

**AN ANALYSIS OF TIKTOK USER @JUSTJORDYNNAROUND
IN FIRST LANGUAGE ACQUISITION:
A THREE-YEAR CHILD**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
Bachelor Degree**

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ABSTRACT

An Analysis of Tiktok User @Justjordynnaround in First Language Acquisition: A Three-Year Child

By : Qaulisa Ratu Asia

Abstract:

This research aims to investigate the phoneme errors made by a three-year-old child documented on TikTok, specifically focusing on @Justjordynnaround. Additionally, it seeks to analyze the breadth and depth of Jordy's vocabulary, considering the range of words acquired and their contextual usage. The significance of this research lies in its theoretical and practical contributions. It provides insights for teachers to support theories related to first language acquisition (FLA) and offers opportunities for students to enhance their learning experiences. Furthermore, it contributes valuable information to parents and readers, guiding them in facilitating their child's language development.

Using a descriptive approach with a qualitative method, the study observed language interactions between Jordy, his parents, and possibly siblings. These interactions were transcribed into the International Phonetic Alphabet (IPA) for analysis. Several instances of language use were noted, along with occasional errors or deviations from standard grammar and pronunciation. In conclusion, this research underscores the importance of studying language acquisition in young children. It highlights the role of digital platforms like TikTok in documenting language development and provides recommendations for educators to enhance language-focused educational practices.

Recommendations for teachers include incorporating interactive language activities into the curriculum and utilizing digital platforms like TikTok as supplementary resources. Students are encouraged to actively engage in language-rich environments and seek feedback from teachers and peers. Furthermore, the study contributes to educational practices by informing effective language teaching strategies and interventions. Overall, by implementing these recommendations, educators can create supportive learning environments that facilitate language acquisition in young children, ultimately enhancing language learning outcomes.

Keyword: *Descriptive Qualitative Research, Language Acquisition, Phoneme error, Breadth And Depth In Language Acquisition*

DECLARATION

Hereby, I state this thesis entitled “An Analysis of Tiktok User @Justjordynnaround in First Language Acquisition: A Three-Year Child” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 03April 2024

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ADMISSION

A thesis entitled: "An Analysis Of Tiktok User @Justjordynmaround in First Language Acquisition: A Three-Year Child" by Qaulisa Ratu Asia, Students' Number: 1811040497, Study Program: English Education, has been successfully defended as thesis defence of the Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The thesis defence was held on: Wednesday, April 03rd 2024.

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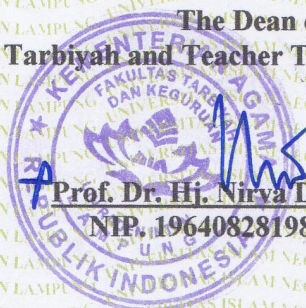
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MOTTO

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

They replied, “Glory be to You! We have no knowledge except what You have taught us. You are truly the All-Knowing, All-Wise.”
(QS. Al-Baqarah : 32)¹

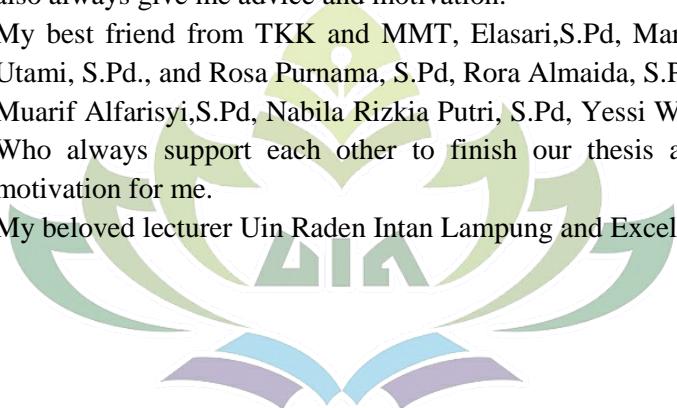


¹ Khotijah, "Theories of the Language Acquisition Process in the Qur'anic Perspective," *Tarbawiyah Journal* 10, no. 2 (July-December 2013): 14

DEDICATION

From the deep of my heart, this thesis is dedication to everyone who cares, love and support me. I would like to dedicate this thesis to:

1. My Wonderful God Allah SWT for all the blessing that you have been given to me so that it can make me strong and finish the thesis.
2. My beloved parents, father Ahmad Juni Putra Wijaya S.Ag and my mother Indriyena who always pray, support, motivation and never give up to guide me to finish my study.
3. My beloved Boyfriend Daniel, and my little brother Rohid Irsyad,Naufal Luqman Habib,M.Yusuf Samith Siraj, both of them also always give me advice and motivation.
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5. My beloved lecturer Uin Raden Intan Lampung and Excel Class.



CURRICULUM VITAE

The researchers name is Qaulisa Ratu Asia. She was born on August 23rd 2000. She is the older child of four siblings of Mr. Ahmad Juni Putra Wijaya,S.Ag and Mrs. Indriyena. She has three little brother name are Rohid Irsyad, Naufal Luqman Habib, M. Yusuf Samith Siraj.

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Praise to Allah the Almighty, the Most Merciful and the Most Beneficent for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW., with his family and followers. This thesis entitled “An Analysis of Tiktok User @Justjordynnaround in First Language Acquisition: A Three-Year Child” is submitted as compulsory fulfillment of the requirement for S1-Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the reseacher would sincerely thanks to:

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6. For my beloved classmate of Excel Class, thank you for the support and time we spent together.

Finally, it has to be admitted that nobody is perfect and it is fully realized that there are still a lot of weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are sincerely welcomed to

enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for herself and especially for those who are involved in English teaching profession.

Bandar Lampung, 03 April 2024
The Researcher,

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step in understanding the title of this proposal, and to avoid misunderstanding, and need to explain of this proposal. In addition, this step is a process of emphasizing the issues to be discussed. In teaching learning process of English, various aspects can affect students learning outcome. The research entitles an analysis of tiktok user @justjordynnaround in first language acquisition: a three-year child. As description of some terminologies contained the title of this research.

Analysis is the process of considering something carefully or using statistical methods in order to understand it or explain it. According to Michael Mccarthy, Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.¹ In this research title, Analysis means In teaching learning process of English, various aspects can affect students learning outcome. One of aspect that can affect in teaching and learning is language Acquisition. This proposal is entitled an analysis of tiktok user @justjordynnaround in first language acquisition: a three-year child. By conducting qualitative research.

Tiktok is a video-sharing application for computers and smartphones, TikTok is a social media network in the form of videos. There is within 15 seconds you can make videos with special filters and use songs that are currently famous and one of the users is @justjordynnaround. The first language both have urgency in communicating, both orally and in writing. All activities require language, but not all language is required in every activity. First language acquisition: a three-year child.

First language acquisition refers to the way children learn their native language. Chaer says that language is structured by a reason. Language development must be based on more basic and more

¹ Michael Mccarthy, *Discourse Analysis for Language Teachers*, (Cambridge: Cambridge University Press), 1991, p. 6.

general changes in cognition. Cognitive development determines the sequence of language development.² Language is an important means of communicating with other people to express thoughts. Language acquisition is the process whereby children achieve a fluent control of their native language.

From some of the definitions above it can be conclude, the researcher would analyze error phoneme of the first language acquisition of a three year child from the tiktok user @justjordynnaround by observing the activities in the tiktok videos. The researcher can conclude the results of further research related to the title.

B. Background of the Problem

Language acquisition in early childhood need to be explored. There are many theories related to science and the results of research by experts to explain how the language process is produced by children. The linguistic system is well controlled by children, although not in formal learning. Watching a child growth and development is one of the most exciting parts of being a parents'. 3 years old are golden times. Because the development of the child would look significant. Well, children language skills would develop along with their biological development. Apart from biological development, language development is equally important.

Chaer states language is structured by a reason. Language development must be based on more basic and more general changes in cognition. Cognitive development determines the sequence of language development.³ According to research conducted by Rutter, Thorp, and Golding, found that children experienced father and mother language through frequent questions submitted, verbal and non verbal responses recognized and

² Rohmah Tussolekha, Thesis: *Language Acquisition Mechanism In Children Ages One And Five Years*, Lampung: STKIP MPL, 2015, Pg. 59-70.

³ Rohmah Tussolekha, Thesis: *Language Acquisition Mechanism In Children Ages One And Five Years*, Lampung: STKIP MPL, 2015, Pg. 59-70.

accepted , and through intense interaction. It can be said that the children would be able to develop their language faster.⁴

Rutter, Thorp, and Golding found that children experienced father and mother language through frequent questions submitted, verbal and non-verbal responses recognized and accepted and through intense interaction. It can be said that the children would be able to develop their language faster.⁵ Children benefit from being exposed to a rich linguistic environment where they are frequently engaged in conversation. Asking children questions and responding to their inquiries helps stimulate their language skills by providing opportunities for them to practice and expand their vocabulary. When parents recognize and accept their child's verbal and non-verbal responses, it creates a responsive and supportive communication environment. Children feel encouraged to express themselves, leading to a positive feedback loop that aids in language development.

Language acquisition involves the developmental journey undertaken by children to attain proficiency, fluency, and a deep affection for their native language or another language, often influenced by the linguistic environment in which they are immersed. In summary, studying language acquisition in three-year-old children offers researchers a unique opportunity to investigate the rapid developmental changes, social interaction dynamics, cognitive processes, individual differences, and practical implications associated with early language learning. This research contributes to our understanding of how language develops in early childhood and informs efforts to support language development and enhance communication skills in young children.

