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# The Stages and Development of First Language Acquisition on Children 1,6 Years Old

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## Abstract
This study describes the stages and development of children's first language using Indonesian. The object of this research is 2 children aged 1.6 years. The purpose of this study was to describe the stages and development of the first language in children. The method used is a qualitative method with a descriptive approach and the techniques used are observation and interviews. The data collected is documentation presented in tabular form. Data analysis using transcription, identification, and classification methods. The finding of this study is that CS is faster in language acquisition development at the phonological, morphological, and syntactic levels compared to MF. This is influenced by several factors such as gender, social, parenting, and environment.

**Keywords**: *stages and development; first language acquisition; early childhood*

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## Introduction
The term acquisition is used for the equivalent of the English term acquisition, which is a language acquisition process that is carried out by the child naturally when he learns his mother tongue (Dardjowidjojo, 2016). So, the acquisition of the first language in children is done naturally and suddenly, without any media or tools used such as teachers who teach and having classes to learn the first language. First language acquisition has stages and developments.

The stages of first language acquisition in children who are the object of this research are in accordance with the competency process proposed by Chomsky, (1965) which includes phonological stages, morphological stages, syntactic stages, semantic stages, and pragmatic stages. However, in this study, it is only limited to three stages, namely the phonological, morphological, and syntactic stages. The stages of acquiring phonology in children include the stages of sound production by imitating the sounds heard in their environment, such as babbling. Morphological stages include pronouncing sounds in the form of syllables, as well as syntactic stages where children can say 1 or 2 words according to their experience in responding to their environment (Arifuddin, 2010).

The two children who became the object of research both passed or were in the three stages. An example of a phonological stage that is a natural object of study is when he says the word "*yam*" which means *'ayam (chicken),'* but because the child has not been able to pronounce the phoneme /a/ at the beginning of the word, he only pronounces "yam". An example of the morphological stages experienced by the two research objects is the word "*yah kut*" which

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means "father comes along". The child can produce words, but has not been able to pronounce the word in full, resulting in the sound being omitted. An example of a syntactic stage in which the second object of natural research is the word "yah".

The stage of language development in children in this study is cognitive theory (Rose et al., 2009) . Cognitive theory, namely the theory of children's language development that leads to two factors, namely internal factors and external factors and behaviorism, these two children experience several differences (Ramirez et al., 2013; Lailiyah & Wijaya, 2019). Based on observations, CS children in their language development are good, in accordance with the theory which states that children at the age of 1.6 years can pronounce syntactically which includes clauses such as /*yah kut*/ which if spoken becomes /father joins/. While MF is lagging, this child cannot yet pronounce the morphological stage which includes /atu/ if spoken /satu (one)/.

MF based on observations experienced a called speech delay. This child tends to be quiet, and shy, so he does not say many words. This is influenced by several factors of children's language development such as cognitive which refers to two factors, namely internal factors and external factors proposed by Piaget (1926). These internal factors include family circumstances, motivation, and external factors which include the child's social environment. MF children are left behind, and their development is only limited to morphology which includes /or/ if spoken /one/, and this child is not in the syntactic phase like the first child (Rafiyanti, 2021).

Chomsky (1965) suggests that there are two processes of first language acquisition, namely the process of performance and competence. Data were obtained from the stage and development of the first language in children according to the competency process. In this competency process, there are several stages that are included in it, namely: phonological, morphological, and syntactic stages (Astia, 2020; Fauziddin, 2017; Fitriani, 2019; Rafiyanti, 2021; Sahasti, 2020).

This research was conducted based on observations of children who were going through the process of acquiring their first language, the authors found that there were differences in language acquisition between children who were both 1.6 years old. The differences in the language acquisition of the two children are in the acquisition of phonology, morphology, and syntax, where one of the two children turns out to be faster in acquiring language development than the other child. This is what underlies curiosity about the phenomenon and decided to investigate it further. This study discusses how the stages of children's language acquisition are and describes the comparison of the data acquisition of the two languages, and identifies the factors that trigger the differences in language acquisition of the two children.

Thus, it is very difficult to describe the results of language acquisition in children aged 1.6 years, especially by comparing children with gender, social, economic, parenting, and environmental differences. This, of course, must be studied in order to obtain maximum results. For this reason, this research needs to be carried out as a benchmark in the development of language acquisition in children aged I.6 years which ultimately leads to efforts to develop the field of psycholinguistics.

