

Two Indonesian Children Acquire Bahasa Indonesia in Different Ways: Reconsidering Theories

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Abstract.

In this research, two participants, my children Ceria Panggabean (CP) and her younger brother Patuan Noel Panggabean (PNP) acquire their first language Bahasa Indonesia in different ways. CP acquires the language in normal stages of language acquisition that matches the theory of Universal Grammar (UG) endorsed by Behaviorism and Social Interactionism but PNP acquires it beyond critical period. CP grows normal physically but PNP cannot stand and walk but crawls. When his physical impairment is overcome, especially when he is able to run, he acquires the language so fast that when he is over 3,5 years, his language proficiency is in the same level as PNP's. Based on this, at least as hypothesis, abnormal language acquisition or Specific Language Impairment (SLI) may be due to not only brain and organs of speech impairments but also abnormal physical growth that might affect brain. It is also revealed that UG called Nativism is endorsed by empirical phenomenon called Behaviorism and social interaction called Social Interactionism. Besides, criticisms on certain concepts of linguists and recommendations are noted. The data are gathered using methods of Parents' Diary and Observational Studies via audiotape, to study how each of them goes through acquisition stages, and Experimental Studies with Nipple Sucking Rate test in cooing or prelinguistic stage to find out whether or not they are hearing or deaf. The research covers the acquisition of phonology, morphology, syntax, and semantics as well as their developments.

Keywords: language acquisition, impairments, abnormal, theories.

I. INTRODUCTION

For language acquisition is a common term that is understandable without rigorous definition, I just figure out practical understanding of what language acquisition is by summing up various definitions. Roughly speaking, language acquisition is the way children are able to understand and speak their mother tongues and how adults having mastered their mother tongues acquire the second language. The former is the area of this research. Regarding the process of language acquisition, Fromkin, V., Rodman, R., Collins, P., & Blair, D. (1988) suggests that human capacity to acquire language posits that not only is the human species genetically prewired to acquire language but that the basic structure of language is also determined. This article deals with how the participants acquire their language in different ways through stages as put forward by Fromkin et al. (1988) and Foss, D.J., & Hakes, D., T. (1978) that language acquisition is composed of babbling stage, first word stage, two-word stage, and telegraph to infinity stage without explicit spans of time. Other linguists use slightly different terms with clear time spans of the stages. It also deals with the differences of the participants' acquisition of phonology, morphology, syntax, and semantics as well as their developments.

Besides, it is intended to reveal a uniqueness that a child may skip certain stages that might be caused by physical and organs of speech or brain impairments or their combination but can go on to the next stages where he develops his language just the way normal children do after getting rid of the impairment(s).

Bishop (2006) states that "Specific language impairment (SLI) is diagnosed when a child's language development is deficient for no obvious reason. For many years, there was a tendency to assume that SLI was caused by factors such as poor parenting, subtle brain damage around the time of birth, or transient hearing loss. Subsequently it became clear that these factors were far less important than genes in determining risk for SLI. A quest to find "the gene for SLI" was undertaken, but it soon became apparent that no single cause could account for all cases. Furthermore, although fascinating cases of SLI caused by a single mutation have been discovered, in most children the disorder has a more complex basis, with several genetic and environmental risk factors interacting. The clearest evidence for genetic effects has come from studies that diagnosed SLI using theoretically motivated measures of underlying cognitive deficits rather than conventional clinical criteria." When CP suffers from physical disability, the impairment that is clearly

seen is just physical disability and that might be the reason why physicians I consult say nothing about brain disorder and neurology or gene. Cognitive deficits, stated by Bishop cannot either account for PNP's SLI since he acquires the language so fast that when he can stand, walk, and run his language performance is the same as those of children in his age.

It is inferred that the cause of PNP's SLI remains uncertain and needs to be investigated. Meanwhile, Chomsky (1965) with his theory of Universal Grammar (UG) that acquisition of all languages is universal and the ability to learn language is innateness and distinct from all other aspects of human cognition by stressing that children learn not only words but also grammar via mechanism of operant and classical conditioning. Cook (1988) suggests that UG, the system of principles, conditions and rule that are elements or properties of all languages are shared by all human beings no matter what language they speak. Further, he states that acquiring language means to learn how UG applies in particular language. The stages of language acquisition following the prelinguistic period, namely linguistic period, are also universal. With this in mind, all language communities, inclusive of Indonesians, could apply the principle to understand and to probe into language acquisition in their communities. However, despite universality, there might be uniqueness of language acquisition in different languages and by different children worth investigating. Probes into Bahasa Indonesia and vernaculars conducted with novel data other than English may show typical language development of Indonesian children and probably enrich language acquisition theories. Nativism, Behaviorism, and Social Interactionism theories contradict one another.