Language acquisition is a very long process since children do not know a language until they become fluent in the language. they rather need long process in order to use the words they have already acquired. Budi Santoso, Eva Magfiroh and Ayu Wahyu L.W states in their research “Language Acquisition of Children in

⁴ Yulia Palupi, Thesis: *Language Development In Children*, Yogyakarta: IPW, 2015, Pg.30

⁵ Yulia Palupi, Thesis: “*Language Development In Children*” (Yogyakarta: IPW, 2015), Pg.30

Family Environment”. In this research, they focused on how children acquire language in the children’s family background. At this phase, they still use simple words that are very common and easy to communicate with their mothers or peoples around them. Rangkuti and Muchtar said that “ Language is a stimulus response where behaviorists believe that basically children learn through a process when parents would provide a stimulus by communicate, and the children would give their response”.⁶

Acquisition of first language (L1) occurs when a child is without a language, and now has acquired one language. During the period of acquiring children language, the child is more directed at the communication function than the form of the language and through the process the child begins to recognize communication with their environment verbally. Acquiring the first language greatly influences the cognitive and social development of children. The first language has an important role in the acquisition of the second language (L2). The children learned through social interactions with other people, through listening opportunities and test sounds and words. As addition, children grammar based on consideration and children are able to acquire words by words of the conversation. Based on these definitions, it can be concluded that language acquisition is a process.

The previous research entitled “Language Acquisition Of Two Years Old Of Child On Batak Morphological System”. the similarity between the previous research by Wahyuni Wahida and the current research lies in their shared focus on language acquisition in early childhood. While Wahida's study looks at a two-year-old child in the context of the Batak Mandailing morphological system, the current research focuses on a three-year-old child documented on TikTok. Both studies contextualize language development within specific linguistic and cultural settings, providing a basis for in-depth analysis.

⁶ Indah Julia Sari: “*First Language Acquisition Process Of A Two-Year-Old Child In Syntactic Level: A Case Study Of A Bataknese Child*” (Medan: USU, 2017), Pg. 12.

The novelty of the current research lies in the exploration of online parent-child interactions. Unlike the previous study that emphasized direct face-to-face interactions, the TikTok user study involves analyzing interactions within an online environment. Additionally, the current research specifically investigates phoneme errors in language acquisition, offering a unique perspective compared to the previous study's focus on morphological aspects. This emphasis on phoneme errors contributes to a better understanding of pronunciation challenges in early language acquisition.

In this research has chosen @Justjordynnaround a three year child as the best age for children in acquiring the language as their first language acquisition. The @justjordynnaround account is very famous because it showcases unique and creative content, including innovative use of TikTok's features, tend to stand out. The age of three is considered a critical period for language development. At this stage, children typically experience rapid language acquisition, vocabulary expansion, and the development of more complex language structures. Apparently, there has been a lot of research on language acquisition. from previous research entitled "Children First Language Acquisition At Age 1-3 Years Old In Balata". The similarity of this research with previous research is conducted with descriptive qualitative research. Meanwhile, the differences between the two studies namely in subject of the research.

By focusing on a three-year-old child, researchers may aim to capture key milestones in the early stages of language acquisition. Tiktok users @Justjordynnaround where the account created a lots of content about their daughter. Her name is Jordy's, She was born on 16 february 2018. The fact that @Justjordynnaround creates a lot of content about their daughter, Jordy, serves as a documentation tool. Out of the 628 videos on that account, only a select few within a specific time period would be considered for research purposes. It is from 2020 to 2021, only 10 videos were sampled which I would take in this research. Due to limited time. The content shared on TikTok can act as a visual and auditory

record of Jordy's language development journey, offering a unique dataset for analysis.

By selecting a specific TikTok user @Justjordynnaround, researchers can conduct a detailed case study. This approach allows for in-depth analysis and a more nuanced understanding of the individual child's language acquisition journey. For contributions to educational practices the findings may have implications for early childhood education by informing educators about typical language development milestones and potential challenges. This knowledge could be used to enhance language-focused educational practices.

Phonology consists of two words from Greek, namely phone: is a sound, then the second word is logos which has the meaning of order, word, or knowledge which is also called sound system. However, the sound that is meant in this case is phonology not sound in general, but the sound of language that is able to distinguish meaning in spoken or written language used by humans. The sounds studied in phonology are also called phonemes. According to Keraf, phonology can be interpreted as part of the language order that studies the sounds of language.⁷ It means that, phonology is the branch of language that deals with systems of sounds.

According to Hiebert and Kamil that vocabulary is knowing the meaning of words. Learning vocabulary helps a person to find and understand the meaning of certain words in the language used. It refers to the words we know to communicate effectively. According to a study by Pateda that a child's language acquisition and reasoning ability is a fairly good time for the child's language acquisition process. In fact, childhood is known as a golden age or a very important time in human life. The success or failure of a child's developmental stages would affect the life and formation of the child in the future. The growth and development of the child's brain allow it to be optimally

⁷ Sarana ilmu, 8 *Definitions of Phonology and Its Definitions According to Complete Experts* <https://tinyurl.com/2p8s64f3>, accessed on 30 November 2021 at 08.07.

stimulated in the form of absorption of the stimulus. All stimuli are provided by the home and school environment.⁸

Another similar research was conducted by Bertaria Sohnata Hutauruk with the thesis entitled “Children First Language Acquisition At Age 1-3 Years Old In Balata” The results of this study there are some problems in first language acquisition namely: grammatical errors, phonological errors, incorrective utterances, imitation, repetition, correction, indicating the question, learning by experiences, and laziness. And in developing children’ language there are six stages as the approaches of first language acquisition, they are cooing, babbling, holophrastic stage, the two-word stage, telegraphic stage and later multiword stage. But in this research analyses 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. It is better for the parents’ to pronounce the word genuinely. It means that parents’ should give the real pronunciation to the child.⁹

From definition above, we can see the development in acquired Jordy’s language acquisition. The problem of this research is the acquisition of a three-year child who have phoneme errors. The aim of this study is to analyze first language acquisition in a three-year child. However, in this research conducted a research entitled “An Analysis of Tiktok User @Justjordynnaround In First Language Acquisition: A Three Year Old”.

C. Focus and Sub-Focus of the Research

In this study would like to focus on the errors in phoneme in first language acquisition a three-year child of tiktok user @justjordynnaround. The focus of this research is errors in phoneme identify and analyze the breadth and depth vocabulary

⁸ Fauziah Aquila Br. Purba, *English Vocabulary Acquisition Of Seven Years Oldchildren At Primary School*, Medan: UNIMED, Pg 2-4.

⁹ Bertaria Sohnata Hutauruk, *Children First Language Acquisition At Age 1-3 Years Old In Balata* Journal Of Humanities And Social Science. Vol. 20, Issue 8, Ver. V Aug. 2015, Pg 51-57.

that occurred in first language acquisition a three-year child of tiktok user.

D. Formulation of the problem

1. What are phoneme errors made by a three year child of Tiktok user @Justjordynnaround?
2. What is the breadth and depth of @Justjordynnaround vocabulary, taking into consideration the range of words acquired and their contextual usage?

E. Objective of the Research

Based on the research question above, the objective of the research to know:

1. To know the phoneme errors made by a three year child of Tiktok user @Justjordynnaround.
2. To identify and analyze the breadth and depth of @Justjordynnaround.vocabulary, considering the range of words acquired and the contextual usage.

F. Significance of the Research

Based on the research question above, the objective of the research to know:

The results of this study are expected to be useful both theoretically and practically which are described in the following section.

1. For Teachers

For the teacher, to support theories related to first language acquisition (FLA).

2. For Students

They would be easy to learn something. When they learn a second language they would also learn something they don't know it can make it easier for children to learn something. Children would be more imaginative and creative.

3. For Other Research

The results of this study are expected to provide information to parents' and readers, especially in guiding children in

developing their first language acquisition. This is also expected to encourage parents' awareness in utilizing their child's golden time, to make it easier for the children to develop their first language acquisition (FLA).

4. For contributions to Educational Practices
the findings may have implications for early childhood education by informing educators about typical language development milestones and potential challenges. This knowledge could be used to enhance language-focused educational practices.

G. Relevant research

There are some research related with the research the first is research conducted by Bertaria Sohnata Hutauruk with the thesis entitled "*Children First Language Acquisition At Age 1-3 Years Old In Balata*" The results of this study there are some problems in first language acquisition namely: grammatical errors, phonological errors, incorrective utterances, imitation, repetition, correction, indicating the question, learning by experiences, and laziness. And in developing children's language there are six stages as the approaches of first language acquisition, they are cooing, babbling, holophrastic stage, the two-word stage, telegraphic stage and later multiword stage. But in this research analyses 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. It is better for the parents' to pronounce the word genuinely. It means that parents' should give the real pronunciation to the child.¹⁰

The similarity of this research with previous research is conducted with descriptive qualitative research. Meanwhile, the differences between the two studies namely in subject of the research. The previous research the subject and object is taken from the children at age under 1-3 years old in resort Balata, while in this study the research of the subject and object is taken from a

¹⁰ Bertaria Sohnata Hutauruk, "*Children First Language Acquisition At Age 1-3 Years Old In Balata*" Journal Of Humanities And Social Science. Vol. 20, Issue 8, Ver. V (Aug. 2015), Pg 51-57.

three-year child of tiktok user @justjordynaround. The novelty of this research is while both studies acknowledge the importance of parental involvement, this research emphasizes a particular aspect: the impact of authentic word pronunciation by parents. Unlike the suggestion in the previous research, which recommends genuine pronunciation without specific details, this study explores how parents authentic pronunciation positively influences the child's language acquisition process.

