

# **“HE USED TO BE A LATE TALKER”: PARENTS’ NARRATION OF A FIVE-YEAR-OLD CHILD NAMED HASAN**

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**Abstract:** This narrative inquiry is based on the lived experiences of parents who have a speech delayed child. A child with a language delay must go through in order to appropriately have strong competence in the language learning process. The data were derived from parents’ stories, a speech therapy progress book, medical records, and video recordings of classroom activities. Findings were focused on the thorough process a research subject has undergone to finally survive in catching up his lag of language development compared to the mainstream children of his age. After four years of intensive labor requiring parental involvement and three years of programmed therapy, the research subject achieves improvement milestones that enable him to catch up to conventional children's language development, which he should have completed. More research into the deployment of other linguistic aspects is needed to provide a clear picture of the development of his language learning.

**Keywords:** speech delay, parents’ stories, narrative inquiry

## **INTRODUCTION**

The ability to talk is one of the most essential phases of language development in early life. In this situation, newborns and toddlers progress from a baby talk language to a more complicated speech in the form of sentences that expand fast day by day in a variety of ways. Language acquisition in children is one of the most critical milestones in a child's life because the various sorts of linguistic experiences that occur in a child's life

will be unforgettable memories that will leave their own mark. The ability to talk is one of the most essential phases of language development in early life. In this situation, newborns and toddlers progress from a baby talk language to a more complicated speech in the form of sentences that expand fast day by day in a variety of ways (Manipuspika & Sudarwati, 2019).

Every parent wants their child's development to be normal, including normal language development. When children execute or display increasingly complicated language abilities in accordance with their age maturity, they are said to have normal language development. The development of children's speech and language is a dynamic process. Despite this expectation, there may be roadblocks that prevent children from excelling in language or speaking. The number of children with speech delays is increasing by the day. Language deficits are common in preschool-aged children (Nelson et al., 2006; Muluk et al., 2014).

Several studies have shown that there are several factors affecting to children's language development including bilingualism (Meisel, 2007; Hambly et al., 2013), minimal feedback (Windsor et al., 2007), age (Mayberry, 2007; Conti-Ramsden & Durkin, 2012), maternal language and cognitive growth (Song et al., 2014), home literacy climate (Li & Tan, 2016), parent involvement (Majorajo et al., 2013), Specific Language Impairment or (SLI) (Alcock & Alibhai, 2013) and genetic factor (Haiyou, 2008). There is a lot of variation in children's language development, especially when it comes to parent-child contact. A lot of studies have found that parental (particularly maternal) language has an impact on child variability (Song et al., 2014), but children often play an active role in their own experiences (Sameroff, 2010). In reaction to their children's growing abilities, parents' views and vocabularies alter considerably (Mayberry, 2007), emphasizing the directional phase of early language development as well as cognitive progress. This study looked at the reciprocal

Sudarwati, E., & Ningrum, A., S., B. (2021). "He used to be a late talker": Parents' narration of a five-year-old child named Hasan relationship between verbal and nonverbal communication in a five-year-old child's language development.

Furthermore, according to socio-constructivism, language is socially co-constructed between participants in social acts in a cultural sense, and parent-child interaction plays an important role in children's cognitive and language development (Majorano, et al., 2013). Children have already developed a number of social-communication patterns by the time they begin to use productive language. Rowe (2008) examined these rituals and explained how such nonverbal contact scaffolds the child's early language; it is through these exchanges that the child understands the parent's behaviors and gestures and how to produce them. Song et al. (2014) emphasize that these experiences provide a predictable referential sense for the young child, making both the child's and the mother's language instantly relevant.

Hills (2013), on the other hand, emphasizes how defining what words imply is a major issue in child language development. This topic is closely tied to considering whether or not adults should adjust the structure of their language when speaking to children in ways that may improve children's learning of meaning. Previous study has discovered that kid language differs from adult language in terms of phonology, grammatical complexity, number of words repeated, and use of lexical substitutions such as saying choo-choo for train (Snow, 1972; Hayes & Ahrens, 1988). It is unknown, however, how the above-mentioned alterations in child language development express meaning. For example, repeating a word may make it more visible, but it does not always assist distinguish a word's intended meaning from the large number of options. Furthermore, previous studies documenting changes in child language development have focused primarily on the factors that influence language development progress, leaving it unclear to what extent the large scale of child language development can be classified into linguistic aspects such as phonology, semantics, syntax, and pragmatics.

