

The Correlation Among Language Barriers, Language Acquisition and Language Development in Society

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Abstract

Language acquisition is a complex process and is influenced by various factors such as environment, nutrition, and social interaction. This study aims to identify language acquisition barriers faced by sixth grade elementary school students in the community. Through qualitative research methods, observations, interviews and reading tasks were conducted with 30 children, fifteen of whom worked part-time after school, and fifteen of whom did not. Findings indicated a significant difference in language acquisition between the two groups, leading to the identification of eight factors that impede language development. These factors included lack of learning activities at home, excessive focus on work or non-academic activities, malnutrition, limited two-way interaction, lack of attention when communicating, excessive gadget use, and low self-confidence. Understanding these barriers provides insights for educators, parents and policy makers to create a supportive environment that encourages effective language development in children.

Keywords: language acquisition, barriers, children

Abstrak

Pemerolehan bahasa merupakan proses yang kompleks dan dipengaruhi oleh berbagai faktor seperti lingkungan, nutrisi, dan interaksi sosial. Penelitian ini bertujuan untuk mengidentifikasi hambatan pemerolehan bahasa yang dihadapi oleh siswa kelas enam sekolah dasar di masyarakat. Melalui metode penelitian kualitatif, observasi, wawancara, dan tugas membaca dilakukan terhadap 30 anak, lima belas di antaranya bekerja paruh waktu sepulang sekolah, dan lima belas lainnya tidak. Hasil penelitian menunjukkan adanya perbedaan yang signifikan dalam penguasaan bahasa antara kedua kelompok tersebut, yang mengarah pada identifikasi delapan faktor yang menghambat perkembangan bahasa. Faktor-faktor ini termasuk kurangnya kegiatan belajar di rumah, fokus yang berlebihan pada pekerjaan atau kegiatan non-akademis, kekurangan gizi, interaksi dua arah yang terbatas, kurangnya perhatian saat berkomunikasi, penggunaan gadget yang berlebihan, dan rendahnya rasa percaya diri. Memahami hambatan-hambatan ini memberikan wawasan bagi para pendidik, orang tua, dan pembuat kebijakan untuk menciptakan lingkungan yang mendukung yang mendorong perkembangan bahasa yang efektif pada anak-anak.

Kata kunci: pemerolehan bahasa, hambatan, anak-anak

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INTRODUCTION

Language is a symbolic system used by humans to communicate, share ideas and convey information. Language consists of sounds, words, and grammar organized into a complex system of rules. Each language has a unique vocabulary and grammatical structure, allowing for complex and abstract communication. In addition, language also includes written expression and visual symbols in some cases. Language is a critical tool for interacting in society, acquiring knowledge, and establishing cultural identity. The diversity of languages around the world reflects the diversity of cultures and human understanding of the world around them.

Language is a meaningful means of communication (Noermanzah, 2019). Language is also important when we will develop the four language skills, namely speaking, listening, reading, and writing (Noermanzah et al., 2018: 172). Language is exclusively owned by humans, there are clear differences from linguistic and non-linguistic sessions and has meaning (Burridge & Stebbins, 2019). Language is acquired by each individual naturally from birth and continues to develop with age (Dian et al., n.d.). Language is a set of traditional techniques that correspond to the meaning of a language to be defined (Martinez del Castillo, 2015). In the Merriam-Webster dictionary (2013), language is defined as a system of words or signs that humans use to express thoughts or feelings to each other. The stage of language development starts from the acquisition stage to the development stage. Language acquisition is a product of subconscious process which is informal or natural way of gaining the knowledge of the language. Here, language is not taught to children (Khasinah, 2014). Meanwhile, language development is a change that lasts a lifetime and is influenced by various interacting factors such as biological, cognitive, and socioemotional (Stit & Nusantara, 2019). Language acquisition and development play an important role in communication, cognition, and social interaction in society.

