

VERBAL COMMUNICATION IN BAHASA INDONESIA: A CASE STUDY ON ABAY (A FIVE-YEAR-OLD CHILD)

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ABSTRACT. Verbal communication is one of the ways for people to communicate each other. Components of verbal communication are sounds, words, language, and speech. Thus, In having a good verbal communication, people should master a target language. Moreover, there are two processes to comprehend and master a language which are acquiring and learning process. Hence, this study is aimed to observe how a-five-year old child acquire their verbal communication in Bahasa Indonesia which become his second language. The participant of this study is a-five-year old child named Abay who has Madura language as his first language. The research uses qualitative data descriptively. A case study in this research was to provide a deeper understanding regarding the process of Abay' verbal communication used in Bahasa Indonesia as the second language that he got from his environment. The data of this study are gathered through depth-interview and observation. Furthermore, the result of this study revealed that Abay could produce and acquire one of verbal communication form in Bahasa Indonesia which is interpersonal communication.

Keywords: Second Language Acquisition, Verbal Communication, Young Children.

ABSTRAK. Komunikasi verbal adalah salah satu cara manusia berkomunikasi satu sama lain. Komponen-komponen komunikasi verbal meliputi bunyi, kata, bahasa dan tuturan. Untuk dapat berkomunikasi verbal dengan baik, orang harus menguasai sebuah bahasa target. Juga, ada dua proses untuk memahami dan menguasai sebuah bahasa, yakni proses pemerolehan dan proses pembelajaran. Penelitian ini bertujuan untuk mengobservasi bagaimana seorang anak berusia lima tahun memperoleh komunikasi verbal dalam Bahasa Indonesia yang menjadi bahasa keduanya. Partisipan dalam penelitian ini adalah seorang anak berusia lima tahun bernama Abay yang berbahasa Madura sebagai bahasa pertamanya. Penelitian menggunakan rancangan deskriptif kualitatif. Sebuah studi kasus dalam penelitian ini dimaksudkan untuk memberikan pemahaman yang lebih mendalam tentang proses komunikasi verbal Abay dalam Bahasa Indonesia sebagai bahasa keduanya yang diperoleh melalui lingkungannya. Data dalam penelitian ini dikumpulkan melalui depth-interview dan observasi. Selanjutnya, hasil penelitian ini menunjukkan bahwa Abay dapat menghasilkan dan memperoleh satu bentuk komunikasi verbal dalam Bahasa Indonesia yaitu komunikasi interpersonal.

Kata Kunci: *Second Language Acquisition, Verbal Communication, Young Children.*

INTRODUCTION

Communication between one person with another becomes very important for our life. Communication, in general, is the process of sending and receiving messages that enable humans to share knowledge, attitudes, and skills. The basis of communication is the interaction between people. Verbal communication is one of the ways of how people communicate with others. One necessary aspect in communication is the use of language. Everyone needs language to express their mind, idea, and desire; a human can build a relation and find their own need. At birth, most people have vocal cords, which produce sounds. As a child grows, he or she learns how to form these sounds into words, some words perhaps are imitative of natural sounds, but others may come from expressions of emotion, such as laughter or crying. Kridalaksana (1982) stated that language is a system of sound-symbol which is agreed to be used by particular members of society group in working together, communication, and express in own way.

Second Language Acquisition (SLA) is a branch of language study that focuses on the examination of second/foreign language learning, especially how and why it occurs. There are two processes to comprehend the language, they are acquiring and learning. Acquiring the language refers to the process of how a child's brain learns the first language or mother tongue. While learning language refers to the activity of how people learn language consciously and it happens in a structured formal class situation with a teacher's help. Language acquisition happens when someone is able to comprehend the language in an informal way, such as his ability to comprehend the language by absorbing environment's communication, while learning the language happens in a formal way such as in school education.

The most common factors affecting children in acquiring a second language is

their environment. In some way, parents do not intend to teach their children to acquire a second language, but the children automatically acquire a second language from their environments, such as when they interact with their friends. Such is the case with Abay, a five-year-old child who is the subject of this study. His first language is Madurese, and his parents do not teach him in acquiring Bahasa Indonesia as his second language. Abay acquires Bahasa Indonesia from his environment, for instance, when Abay communicates and interacts with his friends who speak Bahasa Indonesia as their first language. In this environment, he can naturally acquire Bahasa Indonesia as his second language; moreover, he can produce Bahasa Indonesia verbally in his communication. An illustration of the conversation between Abay and his friends is shown the following dialogue :

Azka: Abay, ayok main mobil-mobilan di rumahku

Abay: memangnya kamu punya berapa mobil-mobilannya?

