

**Research Article**

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**A 1.4 Year Old Child Language Acquisition  
(Case Study on a Bilingual Family)**

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**Abstract**

This paper presents the phonological and morphological aspects of language acquisition of the child aged 1.4 years of a bilingual family. The researcher used a qualitative approach by using case study method. Data collection technique used is documentation and observation. Data were analyzed using inductive models, with the steps: observation of data, insights into the structure of the data, the formulation of hypotheses, and testing hypotheses. The results of this research indicate that the language acquisition of children aged 1.4 years on average amounted to 40 words that structure largely intact as a word yet, but it is understood its meaning. Language acquisition obtained from the two languages simultaneously (simultaneous bilingual) language is Indonesian and Bengkulu. The children are able to pronounce vowels [a], [i], [u], [e], and [o] in forming words. Then, the boy also has been able to say 13 consonants, namely [b], [c], [d], [h], [j], [k], [m], [n], [p], [s], [t], [w] and [y].

Tujuan penelitian ini adalah untuk menjelaskan aspek fonologis dan morfologis pemerolehan bahasa anak berusia 1,4 tahun dalam keluarga bilingual. Penelitian adalah studi kasus menggunakan pendekatan kualitatif. Pengumpulan data dengan metode dokumentasi dan observasi. Data dianalisis dengan model induktif dengan beberapa langkah, yaitu pengamatan terhadap objek yang diteliti, pemahaman terhadap struktur data, penyusunan hipotesis, dan pengujian hipotesis. Hasil penelitian ini menunjukkan bahwa pemerolehan bahasa anak 1,4 tahun rata-rata memiliki 40 kata dengan memahami maknanya. Pemerolehan bahasa yang dilakukan dapat dikategorikan sebagai dwibahasawan simultan, yaitu Indonesia dan Bengkulu. Anak itu mampu menghasilkan bunyi vokal [a], [i], [u], [e], dan [o] dalam membentuk kata. Selain itu, anak tersebut dapat menghasilkan 13 konsonan, yaitu [b], [c], [d], [h], [j], [k], [m], [n], [p], [s], [t], [w] dan [y].

**Keywords:** *child language acquisition, bilingual, morphology, phonology*

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## 1. INTRODUCTION

The development of children's language involves physiological and psychological processes. Both of these processes run fast and uncomplicated through every organ and articulator of human mental organ. This process will produce a perfect language behavior when any of these organs function normally. The physiological mechanisms language center consists of neurological structures with: (1) the central nervous system, (2) the peripheral nervous system, and (3) the sympathetic nervous system. The central nervous system consists of the brain and spinal cord; the peripheral nervous system consists of nerves that enter and exit the system connects the center with peripheral mechanisms, the taste receptors. Then, the sympathetic nervous system, carry out an autonomous activity (reflex) of the human body. Human activities language involves not only coordinating the activities of the central nervous system, but also the function of receptive and productive language of peripheral mechanisms. Peripheral mechanisms include: (1) vocal organs for the production of language, and (2) the organ of hearing for language acquisition. When speaking at the same time involved, some motor activities. Speech production involves the manipulation of the diaphragm, lungs, chest muscles, vocal cords, mouth, tongue, teeth and lips. The vocal cords consist of two membranes stretched across the interior of the larynx, which is structured like a box (Mukalel, 2003:146-147).

Likewise with the psychological processes more linking brain function in children acquires language. When the function of the brain to function properly and support the environmental conditions, the language obtained will produce good language appropriate understanding of a child at each age level. Language as a communication tool is acquired by human from birth until the age of five years, which is known as language acquisition.

Schutz (2014:1) explains that language acquisition is "the product of a subconscious process very similar to the process children undergo when they acquire reviews their first language." In other words, language acquisition is the process of how a person can speak or the children generally acquire their first language. Then, acquisition language as well as the threshold of conscious languages acquisition of person typically not aware that he was obtaining the language, but just be aware of the fact that he was using the language for communication. Then, the result of language acquisition that competencies acquired also are on the threshold of consciousness. The person on age is not aware of the rules of the language obtained.

