**Angkola Language Acquisition among the Children: A Psychological Study**

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**Abstract**

This research study was conducted to understand the importance of acquiring the Angkola and the Indonesian languages. The level of Angkola language acquisition for children aged 3-5 years in relation to the impact of using the Indonesian language influences Angkola language acquisition. The method used in this research is a qualitative. The results of this study concluded that 1) 3-5 years -old children in Padang Sidimpuan city, have been able to obtain vocabulary in the Angkola and Indonesian languages in terms of phonology, morphology, syntax and semantics. These children acquired the language in different stages according to their age, and they had the ability to produce simple to complex utterances. 2) The Angkola and Indonesian languages are a form of communication between 3-5 years - old children in the city of Padang Sidimpuan that being acquired and both have a strong relation especially in carrying out learning activities. The following are some of the impacts arising from the use of the Indonesian and the Angkola languages on the education of children in the urban areas of Padang Sidimpuan: Positive impacts include the vocabulary enrichment, cultural awreness, identity building, however the negative ones such as low standard national language use, and misunderstood among the children.

**Keywords:** Psycholinguistics, language acquisition, language understanding, impact, vocabulary.

**Introduction**

A child learns a language naturally, almost miraculously, as their language acquisition is rapidly developed with an apparent speed and accuracy that baffles parents (Nor and Rashid, 2018: 162). Montessori believes in human development using an educational approach and stated that "*The only language [people] ever speak perfectly is the one they learn in babyhood, when no one can teach them anything*" (Nor and Rashid, 2018: 162). Children learn a language, not because they are subjected to a similar conditioning process, but because they possess an inborn

capacity which permits them to acquire a language as a normal maturational process. This capacity is universal. The child has an innate language acquiring device (Hutauruk, 2015). The researcher examines the acquisition of the local language of children obtained from the mother and the environment. The level of difficulty between Indonesian and local languages is zero when children acquire the language, because children do not understand the meaning of the spoken language.

The referent of a word is substantially easier than previously assumed when the child's view is taken into account (Yu *et al*. in Monaghan and Rowland, 2017). Instead of the multiple alternative possibilities that were assumed to be present for each uttered word, head-mounted cameras on both children and adults demonstrated that, Whereas alternatives were present for adults speaking to children, the child's view was reduced such that the referential ambiguity was almost entirely avoided. Thus, the interaction of attention, environment, and language conspire to reduce uncertainty and promote useful information for the child when acquiring the language.

Angkola is learned by children aged 3-5 years, who still mix Indonesian and Angkola in Padang Sidimpuan North Sumatra Province. The main reason parents teach their children Indonesian is education purposes. Acquiring the Angkola language in children is through parents and the environment. One might consider the level of education of the children who are more familiar with the Angola language. Observations demonstrate that children who understand Indonesian are better compared to children who only use the Angola language. The level of self-confidence to express something or communicate with others is higher than the children who use Angola language.

## Aims and Scope

This study maps out the acquisition of Angkola among children aged 3-5 years, in order to determine the level of their understanding of Indonesian and Angkola in the community or the educational environment and to see the impact of using Angola for education on children.

## Language Acquisition

Iriani *et al*. (2018) explained that the language acquisition is a process of transferring and infiltration of the environment to the power or ability of one's language, in this case on the child's speech. The languages the speaker understands have gone through a long process of acquiring in the environment. This acquisition process, is run only by humans as a thinking creatures and that have an innate ability in realizing environmental phenomena (Iriani *et al*., 2018: 67). Language acquisition is the process of mastering the language that is done by the child naturally when he/she learns his/her mother tongue (Dardjowidjodjo, 2003: 225). Varshney in Hutauruk (2015: 52) states that it is a process whereby children achieve a fluent control of their native language. The ability to get and understand the language is inherited genetically but the particular language that the children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring (Hutauruk, 2015: 52). Thus, many factors influence the acquisition of language: a word is more likely to be early learned if it is, *inter alia*, relevant to the child's communicative goals, associated with an easily identifiable referent, imaginable, easy to segment from the continuous speech stream, easy to say, and attested in a wide range of contexts (Ambridge *et al*., 2017: 243).

