Islam Anak Usia Dini, Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

DOI: [10.31004/aulad.v5i1.288](https://doi.org/10.24127/aulad.v5i1.288)

✉ Corresponding author:

[\[naimah@uin-suka.ac.id\]](mailto:naimah@uin-suka.ac.id)

Article Info

Abstrak

Kata kunci:

*psikolinguistik;
pemerolehan bahasa;
anak usia dini;
pandemi Covid-19.*

Bahasa merupakan alat komunikasi manusia dalam berinteraksi dengan hakikat kehidupan sehari-hari untuk memperoleh tujuan tertentu. Keterampilan berbahasa dimiliki oleh anak sejak lahir hingga orang tua dimanapun mereka berada. Hal itu ditandai dengan suara yang keluar dari mulut, meski terkadang tidak jelas. Penelitian ini mendeskripsikan pemerolehan bahasa anak pada masa pandemi Covid-19 di Camden, Bantul, Yogyakarta. Penelitian ini merupakan jenis penelitian deskriptif kualitatif dengan perspektif psikolinguistik. Pengambilan data dilakukan melalui observasi, dokumentasi, dan wawancara dengan pengambilan sampel data pada sepuluh anak rentan usia 3-5 tahun. Penelitian menunjukkan bahwa pemerolehan anak usia dini membentuk cara dan kegembiraan. Cara mendapatkan bahasa yang ditemukan melalui; meniru, mengingat, bertanya, dan menceritakan. Dengan demikian, proses memperoleh bahasa anak usia 3-5 tahun terletak dalam bentuk cara dan rangsangan.

Abstract

Keywords:

*psycholinguistics;
language acquisition;
early childhood;
Covid-19 pandemic;*

Language is a means of human communication in interacting with the nature of everyday life to obtain a specific purpose. Language skills are owned by children from birth to parents wherever they are. It is characterized by sounds that come out of the mouth, even though it is sometimes unclear. This study describes childhood language acquisition during the Covid-19 pandemic in Camden, Bantul, Yogyakarta. This research is a type of descriptive qualitative approach from a psycholinguistic perspective. The data collection was made through observation, documentation, and interviews with sampling data on ten vulnerable children aged 3-5 years. Research shows that the acquisition of early childhood forms ways and excitations. How to gain language found through; Imitate, Remember, Ask, Tell Stories. Thus, the process of obtaining the language of a 3-5-year-old child is located in the form way and excitation stimulation.

1. INTRODUCTION

Acquisition of language is the product of the below process, similar to the process experienced by a child when studying the first language (Krashen, 2006). Acquisition of speech is a continuous process for learning. Kids forget language first or language Mother them, and forget the tongue that also involves acquisition formally the

language second to children. Acquisition of speech is a prolonged process in the child's brain when he gets the first language or mother tongue. Language acquisition is distinguished from *language learning*. Language education is concerned with the processes formed when a child pursues a second language after acquiring their first language. Thus, language acquisition is associated with the initial language, while language learning is related to the second language (Abdul, 2009, p. 167).

Quiz language first originated from interacting with the environment (Vygotsky in Rusyani, 2008). A child already owns a potency base or tool acquisition language that Chomsky called *device acquisition language* (LAD). However, potency develops optimally after being stimulated by the environment. Next (Beverly, 2015, p. 200) also revealed that the acquisition of skills in language child's preschool is embedded in the environment in which they interact. Especially environment home, neighborhood school, park play. The third environment the give significant impact on children in the learning process of language. Acquisition process language a child could drive by role factors at home, school, and environment the place they played (Beverly, 2015).

The process of language acquisition occurs, of course. The acquisition is obtained when the child learns his mother tongue or mother tongue. Term acquisition language is different from study equivalent with study language England. Learning is a process that occurs at a higher level high. Language acquisition happens in the brainchild when he gets language first or language from her mother (Jayendran et al., 2021). children study language as well as set underlying rules the principles that makeup pattern talk (Tatlilioglu & Senchylo-Tatlilioglu, 2020). Those who have to get knowledge of essential language internalize the rules about sound and meaning. The rules allow somebody to produce many new speeches that aren't expected from repeated old sayings.

Development language includes Language Acquisition Device (LAD), acquisition language which is grace biological since the birth of a child. Children aged 3-4 years are on stage differentiation. It may be tricky to say consonants at the time, but children said smart talk in theory mentalistic, child born already pocket capacity language. Capacity will determine the structure of the language used (Ladycia, 2017). Production language occurs because cognitive processes continuously develop and change with the living child. Suppose somebody owns many contacts or own experience in the environment surrounding. In Thing this, the schema will Keep going, grow and create that person's plan more strongly by the experience (Esti & Faraz, 2017, p. 25). Thus, every child could only organize and understand incidents current in the environment with the help of cognitive processes in the brain, even acquiring a language at an early age.

Children's ways got acquiring language there are the various types that imitate, remember, ask, and tell. Children in developing language could be pushed to follow imitation guidelines of what other people say (Santoso Anang & Masnur, 2016, p. 32). A child's words do not always repeat what he hears in one direction. Spoken words child - child tend to change. The change could be performed on addition, subtraction, substitution, or word order. This could occur because existence rules-language, development brain, and mastery tool talk so that the child could recite the words obtained.