Every human language is stored in what is called faculties of the mind, which is a kind of plot-plot in the mind or brain which is allotted to the user and language acquisition. A normal person would acquire the mother tongue in a short time. This is not because children receive stimulation alone then the child is held in response, but because every child who has been born equipped with a set of tools that acquire their mother tongue. This tool according to Subyakto and Nababan (1992:76) is called the Language Acquisition Device (LAD) or better known by the name of language acquisition device.

Then, a child does not need to memorize and mimic the patterns of words to be able to master the language. Acquisition device language is reinforced by several things, namely: (1). child language acquisition follows the same stages; (2). there is no relationship with the child language acquisition levels of intelligence; (3). language acquisition is not affected by emotions and motivations; and (4). at the time of acquisition of grammar children around the world the same. The child will be able to pronounce a word or phrase that has not been heard before to apply the rules of grammar unconsciously knew through and then kept in mind in his heart.

Child language acquisition happens through an activity of speaking. The speaking ability develop in a child's life, which is preceded by a period of listening skills and then continued to speaking skills. Talking is very closely linked with the development of the vocabulary of the child obtained through listening and reading activities (Tarigan, 2008:3). In

this case the person's ability to speak is certainly influenced by memories of the past. More and more of experience in accepting the vocabulary, then he will be able to do a good talking to.

In particular, language acquisition as the speech of children aged 1 year and 4 months was also influenced by various factors, first by means of articulation or physiologic function and subsequent factors related through listening experiences through activities that will be stored by the memory. When a word or phrase that is heard is always pronounced and directly related to the needs and immediately saw significantly then the word will go on long-term memory (long term memory). Carroll (2008:50-51) explains that long-term memory is a memory structure that stores knowledge permanently originally sourced from a real human experience that comes from episodic memory. When we are in a position of long-term memory can be regarded as child language acquisition.

This study tries to answer the question related to language acquisition of children aged 1.4 years at the level of phonology and morphology in bilingual families. This is to figure out the child's ability in producing phonemes and morphemes or words. Besides, this study is also to explain how the articulation of children aged 1.4 years functions to generate a word. This research is also expected as one of the information the reader can obtain in terms of research on child language acquisition and can use relevant research in the field of language acquisition of infants, especially in bilingual families.

Burrhus Frederic Skinner (1957, in the Field, 2004:30-31) in behaviorism theory suggests that language acquisition account first by operant conditioning. His view is that a child acquires language through imitating the utterances of adults. Parents provide language model. They also provide reinforcement through the sign of approval, through the implementation of the child or through a desire to recognize, respond to, and produce child's speech. Then, Noam Chomsky explains that the language acquisition obtained through habit or imitation that is generative and theories of language acquisition must take into account the way in which infants acquire the capacity to generate an infinite number of grammatical utterances infinite through the potential development that has taken birth (Field, 2004:30-31).

Children in obtaining first language quite varies, there is a slow, moderate, and some even faster. This is very influenced by several factors, such as natural factors, cognitive development factors, social background factor, and hereditary factors (gender, intelligence, personality/style acquisition) (Slobin, 1985:63). A child does not suddenly have a grammar first in the brain (neurology), complete with all the rules. The first language was gained with several stages, and each subsequent stage closer to the grammar of the language of adults.

In child language acquisition, Piaget argued that children construct their own knowledge of his own experiences with the environment. While Vigotsky provide different views with Piaget, especially his views on the importance of social factors in child development. Vygotsky looked at the importance of language and others in the world of children. According to Piaget (in Tarigan, 2011:41) classifying language development into seven stages. (a) Phase I felt (pre-linguistic 0.0 to 0.5) first, (b) phase fingered (pre-linguistic 0.5-1.0) second: the word nonsens, (c) the linguistic stage I holoprastik; sentence one word (1.0-2.0), (d) phase II linguistics sentence two words (2.0-3.0), (e) phase III linguistics. Development grammar (3.0 to 4.0), (f) phase IV grammar linguistics pre-adults (4.0-5.0), and (g) phase V linguistic competence full (5.0-...). I specialized in linguistics stage around 1-2 years old children have started using a series of speech sounds that produces single speech sound meaningful.