Nativism suggests that language acquisition occurs in accordance with UG as argued by Chomsky (1965), whereas according to Behaviourism proposed by Skinner (1957), children acquisition stems from empirical experiences in various environments via hearing, speaking, practice, and repetition as well as stimulus and response and Social Interactionism suggests that social interaction plays an important role in the learning process and the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction as suggested by Vygotsky (1962). In this research, the principles of acquisition are not only UG but also empirical experiences as noted by Dardjowidjo (2000) when investigating his granddaughter. This article takes up the matter of how all three of the theories collaborate in enabling the participants to acquire and develop their language, and to share with people what role I do to help to make PNP cope with his SLI. The significances of the study are to intensify rigorous probes into causes of SLI by other researchers to find out new theories and how a child with SLI acquires his language very rapidly after his impairment is overcome. In addition to it, despite that a lot of theories and researches into children language acquisition have been extensively developed and conducted, rarely are researches into Indonesian children's language acquisition carried out. Due to it, people of Indonesia speaking Bahasa Indonesia as national language and hundreds of vernaculars being prone to extinction in the country find it difficult to access references on Bahasa Indonesia acquisition. It is important to prompt other researchers to do researches into Bahasa Indonesia and hundreds of vernaculars. The research into those languages is rare. The research done by Darjowidjo (2000) is the only one that is widely referred to by Indonesian scholars. This research is expected to help to add to availability of references of language acquisition in Indonesia and lay down practical guide to gain understanding of how languages are acquired by Indonesian children.

II. METHODS

The materials of the research are the sounds and utterances of my children Ceria Panggabean (CP) and Patuan Noel Panggabean (PNP) since they are 0 month (pre-linguistic stage) until over 30 months at multiword stage (infinity stage). They acquire Bahasa Indonesia in different ways, CP does it via normal stages and PNP skips one-word stage and two word-stage due to uncertain impairments. The language my wife and I use is our vernacular, Batakese language belonging to Proto-Austronesian language family just like Bahasa Indonesia though we are bilinguals. However, when communicating to them, we dominantly use Bahasa Indonesia. CP who is four years older than PNP also uses Bahasa Indonesia to PNP. The research is conducted by using Parental Diaries and Observational Audiotape proposed by King (2006). According to Darjowidjo (2000), the method has previously been introduced by Preyer (1889) and Williem Stern (1927). This is also used by Tomasello (1992) to observe his child's language acquisition of verb. It is important to

note that this research is not meant to count the number of words acquired by the participants at each stage. To observe the participants at prelinguistic period, I apply Nipple Sucking Rate as proposed by Fromkin et al. (1958).

Their babblings and utterances were noted and recorded in each stage each time my wife and I hear new utterances and their developments since they are born until multiword stage. Using the methods, the study is expected to discover the details of how they go through each stage, what voices and utterances they construct in prelinguistic stage (cooing stage), the first one-word stage, the two-word stage, and from telegraph to multiword stage (infinity stage) in terms of phonology, morphology, and semantics. Then their utterances were compared to find whether or not they acquire the language in the same ways. Since, PNP skips one-word stage and two-word stage and jumps to telegraph to infinity stage, beyond expectation, it will be elaborated how he finally develops his language. There is no exact time length of these stages, for linguists have various time spans even though they are not significantly different. Fromkin et al. (1988) figures out that some of the stages last for a short time but others longer. Some may overlap for a short period though the transition between the stages is often sudden. The researcher applies the following parameter to represent the various time spans in this research as follows: ("The Six Stages") Retrieved, November 4, 2021 from https://www.google.com/search?q=cook+stages+of+first+language+acquisition&sxsrf=AOaemvI3HfZq3hrxqax_zCJvj6XXO2bZWA%3A1636021027006&ei=IrODYafvPPa

According to the source, the stages of language acquisition are as follows:

1. Pre-talking stage / Cooing (0-6 months)
2. Babbling stage (6-8 months)
3. Holophrastic stage (9-18 months)
4. The two-word stage (18-24 months)
5. Telegraphic stage (24-30 months)
6. Later multiword stage (30+months)

In this research, I combine Telegraphic stage and Multiword stage, like many researchers do because when entering telegraphic and multiword stage, the participants' language developments in the two stages do not have clear cut boundary like CP's and PNP's language developments that occur so fast. Discussion and Results are concurrently figured out for direct link, clear continuation, and clarity. Not all of the gathered data are displayed in Results and Discussions rather those representing the language acquisition and development. However, rigorous discussions and novel findings are specifically put in a separate discussion part to recommend further researches. So, this research is not only the implementation of theories of language acquisition of Indonesian children as what has been done so far. Following this, are the Results and Discussions.

II. RESULT AND DISCUSSION

Pre-talking stage / Cooing (0-6 months)

At this stage, children produce sounds such as cooing, crying, and whimpering to express their experiences of being thirsty, hungry, wet, discomfort, etc. There is consistency of sounds used to express certain experiences, discomforts, for instance. The sounds are not linguistically significant since they are stimulus-controlled for they are not yet produced properly by organs of speech in recognizable point and manner of articulation. As suggested by Bolinger (2002), at this stage, children produce vowels like sounds such as [u] or [o] and sometimes [uh] or [oh]. Despite it, when doing this, children are still at prelinguistic stage as opposed to linguistic stage where children produce linguistically recognized sounds in terms of phonology, morphology, syntax, and semantics.