Language acquisition research is in great demand by researchers who want to study natural language acquisition. That is, this study is very important to do as a basis for language formation from an early age. Relevant research related to this research is Salnita et al., (2019) with the title Language Acquisition in 3 Years Old Children; Al-Hamzi et al., (2021) researched Problems and Approaches in Children First Language Acquisition at Age 1-3 Years Old in Yemen; Izar et al., (2020) write about The Stages, Comparison and Factors of First Language Acquisition of Two-Years-Old Male and Female Child; Waridah, (2016) researched the acquisition of phonology in the development of children's language; Jamal & Setiawan, (2021) researched the Analysis of Language Acquisition in 2.8 Years Old Children based on the Mean Length Of Utterance in Phonological Aspects of Morphology and Syntax; Rafiyanti, (2021)

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researched the acquisition of morphology and syntax in children aged 2-4 years (Psycholinguistic Studies); and Astia, (2020) researched on The Analysis of Phonology in First Language Acquisition Malay Pattani in Children Three-Year-Old. Finally Adha, (2022) researched on Phenomenon of Language Acquisition and Development in Early Childhood.

From these studies, there are similarities and differences in this study. The similarity lies at the level of psycholinguistic studies, methods, and theories. The difference lies in the object of study, sample, and participants. Thus, the results of the research will also be different and new.

## Methodology

This type of research uses a qualitative descriptive approach which is carried out by means of note-taking techniques, recording techniques and question and answer techniques. Descriptive qualitative method is research that describes or describes the object of research based on the facts that appear or as they are. The data used in this study are the results of field observations that are included in the video and from the video it is described in tabular form according to the stages of phonology, morphology, and syntax. Then proceed with a comparative analysis of language acquisition from the language acquisition mechanism and the factors that influence language acquisition, which can be obtained through questions and answers with parents of boys and girls. There are two subjects in this study. The research subjects were CS and MF children aged 1.6 years. The study was conducted for 4 weeks. Data analysis was carried out by means of transcription, identification, classification, and conclusion (Figure 1).

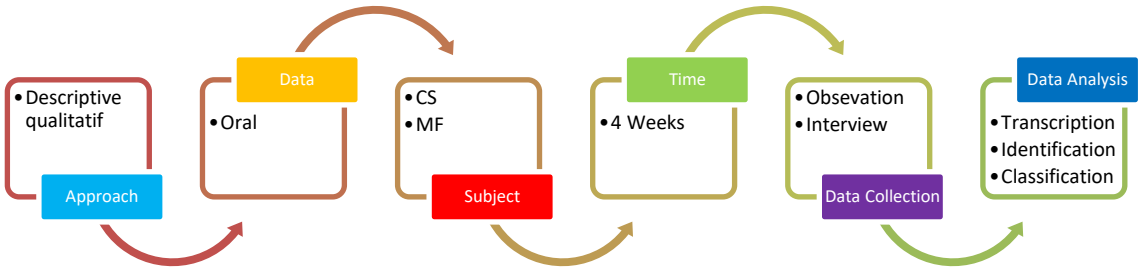


**Figure 1. Research Step**

## Results and Discussion

Based on the results of data analysis, it is explained that some of the findings presented are the first development of the language acquisition process, the stages of first language acquisition, the factors of first language acquisition, and the barriers of first language acquisition.

### First Language Acquisition Stage

Babbling stage at this stage, children aged 5 months to 8 months (Arifuddin, 2010; Dardjowidjojo, 2016; Piaget, 1926; Waridah, 2016). The babbling stage is an utterance that has meanings that cannot be concluded, but the child's speech development is in accordance with the child's neurological abilities. For example, the data "*tattatat, lalala*" is a one-word stage (*Holofrastis*). At this stage children aged 12 to 18 months the holophrastic stage is an utterance containing single words spoken (Arifuddin, 2010). The words that children say at this stage refer to objects that they often see or encounter in everyday life. For example: "*yah, mah, wa*". Stage two Words (one phrase) At this stage the child is 18 to 20 months old. This stage produces utterances consisting of two words, such as, "*mama mam*", "*papa ikut*" and others.

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**Table 1. Level of Language Acquisition in Children I (CS)**