Then, in general, Piaget (in Trianto, 2008:45) explains language development through cognitive development consisting of four stages: stage sensory or dria motor (0-2 years), pre-operational stage (2-7 years), stage of concrete operations (7-12 years), and the stage of formal operations (12 - adult). For children aged 1.4 years entered the sensorimotor stage where this stage the baby looked at the relationship between himself and the environment then they

haveability to evolve over time. Babies learn about them to see, touch, and hear around then go down. According Mussen and Kagan (in the Trianto 2008:45), the ability to mimic the behavior identified as learning through observation (observational learning).

Later, the child's language development is not only affected by neurological development, but also by their biological development. According Lenneberg (in the Dardjowidjojo, 2000:60), said that the children's language development follows the biological schedule that cannot be bargained. A child cannot be forced or encouraged to be able to utter something, if his biological ability has not been possible. Conversely, when a child is biologically has been able to do something, he will not be able to also prevented from utters it, because there is a linkage between the developments in biology with language skills.

In the case of an infant in bilingual families will be able to master two languages simultaneously. The occurrence of the phenomenon of bilingualism when the baby's condition is equally acquire a second language, and words that are attached to a set of central concepts in real-world baby. Coordinate bilingualism occurs when the baby's condition to support one language from another language. The consequence is that the baby is developing two independent lexical systems, although overlapping meanings. Weinreich, 1968 (in the Field, 2004:33) proposed three types of bilingualism are subordinate bilingualism, bilingualism simultaneous and sequential bilingualism. Subordinate bilingualism occurs when a second language acquired sometime after the first language, and so they depend on the language first. The simultaneous bilingualism both languages are acquired simultaneously. While the sequential bilingualism occurs when a second language acquired in childhood, but the other precedes language.

## 2. RESEARCH METHODS

This study uses a qualitative approach with case study method in order to see all the phenomena that exist in the form of language acquisition children aged 1.4 years at the level of phonology and morphology. Data collection techniques are technical documentation and observation with the help of the recorder such as mobile phones and diaries. Sources of data in this research are the recordings of speech uttered by Akmal Mirza Ukhail. Physically, especially from the sense apparatus and other organs, Akmal Mirza Ukhail has 8 graham teeth (top and bottom, left and right, incisors totaling 8 pieces (top 4 and bottom 4), missing tooth (which should be there 4), a tongue measuring 2.5 cm long, normal mouth, normal ears, normal eyes, can walk and start running, and other physical members are normal. While the data are analyzed every utterance spoken by Akmal Mirza Ukail aged 1.4 years, weight 10 kg with bilingual parents that his father speak Sundanese mother and her mother's mother tongue language speaking environment Padang and Bengkulu and Indonesian. Data were analyzed using inductive models, with the steps: observation of data, insights into the structure of the data, the formulation of hypotheses, and testing hypotheses.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Childhood Language Acquisition 1.4 Year at the Level of Phonology in the Family Bilingual

The findings from the study showed that 1.4 years of language acquisition baby named Akmal Mirza Ukhail especially in the acquisition of phonemes that the child has mastered four vowels namely [a], [i], [u], [e], [o], and 13 consonants, namely [b], [c], [d], [h], [j], [k], [m], [n], [p], [s], [t], [w] and [y]. The number of phonemes is still not complete and perfect as it is influenced by the growing canine teeth. The four teeth and tongue are rudimentary. In addition, it is also influenced by concrete experience the child received for nearly all phonemes obtained directly related to the experience that happens everyday, especially with regard to the primary

needs of the child. Thus, the ability of children 1.4 years old at the stage of linguistics I, namely children have started using a series of meaningful speech sounds.

### 3.1.2 Morphological Level of 1.4 Year Child Language Acquisition of Bilingual Family

Infant language acquisition 1.4 years named Akmal Mirza Ukhail especially on word acquisition amounted to a range of 40 words that also serves as the word sentence patterned minor sentence in a manner mimicking (behavior) language in a bilingual family environment. Of these 40 words, the child is able to understand the words uttered words although there is already a complete and most fully formed word yet complete. Of these 40 words can be specified that the verb amounting to 22 words (55%), noun amounted to 14 words (35%), question words amounted to 2 words (5%), amounting to one word adjective (2.5%), and adverb amounted to one word (2.5%).