Some studies have revealed the relationship between child language development and phonology. A relatively simple model of the phonological loop, a component of working memory, has proven capable of incorporating a large amount of experimental evidence from youngsters, according to Baddeley et al. (1998). It demonstrates that the phonological loop is important in learning novel phonological forms of new words by storing unfamiliar sound patterns while more permanent memory records are being built. Furthermore, vocabulary serves as the foundation for phonological sensitivity, which is the crucial language to literacy skill in preschool- aged children (Dickinson, et al., 2013).

Semantics and child language development show meanings are revealed from dictions used. Braine et al., (1993) state that semantic categories are more salient in early children than grammatical categories, and they provide evidence bearing on theories of the development basis of subject. Furthermore, according to the morphological-semantics approach, language development in a child is a quick process of growth that typically begins with identifying and pronouncing nouns and verbs that are directly tied to family and everyday activities (Andonovska et al., 2010).

Regarding to syntax, child language development shows some facts on the formation of sentences. According to Perez-Leroux et al. (2007), syntax drives child lexical learning in the verbal domain. In this study, object realization or omission comprises both a syntactic and a lexical component (what mechanisms govern the licensing and recoverability of null objects) (what types of verbs allow optional realization of their direct object argument). According to Skarabela (2007), children's early syntactic productions can be predicted by social cognition. As a result of speakers' sensitivity to the interlocutor's joint-attentional focus, children's involvement in joint attention influences their choices of argument forms.

Child language development therefore has also

Sudarwati, E., & Ningrum, A., S., B. (2021). "He used to be a late talker": Parents' narration of a five-year-old child named Hasan relationship with language use or pragmatics. According to Huang (2011), the use of referential choices and object arguments by Mandarin-speaking children differed significantly, which was associated with asymmetry in informativeness between subject and object arguments in natural conversation from a discourse-pragmatic stance. Aside from previous research, Zhou et al. (2012) discovered that using eye-movement recording, four-year-old Mandarin-speaking children's sensitivity to prosodic cues in resolving speech act (illocution) ambiguities (i.e. whether the speaker is asking a question or making a statement) suggests that children are as sensitive as adults in using prosody in on-line sentence processing.

The complexities of development of language in a normal child will add up day by day along with his age development. However, previous studies have also noted down that some children experienced language disorder which hinder their language development including those suffering from ADHD (Moen et al., 2011); expressive language disorder (Hawa & Spanoudis, 2014); severe autism (Bessette Gorlin et al., 2016); developmental speech (Lyons & Roulstone, 2018); dyslexia (Richardson, 2009). Those studies clearly depict how children suffering from language disorder may perform late in terms of their language competence compared to their normal counterparts. Previously analysis documented changes in child language development have focused primarily on the factors which affect the progress of language development, and thus it is further unclear to what extent the large scale of the child language development can be categorized into linguistics aspects, like phonology, semantics, syntax, and pragmatics. Previous scholars have already addressed this issue regarding children language development. This present study tries to fill the gap of those previous studies by seeing the language development from the language aspects like phonological, semantical, syntactical, and pragmatics aspects under the frame of narrative inquiry.

In addition, the researcher is really challenged in conducting a research concerning the language development of a four-year old child for the researcher wants to know how far is the ability of a five-year old child in acquiring his first language. This idea is basically gained from Lenneberg's (1967) opinion which states that biological maturation such as age is the factor of language development. From Lenneberg's opinion, it is clear that age takes a part in determining the language development and maturation takes a part in determining the child's ability in acquiring and producing his or her first language. In this case, the researcher assumes that a five-year-old child may show some complex characteristics in language development in terms of the ability in acquiring language. However, different child of the same age may perform different language performance since it is affected by some other possible factors like age, environment, intelligence (Ellis, 2010)

Based on the afore-mentioned explanation, the purposes of this research is to describe the language development of a four year old child named as a narrative inquiry driven from parents' stories aiming at describing a precise language phenomenon from linguistics aspects covering phonological, semantic, syntactic, and pragmatic aspects as these aspects are the aspects which can describe the child's language development comprehensively.