This phenomenon fits the theory of UG or Nativism proposing that researches into different children acquiring different languages in different regions reveal that language acquisition processes are similar or universal. Cook (1988) proposes that prelinguistic (cooing) sounds are produced by hearing and deaf children. This is the reason why parents are not aware that their children are deaf in prelinguistic stage. Children give responses to stimulus they encounter. For example, children increase sucking rates when exposed to either visual or auditory varied stimuli and decrease them when exposed to the same stimuli over

and over again. However, according to me, this idea is not completely true for deaf children cannot respond to auditory stimulus rather visual stimulus.

CP's and PNP's Experiences

When CP and PNP are 0-6 months old, they undergo the process of sound productions such as cooing, crying, and whimpering to express their experiences of being thirsty, hungry, wet, discomfort, etc. They also move their bodies, heads, feet, and smile to their mother and father while producing nonlinguistic sounds that are noticeably consistent and sometimes produce vowel like sounds [i] and [e] in the fifth month since they are born. Specifically, they respond with different sucking rates to different sounds. It proves that CP and PNP are not deaf because they are sensitive to pairs of voiced and voiceless sounds by implying Nipple Sucking Rate test. In the observation, rate differences can be clearly visualized. CP and PNP increase sucking rates when exposed to voiced and voiceless sounds, for instance [di] and [ti] and reduce them when [di] and [di] as well as [ti] and [ti] uttered loudly.

This is in accordance with what Fromkin et al. (1988) suggests that infants do the same way. When exposed to sounds initiated by voiced and voiceless sounds [ba] and [pa], they increase sucking rate and reduce them when hearing the same voiced and voiceless sounds, [ba] and [ba] as well as [pa] and [pa] spoken through loud speaker over and over again. According to him, such sensory and motor abilities to differentiate phonetic contrast are attained innately and occur before acquisition takes place. That means this kind of response is universal and it is undergone by CP and PNP. At this stage, they showed no difference in responding to difference of sounds such as sounds common to them and new sounds as well as voiced and voiceless sounds. Based on this, sucking rate test has efficacy in detecting whether or not children are hearing or deaf in prelinguistic stage.

Babbling Stage (6-8 months)

Babbling stage occurs by the time an infant is around six to eight months old during which he produces various sounds in addition to the sounds he produces while crying, cooing, gargling, etc. Such sounds that do not exist in his environment are also produced by children of non-speaking deaf parents, meaning that they are not stimuli dependent. During this period, children begin to maintain the sounds of their mother tongues and gradually eliminate other sounds. However, in my opinion, it is important to note that non-hearing children are not able to this. The typical nature of utterances that resemble that of linguistically-recognized utterances of adults is the production of various prosodic markers, pitch or intonation contours. However, Steinberg & Danny, D. (2003) argues that children can produce combination of consonants and vowels (CV) such as [ma] and [ba] at this stage.

Though the markers are semantically based to convey different needs of children, babbling is not a prerequisite for the following language acquisition stages since the children having physical disorder can go through the stages the way the other children do after the disorder is overcome. This is the evidence that babbling is not linguistically significant and consequently this stage is also called prelinguistic period. However, as this research shows, not only is babbling that is not prerequisite for the other stages but also one-word stage and two-word stage. PNP having physical disorder, cannot stand and walk until three years, does not skip cooing stage and babbling stage, but he skips one-word stage and two-word stage. When normal children are in telegraph to infinity stage at the age of three years, his physical disorder is overcome and his language acquisition occurs so fast. It takes him much shorter time to acquire one-word sentences and two-word sentences in comparison to other children undergoing the two stages in normal condition.

CP's and PNP's Experiences

CP and PNP also undergo this process by using various prosodic markers, pitch or intonation contours and keep changing in accordance with different circumstances. For instance, when they see people they have never seen before and when they are offered something new to them, when they are surprised, when they are cajoled to communicate, their responses are almost the same. However, CP produces vowels and combination of consonants and vowels like [ba] and [ma] but PNP is just able to produce only vowels like [i] and [e]. In addition to it, they produce nasalized-vowel like sounds. However, their sounds cannot be transcribed phonetically since they are not clearly produced by which points of articulation and manner of

articulation and do not semantically meaningful. At this stage, they begin to show difference of language acquisition.

Holoprastic Stage stage (9-18 months)

This stage is known as one-word sentence or holoprastic sentence stage since children are around 9 months to 18 months. Fromkin et al. (1988), states eight months to around two years children produce one word to represent a sentence. At this stage, children begin to produce repeatedly similar string of sounds to refer to the same referent. Thus, children are now able to relate utterance and meaning leading to the ability to produce linguistically recognized utterances representing sentences. Beginning from this stage through telegraph and infinity stage, the language acquisition process is at the linguistic period. The words uttered at this stage as the first words they produce though can be linguistically examined are not the same as those of the adults' words. Children's first words have monosyllabic forms with consonant-vowel (CV) that are common in all languages of the world. For instance, the first words produced by children all over the world are initiated by consonants [b, p, g, k, t, d, m] followed by various vowels while sounds like [dʒ, ʃ, z] acquired later. However, the latter is not proper for not all languages of the world have the sounds in their repertory.