Furthermore, improving children 's memory can be done through ways; That child is stimulated to tell what he has experienced, mentions the names of things he has seen, and copies voices he has ever heard. Power remember child stronger when has occurred recurring event. Memory in a child is usually stronger than parents, and he can remember the words about something and remember method say it (Devianty, 2019).

The temporary ability to ask could be interpreted using words containing element intelligence. In the method, ask kids to study language through the structure of more complex sentences. In general, child an early age start to get text question as what, who, and when. Competence language in children experiences difficulty in growing bravery, child for a talk. A child desires to know about something he sees, hears, and feels. He requests parents, siblings, or close people to answer it and explain it with a level language that the child can understand.

In the telling, storytelling should be done by excitement with or without the help of tool demonstration such as photos, board flannel, book stories, etc. The tale told must also contain messages, advice, and information that children can capture and process to understand the contents of stories and fairies fast—story and copy Thing - thing well controlled. Besides stories and stories, children can too tell a story about their experiences. A child is trying to digest and express learned sentences from experience before. Through storytelling, kids could find language and repeat what they hear in simple language.

Children's excitement in language acquisition can be sourced from spirit parents, simple, visual excitation, and tactile excitation. The role of parents in gift excitation or stimulus is very important. There is a significant relationship between the Mother's knowledge about stimulation and with development language child (Rahayu et al., 2021). A Development of language child occurs by experience without existing engineering. The language acquisition process in children depends on the child's environment. that child is outside room environment mature or environment family. Provide stimulation for children since petite determine grow flower child in future. The child that Impulses influences rapid development from an early. At the same time, the development is slow kid caused by no existence excitation from parents to the child at an early. Interaction Between parents and children will determine their ability to study in the future.

Temporary in excitation instructions simple, instructions simple this appropriate when child and parents together. A simple example is when teaching from parents requests for drinking water in the kitchen, with the phrase "Nduk, please Mother detective drinks ten kitchens!" "Son, please get a drink in the kitchen !" The child will walk directly to the kitchen. Responses from the child will Become diverse. The child will obey orders sent by his mother. Exist also a child who doesn't want to follow her mother's commands footsteps. Shape response shows the child is in nature life daily (Mulyaningtyas, 2019).

In visual excitation, visual classification Becomes three first types of visual, image graphic or photo. Second, real things visually. Third, object toy visual miniatures like lego, toy demolish load. The three visuals could help children introduce What is the name thing, knowing just what they see through parental help. Giving the third excitation can also help the child remember and understand the method of reciting the name object or the picture he saw (Afwan, 2020).

Temporary excitation of tactile or related skin can be done with touch or pressure. In KBBI, tactile means touch or something related to touch. This stimulus is given to parents and adults to provide different textures in cubs. For example, the surface of something object feels warm or cold, like rough, smooth, dull, pointed, hard, soft, or chewy. Besides, that can also be given in shape caress hair child, combing hair child, and near nakedness. Child moment sleep (Mulyaningtyas, 2019).

Age childhood is the right time to form a mindset and personality from his speech. Unfortunately, the Covid-19 pandemic no allows children to learn their language. The COVID-19 pandemic has made the child close to his family environment because they work from *home*. Quiz language is strongly influenced by environment, parents, and friends the same age. As a result, the limit motion in times of pandemic covid-19 language child 3-5 years old more maximum.

Based on the initial observations made by the researchers, it was found that the language acquisition of children in Camden Hamlet was classified as very good. Because that's a researcher interested in researching How is the acquisition process? Language child has done in Camden Hamlet with use approach psycholinguistics. Psycholinguistics by etymological originated from two words, psychology and linguistics. Psychology studies behavior language only as a language process.

On the other hand, linguistics studies structure language. Psycholinguistics is behavior speaking caused by the interaction with the method think a man (Hung, 2019). Psycholinguistics combines two knowledge of psychology and linguistics (Kalandadze et al., 2019). Psycholinguistics studies the mental aspects of language and speech (Balamurugan, 2018). This produces sentences that have mean grammatical. The right one from word immersion and structure grammatical is psycholinguistics, which involves cognitive processes.

Objective main psycholinguistics is finding a theory language that linguistics can accept. With so, space scope psycholinguistics are 1) abnormal language processes in individuals, 2) Acquisition of language first and second, 3) Behavior patterns language, 4) Perception and cognition speech, 5) Problem meaning, 6) language process in communication: perception, production, and understanding, 7) Relationships Among language and brain, logic and thought (Kidd et al., 2018). In other words, psycholinguistics structure something language and how language is obtained, used when speaking and understanding spoken sentences.