| Words spoken weekly | babbling) [a] | Holofrastice[b] | 1 Phrase[c] |
|---|---|---|---|
| Week 1 | *Ayayayy* [a1]<br>*Atattata*[a2]<br>*Anayhnayah*[a3]<br>*Iyahhhha*[a4]<br>*Yayayayahh*[a5]<br>*Suuuuwahhh*[a6]<br>*Isisiisiiisss*[a7] | *Acihh*[b1]<br>*Kut*[b2]<br>*Mam*[b3] | *Anan ca*[c1]<br>*Yah kut* [c2]<br>*Bu mam*[c3] |
| Week 2 | *Aaaaahhhh*[a8]<br>*Hiyayyhayyyaa*[a9]<br>*Mamammamamaaa*[a10]<br>*Aaaaatuuuaatuu*[a11]<br>*Aaaaaaaa*[a12]<br>*Annnnaju*[a13]<br>*Dawaaaa*[a14]<br>*Neneneta*[a15] | *Yah...bu*[b4] *(ayah, ibu)* *Atut nyong*[c4]<br>*Atit* [b5]<br>*Atut*[b6] | *Bu nenen* [c5]<br>*Wa nan* [c6] |
| Week 3 | *Abaaatuu*[a17]<br>*Atuuiii*[a18]<br>*Adacaaa*[a19]<br>*Aappeehh*[a20]<br>*Adadaa*[a21]<br>*Lelelele*[a22]<br>*Yayyee*[a23] | *Cu*[b7] *(itu)*<br>*Yam*[b8] *(ayam)*<br>*Mbil*[b9] *(ambil)* | *Ata bu*[c7]<br>*Ata ya*[c8]<br>*Ata wa*[c9] |
| Week 4 | *Yeyayea*[a24]<br>*Hayahaya*[a25]<br>*Hmmmm*[a26]<br>*Aaaaaaa* [a27]<br>*Aaaah* [a28]<br>*Tetetet*[a29]<br>*Tatutatua*[a30]<br>*Wuuuaah*[a31] | *Tak*[b10] *(mintak)*<br>*Ndi* [b11]*(mandi)*<br>*Ngan* [b12]*(jangan)*<br>*Yam* [b12]*(ayam)* | - |

**Babbling Stage**

**Babbling Analysis on Week 1:**

In this week, babbling or babbling done by children mostly express happiness and pleasure in something. We can see this in the data "*ayayayy*" [a1]. At the time of the study, the child made this babble when the mother gave him milk and in the data *"atattata"*[a2], the child asked to be carried with his mother and his facial expression when babbling was smiling. The rest of the data obtained does not refer to a particular context because he is just babbling because it is the nature of the child himself who is active, therefore most situations are to express happiness and pleasure.

**Babbling Analysis on Week 2:**

In this week, the child begins to express his sadness by babbling. We can see this in the data *"mamammamaaa"*[a10]. When the child babbles, the situation that occurs at that time is that the mother leaves the child to go behind, because she does not want to be left by her mother, the child cries, and babbles. This week, the situation is slightly different from the previous week because the child babbles to express joy and sadness.

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**Babbling Analysis on Week 3:**

This week, all the data obtained refers to the situation where the child is left playing alone with his toys. Therefore, what we can conclude from all the data is the babble spoken by the child to express his enthusiasm for the toy he is playing.

**Babbling Analysis on Week 4:**

Like the previous weeks, the babble spoken by the child has the meaning to express feelings of sadness and pleasure. In the data "*Aaaaaaa*" [a27], the situation that occurs is when the toy held by the child is taken by the mother. The babble was spoken by the child to express his irritation and anger.

**Holophrastic Stage**

**Holophrastic Analysis on Week 1:**

This week, there are 3 patterns of one word that can be produced by children, namely "*acih*" which means "thank you", "*kut*" which means "come" and "mam" which means "eat".

**Holophrastic Analysis at Week 2:**

The resulting words are *"yah"* which means "father," *"bu"* which means "mother," *"atit"* which means "sick" and "atut" which means "afraid".

**Holophrastic Analysis t Week 3:**

This week, the resulting words are *"cu"* which means "that," *"yam"* which means "chicken" and "mbil" which means "take."

**Holophrastic Analysis at Week 4:**

The resulting word is *"tak"* which means "ask," *"ndi"* which means "to take a bath." "*ngan*" which means "don't" and "*yam*" which means "chicken".

**Stage 1 Phrase**

**Analysis of 1 Phrase in Week 1:**

This week, there are 3 data that are included in the category 1 phrase, namely "*anan ca*" which means "don't have caca", "*yah kut*" which means "father comes" and "*bu mam*" which means "mother eats".

**Analysis of 1 Phrase in Week 2:**

This week there are also 3 data that are included in the category 1 phrase, namely "*atut nyong*" which has the full form "fear of meow" and means "fear of cats", "*bu nenen*" and "*wa nan*" which means "gods don't " The god here is the name of the child's brother.

**Analysis of 1 Phrase in Week 3:**

This week, we can see the form of 1 phrase in the data "*ata bu*", "*ata bu*" and "*ata wa*" where the word "*ata*" has the full form "dada" which means to say goodbye.