CP's Experience

As a reminder, despite sounds [dʒ, ʃ, z] are available in certain languages, in Bahasa Indonesia [z] does not exist so it is not acquired. She acquires only [dʒ] and [ʃ] in later stage like other children of the world. That means that the above idea concerning sounds acquired at this stage is applicable in conditions that those sounds are available in the children's language. Following this is a table containing the one-word monosyllabic words acquired by CP. Marker ↔ is used to refer to alternative word while marker → is used to refer to adults' words. The two markers will be used in other tables following it.

Table 1. Monosyllabic words, combinations of vowel and vowel (VV) as well as consonant and vowel (CV), and onomatopoeia

Correct sounds	Addition of sounds to syllable	Exchange of voiced and voiceless sounds	Exchange of sounds with different points of articulation and manners of articulation	Words with missing syllables	Grammatical Category	Meaning
		[tak] ↔ [dak] → [kakak]		[ka] → [kakak]	Noun	sister
		[ku] ↔ [gu] → [guguk] [gak] ↔ [kak]		[guk] → [guguk] [dek] → [adek] [to] → [tono]	Noun	Dog no younger sister or brother name of a boy
	[ma] ↔ [mam] → [mama]				Noun	mother
	[ma] ↔ [mam] → [makan]				Verb	eat
	[pi] ↔ [pis] → [pipis] [bi] ↔ [bis] → [pipis]				Verb	piss
			[baŋ] ↔ [daŋ] → [abaŋ]		Noun	brother
[mi] → [minum]					Verb	drink
[nu] → [nunut]					Noun	Aunt's name
				[gi] ↔ [ti] → [pergi]	Verb	go

In terms of phonological acquisition, Table 1 shows that CP produces all Bahasa Indonesia vowels [a, i, u, e, o] and their variants as well as consonants, velar [k] and [g], apico alveolar [t] and [d], bilabial [p] and [b], nasal [m, n, d, ŋ]. However, the sounds are not as clear as those of adults' sounds. Once she

produces voiced sounds, she is able to produce voiceless ones and vice versa. Other sounds like [ʃ, z, ɐ, ɔ] are not acquired for they are not available in Bahasa Indonesia whereas [l, ñ, w, a, y] are acquired in the following stages. The combinations of two vowels (VV) take place first, [io, ei], for instance that semantically refer to greeting followed by consonants and vowels (CV) like [pa, ma, mi, ba] etc. to refer to respectively [pa] 'father', [mama] 'mother' [mi] 'drink' and [ba] or [pa] both of which refer to the same referent father, are produced. It is interesting that, sometimes she produces two syllabic words at these monosyllabic words like [mama] meaning mummy. Voiced and voiceless sounds frequently exchange one another and sounds produced by different points of articulations no matter voiced or voiceless may happen that way. Regarding semantic acquisition, the words she produces at this stage are the ones pointing to anything they frequently see namely nouns and verbs. The formation of words are semantically based and it is marked by onomatopoeia, the imitation of sounds produced to point to things producing the sounds such as [guk] → [guguk] produced by sounds of dog when barking and [pi] → [pis] → [pipis] when somebody pees.

PNP's Experience

As singled out previously, PNP does not undergo CP's experience and even though he is 18 months old, he keeps babbling with various or changeable accents and intonations, loudness, and length of sounds to express his desires and to respond to any stimulus. At this stage, he crawls and his physical movement gradually gets more aggressive and tries to stand but keeps falling. In line with it, no development of language acquisition occurs except length and loudness of his babbling sounds. With this in mind, it may be questioned at least as hypothesis that there is link between his retarded physical movement and his failure to acquire language ability the way normal CP does.

Two-Word Stage (18-24 months)

Fromkin et.al (1988) argues, at around the age of two years, children begin to produce two-word sentence, a sentence composed of two words. At this stage, the two words show clear syntactic and semantic relations. The two words are uttered without pause between them and the intonation contour extends over the whole utterance. The typical characteristic of a two-word sentence is, it does not have morphological and syntactical markers; inflection for number, person, and tense to express various grammatical relations. The example of a two-word sentence is "Mummy sock". In this instance, there is no marker of inflection though we regard that it is constructed as Noun + Verb or possession, the sock that belongs to mummy. However, the sentence may convey Subject + Object relation meaning mummy is doing the action of putting on sock or possession relations, the sock belongs to mummy, depending on what mummy is doing. This kind of sentence can also convey subject and locative relation as in [book table], the book is on the table. This thing does not happen entirely in CP's acquisition due to differences of English and Bahasa Indonesia grammars.

