



THE APPLICATION OF THE FIRST LANGUAGE ACQUISITION MODEL OF 'LINGUISTIC BEHAVIOR'

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ABSTRACT

This study aims to describe the process of children's language development and to find out the application of the language acquisition model of 'linguistic behavior' in foreign language learning. The design of this study was a quasi-experimental time series design. The populations in this study were all first graders at the Samarinda Ulu International Elementary School, Samarinda City. The sample is the part of the population that is considered as the representative of the population. The sampling technique used is purposive sampling. The sample inclusion criteria were 15 first grade students at Samarinda Ulu International Elementary School who were selected based on their foreign language knowledge abilities. Data were taken from respondents based on three times of habituation by applying the linguistic behavior model. The results of the study showed that the process of children's language acquisition in language learning consists of two processes, namely the understanding process and the mastery process. The process of understanding is obtained naturally by every child through the experiences he/she has gone through. Furthermore, the process of mastering language is acquired after the child is able to apply the language that is understood based on the actual function and the meaning of the language. The application of the linguistic behavior language acquisition model conducted through several stages of habituation (1, 2 and 3) which can help to improve language development at 1st graders at Samarinda Ulu International Elementary School, Samarinda, especially in learning English. By doing the habituation, children are helped to understand and master the foreign language they are learning, such as when they acquire the first language through habituation or experience that they are not even aware of.

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1. INTRODUCTION

Language acquisition is an astonishing thing, especially in the process of acquiring the first language possessed by a child without any special learning about the language. Like a baby, a child will only respond to the words he often hears from the surrounding environment, especially the words from his mother whom the child hears very often, or someone who is always around him.

Language acquisition is usually distinguished from language learning. Language learning is related to the processes that occur when a child learns a second language after he acquires his first language. So, language acquisition is related to the first language, while language learning is related to the second language. Language learning is one of the complex human problems. Language activities not only take place mechanistically, but also take place mentally. It means that language activities are also related to mental processes or activities (brain). Therefore, in relation to language learning, linguistic studies need to be complemented by interdisciplinary studies between linguistics and psychology, which are commonly called psycholinguistics.

Before using a language, a language user first acquires the language. In this regard, Levelt (Marat, 1983: 1) suggests that Psycholinguistics is a study of the use and acquisition of language by humans. Kridalaksana (1982: 140) also has the same opinion by stating that psycholinguistics is a science that studies the relationship between language and human behavior, reason and language skills that can be obtained. In the language process, there is a process of understanding and producing utterances, in the form of sentences.

Chaer (2009:222-223) emphasizes that the process of children's first language acquisition is controlled from the outside, namely the stimulation given through the environment. The term language for behaviorists is considered inappropriate because the term language implies a being, something that is owned or used, and not something that is done. The language itself is one of the behaviors among other human behaviors. Therefore, they prefer to use the term verbal behavior to be more similar to other behaviors that must be studied. According to the behaviorists, the ability of children to speak and understand the language is obtained through stimulation from their environment. Children are considered as passive recipients of environmental pressure, do not have an active role in the process of developing verbal behavior. Behaviorists not only do not recognize the child's active role in the language acquisition process, but they also do not recognize the child's maturity. The process of language development is mainly determined by the length of practice provided by the environment.

According to Skinner in Chaer (2009:223) grammatical rules or language rules are verbal behavior that allows someone to answer or say something. However, if the child is then able to speak, it is not because of "rule-governed" since the child cannot express the rules of language, but is formed directly by the outside factors.

Brown in Suhartono (2005:8) stated *"The extreme behavioristic position would be that the child comes into the world with a tabularasa or about language, and this child is then shaped by his environment slowly conditioned through various schedule of reinforcement"*. Children who are born into this world are like white cloth without stains; it is the environment that will slowly shape them conditioned by the environment and the persistence of their behavior. Experiences and learning processes will shape the children's language acquisition. Thus, language is seen as something that is transferred through cultural inheritance, just as people learn to ride a bicycle. Language is the totality of basic human behavior that develops from birth. According to Pateda (1990:45) language is a set of habits acquired through the learning process, while the innate factor is only a hereditary potential.

From the description above, it can be understood that according to this behavioristic school, children who are born into this world do not have the language potential. The environment and the learning process are the basis for children's language acquisition. In other words, children have limitations in understanding language from the point of view of others. The increase of children's language development occurs as a result of the development of symbolic functions. The development of language symbols in children affects the child's ability to learn to understand the language from the views of others and increase their ability to solve problems.