## Behaviorism Theory

Language development is the formation or outcome of environmental influences. It is the result of an interaction with the environment through stimulus conditioning that causes a response. The children are born with nothing, so they need a learning process. This learning process is through imitation, modeling, or reinforcement learning (Monks *et al*., 2001).

Skinner uses the stimulus-response theory in explaining language development, namely that if a child starts learning to speak which is evidence of the development of the child's language, then the person around him gives positive responses as reinforcement. For example, the systems of drilling learning; initially, the child will respond to each lesson and can immediately show a reaction.

**Nativistic Approach**

Grammar Translation Method believes that the language already exists in children; it is innate; and it has been determined biologically; it is natural. A child is born with a set of language skills called General Grammar. So for human beings there is an innate mechanism, namely that a person's language is determined by something that is in the human body or that is genetically programmed. Although the knowledge in the child does not get much stimulation, the child can still learn it. Children do not just imitate the language they listen to, but are also able to draw conclusions from existing patterns.

During the first language acquisition, two processes occurred when a child obtained his/her first language. The process in question is the process of competence and performance. Both of these processes are different. Competence is the process of mastering grammar (phonology, morphology, syntax, and semantics) unconsciously. This competence is carried by every child from birth. Although existing from birth, competence requires coaching so that children have performance in language. Performance is the ability of children to use language to communicate. Performance consists of two processes, namely the process of understanding and the process of publishing sentences. The process of understanding involves the ability to observe or perceive sentences that are heard, while the publishing process involves the ability to produce sentences (Chaer, 2003: 167). Nature is necessary because without natural provision beings cannot be able to speak, and nurture is needed because without input from nature, natural supplies will not be realized (Dardjowidjojo, 2003). This theory influences language learning, where children need to get a model of language learning early. Children learn language quickly before the age of 10, especially when learning a second language. Children older than 10 years have difficulty learning language.

**Cognitivism Theory**

Piaget coined the Cognitive theory; one has several abilities derived from cognitive maturity. Language skill is determined by the sequences of cognitive development. Language development depends on certain cognitive abilities, information processing abilities, and motivation. Piaget (Mussen *et al*., 1984) argued that cognitive development directs language skills, and language

development depends on cognitive development. The complex structure is not the gift of nature and not something, that is learned from the environment but the structure arises inevitably as a result of a continuous interaction between the level of children's cognitive function and the linguistic environment.

**Interactionism Theory**

Interactionism theory assumes that language acquisition is the result of the interaction between the mental abilities of learning and environment. Language acquisition is related to the interaction between input and the internal ability of the learner. Every child has had LAD from birth. The LAD model can demonstrate the process of acquisition of any natural language (Pan, 2015: 195). However, without appropriate input, it is impossible for children to master certain languages automatically.

Actually, the internal and external factors in the acquisition of the first language by the child are very influential. There is a theory that says that children's language skills have existed from birth (there is LAD). This has been proven by various discoveries such as those done by Howard Gardner. He said that since birth children have been equipped with a variety of intellects. One intellect is language intelligence (Campbell, *et al*., 2006: 2-3).

**Methodology**

A qualitative research method was used to examine the condition of natural objects, where researchers were key instruments, data source sampling was done by purposive sampling, techniques collection with triangulation (combined), data analysis was inductive or qualitative, The results of the qualitative research emphasize meaning rather than generalization (Sugiyono, 2009: 15). This research study started in January 2018 in Angkola of Padang Sidimpuan. By utilizing various natural method (Moleong, 2004: 6), it analyzed words and sentences, not numbers. Data in this study are in the form of words and sentences used in speech events by children aged 3-5 years in everyday life. Listening to the use of Angkola language; in the form of tapping techniques (Mahsun, 2011: 92) was followed by an advanced technique in the form of skillful free-lance and note-taking. After collecting data, the discussion was carried out using the

cross-section method (Sudaryanto, 1993: 31). Markers that show these shapes and functions were grouped and analyzed.