CP's Experience (18-24 months)

In terms of phonological acquisition, the sounds that are not known before gradually acquired by being able to affricative and fricative [dʒ, ʃ, s, a, h] as well as lateral, glides, nasal [l, ñ, w, and y]. She also knows more words with different grammatical categories. However, foreign Bahasa Indonesia speaking persons may still find it difficult to understand her sentences but people around her at home can easily understand her utterances that are linguistically recognized, specially by me as the researcher. In terms of syntax, sometimes the subject is eliminated and new sound [r] is used as in [mau tidur] meaning I want to sleep and [r] is replaced by [l] as in [tidul] instead of [tidur] meaning to sleep. She also develops phrasal structure into sentence structure. For instance, [badʒu ʃantik] 'beatiful cloth' which is Noun Phrase is extended to sentence structure by combining the nouns and verbs she knows in holophrastic stage to form Subject + Verb (SV) structure by combining noun with verbs, adjective, and locative as in [ia datan] meaning He is coming and [kuʃin dapur] meaning The cat is in kitchen to show locative in the absence of preposition [di] meeanin in. Sometimes, she maintains monosyllabic words but another time she develops them into complete syllabic words in the absence of morphological process and prepositions to show locative. In terms of semantics, CP still produces new words on the basis of onomatopoeia as she does before, For instance, cat is called [meon], cat's sound like.

Although her sentences lack of grammatical markers such as function words, her sentences are more grammatical than English children's sentences because Indonesian does not have syntactical markers; inflection for number, person, and tense.

Look into some of her two-word sentences with various constructions:

Table 2. PNP's acquisition of new sounds, two-word sentences, exchange of consonants, and anomatopoeia-based words

S+V with monosyllabic words and S+V with two syllabic words	Meaning	S+ Adjective with monosyllabic and complete words and sound changes	Meaning	S + Locative with changes of sounds and without preposition	Meaning
[pa tatan]↔[papa dadang]↔[papa tatan]→[bapak datan] [guk masuk]→[guguk masuk]	Father is coming. A dog called guguk is coming.	[ia malas]↔[ia lalas]↔[feria malas] nasiña enak]. [meon santik]→[meong fantik]	Ceria is lazy. The food is nice. The cat is beautiful.	[papa kolah]↔[bapa sekolah]→[bapak di sekolah] [buku međa]→[buku di međa]	Father is in school. The book is on the table.
[ma tutuk]↔[ma duduk]→[mama duduk]	Mother is sitting.	[mau tidur]	Saya mau tidur.	[pisa kuls]↔[pisan di kursi]	Banana is on the chair.
[nut man]↔[nunut makan]	Nunut is eating.	[teh manis]	The tea is sweet.	[mam tapul]↔[mama dapur]→[mama di dapur]	Mother is in the kitchen.
[kak pis]↔[kak pipis]↔[kakak pipis]	Sister is pissing.	[kursi baik]↔[kursi baik]	The chair is beautiful.	[teh gelas]→[teh di gelas]	The tea is in the glass.

PNP's Experience

Like at the previous stages, PNP does not develop his language acquisition nor does he improve his ability to stand. In terms of acquisition, he shows on a little improvement by calling his family members with [oi] and [io] alternately, sometimes uttered repeatedly, softly, and loudly and these sound sequences are also used to respond to various circumstances.

Telegraphic Stage and Multiword Stage (24-30 + months)

Fromkin et al. (1988) suggests at this stage, a child who has been able to produce a two-word sentence does not have to produce a three-word sentence, then a four-word sentence. He or she can alternately use a two-word sentence, a three-word sentence, a four-word sentence, a five-word sentence of which length is called mean length of utterance (MLU). At this age, normally, he or she can produce MLU of 2 to 3 and 5 morphemes or words. Further, Fromkin argues, the reason why this stage is called telegraphic is because the sentences produced are built up by only content words like the ones in telegraph by neglecting function words such as preposition, conjunction, article, auxiliary, etc. Examine the following examples:

What this?

He come here.

No eat it.

CP's Experience

In terms of phonological acquisition at this stage, all sounds existing in Bahasa Indonesia are acquired and pronounced clearly by CP. In terms of morphology, she is now able to use suffix (me-) as in [menajis] stemming from [me-] and [tajis], meaning morphological process has taken place. Though she is able effortlessly to produce two-word sentences at her age of 25 months, her sentences do not contain all function words except suffix (me-). They lack of conjunctions and prepositions. In Bahasa Indonesia, there are no function words such as article, auxiliary, tenses, and comparison degree. After a few weeks, she is able to state prepositions and possessive explicitly. At his stage, not only is she able to use more new

function words [di] meaning in, [ke] meaning to, [dan] meaning, etc., but also various types of sentence patterns such as positive, negative, interrogative, and request. At her age of 28 months, she mingles with her friends, relatives, and people in many places more frequently. This gives her new environments and encounters exposing to her new things and acquiring new words and new patterns faster than my neighbors do who rarely go outdoors. This thing indicates that Behaviorism and Social Interactionism also account for the phenomenon. Examine the data shown below:

Table 3. *CP's acquisition of three-word sentences with function words using various structures*

Positive sentences	Negative sentences	Interrogative sentences with suffix (-ku)	Request with preposition (ke)	Meaning
[papa uda datang]	[mam tak datang]→[mama tidak datang] [adek tak nangis]→[adek tidak menangis]			Father has come. Mother does not come. Sister does not cry.
[enak makan di sini]				It is nice to eat here.
[saya membeli boneka cantik]				I buy a beautiful doll.
		[mana bonekaku]? [mana makan]?→[mana makananku]?		Where is my doll? Where is my food?
			[mari ke sini mak]!	Come here mom!
			[bawa kue ya pak]!	Daddy, please bring cake!
			[ayo ikut susan dan lili]	Let's go with Susan and Lily!