The second relevant research from Wahyuni Wahida, who conducted the research in 2019 with a thesis entitled “*Language Acquisition Of Two Years Old Of Child On Batak Morphological System*”. This research was applied descriptive qualitative method. The data of this research was obtained from the utterances of a two-year-old child, named Zul Asfi Arrayhan Dalimunte, live at Aek Galoga, Panyabungan, Mandailing Natal. This research was investigated kind of words morphological acquired by two years old child on Batak Mandailing, describes the morphological process realized by two years old of child in Batak Mandailing and identified the influential factor of morphological acquisition of Batak Mandailing child in two years old.

In this research, it was found the word classes and the morphological process are affixation, reduplication and compounding. Environment was the important factor that helps the research subject in obtained the language acquisition and usually imitates the words that he has heard. It can conclude that development language acquisition of child two years old different depend level of communication and intelligence of child in daily communication. The fact may be different if children are take from different ages or other children.¹¹

The similarity between the previous research by Wahyuni Wahida this research lies in the common focus on language acquisition in early childhood, Both research studies, including Wahyuni Wahida's, center around the language acquisition of young children. Wahida's research specifically looks at a two-year

¹¹ Wahyuni Wahida, Thesis: *Language Acquisition Of Two Years Old Of Child On Batak Morphological System* Medan: UMSU, 2019, Pg. 51.

-old child, while this research focuses on a three-year-old child. The commonality is the exploration of language development during the early years of a child's life. Both studies are contextualized within specific linguistic and cultural settings. Wahida's research focuses on the Batak Mandailing morphological system, while your research involves a three-year-old child documented on TikTok. This contextualization adds a layer of specificity to the investigations, allowing for a more in-depth analysis within the given cultural and linguistic framework.

The novelty of this research , Online Parent-Child Interactions. The TikTok user study likely involves analyzing interactions between parents and the child in an online environment. This is a unique context compared to the previous study, which focused on direct face-to-face interactions. The TikTok user study focuses on phoneme errors in language acquisition, which might present a novel perspective compared to the previous study's emphasis on morphological aspects. Explored phoneme errors contributes to understanding pronunciation challenges in early language development.

The third research conducted by Indah Julia Sari (2017) with the thesis entitled "*First Language Acquisition in Sentence By Four-Years Old Child*". This thesis aimed to describe the syntactic derivation of four child. By focused the study on the form of declarative sentences, interrogative, imperative, interjektive, and to describe of factors are affected the language acquisition of four years old child on the form of declarative sentences, interrogative, imperative, and interjective. The method that used in this research are descriptive qualitative with recorded techniques.

The results of analysis showed the acquisition of declarative syntax in sentence of four years old child, there are 32 form sentence. (8 form by subject 1, and 24 form by subject 2). The acquisition of interrogative syntax in sentence of four years old child, there are 11 form sentence. (1 form by subject 1, and 10 by subject 2). The acquisition of imperative syntax in sentence of four years old child, there are 6 form sentence. (4 form by subject 1, and 2 form by subject 2). The acquisition of interjective syntax in

sentence of four years old child, there are 4 form sentence. (4 form by subject 2). The factors that influence the acquisition of language of children of four years there are 3, namely children's cognitive, social, and economic factors.¹²

Similarity of this research it is focus on Language Acquisition in Early Childhood. This research and Indah Julia Sari's study share a common focus on language acquisition during early childhood. While this research explores phoneme errors in a three-year-old child documented on TikTok, Sari's study delves into the syntactic derivation of sentences in four-year-old children. Both studies utilize a descriptive qualitative method for analysis. This approach allows for a detailed examination of linguistic phenomena through observations and recording techniques, emphasized a qualitative understanding of language acquisition.

The novelty of this research. While both studies aim to describe factors influencing language acquisition, the specific factors examined may different. This research may explore factors related to phoneme errors in a three-year-old's language development, potentially within the context of social media exposure. Sari's study, on the other hand, may focus on factors affecting the acquisition of various sentence structures in four-year-olds.

H. Research Methodology

1. Research Design

The approach used in this research is a descriptive approach with a qualitative method. The subject of this research is Jordy's. Anton M. Moeliono states, describes the research subject as the person being observed as the research target. Meanwhile, Moleong says, describes the research subject as informants, which means that people in the research background are used to provide information about the situation and conditions of the research background.

Bogdan and Taylor in Moleong state that the qualitative approach is expected to be able to provide descriptions of

¹² Indah Julia Sari, op.cit 42.

speech and behavior that can be observed through video content to user @justjordynnaround on the tiktok application. The use of qualitative descriptive research designs in this study is intended to describe and analyze the acquisition of Jordy's first language.

2. Data and Data Source

The data is numbers, characters, images, or other method of recorded, in a form which can be assessed to make a determination or decision about a specific action. Many believe that data on its own has no meaning, only when interpreted does it take on meaning and become information.¹³ The result of the data observation from years 2021 to years 2022 of the phoneme errors made by a three year child of tiktok user @justjordynnaround in acquired the first language acquisition.

Data are collected and analyzed; data only becomes information suitable for making decision in some fashion. Gathered data can be accomplished through a primary source (researcher is the first person to obtain the data) or a secondary source (the researcher obtains the data that has already been collected by other sources, such as data disseminated in a scientific journal). The most common sources of qualitative data include interviews, observations, and documents. The data source of this research is the observation,documentation video of tiktok users @justjordynnaround.

3. Data Collecting Technique

Sugiono says secondary data sources are: "Sources that do not directly provide data to data collectors, for example through other people or documents ". Research instruments are the tools needed or used to collect data. This means, by using these tools data is collected. So, it can be concluded that the qualitative method is a research method used to examine the conditions of a natural object, the key instrument would be in the research.

¹³ Migrant & Seasonal Head Start, *Introduction to Data Analysis Handbook*, (Washington: Academy for Educational Development, 2009), 5

The qualitative method is a study that produces descriptive data in the form of written and spoken words from people and observed behavior. In determining the existing data, used data collection methods or techniques, namely observation and video documentation on user tiktok user @justjordynnaround. According to the above theory, observation is a collecting of data through the use of media such as recorded, and this observation is an active observation that takes place in the field. This research is not directly involved in the activities. In this research focuses on the subject, analyzed it, and drew conclusions.

4. Instrument of the Research

The types and sources of data used in this study is qualitative data. Qualitative data is data that described in the form of words, sentences or pictures, not in the form of numbers. and the data source used is secondary data, is data obtained indirectly through intermediary media. The intermediary media here is the tiktok application. Gorman and Clayton define observation studies as those that, involve the systematic recorded of observable phenomena or behaviour in a natural setting.¹⁴

Suharsimi Arikuntoro states, the research instrument is a tool selected & used by researchers in conducted activities to collect data so that these activities become systematic. Observation is a method of observing research objects that rely on all five human senses. observation is a collected of data through the use of media such as recorded, and this observation is an active observation that takes place in the field. This research instrument use documentation and video tiktok observation. This research is not directly involved in the activities. In this research focuses on the subject, analyzed it, and drew conclusions.

¹⁴ Lynda M. Baker, "Research Methods", *Library Trends*, Vol. 55, No. 1, (2006): 173.

5. Trustworthiness of The Data

In this research, checked the validity of the data (trustworthiness) is based on what was developed by Lincoln and Guba, namely by going through: degrees of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability). Moleong states, Increased persistence means observed more carefully and continuously. In this way the researcher obtained certainty of data and sequence of events with certainty and systematically so as to provide an accurate and systematic description of data about what is observed.

6. Data Analysis

Indriantoro and Supono says, descriptive research is research on problems in the form of current facts from a popularization. Moleong states that qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilized various methods natural.

From the object and the results to be obtained, this research is included in the type of descriptive qualitative methods. Descriptive research is research conducted to determine the value of one or more variables without making comparisons and connected with other variables.

I. Systematic of Discussion

The Systematic of Discussion of the research into the structure as below:

Chapter I presents the introduction there are includes affirmation of the tittle, background of the problem, focus and sub-focus of the research, identification of the problem, objective of the research, benefit of the research, relevant of the study, and systematic of discussion.

Chapter II presents the theories of FLA language acquisition

Chapter III presents the general description of FLA language acquisition in three year child

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CHAPTER II

LITERATURE REVIEW

A. Analysis

Data analysis is a critical step in research where collected data is thoroughly examined to address the studied problems. It involves using various tools to ensure sharpness and accuracy in drawing conclusions. Neglecting this step can lead to significant errors in research findings, impacting their usability. Thus, researchers must possess insight into different analytical techniques to effectively.. Data analysis techniques typically fall into two categories: quantitative ¹⁵analysis for numerical data and qualitative analysis for non-numerical data. The choice of technique depends on the type of data being analyzed.