In conducting this research on child's language development, the researcher tried to link the theories and the findings of child's language development. However, the finding would only deal with the linguistic factors of the child's language development while the non-linguistic factors are excluded.

## **LITERATURE REVIEW**

### **Children's language development**

A newly born child cannot spontaneously produce a language but he/she should learn to acquire a language from his parents,

Sudarwati, E., & Ningrum, A., S., B. (2021). "He used to be a late talker": Parents' narration of a five-year-old child named Hasan social life, and environment. Chomsky (cited by Nababan, 1992, p.77) stated that since a child was born, he has been equipped with a device which enables him to produce a language called Language Acquisition Device (LAD). This device enables a child to memorize a certain sentence pattern to master a certain language. Children will be able to utter a sentence that has never been heard by applying rules of grammar subconsciously known through LAD. This process of acquiring language is called language acquisition which is a complex process which has developmental stages that must be experienced by a human being in order to have good language knowledge.

The ability to speak is one of the features of language development and this is also one of the indicators of a child's development. This ability will be initiated since early childhood even before the child was born as his parents have already attempted to make him aware that there are some persons out there are waiting for his presence. That is why; the baby's parents try to give a baby therapy which is done since the baby was in his mother's womb. This is actually done by giving a stimulus to the fetus to stimulate the baby's language development. Parents ask the baby to talk and respond to what they are talking about. Then, parents also read stories to the baby inside the womb that the baby occasionally responds by giving a soft kick to his mom's stomach. This shows that the baby inside the womb is fully aware that his parents are there (Elroy, 2013). Language development is a long process starting from early phase of human life. It begins when the baby is still inside their mother womb. The fetus is said to be able to recognize its mother's voice (Elroy, 2013). The fetus responds its mother's voice by signaling a kick to its mother's stomach. To have successful language acquisition children must be in an environment that allows them to communicate socially in that language.

Steinberg (1993, pp.3-5) proposed five stages of language learning in children. They are vocalization, one-word utterances, two and three-word utterances, function words and inflections,

and complex sentence development. This course of language development and its underlying mechanism are usually described separately for the subdomains of phonological development (the sound system), lexical development (the words), and syntactic development (the grammar), despite the fact that these domains are interrelated both in language development and language use (Hoff,2005). In the same vein, Chomsky cited in Chaer (2003, p.168) stated that the competence of language development is divided into three category namely phonological, semantics, and syntactical components. These three categories are considered to play the most significant language development on a child.

According to Aitchison (2008), there are nine phases that children usually pass. A normal youngster will cry shortly after delivery and will continue to develop their language skills. They begin cooing at 6 weeks and babbling at 6 months. One-word and two-word utterances are typically acquired between the ages of 1-1.5 years. They will begin to inflect words, ask questions, and make negative phrases when they are two years old. The complex sentences generally appear at five years old and the mature speech is at the age of ten. Furthermore, OGrady (2003) states that children begin to develop their first word at the age of 1-1.4 years old and expand their vocabularies on a daily basis beginning at 18 months old and continuing until they are 18 years old or older.

## **B. Linguistics Aspects of child's Language Development**

As the writer has already mentioned previously, child's language development can be seen from three aspects including phonology, syntactic, and semantic. The discussion on the development of language concerning those three aspects are elaborated as follow:

### **1. Phonological acquisition**

Although a newborn does not generate speech until he is about one year old, the ability to produce speech sounds begins at a