In the development of language acquisition, it is possible to experience an obstacle. These obstacles can be obstacles in understanding grammatical structures, limited educational resources, or even the influence of the surrounding environment. A barrier is a form of obstacle or difficulty that can hinder or prevent progress, change, or the achievement of certain goals. Barriers are obstacles in the form of obstacles or a situation that is not desired or preferred, can interfere with a person's psychological and psychological development, can cause difficulties both for oneself and others and need to be removed (Arifa, 2020; Sari et al., 2017). Obstacles that occur in language acquisition and development can cause disorders. Language development disorders are the inability or limitation in using linguistic symbols to communicate orally or delays in children's speech and language development abilities according to their age group, gender, customs, and intelligence (Marisa, n.d.). Development in language acquisition is sometimes not as it should be. Language acquisition is the process of acquiring language skills, both in the form of understanding and expressing naturally, without going through formal learning activities (Tarigan, 2021).

The causes of developmental disorders of language development disorders are numerous and extensive, all disorders ranging from the hearing process, transmission of impulses to the brain, brain, muscles or organs that produce sound. Some of the causes of speech disorders or delays are hearing loss, speech organ abnormalities, mental retardation, genetic or chromosomal abnormalities, autism, selective mutism, chromosomal abnormalities, autism, selective mutism, chromosomal abnormalities, autism, autism, selective mutism, functional delays, receptive aphasia, and environmental deprivation. Environmental deprivation consists of lonely neighborhoods, socioeconomic status, incorrect teaching techniques, parental attitudes (Marisa, n.d.).

Language acquisition and development can also be influenced by the environment in society. Society is a group of individuals who live together, work together to obtain common interests that

have an order of life, norms, and customs that are obeyed in their environment (Prasetyo, 2020). The environment is one of the factors that greatly influences children's language development because in essence the process of acquiring children's language begins with the ability to hear and then imitate the sounds they hear, namely from the environment where they live. Factors that can affect children's language development are brain development and intelligence, gender, physical conditions, family environment, economic conditions, social setting / cultural environment, bilingualism (2 languages), (U A D D I B Vol et al., n.d.). In the community environment, barriers that can occur in language acquisition can be caused by the lack of educational resources, the influence of the media, and the role of the family in encouraging language acquisition.

For this reason, this study aims to determine the barriers in language acquisition faced by grade 6 students in the community environment. By identifying factors that hinder the process of language acquisition and development. This study also aims to provide a comprehensive insight into the challenges of language acquisition and development. In addition to theoretical contributions, this research also has the potential to provide practical benefits, especially in the context of education. Insights gained from research on barriers to language acquisition and development can serve as reference material for understanding what factors inhibit language development. This perspective motivated the researcher to conduct a study entitled "The Barriers of Language Acquisition and Development in Society."

METHOD

This research uses qualitative research methods which is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting (Walidin, Saifullah & Tabrani, 2015: 77). The purpose of this qualitative data collection is to examine how individuals can see the world from different perspectives. Various techniques are incorporated in qualitative research, including narrative content analysis, in-depth interviews, focus groups, participant observation, and case studies, which are often conducted in naturalistic settings.

The population in this study was elementary school children who worked part-time and also those who did not work. Then, the researcher took a sample of 30 children, of which there were 15 children who worked part-time after school and 15 children who did not work. The researcher collected data through observations conducted by interviewing and also distributing reading texts which then contained several questions that were answered by the children.

RESULT AND DISCUSSION

Results of the observation

This study was conducted by observing 30 children, namely 15 children who work outside the home after school and 15 children who do not work after school. In addition, simple observations

were also made to find out the development of the thirty children, whether there were differences in their language acquisition or not. The following are the results of the observations of the thirty children.

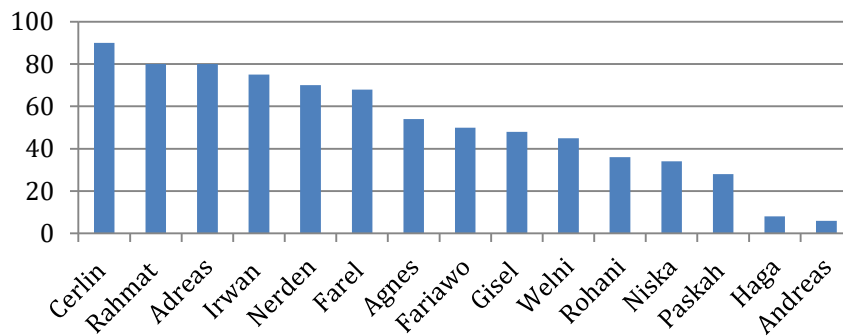


Figure 1. Test scores of children who work after school

Subject	Score
Cerlin	90
Rahmat	80
Adreas	80
Irwan	75
Nerden	70
Farel	68
Agnes	54
Fariawo	50
Gisel	48
Welni	45
Rohani	36
Niska	34
Paskah	28
Haga	8
Andreas	6