Azka: Aku punya banyak di rumah.

Abay: ayok main bareng di rumah kamu.

From the above conversation, Abay can produce Bahasa Indonesia as his second language eventhough his parents do not teach him the language. The environment supports him to acquire the second language that naturally he is able to produce the language without being taught by his parents.

This research is interested in analyzing verbal communication in Bahasa Indonesia used by Abay as a five-year-old child. This research focuses on how a five-year-old child uses verbal communication in Bahasa Indonesia and what types of verbal communication a five-year-old child uses in his Bahasa Indonesia. Additionally, this research centers on identifying the child's second language acquisition, that is Bahasa Indonesia.

Ortega (2009) states that Second language acquisition (SLA, for short) is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. It studies a wide variety of complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts.

However, Sau Hou Chang (2015) stated that, according to Krashen & Terrell (2002), knowledge of second language acquisition should start with the five stages of language acquisition (The first stage is preproduction when ELLs are in a silent period and are not yet ready to speak English. The second stage is early production when ELLs can speak in one- or two-word phrases. The third stage is speech emergence when ELLs can communicate with simple phrases and short sentences. The fourth stage is intermediate fluency when ELLs begin to use more complex sentences in speaking and writing to express their thoughts and ideas. The fifth is advanced fluency when ELLs are close to performing like native English-speaking persons in their content-area classes.

What is more, according to Krashen & Terrell (2002), Second Language Acquisition refers to the study of how students learn a Second Language (L2) additionally to their first language (L1). It is the study of how individuals and groups are learning a language after learning their first one as it happens to young children. Additionally, this research on verbal communication assumes language as the basic thing in communication and interaction between people. Verbal communication is one way for people to communicate face-to-face. Types of Verbal Communication include sounds, words, language, and speech. Speaking is an activity which enables people to

communicate, and helps people in expressing their feelings in words. This form of communication is further classified into four types:

- 1) Intrapersonal Communication.
- 2) Interpersonal Communication.
- 3) Small Group Communication.
- 4) Public Communication.

What is important in conduct this research is the researcher's knowledge of the characteristic of the young learner, especially a five-years-old child. Ortega (2013) describes that young learners include those around five until ten or eleven years old. Furthermore, the children are divided into two main groups: from five to seven years old and from eight to ten years old. children who acquire the language around five-ten years old are still at the beginner level.

Moreover, Ortega (2013) supports that children's learning requires the young learners be supported by moving from the abstract to the concrete and by being involved in the activity. Their involvement in the activities that are more concrete rather than abstract becomes the media for them to learn the language naturally. In another words, Children complete their learning of first language within a biological window of four to six years of age. By contrast, the ages at which different L2 learners may begin learning the new language range widely. Thus, age emerges as a remarkable site of difference between L2 and L1 acquisition.

Verbal communication used by children in the second language acquisition study is a new phenomenon which is not deeply investigated yet. A study on early age language learners was conducted by Malandrakis et al. (2016) on student-teachers' verbal communication patterns during their teaching practice in '*Studies for the Environment*' subject in early Greek primary classes. This study explores the quality of student-teachers' (STs') verbal communication during their teaching

practice on the 'Studies for the Environment' subject. It is interesting to investigate early age language learners outside classroom situation.

RESEARCH METHOD

A qualitative method was used in this study with a case study design. It was aimed to provide a deeper understanding on the process of Abay' verbal communication used in Bahasa Indonesia as a second language that he learned from his environment and surroundings.

Abay is a five years old child which has Madurese as his first language, and Bahasa Indonesia as his second language. When this study was conducted, he was a first grade pupil at RA Al-Khadijah Kindergarten, Galis Pamekasan. He likes to communicate and interact with other people around him, so it is easier for him to acquire the second language since many people around him use Bahasa Indonesia as the language of daily communication. Thus, he can acquire the second language eventhough his parents do not specifically teach him the language.