**Findings**

**Data Analysis of the First Speakers**

The data shows that there are 14 plosive sounds in 12 utterances promulgated by 3-5 year-old children in Padang Sidimpuan, which are included in the sound of the plosive consonant ie /**Du**a/, /**Ba**ru/, /**Ke tu** sikolah/, /**Ba**ba/, /**To**lu/, /Ut**te**/, /**Tu** sa **ba**/, /**At**cimun/, /Pen**tak**/, /Aek lom**ba**ng/, /Pit**tu**/, /Ting**kap**/. In the speech of /**Du**a/, the sound of a plosive consonant lies ~~on~~ in the first syllable. In the utterance /**Ba**ru/, the sound of the plosive consonant lies in the first syllable. In the utterance /**Ke tu** sikolah/, the sound of the plosive consonant lies in the first and second syllable. In the utterance /**Ba**ba/, the plosive consonant sound lies in the first syllable. In the /**To**lu/ utterance, the plosive consonant sound lies in the first syllable, at the utterance /Ut**te**/, the plosive consonant sound lies in the second syllable, in the utterance /**Tu** sa **ba**/, the sound of the plosive consonant lies in the first and third syllable. In the utterance / **At**cimun /, the sound of the plosive consonant is located in the first syllable. At the utterance /Pen**tak**/, the sound of the plosive consonant lies in the second syllable. In the utterance /Aek lom**ba**ng/, the plosive consonant sound is located in the third syllable. In utterance / Pit**tu** /, the plosive consonant is located in the second syllable, in the utterance /Ting**kap**/, the plosive consonant lies in the second syllable. The whole speech is a sound of a voicemail consonant because at the time of pronunciation of the sound, the vocal cords vibrate.

**Data Analysis of the Second Speakers**

There are 18 plosive sounds in 16 utterances pronounced by the 3-5 years-old children in Padang Sidimpuan: /**Ma**rgosok gigi/, /Pak**kur/**, /Pit**tu/**, /Markare**ta/**, /Rap ayah**ku/**, /**Bu**lung ga**du**ng/, /**Di** belakang/, /**Ba**gas nami/, /**Ta**bo/, /**Di** pasar/, /In**da/**, /Di **to**pi aek/, /Baru naubot**obe/**, /**Ad**ong/, /Sa**da do**pe/, /**Al**aklai/. In the utterance /**Ma**rgosok gigi/, the plosive consonant sound is located in the first syllable. In the speech /Pak**kur/**, the sound of the plosive consonant lies in the second syllable. In the speech /Pit**tu/**, the plosive consonant sound lies in the second syllable, in the

utterance /Markare**ta/**, the plosive consonant sound is located in the 4<sup>th</sup> syllable. In the utterance /Rap ayah**ku/**, the sound of the plosive consonant is located in the second syllable. In the utterance /**Bu**lung ga**du**ng/, the sound of the plosive consonant lies in the first syllable. In the utterance /**Di** belakang/, the sound of the plosive consonant lies in the first syllable. In the utterance **Ba**gas nami/, the sound of the plosive consonant lies in the first syllable in the second syllable. In utterance /**Ta**bo/, the sound of a plosive consonant lies in the first syllable. In the utter /**Di** pasar/, the sound of the plosive consonant lies in the first syllable in the first syllable, in utterance /In**da/,** the plosive consonant sound lies in the second syllable. At the utterance /Di **to**pi aek/ the sound of a̶ the plosive consonant lies in the first syllable in the second syllable. In the utterance /Baru nauboto**be/**, the sound of the plosive consonant lies in the fifth syllable of the second syllable. In the utterance /**Ad**ong/, the sound of the plosive consonant is located in the first syllable. In the utterance /Sa**da do**pe/, the sound of the plosive consonant is located in the second syllable in the first syllable. In the utterance /**Al**aklai/, the plosive consonant sound lies in the first syllable. The whole speech/utterance is a sound of a voicemail consonant because at the time of pronunciation of the sound, the vocal cords vibrate.