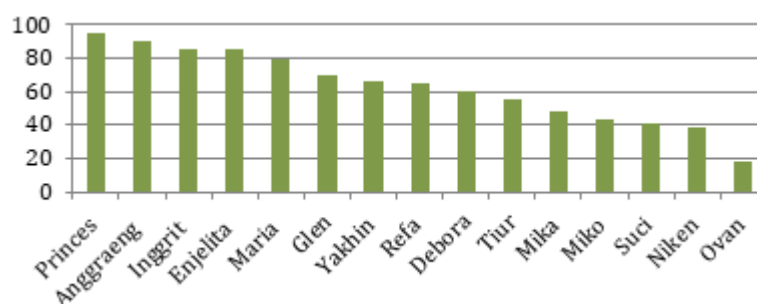


Figure 2. Test scores of children who do not work after school

Subject	Score
Princes	95
Anggraeng	90
Inggrit	86
Enjelita	85
Maria	80
Glen	70

Yakhin	66
Refa	65
Debora	60
Tiur	55
Mika	48
Miko	43
Suci	41
Niken	39
Ovan	18

From the diagram presented above, we can see that there are some differences in language acquisition between children who work part-time after school and those who do not work. Based on this, researchers can conclude several factors that hinder language acquisition in children. The following table can be presented based on the observation results.

Table 1. Observation Results

No	Subject	Factors Inhibiting Language Acquisition and Development							
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1	Cerlin		✓		✓	✓			
2	Rahmat		✓		✓	✓			
3	Adreas		✓		✓	✓			
4	Irwan		✓		✓	✓			
5	Nerden		✓		✓	✓			
6	Farel		✓	✓	✓	✓			
7	Agnes		✓	✓	✓	✓			
8	Fariawo		✓	✓	✓	✓			
9	Gisel	✓	✓	✓	✓	✓			
10	Welni	✓	✓	✓	✓	✓			
11	Rohani	✓	✓	✓	✓	✓			
12	Niska	✓	✓	✓	✓	✓			
13	Paskah	✓	✓	✓	✓	✓			
14	Haga	✓	✓	✓	✓	✓			
15	Andreas	✓	✓	✓	✓	✓		✓	
16	Princes						✓		✓
17	Anggraeng						✓		✓
18	Inggrit						✓		✓
19	Enjelita						✓		✓
20	Maria						✓		✓
21	Glen						✓		✓
22	Yakhin						✓		✓
23	Refa						✓		✓
24	Debora						✓		✓
25	Tiur				✓		✓		✓
26	Mika				✓		✓	✓	✓
27	Miko				✓		✓		✓
28	Suci				✓		✓		✓
29	Niken				✓		✓		✓
30	Ovan				✓		✓	✓	✓

Notes:

Factor 1 = Never studying at home after school

Factor 2 = More focus on work/sales (such as in city parks)

Factor 3 = Lack of nutritional intake to support acquisition (rarely eating and napping).

Factor 4 = Lack of two-way interaction with parents and neighbors.

Factor 5 = Lack of attention given by the child when communicating

Factor 6 = Spends more time watching television/playing and only studies if they have homework.

Factor 7 = Lack of self-confidence resulting in the child not being able to pronounce words/sentences correctly

Factor 8 = Increased use of gadgets by children

Discussions

From the result of observations, the researcher found that there were differences in the language acquisition and development of the thirty children. The fifteen children who did not work part-time after school acquired more language, compared to the fifteen children who worked. Based on this, the researcher found eight factors that prevented these children from acquiring or mastering language. Factors 1 to 5 are more dominant among the fifteen children who work part-time outside the home environment after school. Furthermore, factors 6 to 8 are more dominant among the fifteen children who do not work part-time after school. The following is a more detailed discussion of these eight factors.