**Analysis of 1 Phrase in Week 4:**

This week, there is no data that belongs to 1 phrase

The process of language development in children I (CS) show on table 2.

**Phonological Stage**

**Phonological Analysis Week 1:**

The child has not been able to say the word "thank you" so the word that is spoken is "*acih*". This proves that the child has not been able to pronounce the consonant phonemes,

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namely the phonemes /m/, /k/, and /s/. The phonemes /m/ and /k/ are removed, while the phonemes /s/ are replaced with the phonemes /c/[a1]

The child has not been able to say the word "don't" so what he says is the word "*anan*". The phoneme /j/ is lost and the nasal consonant phoneme /ng/ is also lost and replaced by the phoneme /n/. The word "ca" refers to the first-person singular pronoun, namely the name of the child himself named S, but the child only mentions the word "*ca*" which has the same meaning as the word "*sa*". This shows that the phoneme /s/ changes to the phoneme /c/ because the child has not been able to pronounce the phoneme properly [a2].

In the word "*kut*" which means "to follow", the vowel phoneme /i/ is lost[a3]. In the word "*yah kut*" which has the same meaning as "father comes along", the phonemes /a/ and /i/ are omitted[a4]

**Tabel 2. The Process of Language Development in Children I (CS)**

| Words spoken weekly | phnology[a] | Morfology[b] | Sintax[c] |
|---|---|---|---|
| | *Acihh[a1] (makasih* | *Acihh[b1] (makasih)* | - |
| | *Anan ca[a2](jangan punya caca)* | - | *Anan ca[c1](jangan punya caca)* |
| | *Kut[a3] ( Ikut)* | *Kut[b2] ( Ikut)* | - |
| Week 1 | *Yah kut [a4](ayah ikut)* | - | *Yah kut [c2](ayah ikut)* |
| | *Mam..mam[a5]* | *Mam [b3](Makan)* | - |
| | *Bu mam[a6] (ibu makan)* | - | *Bu mam[c3] (ibu makan)* |
| | *Yah..bu[a7] (ayah, ibu)* | *Yah..bu[b4] (ayah, ibu)* | *Yah..bu[c4] (ayah, ibu)* |
| | *Atut nyong[a8] (takut meong= takut kucing)* | - | *Atut nyong[c5] (takut meong= takut kucing)* |
| | *Atit [a9] (sakit)* | *Atit [b5] (sakit)* | - |
| Week 2 | *Bu nenen [a10] (ibu nenen=ibu susu)* | - | *Bu nenen [c6] (ibu nenen=ibu susu)* |
| | *Atut[a11] (takut)* | *Atut[b6] (takut)* | - |
| | *Wa nan [a12](dewa jangan)* | - | *Wa nan [a7](dewa jangan)* |
| | *Cu[a13](itu)* | *Cu[b7](itu)* | - |
| | *Ata bu[a14] ( dada bu)* | - | *Ata bu[c8] ( dada bu)* |
| | *Yam[a15](ayam)* | *Yam[b8](ayam)* | - |
| Week 3 | *Ata ya[a16] (dada ayah)* | | *Ata ya[c9] (dada ayah)* |
| | *Mbil[a17] (ambil)* | *Mbil[b9] (ambil)* | - |
| | *Ata wa [a18](dada dewa)* | - | *Ata wa [c10](dada dewa)* |
| | *Tak[a19] (mintak)* | *Tak[b10] (mintak)* | - |
| Week 4 | *Ndi [a20](mandi)* | *Ndi [b11](mandi)* | - |
| | *Ngan [a21](jangan)* | *Ngan [b12](jangan)* | - |

The child has not been able to pronounce the word "eat" completely so that what is spoken is the word "mam" from the word "*mamam*" which has the same meaning as the word "eat". The phoneme /m/ replaces the phoneme /k/ and the phoneme /n/ [a5]

The same case is also seen in the word "*bu mam*" which has the same meaning as "mother eats". The phoneme /i/ is missing and the word "*mam*" which has the full form "*mamam*" if it follows the child's language has the meaning of eating. This means that the phonemes /k/ and /n/ are replaced by the phonemes /m/[a6]

**Phonological Analysis Week 2:**

In the data "*yah ma'am*", the child has not been able to say the initial phoneme, namely the vowel phoneme /a/ and the phoneme /i/. So, the resulting word is "*yah bu*" [a7].

In the data "*atut nyong*"[a8] which means fear of meowing, the child removes the initial phoneme "t" so that the sound immediately jumps to the phoneme /a/, and the phoneme /t/

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replaces the phoneme /k/ so that the sound changes to "*atut*". " Furthermore, on the word "*nyong*" which has the complete form of "*meow*", the child replaces the phonemes /m/ and /e/ into a bilabial phoneme, namely the phoneme /ny/.