The number of words that are still not complete and perfect as it is influenced by the canine teeth have not grown as much as 4 pieces and tongue are rudimentary. In addition, influenced by the concrete experiences that the child received because most of the words are obtained directly related to the experience that happens everyday, especially with regard to the primary needs of the child. Then, the acquisition of child lives from parents who are multilingual or bilingual able to master two languages directly and alternately because his father's mother tongue is Sunda, while the mother's mother tongue is Padang. They communicate each other using Indonesian and sometimes Bengkulu so the child can imitate both languages. The children acquire Bengkulu and Indonesian simultaneously. Therefore, it can be said that the children go to the category of simultaneous bilingual, but they are still in the developmental process of language acquisition. The stage of acquisition can be categorized as this stage of linguistic one. Words spoken by children aged 1.4 years most of the disappearances occurred in part because of the incomplete members said articulation. This omission especially when met consonants [f], [g], [l], [q], [r], [v], [x], and [z]. Then, from 40 words already mastered the acquisition of word already entered into long-term memory (long term memory). Whereas in the development of children aged 1.4 years is still imitation word on what he heard, but still imperfectly imitate words. Then, there are some words delivered in full by the child, for example when pronouncing the word /father/, /velvet tongue/, /chest/, /grandmother/, /apo/. The words of some of the characters can be shown that there is a word with the arrangement of phonemes (a). vowels, consonants, vowels, consonants; (b) consonants, vowels, consonants, vowels, consonants; (c) consonants, vowels, consonants, vowels; (d), vowels, consonants, vowels. So there are four categories, words with perfect pattern: (a) vowel and consonant of a word; (b) the vowel phonemes are [a], [e] and [o]; and (c), namely the consonant phonemes [y], [h], [n], [d] and [k].

### 3.2 Discussion

The findings of this research are that child language acquisition of 1.4 years named Akmal Mirza Ukhail especially on word acquisition amounted to a range of 40 words that also serves as the telegraphic sentence patterned in a manner mimicking (behavior) language in a bilingual family environment. Of these 40 words, the child is able to understand the words although they are not fully in a complete form. Of these 40 words, there are 22 verbs (55%), 14 nouns (35%), 2 question words (5%), 1 adjective (2.5%), and 1 adverb (2.5%). There are 4 vowels namely [a], [i], [u], [e], [o], and consonants numbered 13 consonants, namely [b], [c], [d], [h], [j], [k], [m], [n], [p], [s], [t], [w], and [y]. The number of words and phonemes are still not complete and perfect as it is influenced by the canine teeth have not grown as much as 4 pieces and tongue are rudimentary. In addition, influenced by the concrete experiences that the child received because most of the words are obtained directly related to the experience that happened everyday especially with regard to the primary needs of the child.

Complete mastery of these four vowels is already by the child of 1.4 years used at the beginning of the word, in the middle of the word, and at the end of the word. Although sometimes for vowels at the beginning of the word formed due to the omission of words that have a consonant phoneme at the beginning of the word. For example, to say the word /datuk/ pronounce to /atuk/. From this example, focal [a] is formed by the disappearance of the consonant [d] at the beginning of the word. It is influenced by physical factor that is not perfect yet the meaning of the tongue so that the result of disappearance of consonant [d] at the beginning of word and number of new teeth that is graham teeth is 8 (upper and lower, left and right) and incisors are 8 pieces 4 and under 4) while 4 fangs can not grow. Furthermore, the consonants that have not been pronounced by the 1.4 year old child are 8 consonants ie consonants [f], [g], [l], [q], [r], [v], [x], and [z] . Of the eight consonants, it requires perfect articulation, for example the formation of apiko-alviolar consonants ie [l], [r], and [z] requiring the encounter of the tip of the tongue with dental foot arches. Since the child does not have the perfect tongue size, the resulting consonant sound becomes blurred and when it encounters a vowel in a word, the vowel disappears. For example, the pronunciation of the noun /Rajab/ pronounced word becomes /Ajab/ in this case the focal disappearance [r] so that word /Ajab/ is formed.