Likewise in language learning, in order for language learning to be successful, these components must be considered. The statement above implies that in learning, especially in language learning, it is not only the teacher factor and language learning materials that must be considered, students as learning subjects must receive more attention for the success of the learning. The question raised of why language acquisition in adulthood has a different language form compared to the children's language acquisition is closely related to the structure and organization of the human brain. So the existence of these questions raises an important phenomenon to be investigated. Based on this description, the writer formulates several problems as follows: 1. How is the process of children's language acquisition in language learning? 2. How is the application of the 'linguistic behavior' language acquisition model in foreign language learning?

2. METHODS

This type of research is an experimental research, a study that conducts experimental activities which aims to find out a symptom that arises as a result of a certain treatment or experiment. The design of this study was a quasi-experimental time series design, meaning that the pretest and the posttest measurements were carried out repeatedly so the researchers could examine the changes that occurred after the treatment, but in this design there was no control (comparison) group. By using a series of measurements (tests), the validity is higher, and the influence of external factors can be reduced because the measurements are carried out more than once (Riyanto, 2011: 57), aiming to analyze the application of the 'linguistic behavior' language acquisition model in foreign language learning.

This research was carried out in October 2021 at one of the International Elementary Schools in Samarinda City. The populations in this study were all first graders at the SamarindaUlu International Elementary School, Samarinda City. The sample is part of the population that is considered as the representative of the population. The sampling technique used is purposive sampling, namely the technique of determining the sample with certain considerations. A purposive sampling is used if the target sample being studied already has certain characteristics so



that it is impossible to take other samples that do not meet the predetermined characteristics (Sugiyono, 2011:85). So the sample is not chosen randomly. The sample inclusion criteria are: First graders at the SamarindaUluInternational Elementary School who can read and write.

The data collection method used in this study is observation with experimental observation techniques, where the subject or target is included into a certain condition or situation that has been created in such a way that what is observed will arise. The second method used is to distribute questionnaires in the form of questions or tests. Data were taken directly from respondents through pretest, habituation 1 test, habituation 2test, habituation 3 test, and posttest. Furthermore, the researchers used the interview method to clarify the data findings in the former observation process.

The data collected were grouped into several categories to see the process and the development of language based on the 10 indicators of language development studied. After collecting data manually, then the data is tabulated in a table that has been grouped into categories and processed with the help of computers using the Wilcoxon test. The Wilcoxon test was used to measure the significance of the difference between two groups of paired data on ordinal/interval scales but not normally distributed.

3. RESULTS AND DISCUSSION

This study findsout two processes of children's language acquisition in language learning, namely the process of understanding and the process of mastery. The process of understanding is obtained naturally through the experiences that havebeen going through. Furthermore, the process of mastering language is gained after the childrenare able to apply the language that they understood based on the actual function and meaning of the language.

Based on the two processes of children's language acquisition in language learning, this study conducted several experiments to test samples in several tests including pre-test, habituation 1 test, habituation 2 test, habituation 3 test, and post-test,as illustrated in the following table:

Kinds of Tests	Result		
	Correct	Almost Correct	Less Correct
Pre Test	186	88	26
Habituation 1	196	83	21
Habituation2	203	79	18
Habituation3	237	50	13
Post Test	240	57	3
Total	1062	357	81

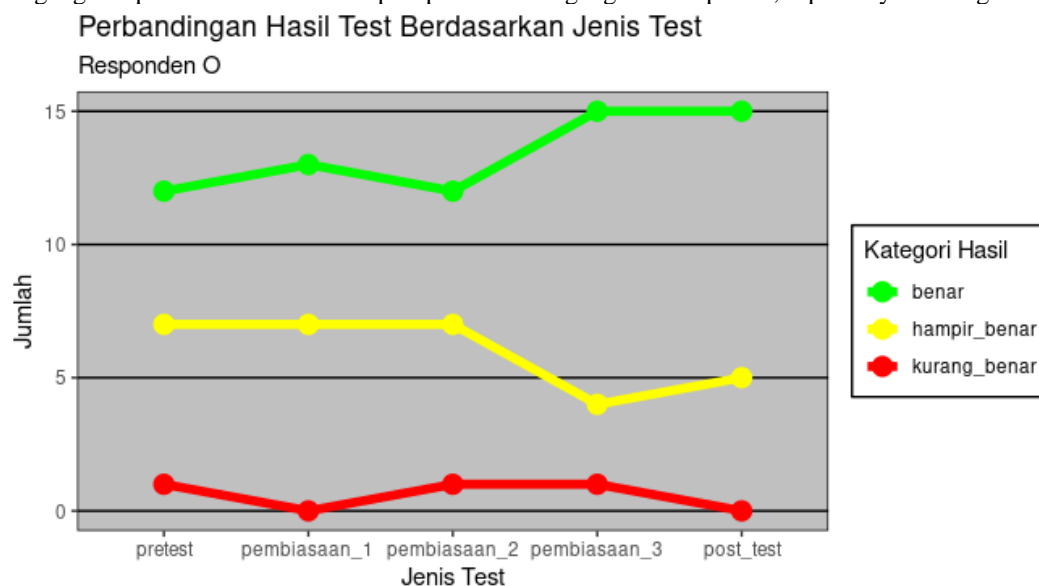
The table above shows the results of each given test which experiencing an illustrated development of the increasing number of correctsresults on each test. From 15 respondents studied, the correct pretest test results are 186 scores, almost correct are88 scores and less correct scores are 26 scores. After getting the results from the pretest, the research began with the application of the linguistic behavior model in several stages. The first stage is habituation 1 by stimulating 3 indicators, namely: getting children to be able to mention story titles in English, getting children to be able to express themselves in English, and getting children to be able to greet friends well in English. After doing habituation 1, it was found that the correct result are186 scores, almost correct are 83 scores, less correct are 21 scores.