When 3,5 years of age, she is able to produce clearly sentences with both content words and function words along with sentences with new patterns including passive sentences. The MLU and sentence components at this stage, is developed gradually from month to month until the language is acquired leading her to the ability of producing infinite word sentence, understanding, and using her mother tongue fluently the way adults do. In terms of the acquisition of function words, CP does it faster than English speaking children who take time to acquire sentences with adequate function words. Fromkin et al. (1988) says, at this stage children still lack of function words but despite the fact English children's sentences sound like adults' sentence structure, Noun + Verb as in "He come here." and "No eat it." Unlike them, CP is able to produce almost all function words in sentences with adults' structure.

PNP's Experience

At the age of around three years, he is able to stand and walk and rapidly develops his language acquisition by adding more vocabulary. The sequence of vowels sounding like [oi and io] which are not linguistically recognized he acquires in one word stage of normal children is extended to the production of all vowels just in a few weeks during which he sometimes produces the most common consonants in Bahasa Indonesia like [velar k and g], apico alveolar [t and d], bilabial [p, b], nasal [m,n,ŋ] produced by CP at one-word stage. The acquisition of other sounds less frequently used like [dʒ, ʃ, s, and h] as well as lateral, glides, nasal [l, ñ, w, y] takes place in one to two months later. Following this acquisition of sounds, he produces strange word like utterance comprising two syllables having no relationship with referential meaning namely [taptan] to refer to [mandi] meaning to take a bath. Phonologically and semantically speaking, [taptan] is not related to [mandi] meaning to take a bath. A few days and weeks later, he produces more and more two syllabic utterances that are not meaningful, and gradually such strange utterances are replaced by one-word

meaningful sentences, two-word meaningful sentences and even with longer (MLU) enabling him to communicate with people in various environments and acquire many new words especially nouns and verbs. By the age of four years, his language proficiency is just the same as that of CP's and other normal children's. He can debate, negate, and use proper grammatical words and sentences, including passive as well as various intonations in various circumstances. The sounds that he cannot produce properly are [r] and [l]. The more he is exposed to new environments and to people in many places, his acquisition is even faster. It can be inferred that, the more he is physically aggressive by standing, walking, and running, as well as exposed to new things and environments, and his language spoken by different people, the faster his acquisition occurs. This phenomenon again shows how Behaviorism and Social Interactionism strengthen UG and his physical impairment is strongly related to his SLI.

Here are some sentences that he produces at around four-year age:

1. [*bapak bawa apa*] 'What do you bring dad?'
2. [*aku lapar*] 'I am hungry'
3. [*makananña tidak enak*] 'his food is not delicious'
4. [*ke mana mamak*] 'Where is mummy?'
5. [*bukuku diambil kakak*] 'My book is taken by my sister'
6. [*saya tidak mau berenang di situ*] 'I don't want to swim there'
7. [*masuk adja kamu*] 'Please come!'

In sentence 1, he is able to use an interrogative sentence using MLU of three morphemes. In sentence 2, he uses a two-word statement. In sentence 3, he uses a three-word with possessive [ña] referring to his. In sentence 4, he uses a three-word interrogative with function word, preposition [ke] meaning to. In sentence 5, he uses a three-word statement as well as possessive [ku] meaning my, the final syllable in [bukuku] and, prefix [di] functioning to passivize in [diambil] meaning to be taken. The MLU of sentence 5 is 5, since [bukuku] consists of two morphemes, free morpheme [buku] and bound morpheme [ku], [diambil] consists of two morphemes, bound morpheme [di] functioning as prefix to form passive, and one free morpheme [kakak] meaning sister. In sentence 6, he produces sentence of 6 MLU (5 free morphemes and 1 bound morpheme [be] in [berenang] meaning swim. In sentence 7, he produces imperative sentence.

UG, Behaviorism, and Social Interactionism in CP's and PNP's Language Acquisition

On the basis of CP's and PNP's language acquisition, stimulus and response or empirical phenomenon occurs first then it is endorsed by UG. Why they acquire Bahasa Indonesia instead of Bataknese language both of which they are exposed to them is because we give them stimulus via communications in Bahasa Indonesia. They hear us talking to them in Bahasa Indonesia then they imitate our utterances. That PNP experiences only stages of cooing and babbling as well as multiword stage by skipping one word stage and two-word stage fits theory of Behaviorism, and Social Interactionism for it does not abide by the stages proposed by UG. How PNP achieves this kind of proficiency matches the concept of behaviourist Skinner (1957) saying that the process of acquiring a first language is a process of imitating parents leading the children to know the links between words and real-word objects. Field (2005) singles out, it is constant repetition that makes that association become a habit and it is entirely the product of external factors. He added that people are born tabula rasa. In addition to it, it is worth examining the concept of Social Interactionism argued by its proponents, Bruner (1983), for instance, argues that the process of language acquisition is easier because of social interaction. Besides, Foss, Donald J, & Hakes David T. (1978), says that an infant is responsive to the speech sounds he hears long before he produces language. The importance of social interaction is also stated by Condon & Sander L.W. (1974).