Then, why is the 1.4 year old child more dominant using the verb. This implies that a child of 1.4 years old with all his or her limitations is trying to learn how to do something that requires initial help in meeting their primary needs of eating and drinking. This pattern of verbs will gradually transform into a habit that the child can do alone when the articulation and other organs begin to perfection. For example, the duties of a mother and father provide a polite example in answering a child's request, especially using perfect words. With the hope of the child in its development will also get perfect language skills. Why is this done, because actually the child was able to say the word at the age of 1.4 years, but because the articulation is not perfect then the word produced is not perfect. For that, our duties as parents, always provide examples or examples in the language by uttering words that are perfect and polite so that children will emulate and grow with perfect language and polite because long-term memory has kept a lot of complete vocabulary and a polite language that will be capital in interacting and developing the language in society.

Although the child lives from parents who are multilingual or bilingual, i.e the father is, Sundanese, while the mother is Padang, but they communicate in Indonesian and sometimes Bengkulu. Then, it because the environment of parents in the city of Bengkulu, Bengkulu which use the language, the word acquired most of child language in the form of Bengkulu. To that end, the child language acquisition directly acquires two languages, Indonesian and Bengkulu. For example, children acquire words from Bengkulu /apo/ which means /what/, the word /no = mano/ which means/where/, and the word /ai = pai/ which means /go/. Another example of Indonesian word acquired by the child is the word /nour: minum/, /ndi = mandi/, or the word /tup = tutup/. Proficiency in language acquisition in bilingual fact can be done by children aged 1.4 years. Therefore the child acquires Indonesian and Bengkulu languages simultaneously, it can be said that the child goes to the category of simultaneous bilingual, but still in the developmental process of language acquisition at this stage of linguistics 1.

Words spoken by children aged 1.4 years most of the disappearances occurred in part because of the incomplete members said articulation. This omission especially when met consonants [f], [g], [l], [q], [r], [v], [x], and [z]. For example, the consonant loss, namely the word /rumah/ is pronounced /umah/ and /Abang/ is pronounced [Aba]. Then, most meaningful words spoken are commands or imperatives. Although the spoken word form is a noun, the meaning in the form of the command word, such as when to say /Ayah/, /Ada; Bunda/ or /Cik: Paman/Pakcik/, the child asks for something, for example, ask the father/mother/uncle for carry

himor ask to be lifted onto the bed. This shows that the 1.4-years old do not have many abilities to do something that requires the help of people around him, especially his mother and father.

The results of this study showed that the ability of children 1.4 years old at the stage of linguistics I, namely children have started using a series of speech sounds that make single speech sound meaningful. Then, from 40 words already mastered the acquisition of word already entered into long-term memory (long-term memory), while the development of children aged 1.4 years is still word imitation on what he heard, but still imperfectly imitate words. For example, asked to say /terima kasih/, the child imitate words short enough that /ci/ or when she would say the word /bobok/, the child imitate the word /obok/.

Then, the draw of impersonation words that made the child when the mother say /copot/, an instant the boy mimicked by the word /pocot/. This suggests there are some words imitated with inverted pattern to the words just heard or that the information is rarely heard by the child. This phenomenon often occurs in children aged 1 until two years for a new sensory organ recording a word, but for some time it will generate a process of listening to the word with the same pattern is still intact even though the form of words. There are several words delivered in full by the child, for example when pronouncing the word /ayah/, /nenen/, /dada/, /nenek/, and /apo/. The words of some of the characters can be shown that there is a word with the arrangement of phonemes (a). vowels, consonants, vowels, consonants; (b) consonants, vowels, consonants, vowels, consonants; (c) consonants, vowels, consonants, vowels; (d), vowels, consonants, vowels. So there are four categories, spelling word perfectly with the pattern: (a) switch vowel and consonant of a word; (b) the vowel phonemes are [a], [e] and [o]; and (c), namely the consonant phonemes [y], [h], [n], [d], and [k].

In accepting acquiring language, the child takes time to identify the word to several times the listening process. While the words that usually fall into the category of rapid language acquisition are words which are directly related to the daily routine, the main requirement of everyday life, and nouns such as people who are constantly interacting with the child. For example, breastfeeding, eating, drinking, going out, looking at the car, mother, father, grandmother, older sister, grandfather, brother, uncle. The more words that are directly visible or concrete by the child so quickly he will be an additional acquisition of language can be stored in the organs of the brain form long-term memory that can be used at any time of the child to interact with the opposite of play.