In the data "*atit*"[a9] which means "sick" the child has not been able to mention the initial phoneme /s/ so that the pronunciation goes directly to the phoneme /a/. And just like the previous data, children cannot pronounce the phoneme /k/ which in most of the words they say is replaced by the phoneme /t/.

In the data *"bu nenen"*[a10] which has the full form *"ibu nenen"*, the child has not been able to sound the phoneme /i/ so the sound only becomes *"mama"*.

In the data "*atut*"[a11] which has the complete form of "fear", the child removes the initial phoneme "t" so that the sound immediately jumps to the phoneme /a/, and the phoneme /t/ replaces the phoneme /k/ so that the sound changes to " damn".

In the data "*wa nan*" [a12] which has the full form "god not", the child has not been able to pronounce two phonemes, namely the phoneme /d/ and the phoneme /e/ on the word "*dewa*" which the resulting word becomes "*wa*". And on the word "don't" the child has not been able to pronounce the initial phoneme, namely the phoneme /j/ and the nasal phoneme /ng/ where the pronunciation is replaced with the phoneme /n/ so that the spoken word becomes "*nan*".

**Phonological Analysis Week 3:**

In the data "*cu*" [a13] which means "it" the child cannot pronounce the phoneme /i/ and the phoneme /t/ is replaced with the phoneme /c/. In the data "*ata bu*" [a14] which has the complete form of "dada mother" the child has not been able to make reduplicated sounds so that he only pronounces the phonemes that are in between and the formed word becomes "*ata*" not "*dada*". The phoneme /d/ at the beginning is lost and the phoneme /d/ in the middle is replaced with the phoneme "t".

In the data "*yam*" [a13] which means "chicken", the child has not been able to pronounce the initial phoneme, namely the phoneme /a/. Similar to data [a14], data *"ata yah"*[a15] also experienced the same thing. In the data "mbil" which means "take" [a16], the child has not been able to pronounce the initial phoneme, namely the phoneme /a/. Furthermore, the data "*ata wa*" [a17] also experienced the same thing as the two previous data.

**Phonological Analysis Week 4:**

In the data "*tak*" [a18] which has the complete form of "*mintak*", the child has not been able to pronounce the phoneme /m/ and the phoneme /i/. In the data "*ndi*" [a19] which has the complete form of "bathing", the child is also not able to pronounce the phoneme /m/ and the phoneme /a/. Furthermore, on the data "*ngan*" [a20] which has the full form "don't", the child has not been able to pronounce the nasal phoneme /ng/ so the word he pronounces becomes "nan".

**Morphological Stage**

**Morphological Analysis on Week 1:**

In the data "*acih*" [b1] which means "thank you" the child at this stage has obtained a morpheme, namely the word "*acih*". Furthermore, the processing of morphology in this child can be seen in the data "*kut*"[b2] which means "to join". The last data we got was *"mam"*[b3] which has the full form *"mamam"* and means "to eat".

**Morphological Analysis on Week 2:**

In the data "*Yah.. ma*"[b4] which has the full form "father" and "mother". We can also see the morphology acquisition in the data "Atit" [b5] which has the meaning of illness. The latest data showing the morphology acquisition this week is *"acut"* [b6] which has meaning and has the full form of "fear".

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**Morphological Analysis on Week 3:**

We can see the morphology gain this week in the data "*cu*" [b7] which has the meaning "that". Furthermore, on the data "*yam*" which has the meaning of "chicken" [b8] and on the data "*mbil*" [b9] which means "take".

**Morphological Analysis on Week 4:**

We can see the morphology gain this week in the data "*tak*" [b10] which has the complete form of "ask" and has the meaning of "asking". And the data "*ndi*" [b11] which has a complete form of "bath" is also a morphological gain this week. Furthermore, the last data we got was when the child said "no" but what he said was "just"[b12]

**Syntax Stage**

**Syntax Analysis on Week 1:**

This week, children can name patterns of one and two words. We can see the pattern of words in the data [c2] and [c4]. In the data "*yah kut*"[c2] which has the complete form "father goes" and in this context, the child wants to go where his father is going. And the word "yah" occupies the subject position and has a noun class, and "*kut*" occupies a predicate position and has a verb class. This week the child can name two words patterns, most of which are nouns and verbs. We can also see this in the data "*bu mam*[c3]" which means "mom… (want) eats" which in this context the child asks his mother for food.