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young age. The newborn begins to create speech sounds shortly after birth and continues to do so until he is about one year old. Steinberg (1993) stated that at around two months, the babies all over the world make a variety of sounds. They cry, they coo, gurgle, suck, blow, spit and make other indescribable sounds. which mostly consists of vowel sounds. This cooing turns into babbling at around four months which is the repetitive consonant-vowel starting from the age of 6 weeks babies have already showed their phonological competence through the indescribable sound like cooing. They produce bilabial consonants like *papapa...mamama* and this is merely an articulatory training as it does not convey certain meaning (Dardjowidjojo, 2010,p.l 244). The first word the babies utter can be seen around the age of 1 year and eight (8) months by mentioning the last syllable. For example, children will say *mobil* (a car) as *bil* which is in line with Slobin's theory (1979) cited in Dardjowidjojo (2010, p.245) stating that most Indonesian words are polysyllabic so Indonesian children take more time to decide which syllable they want to take. In contrast to Bahasa Indonesia, English words are mostly monosyllabic so the English children will start producing their first word. At the age of 3 -5 years, the child's phonological awareness continues to improve along with his pronunciation. This phonological acquisition is universally applied to all children in the world. Thus, the phonological development deals with the rules about the structure and sequence of speech sounds. combination. In a nutshell, phonology is concerned with the acquisition of phonemes, how children pronounce them, what words they cannot produce properly, and how they make the word understandable to those around them.

## **2. Semantic acquisition**

Language development, as seen through the semantics aspect, includes the mastering of vocabulary and the expression of concepts through words. In other words,

children's semantic competence is concerned with their ability to comprehend their interlocutor. Conception (the language people understand) develops before production from birth to one year (the language humans we use). There is around a 5-month gap between the two. Babies have an instinctive desire to hear their mother's voice. Babies are capable of recognizing familiar words and making preverbal motions. Vocabulary expands to several hundred words between the ages of one and two years. Between the ages of 18 and 24 months, there is a vocabulary growth spike that includes quick mapping. The ability of babies to learn a lot of new things quickly is referred to as fast mapping. The majority of the baby's new vocabulary is made up of object words (nouns) and action words (verbs). By the age of three to five, children frequently have trouble using words correctly. Many problems arise in children, such as underextensions, which occur when a general word is used specifically (for example, 'blankie') and overextensions, which occur when a specific word is applied too broadly (for example, calling all cars as *mobil*) (Dardjowidjojo, 2010).

### **3. Syntactical acquisition (grammar)**

It is concerned with the rules that govern the arrangement of words into sentences. It also addresses the use of grammatical markers (tense, active or passive voice etc). The syntactical aspect of language in children begins when the children reach the age of 18 (eighteen) months although to some children it may begin at the age of one year or more than two years. Morphological development in young children has four key characteristics, according to Goh and Silver (2004, p.84): conceptually simple before conceptually complex, concrete action orientation before abstract relationships, overgeneralization and overuse of certain morphemes, and simple phonemic additions and phonological rule learning. Children in their first year of language acquisition may be able to master simple spatial morphemes such as *ini* and *di sini*.

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After a while, they will be able to say "di sini," "di sana," indicating their knowledge of a more intricate spatial relationship. From the age of one to two years, children begin to use telegraphic speech, which consists of two-word combinations, such as *ayah mana* (where is Dad?). In a nutshell, syntactical refers to the sentence he stated, whether he used the Subject, Verb, Object pattern, and the type of sentence he generated. There are also some functional phrases, such as command and expression. To conclude, the following is the syntactic development aspect of language:

1. Pra lingual stage up to the age of one year
2. One word utterance, 1-1,5 year
3. Two-word utterance, 1,5-2 year
4. Simple and complex construction, 3 years  
(Dardjowidjojo, 2010)

## **METHOD**

This article is written as a report for a narrative inquiry research concerning child's language development. The data were taken from Hasan's parents' stories regarding the lived experiences of when being diagnosed to have speech delayed symptom. The researchers analyzed Hasan's language development covering the phonological, syntactical, and semantics elements. In addition, the language input given by the people surrounding Hasan and how Hasan acquires language were also the data of this research. This research is an interview-based study, a narrative inquiry that empowers the parents' experience in assisting their child with speech delay to get through the phases of his language development. This is in line with Connelly and Clandinin (2006) which suggest that narrative inquiry makes use of experience as phenomenon under study. The participants of this study are and his parents. was diagnosed as a child with speech delay caused by his attentive deficit disorder (ADD). The diagnosis was stated by a pediatric when he was 2 years old.