From the results of this research we can understand that the child language acquisition is strongly influenced by physiological and psychological functions. Articulation functions due to the incomplete articulation of children aged 1.4 years so that the words spoken were not perfect. Then, psychologically, the child experiences something tangible or concrete, either the nature of objects or actions that are going to help in the process of language acquisition quickly and spoken words become meaningless. In addition, because the family that bilingual language environment makes children aged 1.4 years to master two languages at once, or so-called simultaneous bilingual because both languages are acquired simultaneously from time to time.

Keep in mind that there are two terms in the mastery of two languages, namely the terms bilingualism, bilingual, bilinguality, and multilingualism. Bilingualism or better known bilingual is the use of two or more languages a speaker in communicating with the partner said in turn. Bilingual is a person or a speaker who uses both languages. Bilingualitas is related to the ability to use two languages in communicating. Then multilingualism is a state or situation that is used more than two languages by someone in association with others in turn. If bilingualism criterion refers to Bloomfield's (1976:56) opinion as the ability to master two languages that have the same degree of good, then the results of this study is bilingualism children aged 1 year 4 months in the process of mastering both languages namely Bengkulu and Indonesian.

The bilingual family in this study is a family consisting of husbands and wives who have different mother tongues and both have the ability to use two languages. Husband is the father of Akmal Mirza Ukhail has a mother tongue is Sundanese. While the wife is the mother of Akmal Mirza Ukhail has a mother tongue is Padang language. They both with their children in communicating using Bengkulu and sometimes Indonesian language so that the child was in the development of his language acquired the language of Bengkulu and Indonesian. Although the language acquisition more dominant language Bengkulu. This case has an impact on the non-use of mother tongue in bilingual families (husband and wife) whose environment uses an intermediate language that does not use the family language. To that end, marriage between regions or between nations has led to a decrease in the language speakers used by family members or one of the family members who will gradually lead to the extinction of a language. In fact, to maintain a language, especially the local language is to use it in the context of family or at home. For that, parents should help in maintaining the mother tongue using one of his mother tongue in communicating in the family. It is aimed for the next generation of children starting not only starting from 1.4 years of age but starting from giving birth children are invited to speak and be heard mother tongue from their parents.

The acquisition of the language of children at the age of 1.4 years is so very fast, from week to week the child is able to master the vocabulary of at least 10 new vocabulary and developments in perfect phoneme pronunciation along with the growth of articulation tools. Articulation or utterance is an organ of the human body that has a function in the pronunciation of the language sound. The faster the growth of the child's articulation tool the faster in uttering the word perfectly. Conversely, the slower the growth of the child's articulation tool, the longer it will be for the child to pronounce a word perfectly. This articulation tool starts from the lungs, larynx, pharynx, nasal cavity, oral cavity, teeth, tongue, lips, alveolum, palate, velum, and ovula. For that, the task of parents is very important in providing good nutrition for children. The better nutrient intake given to the child, it will be normal growth of artukulasinya tool so that the acquisition of the language will be good according to language development at the age.

The development of the language of children 1.4 years has similar characteristics with the development of children aged 4-5 years that requires a concrete language experience and useful directly in the child's life san. For that, it is true for early childhood education both in early childhood education and the kindergarten education the learning created by the teacher should provide a concrete learning experience and is really related to the routine of the child at home and in his environment. This is very helpful for teachers to develop the language skills of children. For example, giving a teaching about mother's affection by giving media images of children with mother brushing teeth accompanied by captions in the form of short and clear words like */Rani was brushing teeth with her mother./*. These examples could have an impact other than the understanding and addition of vocabulary directly accepted by the child as it is directly related to the routine of the child also has an impact on the example of good behavior in his life that is in brushing his teeth.

In addition, as a teacher at an early age level related to the results of this study can use contextual learning approach as an alternative because this approach seeks to bring learning to the real world and the needs of students. This is because when the word or sentence is heard by the child, always spoken and directly related to the needs and directly see the real thing then the word will enter the long term memory. When we are already in a position on long-term memory it can be said as the acquisition of a child language. Therefore, to achieve language learning when associated with the acquisition of language that occurs naturally in children. So, it takes the approach, methods, and learning techniques that can bring children to their personal experience, one of them by using a contextual approach so as to achieve good language mastery with language learning that teachers create.