Factor 1:

Never studying at home after school

The absence of learning experiences at home after school can be an inhibiting factor in children's language acquisition. The home is the first environment where children learn, interact and absorb a lot of information. If this environment does not provide opportunities to expand language skills after school, their language skills may be hindered. Activities such as reading with parents, having conversations or recounting the day's experiences help children develop speaking skills, understand sentence structure and expand their vocabulary. When these opportunities are limited, children may lack practice in using language well and confidently.

The absence of learning activities at home can also affect a child's motivation to learn. When children are not encouraged or encouraged to engage in language-related activities at home, their interest in expanding their language skills may decrease. This can have a negative impact on their ability to convey thoughts, ideas or emotions verbally. In the long run, this can affect their overall language development and their ability to communicate well in various situations.

Factor 2:

More focus on work/sales (such as in city parks)

Factors that hinder children's language acquisition, such as focusing more on after-school work or selling, can have a significant impact on their language development. Language requires interaction, communication and exploration, and when children are too focused on work or non-

academic activities, they may miss out on valuable opportunities to speak, hear and understand language well.

In addition, when children engage in work or activities that require excessive attention and energy, they may experience mental and physical fatigue. Fatigue can affect children's concentration and responsiveness to their surroundings, including their efforts to learn and understand language. This can lead to a decreased interest in communicating or learning language, as the child feels overtired or stressed. Therefore, it is important to create a balance between productive activities and the time needed for children's language development so that they can reach their full potential in their communicative and linguistic aspects.

Factor 3:

Lack of nutritional intake to support acquisition (rarely eating and napping).

Nutritional deficiencies in children can be an inhibiting factor for language acquisition as adequate nutrition plays an important role in the development of the brain and nervous system. Adequate nutrition, especially nutrients such as omega-3 fatty acids, B vitamins, and iron, are needed for optimal brain growth and function. Lack of these nutrients can affect children's concentration, memory and cognitive abilities. Along with that, impaired concentration and low memory can impact a child's ability to understand and use language well. Therefore, nutritional deficiencies caused by infrequent eating and napping can hinder the language acquisition process in children.

In addition, the habit of not eating and napping can also have a direct impact on children's energy and health. Lack of energy can make children tired and less focused, making it difficult to focus on language learning. Nutritional imbalances can also lead to physical health issues that can compromise overall well-being, including a sub-optimal immune system. This can make children more susceptible to illnesses and infections, which in turn can affect school attendance and participation in learning activities. Therefore, it is important to ensure that the child gets a balanced nutritional intake to support their language development and overall health.

Factor 4:

Lack of two-way interaction with parents and neighbors.

The lack of two-way interaction between children and their parents and surrounding environment can be a factor inhibiting language acquisition in children. Two-way interaction is a communication process that involves exchanging information between children and adults or fellow children. When children lack opportunities for active communication, such as a lack of dialog, response, or encouragement to speak, their language development can be hindered. In a less interactive setting, children may not feel encouraged to develop their speaking and listening skills, affecting their language development.

In addition, a lack of two-way interaction can also hinder the development of children's social skills. Effective communication not only involves understanding and using words, but also involves the ability to understand facial expressions, body language and voice intonation. When children lack

active interaction with adults or peers, they may struggle to read and respond to nonverbal signals that are important in communication. This can affect not only their language abilities but also their social skills and ability to interact with their surroundings more broadly. Therefore, it is important for parents and caregivers to create an environment that supports positive two-way interactions and stimulates children's language development.

Factor 5:

Lack of attention given by the child when communicating

The lack of attention given by children when communicating can be an inhibiting factor for their language acquisition. Children who do not pay enough attention or focus when communicating may have difficulty understanding and responding to language. This can happen because children who do not pay attention may not be able to capture information properly, hindering the language learning process. Lack of attention can also affect a child's ability to understand context and nuance in conversation, so they may struggle to use language appropriately.