Hasan been raised purposefully using Bahasa Indonesia

but his habit of watching videos in English has triggered his interests towards English. Therefore, both his father and mother frequently switch languages when talking to him. His father works as an engineer in an international oil and gas company and his mother is an English lecturer. They are 42 years old and 38 years old, respectively. Both are frequently speaking English in their workplace and at home.

The interviews were conducted to Hasan's parents to recall their memories of how Hasan's language has been developing. Moreover, in order to fulfil the data triangulation requirements in the qualitative study, observation and documentation were also conducted. Observation was conducted to see Hasan's language. The collected data was analyzed using narrative analysis and displayed thematically to indicate the emerging phenomena appeared from 's language learning (Braun and Clarke, 2006). The stories were recalled beginning from the time when was 1 year until he is 4 years old.

To address the research ethical issue, the researchers have provided a consent form for S mother to sign in indicating her agreement to have all the data published. The researchers also make sure that the participants understand the purpose of the study and ethical clearance should be maintained in which participants' rights during participation are well treated. It is essential to protect the privacy and confidentiality of the participants in the study. As H mother is willing to participate in the study, she is required to fill and sign in informed consent form, declaring that she understands the study and want to get involved in the study.

## **FINDINGS**

The findings of this study illustrate Hasan's language development covering the phonological, syntactical, and semantics elements. This illustration depicts the decrease of communication ability at the age of 1 up to 4 years old.

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#### *0-1 year old language development*

Like other children in general, Hasan also experienced some stages of language development phonologically. When he was at the age range of 0 to 1 year old, he underwent vocalization process in which he produced some words which are indescribable but they carry meaning. At this stage, he still could not produce verbal utterance which means that he was still in his pre linguistic stage characterized by his cry, laughter, anger, smile, which actually serve as a means of communication. At this beginning of age, he also has shown his social competence. For example, it can be seen when he felt uncomfortable, he would be angry, and when he was happy, he would smile. He smiled when someone was addressing him.

#### *1-2 year old language development*

At the age of 18 months, Hasan could produce his first pronounce *mama*, however it was not yet semantically meaningful as he produced it anytime anywhere he liked though it did not refer to the presence of his mother. At this age, he frequently said *is...is...is* or sometimes *uh uhuh*,...once he wanted someone to do something for him while producing a certain gestures like pointing his fingers to the object he wanted to take. This condition continued till he was at the age of two. Unfortunately, the word *mama* sometimes disappeared and he began to address his mother as *is is is* or *uh uh uh*. By the time he was about 2 years old, he was still unable pronounce the right pronunciation of almost all words. It could be due to his undeveloped speaking organs, which need time to mature or be trained to be able to enunciate all phonemes.

Though his semantic aspect was still developing, at the age of 18 months, he was able to point some animals that his mother wants him to show though he was still unable to pronounce or produce the sounds. For example when his mama asked "*mana ayam?* (where is the chicken?) " He directly pointed a picture of a chick. At this stage, the syntactic aspect was still in

one word utterance, for example, the word “mama” though it was still semantically meaningless.

At the age of one Hasan showed a simple pragmatic concept although it was not done using verbal communication. He was able to wave his hands once a person waved him a parting sign of good bye. He even could clapped his hands when someone does so. At around 18 months, could show a gesture showing his refusal to other’s person will. He understood the command given to him such as ‘Hasan please come here. He followed the instruction quite well. Moreover, he even showed a simple model of implicit meaning. For example, when his mother intentionally dropped a toy and said “*duh jatuh mainannya* (the toy is falling), (pretended crying). Hasan directly took the toy and gave it to his mother.