In the acquisition of language that occurs naturally can be used as a model in the development of language learning, especially at the early age level. For example from the results of this study found that children aged 1 year 4 months can master two languages at once. Although there is one dominant language controlled by the child so it should be noted that in teaching the language should be focused first on one language learning. For example, at an early age level the child focuses on getting a language learning experience by listening to oral texts in Indonesian. It aims to enable children to be able to comprehend only one national language, namely Indonesian, also facilitate the children to understand other languages because it is equipped with a deep understanding of the general nature of a language. Then, when the child will go in the upper school level more children will easily understand the pattern of language that will be learned because it already has a basic concept of language knowledge that characteristics and characteristics that almost the same is owned by all languages. In addition, efforts are made to create language learning in schools as natural as possible by presenting a discourse that is directly related to the lives of students. If language learning is natural, it will make it easier for students to learn the language because they understand every vocabulary option that is heard so that it can become the vocabulary stored in the students' long-term memory. The vocabulary of a language that has been mastered and entered into long-term memory can be said that the student is able and competent in mastering the language he studied.

Keep in mind also in the language development of children will follow the pattern of development of human language skills, which starts from the ability to listen, the ability to speak, the ability to read, and the ability to write. For that, in improving the bilingual ability of children, parents must begin by often playing vocabulary or speech language that will be obtained by children naturally. With children often listening to the vocabulary of the language then gradually will be stored in short-term memory. Then the child is invited to talk so that gradually the child will be able to say the vocabulary and within a few days the vocabulary will enter in the memory of long-term memory so that the child will master the language. Because the language is communicative or should be used in communication both verbal and nonverbal, then the child must also be trained to cultivate the reading and writing so as to master the first language or both well not only in terms of use in communication is also able to master the grammar. In this right, the ability to speak productively capable of delivering the child mastered the use of language in his life. While the listening ability and receptive reading ability, as well as the ability to write a productive character will be able to deliver the child in mastering the grammar of a language obtained and learned, both in daily life and in language learning activities in school.

#### **4. CONCLUSION**

From these results it can be concluded that the language acquisition of children aged 1.4 years, they acquire approximately 40 words that also serve as the telegraphic sentences in a mimicking manner. The child is able to understand the words although they are not complete forms. The child acquires these words from two languages simultaneously, namely Indonesian and Bengkulu. Words spoken by children aged 1.4 years already understood its meaning by the child and most of the disappearances occurred in part because of the incomplete members said articulation. This omission especially when met consonants [f], [g], [l], [q], [r], [v], [x], and [z]. Most meaningful words are spoken commands or imperatives. Although the forms of the spoken word is a noun or noun form of the word but the meaning command, the draw of impersonation words that made the child when the mother say "dislodged", an instant the boy was mimicked by the word "pocot". This suggests there are some words that lowered with inverted pattern to the words just heard or that the information is rarely heard by the child. Then, there are some words are delivered in full by the child, with the order of phonemes (a).

vowels, consonants, vowels, consonants; (b) consonants, vowels, consonants, vowels, consonants; (c) consonants, vowels, consonants, vowels; (d), vowels, consonants, vowels. Furthermore, there are four categories, spelling perfectly with the pattern: (a) switching vowel and consonant of a word; (b) the vowel phonemes are [a], [e] and [o]; and (c) the consonant phonemes [y], [h], [n], [d] and [k].

The following is the details of the child development in phonological and morphological aspects. From 40 words, there are 22 verbs (55%), 14 nouns (35%), and 2 question words (5%), one word adjective (2.5%), and one adverb (2.5%). The child can use 4 vocals completely [a], [i], [u], [e], [o] and consonants numbered 13 consonants, namely [b], [c], [d], [h], [j], [k], [m], [n], [p], [s], [t], [w], and [y]. The number of words and phonemes are still not complete and perfect as it is influenced by the canine teeth have not grown as much as 4 pieces and tongue are rudimentary. In addition, influenced by the concrete experiences that the child received because most of the words are obtained directly related to the experience that happened everyday especially with regard to the primary needs of the child and bilingual language environment. With the bilingual family environment makes children aged 1.4 years to master two languages simultaneously, or so-called simultaneous bilingual.

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