**Data Analysis of the Third Speakers**

Data shows that there are 24 plosive sounds in 24 utterances uttered by the 3-5 years̶old children in the city of Padang Sidimpuan: /**Tu** aek patcur/, /Pak**ku**r/, /Cang**ku**l/, /In**da**han/, /Par**to**lot/, /Bu**ku/**, /Rap i**bu/**, /**Ka**os pat/, /**Bo**tik/, /Bang**ku/**, /Lom**bu/**, /Etek**ku/**, /**Tu**langku/, /**Du**a/, /**Ba**hat dope/, /**Ba**gas/, /**Ta**lonan/, /Ma**du**ng/, /In**da** ipatola/, /A**da**boru/, /Nau**bo**to/, /**Ka**dang/, /**ang**go/, /In**da**/. In the speech of /**Tu** aek patcur/, the plosive consonant sound lies in the first syllable of the first syllable. In the utterance /Pak**ku**r/, the plosive consonant sound lies in the second syllable. In the utterance /Cang**ku**l/, the plosive consonant sound lies in the second syllable. In the speech /In**da**han/, the plosive consonant sound lies in the second syllable. In the speech /Par**to**lot/, the plosive consonant sound lies in the second syllable. In the speech /Bu**ku/**, the plosive consonant sounds in the second syllable. In the utterance /Rap i**bu/**, the plosive consonant sound lies in the second syllable of the second syllable. In the speech /**Ka**os pat/, the plosive consonant sound lies in the first syllable. In the utterance /**Bo**tik/, the plosive consonant sound lies in the first syllable. In the utterance /Bang**ku/**, the plosive consonant sound lies in the second syllable. In the utter /Lom**bu/**, the plosive consonant sound lies in the second syllable. In the utterance /Etek**ku/**, the

plosive consonant sound lies in second syllable. In the utterance /**Tu**langku/, the plosive consonant sound lies in first syllable. In the utterance /**Du**a/, the plosive consonant sound lies in the first syllable. In the utterance /**Ba**hat dope/, the plosive consonant sound lies in the first syllable. In the utterance /**Ba**gas/, the plosive consonant sound is located in the first syllable. In the utterance /**Ta**lonan/, the plosive consonant sound lies in the first syllable. In the utterance /Ma**du**ng/, the plosive consonant sound lies in the second syllable. In the /In**da** ipatola/, the plosive consonant sound lies in second syllable in the first syllable. In the utterance /A**da**boru/, the plosive consonant sound lies in the first syllable. In the utterance /Nau**bo**to/, the plosive consonant sound lies in the second syllable. In the utterance /**Ka**dang/, the plosive consonant sound lies in the first syllable.  In the utterance /**ang**go/, the plosive consonant sound lies in the first syllable. In the utterance / In**da** /, the plosive consonant sound lies in the second syllable. The whole utterance is the sound of a plosive consonant sound because during the pronunciation of the sound, the vocal cords vibrate.

It can be concluded that the plosive consonant sound is the highest consonant sound in Angkola language acquisition for children aged 3-5 years, it can be seen in Graph 4.1 below:

Graph 4.1 Frequency of Consonant Sounds
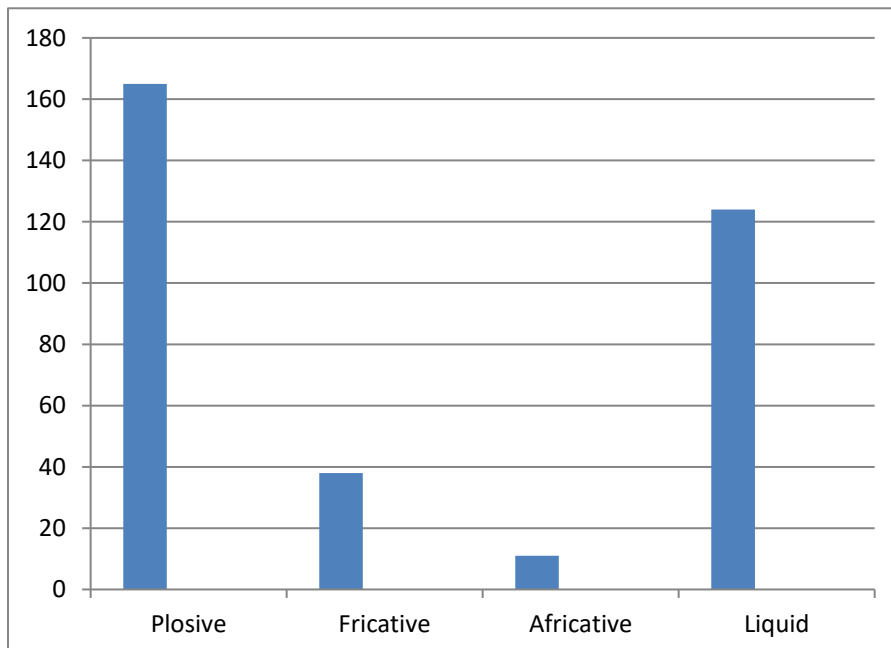
X –axis: Frequency of consonants distribution during observation

Y-axis: Types of consonants

From Graph 4.1 above, it is observed that the frequency of plosive consonant sounds is 165 times, then the frequency of the fricative consonant sounds is 38 times, the frequency of the africative consonant sounds is 11 times and the frequency of the liquid consonant sounds is 124 times.

a. Vocal Gain

Vowels are phonemes produced by moving air out without obstacles. What is meant by obstacles in this case is the obstruction of the air coming out by the movement or changes in the position of the articulator. The results of this research on the utterances of children aged 3-5 years, who obtain each of the types of vocal phonemes, are namely:

1. Phonemes / i /

Speech analysis for the first speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /i/ | Number of Vocal Phoneme Utterances /i/ |
|---|---|---|---|
| 1 | RH | Maridi Anggik | 2 |

The phoneme / i / above, has two kinds of realization. It is first realized as a sound [i] when it is in an open syllable or a non-spaced syllable as in the word <maridi>. Secondly, it is realized as an [I] sound when it is in an enclosed or polished syllable as in the word <anggic>.

Speech analysis of the third speaker:

| Speaker's Number | Speaker's Name | Phonetic vowel sounds /i/ | Number of Vocal Phoneme Utterances /i/ |
|---|---|---|---|
| 3 | NL | Botik Saotik | 2 |

The phoneme / i / above, has one realization. It is realized as [I] sound when it is in a closed silencer or a syllable as the word <botic> and <saotic>.

Speech analysis of the fourth speaker:

| Speaker's Number | Speaker's Name | Phonetic vowel sounds /i/ | Number of Vocal Phoneme Utterances /i/ |
|---|---|---|---|
| 4 | YISD | Maridi | 1 |

The phoneme / i / above, has one realization. It is realized as sound [i] when it is in an open syllable or non-spaced syllable as in the word <maridi>.

Speech analysis of the sixth speaker:

| Speaker's Number | Speaker's Name | Phonetic vowel sounds /i/ | Number of Vocal Phoneme Utterances /i/ |
|---|---|---|---|
| 6 | YFL | Botik | 1 |

The phoneme / i / above, has one kind of realization. It is realized as [I] sound when it is in a closed silencer or a silencer of a syllable as in the word <botic>.

Speech analysis ~~on~~ of twelve speakers:

| Speaker's Number | Nama Penutur | Phonetic vowel sounds /i/ | Number of Vocal Phoneme Utterances /i/ |
|---|---|---|---|
| 12 | AKS | Botik | 1 |

The phoneme / i / above, has one kind of realization. It is realized as [I] sound when it is in a closed silencer or a silencer of a syllable as in the word <botic>.