Psycholinguistics own field studies about linguistic processes in brain humans, good brain speakers, and brain listeners. Psycholinguistics is how language processes happen, how units that formed, how? Contained, and how to understand language that. Psycholinguistics deals with aspect abstract, system linguistics embodied by symbols and the rules that govern them elements physical, discourse the corpus produced by the speaker in situation-specific, and discuss language processes. Psycholinguistics is also a knowledge interdisciplinary that explains the psychological processes that occur when a child says a sentence heard during communication and how language skills are obtained when a child communicates. Understanding psycholinguistics allows parents and teachers to apply the current language study process to children correctly and effectively. With so, in perspective psycholinguistics, acquisition language child 3-5 years old in Camden Hamlet in children age early.

As mentioned before, the Children's language acquisition in Camden Hamlet is classified as very good. Thus, the research aims to explore How is the acquisition process? Language child has done in Camden Hamlet with use approach psycholinguistics. Expected results study this could be beneficial for add outlook or become a solution for other areas experiencing obstacles in Thing acquisition language child consequence existence Covid-19 pandemic.

2. METHODS

The types of research Used in this research are qualitative. This approach analyzes and explores typical qualitative research that has a descriptive nature. The data is obtained by words or pictures and is not emphasized numbers (Johnson et al., 2020). Qualitative research produces written or oral descriptive data from the source and research behavior (Aspers & Corte, 2019). Descriptive qualitative explore and capture the environment overall, extensively, and in-depth (Magdalena et al., 2020). Data collection techniques in this case study are observation, interview, and documentation. The observation technique is an activity done to Get necessary information. Information help to present n accurately a picture of an event or events as a standard form of measurement (Hasanah, 2017).

Observations that researchers use are Observation and indirect. It is intended that researchers do not participate in these activities so that pure data collection is carried out involving mothers and children. The following interview technique is a meeting of two. The person who leads the relationship returns to obtain information by asking for answers (Sugiyono, 2018, p. 231). The researcher conducted the direct interview, where the researcher immediately got the news in the form of confirmed data to go to the intended source.

Technique documentation is a finished technique to take live pictures quickly. This topic study is the acquisition of children's language, while the object in this case learning is a child aged 3-5 years in the village of Camden. Analysis of the data was used through three stages. First, reduce the data obtained when researching the field. Second, presenting data or *showing* reduced data and verifying data to get a realistic picture of the acquisition or acquisition of language from children aged 3-5 years.

3. RESULT AND DISCUSSION

How are the kids Getting Language

Table 1. How to imitate

Context:	Syifa is taking a bath with her younger brother, Fajar, in the tub. At that time, her younger brother (Fajar) took a bath. Syifa also reprimanded her like the sentence that Mother told her more youthful brother because her younger brother was taking a bath while playing with water for too long.
Mother:	" <i>Dek Fajar, le pakpung mpun yok le? Mengko ndak masuk angi. Tak tinggal nek ra gelem mentas.</i> " (Fajr Brother, is the bath over? So, you're not cold. I'll be leaving if you don't hurry.)
Fajar:	" <i>Emoh!</i> ". (<i>"I don't want to"</i>) (While hitting the water in the bucket)
	" <i>Dek Fajar, mandi ne mpun yok dek, engko ndak masuk angin. Tak tinggal nek ra gelem mentas.</i> " (Fajr Brother, is the bath over? So, you're not cold. I'll be leaving if you don't hurry.)

Based on the data above, how to acquire language in children is expressed by imitation. This can be seen from the child's sentence, who imitates his mother's words by saying that Fajar's sister is taking a bath and is not having fun; you don't catch a cold. It's not finished bathing yet. Fajar's brothers and sisters, take a shower first, okay? Then catch a cold. If you don't want it, you'll miss it." The child's words were once uttered by the mother, who reprimanded him for not wanting to finish his bath. Suppose you soaked in water for a long time. The data above shows the results of language acquisition by imitation. In this way, children acquire language according to their style or intonation.

Table 2. Ways to remember

Context:	Hasan Akeno's mother had just returned from the Market when she met Hasan Akeno, playing with her friend in front of the house.
Mother:	" <i>No, kene ndelok Ibu tuku opo. Iki jeneng nge opo, No?</i> " (No, come and see what you bought. What's this called?) (Taking fruit from the shopping bag)
Hassan Akeno:	" <i>Kui ki sek buah neng dongeng kae loh Bu, Sek ibu tau cerito neng aku</i> " (It's a fruit in a fairy tale, Mom, that you told me about)
Mother:	" <i>Ia iyooo... jeneng nge opo ijek kelingan ora</i> ". (Yes, that's correct. Do you still remember his name?)
Hassan Akeno:	<i>Mmm</i> (remembering)
Mother:	" <i>Sing dongen nge ono Buto ljo ne?</i> " (Is there a fairy tale with Buto ljo)
Hassan Akeno:	" <i>Ohh iyo bu. Kui ki Timun</i> " (<i>"Oh yes, ma'am. It is called Cucumber."</i>)

The data found a way to learn a child's language by remembering. This is evidenced by the child's speech answering questions from the interlocutor about fruits. By helping to use other objects, children try to acquire the vocabulary they have mastered. Based on the data table 3, language acquisition is made by asking questions. This is evidenced by the question sentence uttered by the child, "Mom, where is Father? I want to be carried by my father," which means "Mom, Dad, where do I want to be carried by my father." According to the KBBI, the question word where asks for a place, location, or whereabouts. The child's language acquisition method is to ask questions that require the other person to answer the questions posed by the speaker. Allows the speaker to find out information from the other person and where and what to ask.