#### *2 to 3 year old language development*

By the time Hasan reached the age of two, his phonological development is still developing. Exactly after reaching the age of 30 months old, he began to pronounce few content words. He sometimes omitted one or two phonemes, like the word ‘pesawat’ he just said ‘awat’ means that he omits the phrases from three to two. Deletion also occurred, for example, *obi* (car), *uda* (horse), *ua* (flower), *ayah* (red), *awat* (aeroplane) meaningfully which means that what he pronounced was in response to what he saw. This is in line with Slobin’s theory (1979) cited in Dardjowidjojo (2010:245) stating that most Indonesian words are polysyllabic so Indonesian children take more time to decide which syllable they want to take. In contrast to Bahasa Indonesia, English words are mostly monosyllabic so the English children will start producing their first word.

When Hasan was at the age of 30 months, he has the ability to answer a question. When he was asked “*ayah mana* (where is Dad?)” He will directly answered “*ayah kerja. Cari*

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*apa?* ( what does Dad look for?)? He soon replied "*cariuang* (looking for money). Untuk apa uangnya? (what is the money for?) *buat beli susu*" (to buy some milk)" he replied. Hasan's ability to ask for a question appeared when he was aged 3 years old. Some simple question start to appear such as *ayah mana?* (where is dad?) *Apa itu?* (What is it?). Moreover, simple sentences in the form of two word utterances are flourishing having SV pattern like *Mana susu?* (where is my milk?) *Mau minum?* (I want to drink), *Mau tupu tupu* (I want to have butterflies). The age of three was the age where Hasan's language develops tremendously.

#### 2 to 4 year old language development

Phonologically, Hasan has already undergone great deal of improvement concerning his language development. However, he still cannot pronounce 'r', whenever 'r' is located, he cannot pronounce it correctly. He replaced r with 'l' if the 'r' is at the end of the word, in the middle of the word with vowel before and after the 'r' for example *ulal* for *ular* (caterpillar), *lelforrel*, *hancul/hancut* for *hancur* (Broken), *pin tet* for *pinter* (smart) , *dotet* for *dokter* (doctor), *temenforpermen* (candy). In addition, he also practiced substitution. He substituted 'k' with 'p' or 't' or if the 'k' is located at the beginning of the word like in the word *kuning* (yellow) becomes *puning*, *kupu-kupu* becoming *tupu-tupu* (butterfly). Moreover, he got difficulty when dealing with nasal such as *mbah kung* becomes *mbahkun*. Also, he got difficulty when pronouncing the word *kecil* (small) which is then pronounced as *tekis*. When he was three, he typically stated free morpheme, which is an autonomous morpheme that can exist without the help of another morpheme. However, he also mentioned other bound morphemes that are relatively basic, such as *tinggalkan* (tinggalkan), *mamana* (mamanya), and *kakena* (kakeknya). He is unable to pronounce '-nya' and must substitute '-na,' for example, *mamana* instead of *mamanya*. He is still unable to generate a complex morpheme such as *ketinggalan*. This is due to the fact that his brain capacity has not yet reached this level. If he studies in school, he will be able to utter those difficult bound morphemes later on. In addition, the

two-word utterances were made.

Along with his age maturity, Hasan's language also showed significant progress. He began to have the ability to show his own feeling such as anger, curiosity, sadness, and excitement. He soon learnt how to indirectly showed his wants.

#### *2 to 5 year old language development*

Upon reaching the age of 4 and up Hasan was able to pronounce words clearly. There was only one word which he could not pronounce clear that is the word *kecil* (small) which he still pronounces as 'tekis'. Along with his age maturity, his phonological aspect grows significantly. He directly can imitate other people's words correctly.

Semantically, he has already had the capacity to learn abstract word. The abstract word like *cantik* (beautiful), *pintel* (smart), *pusing* (dizzy), *kaget* (surprised), *marah* (angry), *malu* (shy) and the like began to be understood at this stage.

His vocabulary is increasing day by day. He knew the concept of time, *pagi* (morning), *siang* (afternoon), *malam* (evening) the concept of preposition, causal and effect, and agreement and disagreement. Though he can fully understand the time concept of *sekarang* (now), still he was still confused in differentiating *kemarin* (yesterday), *besok* (tomorrow), *danbesoklusa* (the day after tomorrow).