Following data collection, researchers typically engage in activities tailored to organizing or categorizing the gathered data. This process serves as a crucial follow-up to research endeavors, aiming to address problems through scientific methods. According to Tri Wahyulis, solving human-related issues necessitates planned research procedures. Data analysis emerges as a pivotal step in this journey, where collected data undergoes scrutiny to extract meaningful insights. However, some data remain unanalyzed, termed as raw data, awaiting interpretation or findings. Thus, data analysis plays a vital role in furnishing valuable information. This process involves tasks such as organizing, grouping, providing codes, and ultimately categorizing the data.

Wiradi states analysis is the process of collecting, modeling, and analyzing data using various statistical and logical methods and techniques. Based on the objects and results to be obtained, this research is included in the type of descriptive research used qualitative methods. Descriptive research is research conducted to determine the value of one or more variables without making comparisons and connected with other variables. Indriantoro and

¹⁵ Nasir, Sukmawati “Analysis of Research Data Quantitative and Qualitative” Universitas Muhammadiyah Makassar Vol. 7 - No. 1, 2023, pp. 2-3

Supono says defines descriptive research as research on problems in the form of current facts from popularization.

Yusuf states, success in data collection is determined by the researcher's ability to appreciate the social situation that is the focus of research. The researcher would not end the data collection phase before the researcher is sure that the data collected from a variety of different sources and focuses on the social situation under study is able to answer the research problem formulation, so that the accuracy and credibility are not doubted by anyone.

In conclusion, the discussed view points collectively highlight the significance of analysis in research, particularly emphasizing its role in collecting, modeling, and scrutinizing data through various statistical and logical methods. The research in question is categorized as descriptive research using qualitative methods, aligning with Wiradi's definition. Descriptive research, as explained by Indriantoro and Supono, is focused on presenting current facts derived from popularization without making comparisons or connecting with other variables. Yusuf underscores the crucial role of a researcher's ability to understand and appreciate the social situation under study for successful data collection. The researcher must ensure that data, sourced from diverse channels and centered on the research focus, sufficiently answer the formulated research problem. This meticulous approach is vital to uphold accuracy and credibility, ensuring that the collected data withstands scrutiny without raising doubts from any quarters.

B. Concept Of Error

a. Definition of Error

Error is a reflection of someone who is in the process of learning. Corder said that studying mistakes was a research part of the language learning process¹⁶. Errors occur in students who have learned new things, but make mistakes and the learner does not know where the mistake is. S. Pit Corder was

¹⁶ Rinni supit, Thesis: *English Error Analysis In Status And Chat On Bbm Social Media*, Manado:UNSRAT, 2016,Pg 5

the first to come up with a theory about error analysis. In his book *The Signification of Learner Errors*, S. Pit Corder says that error analysis is a form of language that is not grammatically appropriate, it is also a sign of imperfect knowledge and mastery of the learner. Luo Xiao Jie and Sun Lin developed this theory. They explained that error analysis is an analysis carried out on second language learners who make language errors, thus the cause of the error must be investigated. So that researchers know errors in first language acquisition.

Croft says, errors occur systematically, deviating from the characteristics of a linguistic system obtained in the learning process. While errors are systematic at the 3-year-old stage, there Rispoli, M. (1994). Pronoun case overextensions and paradigm building. *Journal of Child Language*, 21(1), 157-172 can be influenced by factors such as the child's language environment, birth order, and cognitive abilities. For instance, children from language-rich environments with higher levels of parental input tend to make fewer errors in areas like vocabulary and grammar compared to their peers from less enriched language environments.¹⁷

Additionally, some error patterns may be transient, appearing for a short period before being corrected spontaneously as the child's linguistic system matures. A well-known example is the pronoun case error stage, where children may say "me want cookie" before eventually acquiring the correct "I want cookie" form.¹⁸ It's important to note that while errors are an expected part of typical development, persistent or atypical error patterns beyond age 3 could potentially indicate an underlying language delay or disorder.¹⁹ At around

¹⁷ Hoff, E. (2006). *How social contexts support and shape language development*. *Developmental Review*, 26(1), 55-88.

¹⁸ Rispoli, M. (1994). *Pronoun case overextensions and paradigm building*. *Journal of Child Language*, 21(1), 157-172

¹⁹ Paul, R., & Jennings, P. (1992). *Phonological behavior in toddlers with slow expressive language development*. *Journal of Speech and Hearing Research*, 35(1), 99-107.

3 years of age, children are in the early stages of acquiring their first language. While they make rapid progress, their developing language system is still incomplete, leading to systematic errors that provide insights into their current first language acquisition.²⁰

b. Example of Error

Errors made by learners in the process of language learning are not considered as a negative aspect of language learning but a natural step in development of language skills. Dulay, Burt and Krashen says believe that analysis of errors made by language learners can help understand the process of language learning deeply. Moreover, it would help teachers and curriculum designers to decide on teaching materials which best fit learning needs of language learners. From that time, errors received much attention from researchers who tried to analyze different errors made by language learners. Consequently, many different analysis procedures have been introduced which analyze errors from a specific point of view. Many error taxonomies have been based on the linguistic item which is affected by an error.

In conclusion, the perspectives shared by Corder, Luo Xiao Jie, Sun Lin, Croft, Dulay, Burt, and Krashen collectively underscore that errors are an inherent part of the language learning process, serving as reflections of individuals in the learning phase. Corder's pioneering work in error analysis, as outlined in "The Signification of Learner Errors," characterizes errors as signs of language that deviates from grammatical appropriateness, indicating imperfect knowledge and mastery by the learner. Luo Xiao Jie and Sun Lin build upon this theory, emphasizing the need to investigate the causes of errors in second language learners, with the aim of understanding errors in first language acquisition. Croft adds that errors occur systematically, deviating from the characteristics of the linguistic system learned during the process.

²⁰ Owens, R. E. (2015). *Language development: An introduction*. Pearson.

c. Importance of Error

Errors play a crucial role in the process of first language acquisition for children around the age of 3. Far from being merely "mistakes," these errors provide valuable insights into the child's current linguistic competence and the developmental stages they are progressing through. One key importance of errors at this stage is that they reflect the child's active construction of linguistic rules and hypotheses about how the language works. By producing utterances that deviate from adult norms, children reveal the current state of their developing grammar.²¹ This allows researchers and caregivers to understand which aspects of the language have been acquired and which areas need further development. Additionally, errors indicate the specific linguistic domains that the child is grappling with at that point in time. Common error types for 3-year-olds, such as overgeneralization of rules, omission of grammatical morphemes, and word order mistakes, signal the grammatical areas they are focused on mastering.²²

Errors are also important because they demonstrate the child's ability to form linguistic generalizations and apply them creatively, even if the outcomes are non-target-like. This productive use of newly acquired rules is a sign of the child's remarkable capacity for language learning.²³

Furthermore, the way children respond to feedback on their errors can reveal their developing metalinguistic awareness – their ability to reflect on and manipulate linguistic forms. Such awareness is a crucial milestone in language development. Rather than being seen as deficits, errors made by 3-year-olds provide a window into their burgeoning language skills and cognitive processes. They are an expected

²¹ Bowerman, M. (1982). *Evaluating competing linguistic models with language acquisition data: Implications of developmental errors with causative verbs*. *Quaderni di Semantica*, 3(1), 5-66.

²² Bloom, L. (1991). *Language development from two to three*. Cambridge University Press.

²³ Clark, E. V. (2009). *First language acquisition*. Cambridge University Press.

and necessary part of the remarkable journey of first language acquisition⁵.

Importance errors in language learning are not viewed negatively; instead, they are considered a natural progression in the development of language skills. Dulay, Burt, and Krashen highlight that analyzing learner errors deepens the understanding of the language learning process and aids teachers and curriculum designers in selecting materials that cater to the learning needs of language learners. Over time, errors have garnered significant attention from researchers, leading to the introduction of various analysis procedures and taxonomies that examine errors from specific viewpoints, often focusing on the linguistic elements affected by each error,

C. Language

a. Definition Of Language

Language as a communication tool between people in the form of language. Communication takes place both verbal and nonverbal by writing, reading, and signs or symbols. Talking is complex process. Humans communicate through language and requires a process that develops with age. How humans acquire language as a way of communicating is always a an interesting topic to discuss so that it provides There are many theories about language acquisition.

b. Processed Language Acquisition

Mastery of a language by a child begins with language acquisition which is often called the mother tongue. Language acquisition is a very long process since the child does not know a language until fluent in the language. Fatmawati states language acquisition or language acquisition is a process that takes place in children's brains when they acquire their first language or mother tongue. The acquisition of language by children is one of the greatest and most amazing human achievements. That's why this problem got great attention. Language acquisition has been studied intensively for more than

two decades. At that time many things had been learned about how children speak, understand, and use language, but very little was learned known about the actual process of language development. One thing to note that language acquisition is very much determined by the complex interaction of aspects of biological, cognitive and social maturity.

Chaer mentions language is structured by reason. Language development must be based on more basic and more general changes in cognition. the order of cognitive development determines the sequence of language development. According to Rutter, Thorp, and Golding found that children experienced father and mother language through frequent questions submitted verbal and non verbal responses recognized and accepted, and through intense interaction. It can be said that meaningful children speech would be able to develop their language faster than others.²⁴

In conclusion, language serves as a vital communication tool, encompassing both verbal and nonverbal forms such as writing, reading, and symbols. The complexity of language, a multifaceted process that evolves with age, makes the acquisition of language a fascinating and continually discussed topic. Various theories attempt to explain how humans acquire language for effective communication. The initiation of language mastery in children is through language acquisition, often referred to as the mother tongue. This process, as described by Fatmawati, unfolds gradually in a child's brain as they acquire their first language. Language acquisition is recognized as a remarkable human achievement, prompting extensive study for over two decades. The intricate interplay of biological, cognitive, and social factors significantly influences language development.