Table 3. How to Ask

Context:	Suddenly, Dirga asked his mother where his father was in the afternoon. Mother replied: "Father is doing community service."
Dirga:	"Bu, Ayah nendi? Aku pengen di endong Ayah." (<i>"Mom, where's dad? I want to be carried by my dad."</i>)
Mother:	"Ayah mu lagi di jak kerja bakti neng gone Nayaka." (<i>Father was invited to do community service at Nayaka's place</i>)
Dirga:	"Oya ono bu, aku mau pit-pitan ra weluh ayah neng to no" (<i>No, ma'am. I was cycling, and I didn't see dad there."</i>)
Mother:	"Lagi maem neng jero paling." (<i>Maybe, dad is eating at home</i>)

Based on the data above, how to get the language by asking. This is evidenced by the question sentence uttered by the child, " Mom, where is Father? I want to be held by Daddy," which means " Mom, where's dad? I want to hug Daddy." According to the KBBI, the word asking where is a word to ask for a place, location, or whereabouts. The way to acquire children's language is by asking questions that require the other person to answer the questions posed by the speaker. Allows the speaker to find information from the other person and find the location and questions.

Table 4. How to Tell a Story

Context:	In the afternoon, after Reno bought food at the stall, he went home to meet his grandmother in front of the house. Reno admitted that he cried when he bought food at a friend's shop because he asked him to buy candy, but his parents would not allow it.
Reno :	"Mbah, aku mau weruh Panji nangis pas jajan neng gone de yum" (<i>Grandma saw Panji crying earlier while shopping at the Budhe Yum stall</i>).
Grandmother:	"La ngopo le kok iso nangis?" (<i>Why is she crying?</i>)
Reno :	"Mau kan Panji duding pengen bang gulo. Tapi, karo Ibu e gak oleh maem kui." (<i>This morning, Panji pointed to the candy he wanted. However, his mother forbade it</i>)
Grandmother	"Dadi, Panji nangis goro-goro gak oleh mangan bang gulo ? la ngopo kok gak oleh mangan bang gulo?" (<i>So, Panji is crying because he can't eat sweets? Why can't he eat candy?</i>)
Reno :	"Hooh mbah, jare Ibu e engko ndak untu ne entek nek maem bang gulo telus." (<i>Yes, Grandma, said her mother: she needs to take care of her teeth, so they don't get damaged by eating sweet things</i>)
Grandmother:	"Yowes kono gek mlebu simbah arep mepe gabah" (<i>Yes. Come in the house, and grandma will dry the wheat</i>)

These data show how children learn language by telling stories. By telling stories in this way, children try to digest the words after playing with their friends and gain experiences.

Spirit of Language Acquisition for 3-5 Years Old

Spirit acquisition language child 3-5 years old in Camden can get through stimulation language from parents, excitation instructions simple, visual excitation, and excitation tactile. Here is the researcher's data that explains the Thing that will serve in table form.

a. Language Stimulation from Parents

Table 5. Language Stimulation from Parents

Father	Fahri cries, wanting to go with his father. Meanwhile, my father had to go to the takziah place in his village immediately. Fahri kept crying because he wanted to go with his father.
Father:	"Tole karo Ibu disek yo, Ayah selak ditunggu konco-koncane Ayah neng ngarepan." (<i>Son, follow Mom, Dad is in a hurry because his friend's father has awaited it in front of the house</i>).
Fahri :	"Emoh, arep melu Ayah" (<i>No, I want to come with Dad</i> .)
Father:	"Mengko nek Ayah wes mantuk gek jajan tuku es krim" (<i>When you get home, we'll buy ice cream</i> .)
Fahri:	"Ya engko tumbas es krim tenan yo Yah?" (<i>yes, we'll buy some ice cream, yes, dad. ?</i>)
Father:	"Iyo, mengko tumbas es krim ro Ayah ro Ibu" (<i>Yes, we'll buy ice cream with Mom and Dad</i> .)

This data found a stimulus for children's language acquisition, namely the stimulus for language acquisition by talking to their parents. This is evidenced by the child's words when talking to his mother. Through the conversation between the child and the mother, it becomes clear that the stimulus for language acquisition is ongoing. Stimulation of language acquisition from parents is very important in children's language development. Indirectly, mothers and parents help children communicate as they learn a language.

b. Excitation of Simple Instructions

Table 6. Excitation Instructions Simple

Context:	Mala was watching her favorite card movie. At the same time, I asked for help to buy the depleted salt from the stall. Mala obeyed his mother's orders, but he ran out of the salt stall he was about to buy. So long conversations happen.
Mother:	"Ndug, tulung tumbas no Ibu uyah neng gone dhe Yum" (Daughter, please buy Mom salt at her stall, Dhe Yum)
<i>After returning home</i>	
Mala:	"Ibu jare Dhe Yum uyah e entek, rung kulak meneh" (Mom, said Dhe Yum, her salt is gone, she hasn't been shopping anymore)
Father:	"yo, tulung neng warung nge Sugiyo le tumbas" (Yes, please buy it at Sugiyo's stall)
Mala:	"Emoh atu bu, adoh, wedi aku" (I don't want mom far away, I'm afraid)