**Syntax Analysis on Week 2:**

Like the previous week, this week, the child's acquisition of syntax is still limited to two-word patterns. We can see that in the data [c5], [c6] and [c7], but in the data "*atut nyong*"[c5], we can see that there is a class of adjectives in these words, namely the word "*atut*" which has the meaning of 'fear'. This shows that the development that occurs in the 2nd week is an increase in the class of words that can be spoken by the child.

**Syntax Analysis on Week 3:**

Not much different from the previous week, this week the child's syntactic acquisition is only limited to one and two words where the word class consists of nouns and verbs.

**Syntax Analysis on Week 4:**

In Sunday, the acquisition of the syntax shown by the child was only limited to one word in which the form of the word class was verb.

**Tabel 2. Level of Language Acquisition in Children II (MF)**

| Week | Babbling step | Holofrastic | phrase |
|---|---|---|---|
| **Week 1** | *Hee*[a1] | *Nyek*[b1] *(nenek)* | - |
| | *Aaaaaa*[a2] | *Pak*[b2] *(bapak)* | - |
| | *Huusss*[a3] | *Mak*[b3]*(mamak)* | - |
| | | *Atu*[a4] *(satu)* | - |
| **Week 2** | *Ckckck* [a5] | *Abam*[b4] *(abang)* | - |
| | *Huuusstt*[a6] | *Tak*[b6] *(mintak)* | - |
| | *Hee*[b5] | | - |
| **Week 3** | *Ayayayy*[a8] | *Cu*[b7] *(itu)* | - |
| | *Huhuuuhuaaa*[a9] | *Niiii*[b8] *(sini)* | - |
| | | *Mbil* [b9]*(ambil)* | - |
| **Week 4** | *Brummmbrummmbrummm*[a10] | *Tak*[b10] *(mintak)* | - |
| | *Haaaahhaa*[a11] | *Ndi*[b11] *(mandi)* | - |
| | *Tatatata tatt* [a12] | *Ntu* [b12] *(itu)* | - |

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**Babbling Analysis on Week 1:**

In this week, the babble spoken by the child is a "symbol" or can be referred to as another language of the word he wants to say. For example, in the "*hee*" data, the child waves his hand at the person he sees and intends to call that person. In the "*Huusss*" data, we can also see that, in this data, the child is in a condition where at that time there is a chicken approaching him. The word "*huusss*" indicates that the child repel the presence of the chicken.

**Babbling Analysis on Week 2:**

The chatter spoken by the child this week is also the same as the previous week where the babble was issued with a specific purpose. In the data "*Ckckck*"[a5], the child intends to call a chicken. And, on the data " *Huuuusstt* "[a6] the child intends to tell people who are nearby to be quiet.

**Babbling Analysis on Week 3:**

This week, the babbling spoken by the child is a little different. This week's babble is more about how to express the child's emotions. For example, in the data "*Ayayayy*"[a8]. In the data, the child is invited to dance while singing and at that time he is babbling about it with a cheerful face. In the data "*Huhuuhuaaa*"[a9], the condition that occurs is when the child is invited to play by his mother.

**Babbling Analysis on Week 4:**

This week, the data "*Brummmbrummmbrummm*"[a10] was spoken by the child when he was riding on a motorbike. The chatter intended to imitate the sound of the motorbike he was riding. Furthermore, data [a11] and [a12] are the babble spoken by the child when he is left with no friends to play with.

**Holophrastic Stage**

**Holophrastic Analysis on Week 1:**

This week, there are 4 data that are classified in the holophrastic category, namely the data "*nyek*" which means "grandmother", "sir" which has the full form of "father", "mam" which has the complete form of "mamak" and "*atu*" which means "one".

**Holophrastic Analysis on Week 2:**

Then this week, we only got two data, namely "*abam*" which means "brother" and "*tak*" which means "ask".

**Holophrastic Analysis on Week 3:**

This week, there are 3 data belonging to the holophrastic category, namely the data "*Cu*" which means "that", "*niii*" which means "here" and "*mbil*" which means "take".

**Holophrastic Analysis on Week 4:**

In the last week, we got 3 holophrastic data, namely the data "tak" which means "ask", "*ndi"* which has the full form of "*mandi*" and "*ntu*" which means "that".

**Stage 1 Phrase**

**1 Phrase Analysis:**

In all the data we have obtained, the child as the object of research has not been able to produce up to this stage so that we do not have any data that we can describe.