Chaer emphasizes that language is structured by reason, and language development builds upon fundamental changes in cognition. The sequence of cognitive development, as proposed by Rutter, Thorp, and Golding, dictates the order of language

²⁴ Rohmah Tussolekha, op.cit 59-70

development. The study finds that frequent and interactive questioning by parents, coupled with verbal and nonverbal responses, plays a pivotal role in shaping children's language skills. It is evident that meaningful speech contributes to accelerated language development in children compared to other approaches. Overall, understanding the complexities of language acquisition involves recognizing the intricate interplay of biological, cognitive, and social factors throughout the developmental process.

D. Language Acquisition

a. Definition of Language Acquisition

Language acquisition is a process that takes place in the child's brain from when she acquire their first language or mother tongue. Language acquisition is an intricate and multifaceted process that unfolds over several years, allowing children to master the complexities of their native language(s) with remarkable efficiency. It is a journey that commences from birth, as infants begin to attune their senses to the linguistic input present in their environment, gradually decoding the intricate patterns of sounds, words, and sentence structures that comprise human communication. As they progress through various developmental stages, children exhibit an innate capacity to acquire language, driven by an interplay of biological predispositions and environmental stimuli. Steven Pinker eloquently captures this phenomenon, stating, "Language acquisition is a quintessential example of an ability that is biologically determined and unfolds in a specific sequence of developmental stages, with an intricate interplay between innate capabilities and environmental input."²⁵ Language acquisition is usually distinguished from learning language (language learning). Related language learning with the processes that occur when a child learns a second language, after he has acquired his first language. So

²⁵ Steven Pinker, *The Language Instinct: How the Mind Creates Language* (Harper Perennial Modern Classics, 2007), 18.

language acquisition is related with the first language, while language learning related to a second language. But there are also many who use the term language acquisition for language.²⁶ In other words, a child learns a second language after mastering his first tongue.

b. Understanding Language Acquisition

Language acquisition is a very long process since children do not know a language until they become fluent in the language. they rather need long process in order to use the words they have already acquired. Budi Santoso, Eva Magfiroh and Ayu Wahyu L.W states in their research "Language Acquisition of Children in Family Environment". In this research, they focused on how children acquire language in the children's family background. At this phase, they still use simple words that are very common and easy to communicate with their mothers or peoples around them. So, in this process they achieve many things about language and use it in communication. from the experiences then bring upon a number of factors for each accompanying experience and those factors to be the ones which have caused the greatest impact in terms of Language Acquisition and Learning.

In conclusion, language acquisition is a complex process occurring in a child's brain as they acquire their first language or mother tongue. This process is distinct from language learning, which pertains to the acquisition of a second language after mastering the first. While the terms "language acquisition" and "language learning" are often used interchangeably, they can refer to the mastery of the first and second languages, respectively.

The acquisition of language is a prolonged journey, beginning when children are unfamiliar with any language and culminating when they become fluent speakers. This gradual

²⁶ Abdul Chaer, *Psikolinguistik:Kajian Teoretik*, (Jakarta: Rineka Cipta, 2003), pg. 167.

process involves acquiring words and necessitates a considerable amount of time for children to effectively use the language they have learned. Budi Santoso, Eva Magfiroh, and Ayu Wahyu L.W, in their research on "Language Acquisition of Children in Family Environment," shed light on how children acquire language within the family setting. During this phase, children typically employ simple words for communication with their mothers and those around them. The experiences gained during this period contribute to factors influencing language acquisition and learning, with each encounter playing a role in shaping language development.

E. First Language Acquisition (FLA)

a. Definition First Language Acquisition

The process of first language acquisition is remarkably consistent across children, following a characteristic sequence despite differences in cultures, socioeconomic status, or language being acquired. It begins with the newborn's ability to perceive the basic sound units of all human languages. By around 6 months, infants start to become specialized in the sound patterns of their native language.²⁷ The one-word stage typically occurs around 12 months, followed by the two-word stage around 18-24 months. Children then move into the telegraphic speech period, producing short phrases and sentences while omitting grammatical function words. By age 3-4, they achieve near-adult competence in basic vocabulary and grammar, though more complex aspects of pragmatics and morphology continue developing into school age.²⁸

This progression is facilitated by cognitive abilities like pattern recognition, statistical learning, social cognition, and the child's motivation to communicate. The language input and interaction from caregivers play a crucial role, with

²⁷ Werker, J. F., & Tees, R. C. (1984). *Cross-language speech perception: Evidence for perceptual reorganization during the first year of life*. *Infant Behavior and Development*, 7(1), 49-63

²⁸ Saxton, M. (2017). *Child language: Acquisition and development*. Sage.

responsive feedback helping shape the child's linguistic system.²⁹

Children from language-rich environments tend to acquire language faster and have larger vocabularies. Frequent conversational turns with parents are particularly beneficial. Parents as the closest people of the children have the important role to give the input by the direct communication. Beside parents and people around the children, electronic devices also can give the input. Those electronic devices are Tv, handphone, electronic, and also DVD/videos. Children nowadays spend their time to watch television programs, play games in gadget and watch videos. Vygotsky says, He argues that the adults tend to be more analytical in learning languages unlike children who tend to be more holistic. Children acquire the language as it is formed and produced by others whereas the adults often think of how a construction is formed before using it in conversation.³⁰

b. Six Stages In Children's First Language Acquisition

Dardjowidjojo says, acquisition by nature is necessary because without the provision of natural beings may not be the child can speak and nurture language acquisition are needed because without input from the surrounding environment of the natural provisions would not come. Stages in First Language Acquisition when human are born, he does not have suddenly the grammatical with its rules. The native language is acquired through some stages, and every stage is passed near to adult's language. There are six stages in children's first language acquisition, namely:

- Pre-talking stage / Cooing (0-6 months)
- Babbling stage (6-8 months)
- Holophrastic stage (9-18 months)

²⁹ Hirsh-Pasek, K., Adamson, L. B., Bakeman, R., Owen, M. T., Golinkoff, R. M., Pace, A., ... & Suma, K. (2015). *The contribution of early communication quality to low-income children's language success*. *Psychological Science*, 26(7), 1071-1083.

³⁰ Fawzi Al Ghazali, *First Language Acquisition Vs Second Language Learning: What Is the Difference?*, Birmingham, United Kingdom, 2006, pg. 4.

- The two-word stage (18-24 months)
- Telegraphic stage (24-30 months)
- Later multiword stage (30+months)

In conclusion, parents, being the closest individuals to children, play a crucial role in providing language input through direct communication. Alongside parental influence, electronic devices such as TV, phones, and DVDs also contribute to the language input children receive. In today's digital age, children often allocate time to watching television programs, playing games on gadgets, and watching videos, further shaping their language acquisition. Vygotsky's perspective underscores the differences in language learning between adults and children. He highlights that adults tend to approach language analytically, thinking about how constructions are formed before using them in conversation, while children acquire language more holistically, absorbing it as it is formed and produced by others.

Dardjowidjojo emphasizes the essential nature of language acquisition, asserting that natural provisions are necessary for a child to speak and develop language. The stages in first language acquisition unfold progressively, with each stage bringing the child closer to mastering the adult language. These stages include the pre-talking stage or cooing, babbling stage, holophrastic stage, the two-word stage, telegraphic stage, and later multiword stage. Each stage represents a milestone in the child's linguistic development, reflecting the gradual acquisition of grammatical rules and language complexity.

F. Factors of Language Acquisition

a. Potential Language Acquisition

Vygotsky says, first language acquisition obtained from the interaction of children with their environment. Even though the child already has basic potential or language acquisition tool which Chomsky called language acquisition device (LAD), that potential would develop optimally after

getting stimulus from the environment. Children spend half the day doing activities at home and half the day doing activities in the environment. Be it the play environment or at school. Children's activities while the child is inside The home environment is the main task of parents to play an active role in every activity that children do. Otto states that the interaction of parents with children and learning contexts made at home can improve language acquisition skills in children.

Troike states that factors first language acquisition is language acquired during childhood and usually begins before the age of about three years. Children acquire language as they grow older. First Language Acquisition is the process by which children acquire their first language. Parents and the environment are very important and influential in the process of .children's language acquisition. Children usually listen to and respond to speech produced by the people around them, especially their parents. Mothers who provide opportunities for babies to communicate with them.³¹

Rangkuti and Muchtar mention that language is a result of stimulus response. Behaviorists believe that children learn language through a process of stimulus and response. Parents' would give the stimulus by communicate. And the children would give their response.³² From the above factors it can be concluded that children at the age of a Three years is a phase where children are able to absorb the stimuli given to the brain. So, naturally the child would be able to do all the stimuli without being taught. With brain power that is being able to absorb all stimuli from the outside, then immediately when the child hears a foreign word in the environment where their lives, they would be able to repeat the word even though it is not perfect.