The researcher obtained the data from natural observation. Natural observation means that the observation is conducted in the natural settings of the participant such as at home, school and other places that are common for the participant. Besides, the researcher also conducted a in-depth interview with Wafa, which was recorded by using smartphone. To sum up, this research used three instruments: observation, in-depth interview, and recording.

After collecting the data from observation, interview, and recording, the researcher analyzed the data. The technique used in analyzing data was by Miles and Huberman's (1994) model that consists of three concurrent flows of activity as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in

written up field notes or transcriptions. All of the data were obtained from observation, interview, and recording about Abay's verbal communication used in Bahasa Indonesia as his second language was summarized by the researcher. Then attempted to choose the data that was regarded important.

2. Data Display

Data display was an organized, compressed and assembled information that permits conclusion drawing and action. Based on that definition, the researcher reduces the data by analyzing the data from the conversation and the communication between Abay and his environment, then describes the text that includes verbal communication in Bahasa Indonesia as Abay's second language.

3. Conclusion drawing/verification

After displaying the data, the researcher wrote a conclusion based on the data acquired from the observation, interview and recording. The researcher then concluded all data that had been collected in the process of data reduction and data display.

In collecting the data, triangulation technique was adopted which meant that she collected the data also examined the validity of the data. By using triangulation, it increased the strengths of the data.

RESULT

The study involves eleven conversations that Abay has in various environments. The result of this research consists of three aspects of analysis: the profile of Abay as the subject of this study, Abay's verbal communication in Bahasa Indonesia, and analysis of verbal communication in Bahasa Indonesia used by Abay as his second language. The three aspects are illustrated in the following data analysis.

Profile of Abay

Language can increase along with the time running. In children's language acquisition, psycholinguistics has an important role in language formation. The data taken by the researcher is the second language production of a five old child whose name is Muhammad Khoirunnas, called Abay. He was born on 03rd Oktober 2014 as the last child of Muhammad Thoha and Sitti Zahroh. Abay' first language is Madurese, and his parents said that Abay started producing Bahasa Indonesia as his second language when he was 3 years old. Firstly, he can acquire Bahasa Indonesia as his second language from his environment. He just get used to listening to his friends who are talking in Bahasa Indonesia as their first language when they interact and communicate with each other. For instance, one of Abay's close friend is Azka, who is able to communicate with Abay only with Bahasa Indonesia, but Abay is able to respond to him only by using Madura language. However, after several times of daily encounter with him, Abay can acquire Bahasa Indonesia as his second language, and from that time he starts to produce it with his friend. So, without being thought by his parents, Abay can unconsciously and naturally acquire the second language because of his environment.

Moreover, since Abay starts attending Kindergarten, his vocabulary increases from his school, also because his teachers deliver the lessons in Bahasa Indonesia, and this situation supports him in acquiring and producing the second language. Abay is an active child who always does many activities in his daily life. He starts his activity by going to school in the morning every day. He always plays with his friends after school ended by exploring his desire to the world. Hence, he can acquire many new words each day and add his vocabulary, whereby he uses it in doing communication with another. By doing (play and communicate) with another friend, he can speak many

words during communication although there is plausibility incorrectness at the word's production.

Abay's verbal communication in Bahasa Indonesia

In this second language acquisition study, the author takes several types of verbal communication which is appropriate with the data taken from Abay as the subject of the study. The author will analyze the data that from Abay's communication with his friends then the data will be categorized based on the types of verbal communication that are used and performed by Abay.

The compiled data are described as follows:

1) *Azka: Abay, ayok main mobil-mobilan di rumahku*

Abay: memangnya kamu punya berapa mobil-mobilannya?

Azka: Aku punya banyak dirumah.

Abay: ayok main bareng di Rumah Kamu.

Context of conversation: the conversation happened between Abay and his friends (Azka) that his first language is Bahasa Indonesia) in Abay' house when he and Azka play together, then Azka invites Abay to play toy car in Azka's house.

2) *Abay: ayok kits main policy polisian*

Azka: ayo, Kamu Jadi maling,

Abay: Aku Jadi polisi Aja... hey berhenti Kamu hahaha Kamu ditangkap,

Azka: tolong aku,

Abay: ayo Masuk ke penjara.