Hasan's syntactical development also follows his phonological progress. Hasan at the age of four has already showed a complete sentence structure. For example, a sentence "*Hasan nak beli motor balap*" has already has a SVO pattern. We may assume from his remarks that his brain is working normally and that he understands the situation. In another case, he asked his mom to take a picture of him with his mom's phone. 'Tolong pototo Hasan,' (Please take my photograph) he said (request). This is a command phrase. In this situation, I notice that he is capable of using this type of language at this point. Besides, he is able to follow two-parts of instruction. For example, *Hasan tolong bawakan segelas air dan taruh di meja* (please bring me a glass of water and put it on the table). Furthermore, he can express his feeling and what he wants to do using string two or three words together to talk about and ask for things (example: *Hasan mau*



Sudarwati, E., & Ningrum, A., S., B. (2021). "He used to be a late talker": Parents' narration of a five-year-old child named Hasan (*beli layang-layanglah*). In addition, he is also able to show his agreement (*iya...*), disagreement (*heee bukan...*), command (*ambilkan itu*), refusal (*ndak lah....no no no*) and expression like interjection (*Hei...tunggu*).

Upon reaching the age of 4 years old, he can even perform indirect request. He has been so many times shows his wants without directly saying it. The following dialogues show the complexity of his language.

#### *Dialogue 1`*

Hasan : mama....nak eskrim, nakkrimboleh

Mama : kan barusan manum susutadi

Hasan : sudah tidak batuklah

Mama : ya sudahlah

Mama : Ayolah nak, cepet habiskan es krimnya, kok makannya sedikit sedikit gitu?

Hasan : ndaklah ma ...nanti cepet habis

*(He seems enjoying his ice cream as it hasbeen a long time for him not enjoying a cup of ice cream)*

In this case, Hasan was not made accustomed to eating ice cream as his mother limits his portion of eating ice cream concerning health reason. Therefore, eating an ice cream is such a heaven for him so that he did not want to let his eating ice cream activity ends up soon. His mama soon understands his behavior by just smiling at him and let him did what he wanted. At this stage, a five year old boy like Hasan has already known the knowledge of implicature. His attitude of saying "*sudah tidak batuklah*" ( I am not coughing) and his attitude for not eating up his ice cream soon happens as he does not want to let his dream goes over soon. Another example of indirect request strategy that Hasan performs can be seen in dialogue 2.

#### *Dialogue 2*

Hasan: nakbelimobil

(wanna buy a toy car mommy?)

Mama: ah nantiuanghabis

(ah, the money is running out)

Hasan: yuk belilistrik

(Let's buy electricity token)

Realizing that his mom refused his request, Hasan changed his strategy. He did not employ a direct request but he changed his strategy by first mentioning about *beli listrik* (buying electricity token) as the store he wanted to buy the toy was also the same store selling the electricity token. By requesting to go to the store, Hasan actually indirectly wants his mom to take him to the toy's store. When he was already there, he can directly ask for the toys he wants as his mom will not have any reason to refuse.

## DISCUSSION

After analyzing the finding concerning the child's language development, the researcher has come up to some points to discuss. Based on the data presented it is clear that Hasan's language development is more or less in line with the language development level. However, in some aspects, there are many differences compared to the underlying theory of child's language acquisition. In this case, the language acquisition in phonological aspect is still developing as Hasan at the age of five years old, he is still in the process of making his phonological competence mature. He is still in the process of training his articulatory organ to be able to articulate certain phoneme which is considered troublesome for example phoneme 'r' when it is placed at the end of a word. In contrast, the phoneme "r" can be clearly heard when it is placed at the beginning of a word. Besides phoneme 'r', sound 'k' such as in the word "kupu kupu" (butterfly) is still a problem as Hasan cannot pronounce that way instead he says 'tupu tupu'. In semantic aspect, it can be seen that Hasan has already improved his level of vocabulary size.

At the age of five he soon learns some words bringing abstract meaning. However, his vocabulary is still limited to the concept of here and now. In syntactic aspect, Hasan has already shown his competence to form a sentence using simple pattern (declarative), a question (interrogative), a negation. In addition,

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he is also able to show his agreement, disagreement, command (imperative), refusal and expression like interjection. Pragmatic aspect is not included into those three categories of language competence but it is regarded as supplementary competence supporting language development. Hasan even can show an implicature once he wants someone to do something for him.