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**Tabel 4. The Process of Language Development in Children II (MF)**

| **Words spoken weekly** | Phonology[a] | Morphology[b] | Syntax[c] |
|---|---|---|---|
| Week 1 | *Nyek[a1] (Nenek)* | *Nyek[b1] (Nenek)* | - |
| | *Pak[a2]* *(Bapak)* | *Pak[b2]* *(Bapak)* | - |
| | *Mak[a3] (Mamak)* | *Mak[b3] ( Ikut)* | - |
| | *Atu[a4](satu)* | *Atu[b4](satu)* | - |
| Week 2 | *Abam[a5] (abang)* | *Abam[a5] (abang)* | - |
| | *Tak[a7]* *(mintak)* | *Tak[a7]* *(mintak)* | - |
| Week 3 | *Cu[a8](itu)* | *Cu[b8](itu)* | - |
| | *Niiii[a9] (sini)* | *Niiii[b9] (sini)* | - |
| | *Mbil [a10](ambil)* | *Mbil [b10](ambil)* | - |
| Week 4 | *Tak[a11] (mintak)* | *Tak[b11] (mintak)* | - |
| | *Ndi [a12](mandi)* | *Ndi [b12](mandi)* | - |
| | *Ntu [a13](itu)* | *Ntu[b13](itu)* | - |

**Phonological Stage**

**Phonological Analysis Week 1:**

The child has not been able to say the word "grandmother" so the word that is spoken is "*nyek*" [a1]. This proves that the child has not been able to pronounce words that are phoneme reduplications. The phoneme /n/ and the phoneme /e/ at the beginning of the word are omitted, and after the second /n/ phoneme is added the phoneme /y/. In data *[a2]* and *[a3],* the proper pronunciation is "father" and "*mamak*" but the child only mentions "*Pak*" and "*Mak*". The phonemes /b/ and /a/ are omitted from the word "father" and the phonemes /m/ and phonemes /a/ are also removed from the word "*mamak*". However, it is also because the child is used to being taught that way so that the spoken word is also incomplete. In the data "*atu*"[a4] which has the complete form "one", it appears that the child cannot pronounce the phoneme /s/ so that the pronunciation of the word "one" becomes "*atu*".

**Phonological Analysis Week 2:**

The child has not been able to say the word "brother" so what he says is the word "*abam*". The nasal consonant phoneme /ng/ is lost and replaced by the phoneme /m/. Furthermore, in the "no" data which has the complete form of "ask", the child removes the phonemes /m/, /i/ and /n/.

**Phonological Analysis Week 3:**

In the data "*cu*" [a13] which means "it" the child cannot pronounce the phoneme /i/ and the phoneme /t/ is replaced with the phoneme /c/. In the data "*nii*" [a14] which in this context has the meaning "here", the child has not been able to sound the phoneme /s/ at the beginning so it is lost. In the data "*mbil*" which means "take" [a16], the child has not been able to pronounce the initial phoneme, namely the phoneme /a/.

**Phonological Analysis Week 4:**

In the data "no" [a18] which has the complete form of "*mintak*", the child has not been able to pronounce the phoneme /m/ and the phoneme /i/. In the data "*ndi*" [a19] which has the complete form of "bathing", the child is also not able to pronounce the phoneme /m/ and the phoneme /a/. Furthermore, on the data "*ntu*" [a20] which has the form of asi "it", the child has not been able to pronounce the phoneme /i/ so the word he pronounces becomes "*ntu*" because the phoneme /i/ is replaced by the phoneme /n/.

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**Morphological Stage**

**Morphological Analysis on Week 1:**

In the data "*nyek*" [b1] which means "grandmother" the child at this stage has obtained a morpheme, namely the word "*nyek*". Furthermore, the processing of morphology in this child can be seen in the data "*Pak*"[b2] which has the complete form of "Father" and "*Ma'am*"[b2] which has the complete form of "*mamak*". The last data we get is "*atu*" [b3] which has the full form "one".

**Morphological Analysis on Week 2:**

In the data "*abam*"[b4] which has the original form "brother". We can also see the morphology acquisition in the "*hee*" data [b5] which has the original "hey" form. The latest data showing the morphology acquisition this week is "*tak*" [b6] which has meaning and has the complete form of "*mintak*".

**Morphological Analysis on Week 3:**

We can see the morphology gain this week in the data "*Cu*" [b7] which has the meaning "it". Furthermore, on the data "*nii*" which has the meaning "here" [b8] and on the data "*mbil*" [b9] which means "take".

**Morphological Analysis on Week 4:**

We can see the morphology gain this week in the data "*Tak*" [b10] which has the complete form of "ask" and has the meaning of "asking". And the data "*ndi*" [b11] which has a complete form of "bath" is also a morphological gain this week. Furthermore, the last data we got was when the child said "it" but what he said was "*ntu*"[b12].