Context: the conversation above happened based on the imagination between Abay and Azka. They play roles as a police and a thief and their conversation is in Bahasa Indonesia.

3) *Abay: Pemadam kebakaran, Iya Ada Apa? Tolong Ada kebakaran, baiklah Aku Akan mengusirnya, hiyah.... haahhh*

Context: this conversation happened based on Abay's imagination. So, he imagines himself of becoming two people who do the

conversation between a firefighter and himself in Bahasa Indonesia.

- 4) *Ovi: bang Abay, ayok main dirumahku*
Abay: nggak mau, aku mau main dirumah aja
Ovi : aku punya banyak mainan dirumah bang, kita bisa main bareng.
Abay: yaudah ayok Aku Mau main ke rumahmu gak papa

Context: this conversation happened between Abay and his friend, Ovi. In the conversation, Ovi invites Abay to play together in her house because she has many toys in her house, then Abay responds to Ovi 's invitation.

- 5) *Arin: Abay, Kamu Lagi ngapain?*
Abay: ini lagi main mobil-mobilan.
Arin: mobil apa?
Abay: mobil Tayo
Arin: ayok Aku ikut main juga.

Context: the conversation happened between Abay and his sister (Arin). When Arin asks Abay what he was doing, he responds by answering that he was playing Tayo.

- 6) *Abay: tolong pak polisi, Iya Ada apa? Ada Pencuri disana, baiklah Aku Akan kejar dia.. hei berhenti pencuri... ha ditangkap kau.. ayok Masuk ke penjara. Terimakasih Pak polisi. Ya same-same.*

Context: this conversation happened in Abay's imagination. So, he imagines himself playing the roles of two people who do the conversation between a police and a thief by using Bahasa Indonesia.

- 7) *Luluk: Abay, Abay ga Sekolah?*
Abay: gak mbak... aku males Sekolah.
Luluk: Loh kenapa males?
Abay: Aku Mau tidur Aja

Context: this conversation happened between the researcher and Abay as the subject of this study, the researcher asked why Abay does not go to school, then Abay

responded her by answering that he was lazy to go to school.

- 8) *Abay: azka, Kamu gak ikut bundamu ke Sekolah?*
Azka: nggak nas, aku mau main aja dirumah
Abay: memangnya kamu main apa?
Azka: Aku Mau main tembak tembak
Abay: ayok main sama aku Aja
Azka: yau dah ayok

Context: this conversation happened between Abay and his friend named Azka. Abay starts the conversation by asking Azka whether he would join his mother to school or not, then Azka responded him by answering that he would stay at home. Moreover, finally, Abay invited him to play together.

- 9) *Zahro: Abay tadi pas di Sekolah diajarin apa?*
Abay : diajarin nyanyi
Zahro: ustadzah siapa yang ngajarin?
Abay: Ustadzah Maryam

Context: this conversation happened between Abay and his mother named Zahro. Zahro asked Abay about the lesson at school, then Abay responded her by answering that he learned singing.

- 10) *Ofi : halo pak, tolong kesini ini Ada yang mati,*
Abay: dimana tempatnya?
Ofi: di Rumah saya pak.
Abay : baiklah Saya Akan segera datang.

The conversation above happened based on the imagination between Ofi and Abay who played roles as two people who talk about a dead person in the house.

- 11) *Abay: ofi.. main dirumahku yuk sekarang*
Ofi: ayok bang Abay, mau main apa?
Abay: main sepeda-sepedaan aja...aku punya sepeda baru ini
Ofi's mom: gimana kalo mainnya nanti sore aja bang Abay, Ofi sekarang mau bobo dulu ya bang, mau pulang dulu
Abay: yau dah ga papa, aku mau main sendiri aja

Ofi : gak mau ma, Ofi mau main sama bang Abay dulu

Ofi's mom: iya nanti sore aja sayang mainnya, sekarang bobok dulu ya. Ofi pulang dulu ya bang Abay..

Abay: iya

Context: the conversation above happened between Abay, Ofi, and her mom. Abay started to ask Ofi in Bahasa Indonesia, he invited Ofi to play together in his house, but Ovi's mom did not allow them to play because it was Ofi's nap time. The conversation takes place at Ana's house.