In conclusion, Vygotsky underscores that first language acquisition is a result of the interaction between children and

³¹ Nidya Novalita, op.cit 21

³² Indah Julia Sari, op.cit 12

their environment. While children possess the basic potential or language acquisition tool known as the language acquisition device (LAD), this potential develops optimally through exposure to stimuli in their surroundings. Children split their day between home and external environments, whether through play or at school. Within the home environment, parents play a pivotal role in actively engaging with children during various activities, a factor highlighted by Otto, who emphasizes the positive impact of parental interaction on language acquisition skills.

b. Factors Language Acquisition

Troike notes that first language acquisition typically begins before the age of three and continues to evolve as children grow older. The process involves children listening and responding to the speech produced by those around them, particularly their parents. Rangkuti and Muchtar align with behaviorist perspectives, asserting that language is a result of stimulus and response. Parents contribute to this process by providing stimuli through communication, and children respond accordingly. Considering these factors, it can be concluded that the age of three marks a critical phase in a child's ability to absorb stimuli. At this stage, children naturally absorb and respond to external stimuli without formal teaching. Their developing brain allows them to repeat words, even if not perfectly, when exposed to foreign language stimuli in their environment. This underscores the significance of the role parents and the environment play in shaping a child's language acquisition during this crucial developmental phase.

G. Concept of Media

a. Definition Concept of Media

Mahnun states that the word 'media' has a plural form known as 'medium.' It originates from the Latin language, meaning intermediary or facilitator. Media can also be defined

as all forms and channels used by people to convey messages or information. In the teaching and learning process, learning media is a primary requirement to facilitate learning. Jauhari says, Media serves as a bridge tasked with conveying information to the intended recipients, such as television, computer, and other media. Learning is a communicative activity aimed at delivering messages from the message center using channels or media, and the reception of this message is a communication component. Sanjaya states that Learning media encompasses everything related to tools, environments, and all types of activities positioned to enhance knowledge and skills in every individual who utilizes them, ultimately influencing attitudes.³³

In conclusion, the term 'media,' as highlighted by Mahnun, is derived from the Latin language with a plural form known as 'medium,' signifying an intermediary or facilitator. Media, encompassing various forms and channels, serves as a vital tool for conveying messages and information. Jauhari emphasizes that media acts as a bridge, facilitating the communication process in the teaching and learning environment. Learning, viewed as a communicative activity, involves the delivery of messages through channels or media, with the reception of these messages constituting a fundamental communication component.

b. Advantage Learning Media

Sanjaya contributes to the discussion by defining learning media as comprehensive, covering tools, environments, and diverse activities strategically positioned to enhance knowledge and skills in individuals. Learning media goes beyond mere information dissemination; it plays a crucial role in shaping attitudes and influencing the overall development of individuals who engage with them. In essence, the multifaceted nature of media is integral to the communicative and educational processes, serving as a

³³ Juhaen, *Basic concepts of Learning Media*, Surabaya: UINSA, 2020, h 37

dynamic and essential component in facilitating learning and knowledge acquisition.

H. Social Media

Access to social media has become one of the primary needs of everyone, due to the need for information, entertainment, education, and access to knowledge from different parts of the world.³⁴ Technology create more experiences interesting and innovative, and make many people more interested in the learning process if they use the right tools. Tool Social media allows us to critical and creative thinking. Strategy and best practices are explored to address how educators use media social skills to adapt by involving new way of learning.³⁵ Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create content.

Shirky says social media and social software is a tool to improve the user's ability to share, to cooperate among users and take collective action that all of which are outside the institutional framework as well as organization. Even social media has also been widely usedmfrom among children, teenagers and especially adults. Today's social media can be said to be hope and it can be is said to be a tremendous danger among the people at the moment. Social media technology takes various forms, including magazines, internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photos or images, videos, ratings, and social bookmarks. By applying a set of theories in media research (social presence, media richness) and social processes (self-presentation, self-disclosure), Kaplan and Haenlein developed a classification scheme for various types of social media in their Business Horizons article published in 2010. According to Kaplan and Haenlein, there are six types of social media:

³⁴ Rulli Nasrullah, *Social Media Perspective of Communication, Culture, and Sociotechnology*, Bandung: Simbiosis Rekatama Media, 2017, h. 2.

³⁵ Bodle, R. *Social Learning with Social Media: Expanding and Extending the Communication Studies Classroom. In Teaching Arts and Science with the New Social Media Cutting-edge Technologies in Higher Education* Vol. 3, 2015, pp. 107–126.

- a. Collaboration Projects
Websites that allow users to modify, add, or remove content on the site. For example: Wikipedia.
- b. Blogs and Microblogs
Users have more freedom to express themselves in blogs, whether venting or criticizing government policies. For example: Twitter.
- c. Content Sharing
Users on these websites share various media content such as videos, ebooks, images, and more. For example: YouTube.Tiktok
- d. Social Networking Sites
Applications that allow users to connect by sharing personal information to interact with others. Personal information can include photos. For example: Facebook.
- e. Virtual Gaming Worlds
Virtual environments that replicate 3D settings, where users can appear as desired avatars and interact with others as they would in the real world. For example: Online games.
- f. Virtual Social Worlds
Virtual environments where users feel they are living in a virtual world, similar to virtual gaming worlds, interacting with others. However, Virtual Social Worlds offer more freedom and lean towards real-life interactions. For example: Second Life.

In conclusion, access to social media has evolved into a fundamental necessity for individuals seeking information, entertainment, education, and knowledge from various corners of the world. Technological advancements have not only made the learning process more interesting and innovative but have also increased people's engagement when utilizing the right tools. Social media platforms serve as catalysts for critical and creative thinking, providing a space for users to share information, engage in conversations, and create content.

b.Avantage of Social Media

Educators are exploring strategies and best practices to leverage social media skills, adapting to new learning methods. Social media, as described by Shirky, serves as a tool to enhance users' ability to share, cooperate, and collectively take action, often operating beyond institutional frameworks and organizations. The widespread use of social media is evident among individuals of all age groups, including children, teenagers, and adults. However, while social media offers hope and immense potential, it also poses risks and dangers. With various forms such as WhatsApp, Facebook, Instagram, games, TikTok, and more, social media has become a pervasive force that simultaneously holds promise and challenges in today's society.

Era of globalization, humans are inseparable from technological advancements, particularly in the realm of social media. With the rapid progress of technology, numerous new social media platforms have emerged, such as Line, Path, WhatsApp, Instagram, Facebook, and many others. The proliferation of social media brings both benefits and drawbacks. Some examples of the advantages of using social media in daily life include easier access to information from anywhere in the world. For instance, the recent crane collapse tragedy at the Masjidil Haram in Mecca. In addition to facilitating access to the latest information, social media also provides opportunities to promote products, whether goods or services, through online shops.

This social media benefit is currently being widely enjoyed by users. Making money can be as simple as promoting business on social media. Create ads that are as appealing as possible to attract potential buyers. Additionally, we can also sell items on social media. Simply provide photos of the items we want to sell, and other users will purchase our merchandise. The advantages of using social media extend to expanding friendship networks as well as business connections. Some of these benefits can help us understand how to use social media properly and responsibly, thereby minimizing potential crimes that may occur

on social media. ³⁶Networking through social media has its strengths and weaknesses, resulting in both positive and negative impacts. Some advantages of using social media include:

- Building and maintaining relationships with distant family members or friends anywhere without having to meet face-to-face.
- Connecting with friends from various ethnicities, races, and backgrounds.
- Reconnecting with old friends who have lost touch or not met in a long time.
- Gaining knowledge.
- Faster access to information.
- Utilizing for online buying and selling.
- Simplifying the search for a life partner.
- Learning about historical insights.
- Staying informed with the latest news or updates.

I. Tiktok Application

a. Definition of Tiktok Application

One of the fastest growing apps in the world, TikTok could be the beginning of an era. Along with other digital products coming out of China, TikTok has the potential to change the future of technology – a future in which the culture and interests of Shanghai or Beijing can shape the industry to a greater extent. Tik-Tok is currently the most famous and fastest growing application in the world, created by China. This application strikes at the technology we are used to.

Before the advent of TikTok, the absolute primacy in the development of technology was occupied by the United States, namely, Silicon Valley. Now China is developing very quickly, taking the flag of superiority in technology. The Chinese have combined social networks and commerce, making

³⁶ Umul Muhimah, —As-Salam Agreement in Online Buying and Selling Reviewed Perspective of Islamic Economics| (IAIN Metro, 2017). h. 7

them convenient applications for users. Now they are enjoying a huge success. The younger generation is happy to use tiktok, which contains the rest. This is a more convenient and faster way to achieve your desires. Seeing the undoubted success of Chinese developers, Tiktok application is a commercially successful solution. In this application, literally everything is worked out. The content is automatically checked for prohibited content and immediately removed if any are found. It also shows the progress in Chinese technology. This application also uses new ways to select content for users. This is to some extent an inspiration, or rather a process of globalization.³⁷

b. Advantages of Tiktok

TikTok have gained increasing recognition as social network sites to support online knowledge acquisition, sharing, and application via social media platforms education and entertaining. many people are interested in making videos using the TikTok application. And viewers of tiktok content also argue that using TikTok social media can also increase enthusiasm and confidence. Due to the nature of TikTok videos that are shorter in duration with humorous yet informative content, these videos might serve as engaging teaching materials.