2. Phonics / e /
Speech analysis of the first speakers:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 1 | RH | Pake Singlet Utte | 2 |

The phoneme / e / above, has two kinds of realizations. First, as the sound [e] when it is in an open syllable, such as the word <pake>and <utte>. Second, it is realized as the sound [ɛ] when it is in a closed silencer, as in the word <singlet>.

Speech analysis of the fourth speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 4 | YISD | Aek Jeges | 2 |

The phoneme / e / above, has one kind of realization. The phoneme is realized as a sound [ɛ] when it is in a closed silencer, as in the word <aek> and <jeges>.

Speech analysis of the seventh speakers:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 7 | AAJS | Singlet | 1 |

The phoneme / e / above, has one kind of realization. The phonemes are as the sound [ɛ] when they are in closed silencers, as in the word <singlet>.

Speech analysis on of the ninth speakers:

| Speaker's Number | Speaker's name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 9 | N | Penderes | 1 |

The phoneme / e / above, has one kind of realization. The phoneme is represented as a sound [ɛ] when it is in a closed syllable, as in the word <penderes>.

Speech analysis of the tenth speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 10 | RASS | Pake | 1 |

The phoneme / e / above, has one kind of realization. The phoneme is referred to as [e] when it is in an open syllable, as in the word <use>.

Speech analysis of the thirteenth speakers:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 13 | AAS | Aek<br>Hepeng | 2 |

The phoneme / e / above, has one kind of realization. The phoneme is represented as a sound [ɛ] when it is in a closed syllable, as in the word <aek> and <hepeng>.

Speech analysis of the fourteenth speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /e/ | Number of Vocal Phoneme Utterances /e/ |
|---|---|---|---|
| 14 | NAD | Pake<br>Utte<br>Paet | 3 |

The phoneme / e / above, has two kinds of realization. First, it is referred to as the [e] sound when it is in the open syllable, as in the words <pake> and <utte>. Second, it is realized as a sound [ɛ] when it is in a closed syllable, as in the word <paet>.

3. Phonemes / a /
Speech analysis of the first speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /a/ | Number of Vocal Phoneme Utterances /a/ |
|---|---|---|---|
| 1 | RH | Dua<br>Mata<br>Baba<br>Sada | 4 |

In general the phoneme / a / above is realized as a sound [a], both when at the middle position of the word, and at the end of the word as in the words <two>, <eye>, <baba>, and <sada>.

Speech analysis of the second speaker:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sounds /a/ | Number of Vocal Phoneme Utterances /a/ |
|---|---|---|---|
| 2 | NIS | Sada<br>Inda | 2 |

In general the phoneme / a / above is realized as a sound [a], both in the initial position of the word, the middle of the word, and the end of the word as in the word <sada> and <inda>.

Speech analysis of the third speakers:

| Speaker's Number | Speaker's Name | Phonetic Vowel Sound /a/ | No of Utterances of Vowels |
|---|---|---|---|
| 3 | NL | Dua<br>Inda | 2 |

In general, phoneme / a / above is realized as a sound [a], both at the starting position of the word, middle of the word, and the end of the word as in the word <two> and <inda>.

**Conclusion**

Based on the findings, it is concluded that 1) Children aged 3-5 years in Padang Sidimpuan are able to obtain vocabulary in Angkola and Indonesian in terms of phonology, morphology, syntax and semantics. These children acquire language gradually according to their age and have the ability to produce simple utterances to complex ones. 2) Angkola and Indonesian languages are a forms of communication between 3-5 years old children in Padang Sidimpuan; although they two languages only spoken by subjects not fully in bilingual form. However, both have a strong relation. In this case, 3-5 year old children are able to understand the use of Angkola and Indonesian in the community and educational environment. 3) In terms of regional, cultural, and linguistic diversity; Angkola has a role and influence on the Indonesian language; because children aged 3-5 who communicate every day are more likely to use Angkola than standard Indonesian as they feel strange if the Indonesian language is used for communicating in everyday life.

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