The result of this study confirms the previous studies concerning the factors affecting children's language development. First, this study confirms the study conducted by Mayberry (2007); Conti-Ramsden & Durkin (2012) stating that the age factor really correlates with child's language development as the older the child is, the more complex and more mature the child's language competence. Moreover, the finding of this study also confirms a study by (Meisel, 2007; Hambly et al., 2013) concerning the fact that bilingualism may also affect a child's language acquisition.

Considering the Bahasa Indonesia as well as English exposed to Hasan daily life, it might also contribute to some factors of Hasan unclear pronunciation for Bahasa Indonesia as Bahasa Indonesia and English show different pronunciation traits. In addition, home literacy that Hasan gets when he is at home also contributes a lot to his language development. It can be seen that Hasan's parents give him very much language exposure and takes an active participation in raising him which then results in his ability to catch up his lack when he was still diagnosed to have ADD which soon diminished. This fact confirms study by Li & Tan (2016) concerning the role of home literacy and a study by Majorajo et al., (2013) with regard to parent involvement. Hasan's language development is also in line with Specific Language Impairment or (SLI) in the form of ADD (Attentive Deficit Disorder) that he once suffered, and this confirms research by Alcock and Alibhai (2013) and as soon as Hasan's ADD diminished, his language competence develops well. Last but not least, it seems that there is sort of genetic factor underlying Hasan's late speech as his brother and dad

also experienced this stage when they were children though it has not been tested for sure thus it is line with research conducted by Haiyou (2008).

The findings of the present study may only be applicable to Hasan and other characteristics may be different with other children of the same age. For Hasan once was diagnosed to have ADD then this hinder his language acquisition in some cases which then in line with what is stated by Alcock and Alibhai (2013) that the existence of Specific Language Impairment or (SLI) may hinder learning. Another concern deals with if genetic factor also plays a role here as Hasan's older brother also depicts the same language acquisition milieu when he was still a child. If it turns to be right then it might confirm a study by Haiyou (2008). As previously mentioned, besides intensive parental care and language stimulus, Hasan also get speech regular therapy which might open up a possibility of his advances of language development. More efficient language planning program supervised by health therapist can actually be implemented to ADD sufferer like Hasan to guarantee that there is a measurable language goal in every milestone of children language development. Once the goal in each milestone is achieved the target is extended. On the other way around, once if failed, evaluation and new strategy needs to be reevaluated for better outcome.

## **CONCLUSION**

On this stage, the language development of a child up to five years old is still progressing. This is because their speaking apparatus continues to develop. This research showed that a child undergoes several processes from phase to phase. The language development happening to Hasan may be different from other child as language development from one child to another vary. Children, on the other hand, follow a natural path or timetable for developing language abilities. This case study provides an example of a child's language development

Sudarwati, E., & Ningrum, A., S., B. (2021). "He used to be a late talker": Parents' narration of a five-year-old child named Hasan milestone that may be used as a reference for anyone interested in language development.

The language development milestone is also important for parents to see if their children are on track or if they require more assistance. This is necessary to ensure that their language develops more smoothly from stage to stage. Parents should also recognize that they are in their acquisition period, so they should pay attention to their development and the surroundings because it has a large influence on their development. The claims made in this article's results and conclusions may be scientifically challenged in order to produce better ones. Longer time periods are definitely required in longitudinal research, in addition to thorough preparations and clear study equipment. As a result, people involved in studies of children's early language development may conduct more study and analysis.

Apart from the finding gotten, this present research has not addressed the factors influencing the differences on the acquisition. Thus, further research is suggested to dig out other factors that influence the child's language development. Those possible factors can be due to age differences, the maturity of brain development, the input, and the environment as well. In this instance, children require training from their parents as well. Parents should always try to understand what their children are saying if they are still unable to pronounce it correctly in order to correct them. We must remember that the first five years of a child's life are crucial for their development because their brains triple in size during this time, therefore parents' active involvement in their child's growth is recommended.

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