The table 6 shows the stimulation of language acquisition with simple instructions. Children's reactions to speech can be divided into obedience and rejection. The parent's order to buy salt that the child carries out is a form of obedience to the child's parents. While the parent's next order was to buy salt elsewhere, the boy refused. The reason for the refusal was that the destination was very far away. Thus, children apply the language of rejection and acceptance for logical reasons.

c. Visual Excitation

Table 7. Visual Excitation

Context :	Fani and Mom were playing <i>handphone</i> on the porch. Mom showed an animated animal video on <i>Youtube</i> . I asked what animal was in the video.
Mother :	"Niki hewan apa yaa jenenge?" (<i>Sambil menunjuk dan memperagakan suara sapi</i>) (What animal is his name? (He pointed and showed the sound of the cow.)
Fani :	"Tapi mak" (<i>"But.., Ma'am"</i>)
Mother :	"Nek kui hewan opo kui sek lagi maem rumput " (What animal is eating grass? ?)
Mother:	"Enn beee" (<i>"Goat"</i>)
Mother :	"Niku sek lagi kluruk apa jeneng nge" (<i>"The crowing animal, what's its name"</i>)
Fani :	"Pi tek. Uk uk uk " (<i>Chicken, kukuruyuk kukuruyuk</i>)
Mother :	"wah pinter e anak Mamak" (<i>"Wah, Smart mother's child"</i>)

The data in table 7 can be found in the audiovisual form to obtain children's language through stimulation media in animated videos. Parents develop their child's vocabulary by asking the names of the animals seen in the animated videos. Then the child responds by mentioning the animal terms in the animated video. Thus, learning through visual media can help children acquire new vocabulary.

d. Tactile Excitation

The table above shows that tactile stimuli cause children's language acquisition. Tactile stimulation is stimulation related to the skin that is carried out using the senses of touch. The word is sweet, like the assumption of sugar taste. So, simple interaction between mother and children develops children's ability to interpret objects with vocabulary.

Table 8. Tactile Excitation

Context :	After playing, Dawn came home because he wanted to drink. Dawn asks for help from her mother to make her sweet tea. It tasted less sweet when Dawn drank the tea, so she asked her mother to add sugar to her tea.
Fajar :	"Bu, <i>atu ngelak bu, nyuwun teh</i> " ("Mom, I'm thirsty mom ask for tea")
Ibu :	" <i>Yo sek le tak gawek ke teh e</i> " ("yes, a minute, son. I made the tea first.")
<i>Shortly after that</i>	
Fani:	" <i>Bu, teh e kurang legi</i> " ("Mom, her tea is less sweet")
Ibu :	" <i>yo, kene le tak tambah ke gula ne</i> " ("yes, come here, son, Mom added her sugar")

Discussion

The study results show that language acquisition in children aged 3-5 years can produce language by imitating, remembering, asking, and telling—idea period critical for the development of language accepted by large (Bonetti et al., 2020). Acquisition language at level morphology class learned I verb found in the verb base free, sound active, and verb derivative. On the other hand, no, there are sub-categories of other verbs. This is because the text created by the subject study is still simple. Children aged 3-5 years study language more easily than adults (Hartshorne et al., 2018).

One aspect most important and fun of the development of man is mastery of language (Ji et al., 2021). Acquisition of close language relation with the child using language first and language second. This thing will impact children's academics. Research results prove that language first contributes to the developing child's academic mistakes and teaching explicitly about rules that don't relate to the acquisition of language. However, the speaker's original could reduce the intended expression they understand. Strengthening this assists with the acquisition process. language (Aktan-Erciyas, 2021).

Grammar rules or language is acceptable verbal behavior somebody answers or says something (Trinowismanto, 2016). However, if the child could talk, don't because "rules set rules" because the child no could disclose rule language, but formed directly by factor external. Behaviorist thinks that stimulation from the environment certain strengthens the Skills language child. Development language they looked at as progress from verbal disclosure that can be applied by random to the ability to communicate through the principle SR (stimulus-response) relationship and the imitation process.

They are learning the language first in a very close relationship with the development of the social child, so very close relation with formation identity social. In several years of first life, almost all middle children usually develop dominant basics of one language (Humphries et al., 2014). Learning language Mother is one whole development a child for Becomes public later. In general, children are instructed to get Skills speak through voices their language hears around them for no purpose. Skills speak develop Keep going continuously follow development intelligence and background behind social the culture that made it.

No newborn baby has shown specialization for processing speech, similar to the adult brain (Gervain, 2015). Understanding other people's words is an element that must first study man in something language. Likewise, humans speak if they know the rules that must be obeyed since they are small. Acquisition of language in adulthood is different from acquisition because childhood is related to the structure and network brain. Study this own relevance with research conducted by Nature Budi Kusuma (Kusuma, 2018) that study this aim To do study related to the acquisition process language together. What differentiates lie research this in the current study applied moment researching field.