Al-Marouf, Salloum, Hassanien, & Shaalan, Wang & Fu, Zhu, Dong, Qi, & Deng state TikTok has emerged as an application that has a micro-video feature. The Chinese government used short videos to spread the news about COVID19. The short videos play a critical role in assessing the relation between the government and the Chinese citizen. It urges Chinese people to use micro-videos which led to the emergence of TikTok is a popular platform. Hence, TikTok is seen as the top

³⁷ Natalia Myravyova, dkk. “Blended Learning for Teaching Professionally Oriented Foreign and Native Languages”, Arab World English Journal (AWEJ) Special Issue on CALL No.7, (2021), pp. 136.

app that offers short video socialization in China and is considered a front for spreading various topics in new media.³⁸

J. Phonology

Keraf states, phonology consists of two words from Greek, namely phone: is a sound, then the second word is logos which has the meaning of order, word, or knowledge which is also called sound system. However, the sound that is meant in this case is phonology not sound in general, but the sound of language that is able to distinguish meaning in spoken or written language used by humans. The sounds studied in phonology are also called phonemes. Keraf says that phonology can be interpreted as part of the language order that studies the sounds of language.³⁹ Chomsky mentions that there are two processes that happened. The processes are competence process and performance process. Competence is the process of mastery of grammar (phonology, morphology, syntax, and semantics) unconsciously.

Jakobson's theory states that in obtaining first language, the child would apply the characteristic sound articulation is very much different which is called the principle of contrast maximum. After the child is born, the first language skills they master is listening to the sound of what is heard. Listening ability is the ability that the child first mastered and then followed by the ability to speak or imitate what children hear in their environment. The speaking ability possessed by children is still not said to be perfect in accordance with English phonetics. Therefore, it is important to know the acquisition and production of sounds spoken by children. The topic of children's voice acquisition is an interesting topic.

³⁸ Audrey A. Bernard Ining, "Expanding ESL Students' Vocabulary Through TikTok Videos" *Journal of Study of Language, Literature, and Culture*. Vol. 11 No.2, (December 2021), Pg.171-184

³⁹ Sarana ilmu, *8 Definitions of Phonology and Its Definitions According to Complete Experts*, <https://tinyurl.com/2p8s64f3>, accessed on 30 November 2021 at 08.07.

K. Phoneme

Phonemes are single sounds in speech that are represented by a single symbol, phonemes are generated by the intricate coordination of the lungs, vocal cords, larynx, lips, tongue, and teeth. When all of these organs are working properly, the sound produced would be perceived and understood quickly by listeners who master the language spoken by the speaker. According to David Ingram in his book "Phonological Disability in Children," a phoneme is defined as "the smallest contrastive linguistic unit which may bring about a change of meaning."¹ In other words, a phoneme is the basic unit of sound in a language that can distinguish one word from another.⁴⁰

Barbara Dodd, in her work "Differential Diagnosis and Treatment of Children with Speech Disorder," states that "a phoneme is a member of the set of smallest units of sound that can differentiate meaning in a language."² This definition highlights the fact that phonemes are the building blocks of meaningful speech and language.⁴¹ David Crystal, a renowned linguist, provides a more comprehensive definition in his book "A Dictionary of Linguistics and Phonetics": "A phoneme is the smallest segmental unit of sound employed to form meaningful contrasts between utterances."³ He emphasizes that phonemes are the smallest units of sound that can create distinctions in meaning within a language.

In their work "Phonological Development," Carol Stoel-Gammon and Alison Sosa explain that "a phoneme is a member of a set of speech sounds that are used to differentiate meaning in a language."⁴ They underscore the idea that phonemes are the fundamental units of sound that allow for the distinction of meaning in a linguistic system. When people speak, they produce a series of phoneme which carry a certain meaning. Ramelan states, A phoneme is a basic unit

⁴⁰ David Ingram, *Phonological Disability in Children* (Psychology Press, 1976), 12.

⁴¹ Dodd, Barbara, et al. "Differential Diagnosis and Treatment of Children with Speech Disorder." Wiley, 2005, p. 23.

of a language's phonology, which is combined with other phonemes to form meaningful units such as words or morphemes. Different sounds that bring about a difference in meaning are called phonemes. A phoneme is therefore a group or unit of sounds that distinguish meaning. Phonemes are significant sound units. The phoneme can be described as "the smallest contrastive linguistic unit which may bring about a change of meaning". Phonemes are divided into two parts. They are vowel phonemes and consonant phonemes.

Jones says, vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/, /ɪ/, /e:/, /æ/, /ɜ:/, /ʌ/, /u:/, /o:/, /ɔ:/, while short vowels consist of /i/, /ɪ/, /e/, /æ/, /ɜ/, /ʌ/, /u/, /o/. Short vowel sounds are the basic unaltered vowels. They usually occur when a single vowel is followed by a single consonant. Representing the five basic vowel sounds, they are pronounced as shown in the examples: sound /æ/ in (mat, pat, lap); /ɛ/ in (met, let); /ɪ/ in (bin, pit); /ɒ/ in (pot, lot); /ʌ/ in (fun, sun). Long vowels can be formed in a massive variety of spelling. The rules only apply about half the time, so these examples represent possible spellings rather than certain rules. /ɑ:/ in (far, car); /i:/ in (sheep, meat); /ɜ:/ in (her, word). In producing a vowel sound the main obstruction takes place in the larynx, where the air is forced to pass out through a small.

Opening between two vocal cords and cause them to vibrate; the nasal cavity is closed off, while the function of the mouth and the nose is only to modify the sound already produced in the larynx and also to act as a resonance chamber. A consonant is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. Consonants may come singly or in clusters, but must be connected to a vowel to form a syllable. For example /p/ - pip, pot; /b/ - bat, bug; /t/ - tell, table; /d/ - dog, dig; /k/ - cat, key; /g/ - get, gum; /f/ - fish, phone; /v/ - van, vat; /θ/ - thick, thump, faith; /ð/ - these, there, smooth; /s/ - sat, sit; /z/ - zebra, zap; /ʃ/ - ship; /ʒ/ - treasure, leisure; /h/ -

hop, hut ; /tʃ/ - chip ; /dʒ/ - lodge, judge ; /m/ - man, mummy ; /n/ - man, pan ; /ŋ/ - sing, wrong ; /l/ - let, lips ; /r/ - rub, ran ; /w/ - wait, worm ; /j/ - yet, yacht.⁴²

L. Phoneme Error

A mistake usually refers to an error that is recognized and can be self-corrected by the speaker. This commonly occurs with adults or children who have already mastered the language proficiently. A phonological/phonemic error, on the other hand, refers to a systematic deviation from the target language norms made by the speaker, especially in the early stages of language acquisition. This is not a conscious error, but rather a natural part of a child's language development process.

Lise Menn states in "Patterns of Phonological Development" The phonemic deviations made by preschool children from the adult standard form are examples of the natural process of language acquisition. These are not mistakes, but rather temporary strategies used by the child to simplify the complex phonological system. So, when a three year old child substitutes "r" with "w" or omits final consonants, it is not a conscious mistake, but rather a common phonological/phonemic error that occurs because the child's phonological abilities are still developing. The term phonological/phonemic error is more appropriate because it reflects the natural development of a child in acquiring their language's sound system, rather than just a conscious mistake. This is a normal phenomenon in child language acquisition."

Goodwin states, the goal of instructions therefold enable our learners to understand to build their confidence in entering communicative situations. If the children can't match sounds (phonemes) and letters (graphemes) correctly, they make error phonemes. These child can't usually hear and pronounce all the

⁴² Deliana Simarmata and Hilman Pardede, "Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants", Medan: UHN ,2018, Pg.4-5

sounds in a word correctly (instead of /ti:θ/, they'll say /ti:f/ for teeth).

To eliminate these mistakes, the children should focus on learning all consonant and vowel phonemes to raise their phonemic and phonological awareness. They should work on each sound until they can recognize them in words.⁴³

Example:

- Original Phrase: "I scream, you scream, we all scream for ice cream."

Phoneme Error: "I scream, you scream, we all scream for rice cream."

In this example, the phoneme error occurs in the word "ice cream." The phoneme /aɪ/ in "ice" is incorrectly pronounced as /aɪs/ ("rice"), resulting in the incorrect word "rice cream" instead of "ice cream."

- Original Phrase: "The quick brown fox jumps over the lazy dog."

Phoneme Error: "The quick brown vox jumps over the lazy dog."

In this example, the phoneme error occurs in the word "fox." The phoneme /f/ in "fox" is incorrectly pronounced as /v/ ("vox"), resulting in the incorrect word "vox" instead of "fox."

- Original Phrase: "Can I have a cookie?"

Phoneme Error: "Can I have a tootie?"

In this example, the child made a phoneme error by substituting the /k/ sound with the /t/ sound. As a result, the word "cookie" is pronounced as "tootie," leading to the incorrect question "Can I have a tootie?" instead of "Can I have a cookie?"

- Original Phrase: "I have a red ball."

Phoneme Error: "I have a wed ball."

In this example, the child made a phoneme error by substituting the /r/ sound with the /w/ sound. As a result, the word "red" is pronounced as "wed," leading to the incorrect sentence "I have a wed ball" instead of "I have a red ball."