**Discussion**

Based on the results of data analysis, some of the initial stages in pronouncing the first language are the phonological stages. The phonological stage includes speech in the form of babbling (vocal sounds) and the word-for-word stage (Panahi, 2014). Next, is the morphological stage, where the child can pronounce the word form and adapt it to environmental conditions. Finally, the child can say in the form of sentences, such as phrases. Thus, the stages of language acquisition in children aged 1.6 years, both boys and girls (Safitri & Hakim, 2018; Friska & Syafi'i, 2021).

From the two children, it can be concluded that the first child has better language acquisition and development than the second child. This can be seen from the factors that influence the development of language acquisition (Golding et al., 2014). The influencing factors are physical condition and motor skills, health general, intelligence, environmental attitudes, socioeconomic factors, gender, and neurology.

The first child's language acquisition is good because it can be seen from the development of the words that are spoken. This can be seen from the factors that support the child, namely the family economy which can be said to be middle class, living in urban areas and in terms of high school parents' education, from the gender factor of girls, girls' speech development is better than boys, their overall development is better (Adha, 2022; Arifuddin, 2010). In general, women are seen to mature faster than men. This is simply triggered by several factors, namely, the type of game girls are interested in the type of game that uses a lot of talking such as playing with dolls and others (Pebriana, 2017).

While the second child's language acquisition is not good because there are obstacles, namely speech delay and are encouraged by several other factors, namely social background factors, namely this child lives in a village area, his socio-economic situation can be said to be in a lower middle class situation, his parents' education is only limited to junior high school (Andini, 2018; Barus et al., 2020; Ramirez et al., 2013). When viewed from the gender factor,

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men are indeed slower in acquiring language, this is simply because boys don't talk a lot, such as toy cars, balls, wars and others (Andini, 2018).

Thus, it can be concluded that in the process of language acquisition in children, not all children have the same ability in language acquisition. The child's speech development is in accordance with the child's neurological abilities and the factors involved in the child's environment or daily life (Arniati, 2019; Arifuddin, 2010).

The first child's language acquisition is good because it can be seen from the development of the spoken word (Lailiyah & Wijaya, 2019; Undiyaundeye & A, 2018). This can be seen from the factors that support the child, namely the family economy which can be said to be middle class, living in urban areas and in terms of high school parents' education, from the gender factor of girls, girls' speech development is better than boys, their overall development is better (Helty et al., 2021; Izar, Nasution, et al., 2020). In general, women are considered to mature faster than men. This is simply triggered by several factors, namely, the type of game girls interested in the type of game that uses a lot of talking such as playing with dolls and others.

While the second child's language acquisition is not good because there are obstacles, namely speech delay and are encouraged by several other factors, namely social background factors, namely this child lives in a village area, his socio-economic situation can be said to be in a lower-class situation, his parents' education is only limited to junior high school. When viewed from the gender factor, men are indeed slower in language acquisition, this is simply because boys don't talk much, such as toy cars, balls, wars and others or nonlinguistic skills (Amelin et al., 2019).

Children with different gender, social, economic, parenting, and environmental backgrounds (in this case CS and MF) have an impact on their stages and language development. Basically, CS is more significant in vocabulary acquisition than MF, because ideally women are faster in the process of language acquisition. However, language skills in children are only temporary as they grow. Likewise, gender, cannot be used as a benchmark in how fast or slow knowledge speaks because children have different abilities in the language acquisition process. However, most research results show that girls acquire language faster than boys (See: Lailiyah & Wijaya, 2019; Helty et al., 2021; Izar, Nasution, et al., 2020; Jamal & Setiawan, 2021).

The implication of this research is a description of language acquisition in the fields of phonology, morphology, and syntax in boys and girls aged 1.6 months. Usually, the language development of children at this age can experience an increase in language based on their linguistic environment. In addition, with the teaching factors, nutrition, environment, and habits of parents in speaking with the child, it can improve the ability at the phonological, morphological, and syntactic stages to develop properly. Thus, the results of this study can be used as a reference in researching language in children well. Also, the development of psycholinguistics and neurolinguistics can be a reference for learning.

This research is only limited to language acquisition at the stages of phonology, morphology, and syntax. For that, there needs to be further research on the same title with different objects, so that the development of psycholinguistic scholarship can increase and develop.

## Conclusion

From the results of research on the stages and developments of language acquisition in children aged 1.6 years, it was concluded that girls (CS) were faster in the process of language acquisition both at the phonological, morphological, and syntactic levels compared to boys (MF). This is based on the observation that gender, social, environmental, and parenting factors can affect the stages and development of language in children.

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