In addition, lack of attention in communication can also hinder the development of children's social skills. Effective communication requires the ability to understand facial expressions, voice intonation and body language. Children who lack attention when communicating may not be able to develop these skills well, which can affect their social relationships and ability to interact with others. Therefore, it is important for parents and educators to provide support and guidance to children in developing attention and focus skills so that their language acquisition can take place more effectively.

Factor 6:

Spends more time watching television/playing and only studies if they have homework.

Watching television or playing excessively can reduce children's interaction time with their environment, which in turn can limit their opportunities for listening and speaking. These activities often do not require active verbal interaction, so children are less exposed to richer and more diverse language experiences.

In addition, the tendency to only learn when there is homework can create a pattern of learning that lacks continuity. Children may only engage in learning activities when there is pressure or responsibility, when it should be a natural part of daily development. This can inhibit children's intrinsic motivation towards language learning, as effective language learning requires consistent engagement and exploration in a variety of contexts. Therefore, the role of parents and educators in creating a supportive environment for children's language development is crucial to overcome this inhibiting factor.

Factor 7:

Lack of self-confidence resulting in the child not being able to pronounce words/sentences correctly

Children who lack confidence may tend to be reluctant to speak or pronounce words/sentences correctly. They may feel afraid of making mistakes or fear of being evaluated by others, which in turn

can hinder the development of their language skills. This lack of confidence can arise from a variety of factors, including social pressure, peer comparison, or negative experiences with communication. Over time, this can hinder a child's ability to build speaking skills and convey thoughts clearly.

In addition, a lack of confidence can also affect a child's participation in social interactions. Children who are not confident may be more likely to keep to themselves and be less active in conversations or group activities. This can reduce their opportunities to practice and strengthen language skills. In the long run, lack of participation in interpersonal communication can have a negative impact on the development of children's language skills, so special attention and support from the surrounding environment, including parents and teachers, is needed to help children build confidence and good language skills.

Factor 8:

Increased use of gadgets by children

The increasing use of gadgets by children can be an inhibiting factor for their language acquisition. Gadgets, such as tablets and smartphones, offer a variety of apps and games that are often designed to capture children's attention with attractive and interactive graphics. Excessive use of gadgets can shift children's focus away from developing language skills, as they are more focused on visual and fun activities rather than interacting with others or reading books. In addition, gadgets tend to expose children to language that is more abbreviated, informal, and sometimes not in accordance with correct language norms. This can affect children's ability to hone their speaking skills and understand language structures well.

Excessive use of gadgets can also lead to a lack of direct social interaction between children. Lack of interpersonal communication can hinder the development of children's language skills, as interaction with others is one of the best ways to learn language. In a limited social environment due to too much time spent in front of gadgets, children may have fewer opportunities to speak, listen and understand language well. Therefore, the increased use of gadgets by children can be a serious obstacle in language acquisition, which should be encouraged through social interaction and direct experience with the surrounding environment.

CONCLUSION

In this study, it was found that there are several factors that inhibit language acquisition in grade 6 elementary school students in the community environment. These factors include the absence of learning activities at home, children's focus on work or selling, lack of nutritional intake, lack of two-way interaction, lack of attention when communicating, the tendency to only learn when there is homework, lack of confidence, and the increasing use of gadgets by children. These eight factors have a significant impact on children's language development, both cognitively and socially.

This study has limitations, including a limited sample size and a preference for qualitative methods. The use of qualitative methods may limit the generalizability of the findings, and the

observations of 10 children may not reflect the diversity of the overall population. In addition, other factors that may contribute to children's language acquisition, such as formal education or school policies were not fully addressed in this study.

Future research could expand the scope and methods to gain a more comprehensive understanding of language acquisition barriers. Involving more participants from different backgrounds and considering other variables such as formal education or support from the school environment could be useful steps.

The results of this study can provide important insights for parents, teachers and those involved in children's education and development. By understanding the factors that hinder language acquisition, they can take concrete steps to create an environment that supports children's language development. This includes increasing two-way interactions, limiting the use of gadgets, and providing additional support to children who may have difficulties in language acquisition.

This research makes an important contribution to the understanding of the complexities of children's language acquisition in community settings. By implementing the resulting recommendations, it is expected to help improve the quality of education and children's language development in the future

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