⁴³ <https://www.englishcollege.com/how-avoid-3-common-spelling-errors>

- Original Phrase: "I want to ride my bike."
Child's Phoneme Error: "I want to wide my bike."
In this example, the child made a phoneme error by substituting the /r/ sound with the /w/ sound. As a result, the word "ride" is pronounced as "wide," leading to the incorrect sentence "I want to wide my bike" instead of "I want to ride my bike."
- Original Phrase: "Aku suka makan pisang."
Phoneme Error: "Aku suka makan bisang."
In this example, the phoneme error occurs in the word "pisang." The phoneme /p/ in "pisang" is incorrectly pronounced as /b/ ("bisang"), resulting in the incorrect word "makan bisang" instead of "makan pisang."
- Original Phrase: "Saya mau makan es krim."
Phoneme Error: "Saya mau makan es prim."
In this example, the child made a phoneme error by substituting the /k/ sound with the /p/ sound. As a result, the word "krim" (cream) is pronounced as "prim," leading to the incorrect sentence "Saya mau makan es prim" instead of "Saya mau makan es krim."
- Original Phrase: "Aku suka main bola."
Phoneme Error: "Aku suka main pola."
In this example, the child made a phoneme error by substituting the /b/ sound with the /p/ sound. As a result, the word "bola" (ball) is pronounced as "pola," leading to the incorrect sentence "Aku suka main pola" instead of "Aku suka main bola."

M. Vocabulary

Cameron states, learning vocabulary is essential in language acquisition. Knowing a word entails recognizing its meaning upon encountering it. This proficiency significantly influences language learning, as emphasized by Hatch and Brown, who define vocabulary as the collection of words specific to a language or those used by its speakers. Therefore, students must attain a

sufficient vocabulary to effectively utilize the English language.⁴⁴ Various experts propose definitions of vocabulary. Alqahtani asserts that vocabulary learning fundamentally involves acquiring word definitions. He defines vocabulary as the total number of words necessary to communicate ideas and convey speakers' meanings.⁴⁵

Pateda states that a child's language acquisition and reasoning ability is a fairly good time for the child's language acquisition process. In fact, childhood is known as a golden age or a very important time in human life. The success or failure of a child's developmental stages would affect the life and formation of the child in the future. The growth and development of the child's brain allow it to be optimally stimulated in the form of absorption of the stimulus. All stimuli are provided by the home and school environment.

This implies that effective communication hinges on the utilization of language-specific words to convey thoughts. According to Neuman and Dwyer, vocabulary encompasses the essential words required for effective communication, encompassing both expressive (spoken) and receptive (heard) vocabulary. Thus, vocabulary empowers individuals to articulate opinions, provide detailed self-descriptions, and facilitates comprehension of spoken and written communication, enabling mutual understanding among interlocutors⁴⁶.

Vocabulary stands as a pivotal component of language; lacking it, we encounter challenges in comprehending what we see, read, and learn. McCarthy and O'Dell underscore that merely understanding word meanings falls short; we must also grasp their associations, grammatical nuances, and pronunciation. This highlights that vocabulary acquisition involves more than just

⁴⁴ Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press, 2001), p.27

⁴⁵ Mofareh Alqahtani, *The Importance Of Vocabulary In Language Learning And How To Be Taught*, (International Journal Of Teaching And Education, Vol. III, No. 3, 2015), p.25

⁴⁶ Susan B. Neuman, and Julie Dwyer, "Missing In Action: Vocabulary Instruction In Pre-K" in *The Reading Teacher*, (International Reading Association, Vol. 62, No. 5, 2009), p. 385, doi:10.1598/Rt.62.5.2

learning words; it encompasses understanding their usage. The greater a child's vocabulary, the better they can interpret and convey others' ideas, facilitating more effective communication. Therefore, children with extensive vocabularies find it easier to communicate proficiently⁴⁷.

According to a study by Pateda a child's early years are considered a crucial period for language acquisition and the development of reasoning skills. The term "fairly good time" suggests that this stage is optimal for language learning and cognitive development. The reference to childhood as a "golden age" underscores its exceptional significance in human development. This period is recognized as a key phase in shaping various aspects of a person's life, including language acquisition and cognitive abilities. Successes or challenges during this period can have a lasting impact on the child's overall life and formation, shaping their cognitive abilities, social skills, and future achievements.

The child's brain is described as being in a state where it can optimally absorb stimuli. This suggests that exposure to a variety of stimuli during this period is crucial for cognitive development. Home is primary sources of stimuli for a child. It can contribute to the cognitive and language development of the child by providing a rich array of experiences, interactions, and learning opportunities. According to Hiebert and Kamil that vocabulary is knowing the meaning of words. Learning vocabulary helps a person to find and understand the meaning of certain words in the language used. It refers to the words we know to communicate effectively.

Hiebert and Kamil state vocabulary as the knowledge of word meanings. In other words, it encompasses the set of words that a person understands and can use in their language. Learning new words enables an individual to not only recognize those

⁴⁷ Mofareh Alqahtani, The Importance Of Vocabulary In Language Learning And How To Be Taught, (International Journal Of Teaching And Education ,Vol. III, No. 3, 2015), p.25

words but also comprehend their meanings within the context of the language they are using. It emphasizes the practical application of vocabulary in understanding and using language effectively.⁴⁸

In conclusion, vocabulary is crucial for understanding and using language effectively. Experts like Cameron and Alqahtani stress its importance in communication, while Pateda highlights childhood as a key time for learning language and reasoning skills. During this period, exposure to various experiences at home helps shape a child's cognitive development. Neuman and Dwyer, along with McCarthy and O'Dell, emphasize that knowing words is more than just understanding their meanings; it involves grasping how they're used in context. This helps people express themselves better and understand others. Hiebert and Kamil add that learning new words helps expand our vocabulary and improves our ability to use language. Overall, vocabulary is fundamental for effective communication and learning, especially during childhood when the brain is most receptive to new information.

N. Breadth And Depth In Language Acquisition

Language acquisition in young children occurs rapidly, with kids gaining breadth (a wide vocabulary) and depth (understanding nuanced meanings) at an impressive rate. By age 3, a typically developing child has a vocabulary of around 1,000 words.⁴⁹ In terms of breadth, 3-year-olds are learning new words at a rate of 8-10 per day.⁵⁰ Their vocabulary spans various categories like people, animals, foods, household objects, etc. However, their understanding is still quite literal. Depth of vocabulary shows more gradual development. While 3-year-olds grasp basic meanings, they struggle with metaphors, multiple

⁴⁸ Fauziah Aquila Br. Purba, op.cit 2-4

⁴⁹ Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H Brookes Publishing.

⁵⁰ Bloom, P. (2000). *How children learn the meanings of words*. MIT press.

meanings of words, and linguistic nuances.⁵¹ For example, they may know "hot" means warm in temperature but not understand phrases like "hot cake" or "hot temper." Research shows vocabulary breadth and depth are correlated - children with larger vocabularies also demonstrate deeper understanding of the meanings.⁵² As they encounter words repeatedly across contexts, depth of comprehension builds. In summary, at age 3 children make great strides in breadth of vocabulary but are still developing the depth to fully grasp abstract and figurative language uses.

In "The Study of Second Language Acquisition," Rod Ellis elaborates on these concepts, stating that "breadth of acquisition refers to the range of linguistic features that have been acquired, while depth of acquisition concerns the extent to which individual features have been mastered."⁵³ Lyle F. Bachman states in his book "Fundamental Considerations in Language Testing" stated that breadth refers to the range of language competencies an individual possesses, such as vocabulary, grammar, and language skills (listening, speaking, reading, writing).⁵⁴ Meanwhile, depth refers to the level of mastery or proficiency in each of these language competency areas. The breadth of language acquisition refers to the range or scope of language skills and knowledge that a person has acquired. It encompasses various aspects of language, such as vocabulary, grammar, pronunciation, and pragmatics. In other words, breadth relates to the different components or domains of language competence that an individual has developed.

⁵¹ Nippold, M. A. (2016). Later language development: School-age children, adolescents, and young adults. Pro-Ed.

⁵² Ouellette, G. P. (2006). *What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension*. *Journal of Educational Psychology*, 98(3), 554-566.

⁵³ Rod Ellis, *The Study of Second Language Acquisition*, 2nd ed. (Oxford University Press, 2008), 101.

⁵⁴ Lyle F. Bachman, *Fundamental Considerations in Language Testing* (Oxford: Oxford University Press, 1990), 87.

Depth in language acquisition refers to the level of proficiency or mastery that an individual has attained within each of these language domains or aspects. It is concerned with the degree of complexity, accuracy, and fluency with which a person can use and understand the different components of the language. For example, in terms of vocabulary, breadth would refer to the size of one's vocabulary, encompassing the number of words known. Depth, however, would relate to the degree of understanding of those words, such as their multiple meanings, connotations, and appropriate usage in different contexts.

Similarly, in the area of grammar, breadth would involve the range of grammatical structures and rules that an individual has acquired, while depth would pertain to the level of accuracy and automaticity in applying those structures in language production and comprehension. The breadth and depth of language acquisition are interrelated, as having a broad range of language skills can facilitate the development of deeper proficiency within each domain. However, it is also possible for an individual to have a relatively narrow breadth but a deep mastery within a specific language area, or vice versa. Achieving both breadth and depth in language acquisition is essential for attaining high levels of overall language proficiency and communicative competence. Language learners and educators often strive to strike a balance between expanding the breadth of language knowledge and skills while also deepening the level of mastery within each area.⁵⁵

These expert perspectives highlight that breadth in language acquisition encompasses the range of language components or domains acquired, such as vocabulary, grammar, pronunciation, and pragmatics. In contrast, depth refers to the level of mastery, elaboration, and quality of knowledge or skills demonstrated within each domain. Both breadth and depth are essential for achieving proficient language abilities, as learners must acquire a wide range of linguistic features and a deep understanding of each feature to communicate effectively.

⁵⁵ Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge: Cambridge University Press, 2012)

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