Language is an essential (central) human need for communication. Because, as creatures social, humans need the presence of others to fulfill need personal and social. The fulfillment process needs this need mediated interaction language. This is a system essential to use arbitrarily by the community to collaborate, interact, and identify self. Using language child is one aspect (of many stages of development child who doesn't can be missed by parents. Language or linguistics is one of eight human intelligence stories fantastic. Language is acquired no direct; it is necessary to interact with the environment. The learning process is obtained by learning some words through imitation. Development started from simple language to complex structure (Gardner, 1987).

Meanwhile, the spirit of language acquisition of children aged 3-5 years can be supported by language stimulation from parents, simple instruction excitation, visual excitation, and tactile excitation. Some factors could influence the acquisition of a language child. That originated from the environment home (parents and adults) and can also be affected by the elements in environment play and school. The second factor is the impact on children. Besides that, a child aged 3 and 5 is at a stage where children can absorb all the stimulus given to the brain. So, of course, the child can do all inspiration without being taught more first. This shows that the acquisition process of a language child could occur just fine from home, the neighborhood around, and the place of play.

Acquisition of language child is how a child learns their first language. In general, normal children acquire language skills through the sounds of a language that are heard around them accidentally and without commands (Aktan-Erciyes, 2021). Language acquisition plays an important role in understanding and producing languages for children, such as for first language acquisition and second language about language learning (Fatmawati, 2015). A process in which a child cannot speak until they have learned new vocabulary. It is then used to communicate with the environment. The method of acquiring a child's language can be influenced by the language used by parents, playmates, environment, and signs surrounding language.

4. CONCLUSION

Early language acquisition in childhood comes from the mother tongue, which begins with simple spelling. The findings show that the family environment around the child dramatically influences the child's first language. In terms of socio-cultural values protected by the language, it is internalized in the human subconscious. Over time, a child's development and growth learn another language taught by his mother, such as overseas language and others. Language acquisition depends on the social environment and cognitive level of the child. Data obtained from This study describes the language acquisition of children aged 3 -5 years by imitating, asking, remembering, and telling stories. Besides, as language acquisition improves, children aged 3-5 years do not forget there is also excitation or the stimulus given to children, including excitation of parent, stimulation simple instructions, visual excitation, and tactile stimulation. Based on the results of the study, excitation or stimulation is the most widely used by the elderly. This is because children aged 3-5 years are still under the supervision of the family environment, both in children doing activities and communicating.

5. ACKNOWLEDGMENTS

Thank you to UIN Sunan Kalijaga Yogyakarta as a place where I teach and serve. In addition, I would also like to thank Camden Hamlet, Bantul, Yogyakarta, which has become the place of this research, so that this research can be carried out and completed.

6. REFERENCES

- Abdul, C. (2009). *Fonologi Bahasa Indonesia*. Rineka Cipta.
- Afwan, N. F. (2020). *Pemerolehan Bahasa Pada Anak Usia 2-5 Tahun Dalam Kehidupan Sehari-Hari (Studi Kasus Anak-Anak Di Dusun Panjatan Desa Kedungkelor Warureja-Tegal: Kajian Psikolinguistik)*. Universitas Diponegoro.
- Aktan-Erciyes, A. (2021). Understanding language acquisition: Neural theory of language. *Journal of Language and Linguistic Studies*, 17(2). <https://doi.org/10.52462/jlls.48>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2). <https://doi.org/10.1007/s11133-019-9413-7>
- Balamurugan, K. (2018). Introduction to Psycholinguistics—A Review. *Studies in Linguistics and Literature*, 2(2). <https://doi.org/10.22158/sll.v2n2p110>
- Beverly, O. (2015). *Perkembangan Bahasa Pada Anak Usia Dini*. Predana.
- Bonetti, P., Duro, M., & Ormazabal, G. (2020). Disclosure Regulation and Corporate Acquisitions. *Journal of Accounting Research*, 58(1). <https://doi.org/10.1111/1475-679X.12298>
- Devianty, R. (2019). *Membangun Bahasa Anak Usia Dini Melalui Siasat Pemerolehan Bahasa*.
- Esti, I., & Faraz, U. (2017). *Belajar Bahasa di Kelas Awal*. Ombak.
- Fatmawati, S. R. (2015). Pemerolehan Bahasa Pertama Anak Menurut Tinjauan Psikolinguistik. *Lentera*, XVIII(1), 63–75.
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 19–35.
- Gervain, J. (2015). Plasticity in Early Language Acquisition: The Effects of Prenatal And Early Childhood Experience. *Current Opinion in Neurobiology*, 35, 13–20. <https://doi.org/https://doi.org/10.1016/j.conb.2015.05.004>
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical Period For Second Language Acquisition: Evidence From 2/3 Million English Speakers. *Cognition*, 177, 263–277. <https://doi.org/https://doi.org/10.1016/j.cognition.2018.04.007>
- Hasanah, H. (2017). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial). *At-Taqaddum*, 8(1), 21–46.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., & Rathmann, C. (2014). Ensuring Language Acquisition For Deaf Children: What Linguists Can Do. *Language*, 90(2), e31–e52.
- Hung, B. P. (2019). A cognitive linguistic approach to teaching English idioms to EFL students: Experimental results. *3L: Language, Linguistics, Literature®*, 25(2).
- Jayendran, N., Ramanathan, A., & Nagpal, S. (2021). Language acquisition and language learning. In *Language Education*. <https://doi.org/10.4324/9781003054368-4>
- Ji, S., Pan, S., Cambria, E., Marttinen, P., & Yu, P. S. (2021). A Survey on Knowledge Graphs: Representation, Acquisition, and Applications. *IEEE Transactions on Neural Networks and Learning Systems*. <https://doi.org/10.1109/TNNLS.2021.3070843>

- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. In *American Journal of Pharmaceutical Education* (Vol. 84, Issue 1). <https://doi.org/10.5688/ajpe7120>
- Kalandadze, T., Bambini, V., & Næss, K. A. B. (2019). A systematic review and meta-analysis of studies on metaphor comprehension in individuals with autism spectrum disorder: Do task properties matter? *Applied Psycholinguistics*, 40(6), 1421–1454. <https://doi.org/10.1017/S0142716419000328>
- Kidd, E., Donnelly, S., & Christiansen, M. H. (2018). Individual Differences in Language Acquisition and Processing. In *Trends in Cognitive Sciences* (Vol. 22, Issue 2). <https://doi.org/10.1016/j.tics.2017.11.006>
- Krashen, S. (2006). *Principles and Practice in Second Language Acquisition*. University of Southern California.
- Kusuma, A. B. (2018). Pemerolehan Bahasa Pertama Sebagai Dasar Pembelajaran Bahasa Kedua (Kajian Psikolinguistik). *Al-Manar*, 5(2). <https://doi.org/10.36668/jal.v5i2.10>
- Ladycia, S. (2017). Proses Akuisisi Bahasa pada Anak: Kajian Teoritis Mutakhir. *Jurnal Kibas Cenderawasih*, 14(02), 171.
- Magdalena, I., Yestiani, D. K., & Puspitasari, P. (2020). Rendahnya Perkembangan Mutu Hasil Belajar Siswa Sekolah Dasar Dengan Adanya Pembelajaran Online. *Edisi*, 2, 292–305.
- Mulyaningtyas, R. (2019). Stimulasi Dalam Memaksimalkan Kemampuan Berbahasa Anak Usia Dini. *Martabat: Jurnal Perempuan Dan Anak*, 3(1), 1–121.
- Rahayu, Y., Apipudin, A., & Hotimatul, D. (2021). Pengetahuan Ibu Tentang Stimulasi Dengan Perkembangan Bahasa Anak Usia Toodler. *JURNAL KESEHATAN STIKes MUHAMMADIYAH CIAMIS*, 7(2), 22–31. <https://doi.org/10.52221/jurkes.v7i2.73>
- Rusyani, E. (2008). Pemerolehan Bahasa Indonesia Anak Usia 2, 5 tahun: Studi Kasus Terhadap Pemerolehan Bahasa Anak Usia Dini. *Skripsi. Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia*.
- Santoso Anang, & Masnur, M. (2016). *Teori Belajar Bahasa*. Universitas Terbuka.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, R dan D*. Alfabeta.
- Tatlililoglu, K., & Senchylo-Tatlililoglu, N. (2020). A Theoretical Perspective on Psycholinguistics. *Psycholinguistics in a Modern World*, 15. <https://doi.org/10.31470/10.31470/2706-7904-2020-15-241-245>
- Trinowismanto, Y. (2016). Pemerolehan Bahasa Pertama Anak Usia 0 sd 3 Tahun dalam Bahasa Sehari-Hari (Tinjauan Psikolinguistik. *Universitas Sanata Dharma*.
- Abdul, C. (2009). *Fonologi Bahasa Indonesia*. Rineka Cipta.
- Afwan, N. F. (2020). *Pemerolehan Bahasa Pada Anak Usia 2-5 Tahun Dalam Kehidupan Sehari-Hari (Studi Kasus Anak-Anak Di Dusun Panjatan Desa Kedungkelor Warureja-Tegal: Kajian Psikolinguistik)*. Universitas Diponegoro.
- Aktan-Erciyes, A. (2021). Understanding language acquisition: Neural theory of language. *Journal of Language and Linguistic Studies*, 17(2). <https://doi.org/10.52462/jlls.48>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2). <https://doi.org/10.1007/s11133-019-9413-7>
- Balamurugan, K. (2018). Introduction to Psycholinguistics—A Review. *Studies in Linguistics and Literature*, 2(2). <https://doi.org/10.22158/sll.v2n2p110>
- Beverly, O. (2015). *Perkembangan Bahasa Pada Anak Usia Dini*. Predana.
- Bonetti, P., Duro, M., & Ormazabal, G. (2020). Disclosure Regulation and Corporate Acquisitions. *Journal of Accounting Research*, 58(1). <https://doi.org/10.1111/1475-679X.12298>
- Devianty, R. (2019). *Membangun Bahasa Anak Usia Dini Melalui Siasat Pemerolehan Bahasa*.
- Esti, I., & Faraz, U. (2017). *Belajar Bahasa di Kelas Awal*. Ombak.
- Fatmawati, S. R. (2015). Pemerolehan Bahasa Pertama Anak Menurut Tinjauan Psikolinguistik. *Lentera*, XVIII(1), 63–75.
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 19–35.
- Gervain, J. (2015). Plasticity in Early Language Acquisition: The Effects of Prenatal And Early Childhood Experience. *Current Opinion in Neurobiology*, 35, 13–20. <https://doi.org/https://doi.org/10.1016/j.conb.2015.05.004>
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical Period For Second Language Acquisition: Evidence From 2/3 Million English Speakers. *Cognition*, 177, 263–277. <https://doi.org/https://doi.org/10.1016/j.cognition.2018.04.007>
- Hasanah, H. (2017). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial). *At-Taqaddum*, 8(1), 21–46.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., & Rathmann, C. (2014). Ensuring Language Acquisition For Deaf Children: What Linguists Can Do. *Language*, 90(2), e31–e52.
- Hung, B. P. (2019). A cognitive linguistic approach to teaching English idioms to EFL students: Experimental results. *3L: Language, Linguistics, Literature®*, 25(2).
- Jayendran, N., Ramanathan, A., & Nagpal, S. (2021). Language acquisition and language learning. In *Language Education*. <https://doi.org/10.4324/9781003054368-4>
- Ji, S., Pan, S., Cambria, E., Marttinen, P., & Yu, P. S. (2021). A Survey on Knowledge Graphs: Representation, Acquisition, and Applications. *IEEE Transactions on Neural Networks and Learning Systems*. <https://doi.org/10.1109/TNNLS.2021.3070843>

- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. In *American Journal of Pharmaceutical Education* (Vol. 84, Issue 1). <https://doi.org/10.5688/ajpe7120>
- Kalandadze, T., Bambini, V., & Næss, K. A. B. (2019). A systematic review and meta-analysis of studies on metaphor comprehension in individuals with autism spectrum disorder: Do task properties matter? *Applied Psycholinguistics*, 40(6), 1421–1454. <https://doi.org/10.1017/S0142716419000328>
- Kidd, E., Donnelly, S., & Christiansen, M. H. (2018). Individual Differences in Language Acquisition and Processing. In *Trends in Cognitive Sciences* (Vol. 22, Issue 2). <https://doi.org/10.1016/j.tics.2017.11.006>
- Krashen, S. (2006). *Principles and Practice in Second Language Acquisition*. University of Southern California.
- Kusuma, A. B. (2018). Pemerolehan Bahasa Pertama Sebagai Dasar Pembelajaran Bahasa Kedua (Kajian Psikolinguistik). *Al-Manar*, 5(2). <https://doi.org/10.36668/jal.v5i2.10>
- Ladycia, S. (2017). Proses Akuisisi Bahasa pada Anak: Kajian Teoritis Mutakhir. *Jurnal Kibas Cenderawasih*, 14(02), 171.
- Magdalena, I., Yestiani, D. K., & Puspitasari, P. (2020). Rendahnya Perkembangan Mutu Hasil Belajar Siswa Sekolah Dasar Dengan Adanya Pembelajaran Online. *Edisi*, 2, 292–305.
- Mulyaningtyas, R. (2019). Stimulasi Dalam Memaksimalkan Kemampuan Berbahasa Anak Usia Dini. *Martabat: Jurnal Perempuan Dan Anak*, 3(1), 1–121.
- Rahayu, Y., Apipudin, A., & Hotimatul, D. (2021). Pengetahuan Ibu Tentang Stimulasi Dengan Perkembangan Bahasa Anak Usia Toodler. *JURNAL KESEHATAN STIKes MUHAMMADIYAH CIAMIS*, 7(2), 22–31. <https://doi.org/10.52221/jurkes.v7i2.73>
- Rusyani, E. (2008). Pemerolehan Bahasa Indonesia Anak Usia 2, 5 tahun: Studi Kasus Terhadap Pemerolehan Bahasa Anak Usia Dini. *Skripsi. Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia*.
- Santoso Anang, & Masnur, M. (2016). *Teori Belajar Bahasa*. Universitas Terbuka.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, R dan D*. Alfabeta.
- Tatlilioglu, K., & Senchylo-Tatlilioglu, N. (2020). A Theoretical Perspective on Psycholinguistics. *Psycholinguistics in a Modern World*, 15. <https://doi.org/10.31470/10.31470/2706-7904-2020-15-241-245>
- Trinowismanto, Y. (2016). Pemerolehan Bahasa Pertama Anak Usia 0 sd 3 Tahun dalam Bahasa Sehari-Hari (Tinjauan Psikolinguistik). *Universitas Sanata Dharma*.