The role of Behaviourism and Social Interactionism in PNP's experience is shown by the fact that the more PNP talks, hears, and sees objects and circumstances, the faster he acquires his first language. This prompts me to talk to him very much and bring him to various environments and gatherings. This phenomenon accounts for what Field (2005) claims that behaviour, in this case, PNP's acquisition process is the product of external factors. However, the theory of UG suggesting that language acquisition is not via repetition or reinforcement is accurate as shown by PNP's case that he finds it easy to acquire language in telegraphic to multiword or infinity stage. He acquires not only phonology but also morphology, syntax, and

semantics quickly meaning that the process is out of the question takes place on the basis of what Behaviorism suggests. UG concept proposes, every normal infant is prewired by brain capacity (biological nature) and innateness where acquisition is not due to repetition and reinforcement proves right in the case of PNP in telegraph to infinity stage. His success in achieving the fluency and his speed to combine consonants and vowels, for instance [p] and [a] → [pa] to refer to father, [m] and [a] → [ma] to refer to mother, [papa keja] → [bapak keja] to refer to Father works [mana guguk]? referring to Where is the dog? is thanks to his knowledge of Bahasa Indonesia's grammar which occurs automatically. This progress goes on more quickly than in the process of normal stages. This acquisition, of course is not only thanks to repetition, memorizing, and reinforcement but also UG concept. The role of UG can also be seen in his acquiring of syntax of two-word and multiword sentences within a few weeks after one-word stage, much faster than in normal stages, after he is over 3 years as in the following examples:

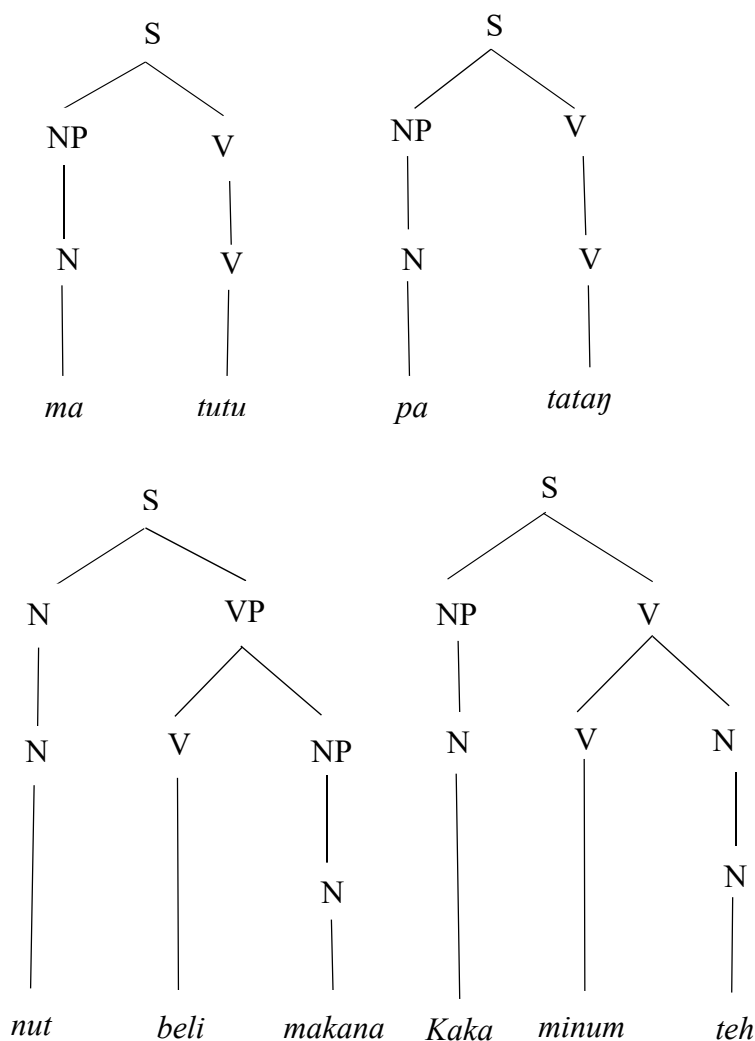
- [*ma tutuk*] → (S + V) 'Mother sits' → Declarative in two-word sentence
- [*pa tatan*] → (S + V) 'Father comes' → Declarative in two-word sentence
- [*nut beli makanan*] → (S + V + O) 'Nut buys food' → Request in infinity stage
- [*kakak minum tehku*] → (S + V + O) 'Sister drinks my tea' → Request in infinity stage

The constructions of sentences a and b are the same and so are those of sentences c and b and are acquired subconsciously without being taught to do such regularity. Based on the fact, he can build up infinite sentences with the same patterns some of which have been put in the above tables, beginning from one-word stage and multi-word stage of CP.