DISCUSSION

Based on the data on Abay, there seems to be three types of verbal communication used by Abay: interpersonal communication, intrapersonal communication, and small group communication.

The interpersonal communication is shown in eight (8) data: Data 1, 2, 4, 5, 7, 8, 9 and 10. This data group shows that Abay communicates with different people in different situation and for different purposes. In data (1), it was the conversation that happened between Abay and his friend (Azka). This form of communication takes place between two individuals and is thus a one-to-one conversation. Here, the two individuals swap their roles of sender and receiver to communicate in a clearer manner.

In data (2), the conversation also happened between Abay and his friend (Azka), and because the form of communication here takes place between two individuals, Abay and Azka, it can be interpreted that Abay uses interpersonal communication.

Data (4) showed the conversation between Abay and his friend, Ovi. In the conversation, Ovi invites Abay to play with her in her house because she has many toys and then Abay responds to Ofi's invitation. Because the form of communication in data 4 takes place between two individuals it is

between Abay and Azka; here also Abay uses interpersonal communication.

Data (5) showed the conversation happened between Abay and his sister, Arin. The context of the conversation happened between Abay and Arin. The form of communication in the data 5 takes place between two individuals; it is between Abay and Arin, so it can be interpreted that Abay uses interpersonal communication.

Data (7) showed the context of the conversation happened between the researcher and Abay as the subject of this study; the researcher asks Abay why he does not come to the school, then Abay respond her by answering that he is lazy to go to school. Based on the data, it can be interpreted that Abay uses interpersonal communication.

Data (8) showed the context of the conversation that happened between Abay and Azka as his friend; Abay starts the conversation by asking to Azka whether he joins his mother to the school or not, then Azka responds to him by answering that he will stay at home. Moreover, finally, Abay invites him to play together. Based on the data, it can be interpreted that Abay uses interpersonal communication.

Data (9) showed the context of the conversation that happened between Abay and his mom, Zahro. Zahro asks Abay about what he has studied at school, then Abay responds to her by answering that he learns singing. Based on the data above, it can be interpreted that Abay uses interpersonal communication.

Data (10) showed that the context of the conversation happened based on the imagination between Ofi and Abay who play roles as two people who talk about a dead person in the house. So it can be interpreted that Abay uses interpersonal Communication.

Intrapersonal communication is shown in data 3 and 6. Data (3) showed Abay plays three imaginary roles who are

involved in the conversation between two firefighters and himself by using Bahasa Indonesia. (*pemadam kebakaran, Iya Ada apa? Tolong ada kebakaran, baiklah Aku Akan mengusirnya, hiyah haahh.*) This form of communication is extremely private and restricted to Abay himself. It includes silent conversations Abay has with himself. This process of communication belongs to intrapersonal communication.

Then, data (6) showed the context of the conversation that happened based on the imagination of Abay. So, he makes his imagination becoming two people who do the conversation between police and a thief by using Bahasa Indonesia. This form of communication is extremely private and restricted to Abay his self. It includes the silent conversations Abay has with himself. This process of communication is analyzed as intrapersonal communication.

Small group communication is shown by Abay in one data. Data (11) showed the context of the conversation among Abay, Ofi, and her mom, Abay starts to invite Ofi in Bahasa Indonesia to play together in his house, but Ovi's mom does not allow them to play because it is time for Ofi to take a nap. The conversation takes place at Ana's house. Based on the conversation among Abay, Ofi, and her mom, it can be interpreted that the communication involves more than two people. Here the number of people will be small enough to allow each participant to interact and converse with the rest. So, this communication belongs to small group communication.

CONCLUSION

This research uses qualitative data descriptively. A case study in this research was to provide a deeper understanding regarding the process of Abay' verbal communication in Bahasa Indonesia as his second language that he learns from his environment.

In the study, the author finds eleven data containing the forms of verbal communication in Bahasa Indonesia used by Abay. The data consist of three types of verbal communication used by Abay in Bahasa Indonesia as his second language: intrapersonal communication (two data), interpersonal communication (eight data), and small group communication (one data). The study does not find the public communication type in Abay's communication in his second language, namely Bahasa Indonesia. The absence of this type may be due to the environment where of the subject where the study was conducted, where the subject was observed to make communication in more private rather than public environment, that involves his close friends and their family members.

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