The second stage, Habituation 2 is carried out by re-stimulating 3 indicators, namely: getting children to be able to write the contents of a story that is heard well in English, getting children to be able to answer questions in English, and getting children to be able to distinguish verbal and nominal sentences in English. The results of the habituation test 2 showsthat the correct result are 203 scores, almost correct are 79 scores, and less correct scores are 18 scores.

The third stage of habituation 3 is carried out by stimulating 4 indicators of habituation, namely: getting children to be able to place adpositions in an English sentence, getting children to tell stories about their families in English, getting children to be able to distinguish functions and means of transportation in English, getting children to be able to tell various types of food/vegetables and fruits in English. The results of the habituation test 3 shows that the correct results are 237 scores;almost correct are 50 scores, and less correct are 13 scores. Furthermore, after all stages were carried out, a post-test was carried out to measure more significant results and prove that from the

habituations that have been carried out, it was found that the children's language development increased along with the post-test results with a total of 240 correct scores, 57 almost correct scores, and 3 less correct scores.

The application of the Linguistic behavior model in language acquisition of foreign language learning for grade 1 students of SamarindaUluInternational Elementary School can be seen in the comparison graph of test results that have been carried out by all respondents. The graph illustrates that the application of the linguistic behavior language acquisition model can help improve the language development, especially in foreign language learning.



The graph of respondent O shows that the results obtained after the pretest developed after the 2 and 3 habituations were carried out. So the score of the posttest are better than the score of the pretest score.

Based on the graph above, it can be concluded that the application of the linguistic behavior model in language acquisition with habituation stages 1, 2 and 3 can help improve language development of first graders at SamarindaUluInternational Elementary School, especially in learning English. By doing habituations, children are helped to understand and also master the foreign language they are learning, such as when they acquire the first language acquired through habituation or experience that they are not even aware of.

CONCLUSION

Based on the results of the study that has been described, we conclude that; First, this study find out that there are two processes of children's language acquisition in language learning, namely the understanding process and the mastery process. Second, the application of the Linguistic behavior model in language acquisition of foreign language learning for the 1st graders at SamarindaUluInternational Elementary School can be seen in the comparison graph of test results that have been carried out by all respondents, the whole graph shows that the application of the linguistic behavior model in language acquisition with the stage of habituation 1, 2 and 3 with 10 assessment indicators, very significantly help improve language development in grade 1 children at SamarindaUlu International Elementary School, especially in learning English. By doing the habituations, children are helped to understand and also master the foreign language they are learning, such as when they acquire the first language acquired through habituation or experience that they are not even aware of.

As an implication in this study, theoretically the scope of psycholinguistics classifies language acquisition and learning into two different forms. In the process of acquiring a first language and learning a foreign language basically occupies a different scope. Therefore, the implications of this study refer to a new scope that needs to be studied more deeply, namely the application of linguistic behavior model in language acquisition of foreign language learning. Where this model refers to the point of similarity in how students acquire a foreign language because they are used to it as well as acquiring their first language.

The practical implication is that there are three stages of habituations that are carried out to grade 1 students at SamarindaUlu International Elementary School. In the first stage, students are accustomed to know basic things in the learning process, namely understanding a story, getting students used to greet and express themselves. In the second stage, students are accustomed to know about more formal matters such as understanding nominal and verbal sentences, getting students used to answer questions correctly and getting students to know the correct adpositions in a sentence. Finally, in the third stage, students are accustomed to telling about things they encounter every day.



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