His ability to produce sentences with equal constructions can be seen in the following tree diagrams:

Diagram

PNP's production of sentences with the same structure S+V and NP+VP without instruction



In PNP's acquisition, when [*ma tutuk*] 'Mother sits' of which construction is S + V or NP + VP is produced, the same construction, [*pa tatan*] 'Father comes' is also produced. Similarly, when a three-word sentence [*nut beli makanan*] 'Nut bought food' of which construction is S+V+O or NP + VP, another three-word sentence [*kakak minum teh*] 'Sister drinks tea' is also produced with equal construction. These regular constructions and knowledge are not resulted from imitation or memorizing rather stem from UG or Nativism. It is true what Krashen (2006) suggests that language acquisition is the product of a subconscious process. To strengthen this, Fromkin et al. (1988) suggests that children do not acquire first language by storing all the words and sentences in mental dictionary and they do not learn them by imitation nor by reinforcement. The evidence to it is the use of [*taptan*] to refer to [*mandi*] meaning to take a bath as noted previously. There is no resemblance between the two. If only [*taptan*] were acquired via imitation of [*mandi*], adult's word, PNP would produce sound resembling it. This is in accordance with the example as cited by Fromkin et al. (1988) as follows:

Adult: He is going out.

Child: He go out.

Adult: Where can I put them?

Child: Where I can put them?

If language acquisition were due to reinforcement, PNP would imitate my utterance when correcting his utterance by saying [*bapak datan*] when he says [*pa tatan*] and when saying ungrammatical sentence or change word order of a sentence [*nut beli makanan*] with [*makanan beli nut*]. He keeps on saying [*pa tatan*] and [*nut beli makanan*] although I repeat them over and over again.

This is according to English example shown by Fromkin et al. (1988) in the following dialogue:

Child: Nobody don't like me.

Mother: No, say "Nobody likes me."

Child: Nobody don't like me.

The evidence shows that grammar acquisition is gained via UG instead of Behaviourism and Social Interactionism. However words (free morphemes) acquisition for referential meaning is empirical phenomenon by observing what words are used by people he hears talking to refer to both concrete and abstract objects as in PNP's case, the more he interacts with people and the more he sees new things in new environments, the more words he acquires. Based on the above elaboration, it can be summed up that CP and PNP acquire Bahasa Indonesia because of subconscious matters as proposed by Nativism but it is supported by the practice of Behaviourism and Social Interactionism theories of language acquisition. Lexicon development is acquired via stimulus and interaction whereas grammar is chiefly via innateness in children's language acquisition.

Abnormal PNP's language acquisition

During PNP's physical and speech disability in critical period, I consult physicians asking if his physical impairment retards his language acquisition. I heard conflicting answers, namely, there is no relationship between them for there are many people who cannot stand nor walk in life time talk just the way the normal ones do. Another one states that there might be relationship between PNP's SLI and his physical disability and another physician does not give clear answer saying, may be yes and may be no, but he advises us to get him to talk to people as frequently as possible in various environments. Curtis (1988) figures out that the cases of abnormal language acquisition are the acquisition beyond critical period, due to disorder of brain specialized to process language, and with uncertain reasons.

Referring to what Bishop (2006) states previously, many factors such as brain disorder, environments, gene, and so on are not obvious to account for SLI completely even though he adds that SLI affects 50% children of an affected parent via gene mutation. Meanwhile the research by Naama, F., & Dana, R. (2015) that the acquisition of syntax in a first language has a critical period that ends during the first year of life, and children who missed this window of opportunity later show severe syntactic impairments is not accurate as proved by PNP's fast syntax acquisition though he acquires it beyond critical period. I find out, at least as a hypothesis, not only do organs of speech and brain impairments and gene can deter language acquisition but also physical impairment as shown by the fact that PNP acquires his language so fast after he

can stand, walk, run, and other physical activities, or physical impairment can affect brain disorder to retard language acquisition. Rigorous researches need to be done to know more about what makes children acquire first language beyond critical period and how they acquire language so fast after physical impairment is gone to extend findings that the abnormal acquisition is due to organs of speech and brain impairments as well as gene mutation. Probably, there are uncertain impairments or their combinations that cause the first language acquisition abnormal.

IV. CONCLUSION

Language acquisition may occur differently and beyond critical period. Fromkin et al.(1988) suggests that babbling stage is not prerequisite to go to the other stages of language acquisition. This research reveals that even one-word stage and two-word stage are not either prerequisites for multiword stage (infinity). It is important to recommend again that parents use Nipple Sucking Rate test to examine earlier in prelinguistic stage whether their children are hearing or deaf because at this very early stage both hearing and deaf children produce almost the same utterances. What can distinguish between them is the fact that hearing children are responsive to visual and auditory stimulus and can also distinguish between voiced and voiceless sounds whereas non-hearing children can only be responsive to visual stimulus. In acquiring language, children rely on what they hear by uttering it even though according to Nativism, children are born and prewired by innate capacity to acquire language in a relatively short time. In the production of utterances referring to objects, first of all, they must be exposed to utterances of their mothers and people around them as put forward by Behaviorism and Social Interactionism. The developments of their vocabulary in terms of semantics also go that way. In terms of the acquisition of morphology and syntax or grammar, UG enables them to produce unlimited number of new grammatical words, phrases, clauses, and sentences. This means to say that the three concepts of language acquisition collaborate.

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