



Analysis of language acquisition in children aged 4–6 years in language interaction

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Abstract

This study aims to analyze language acquisition in children aged 4–6 years at tkit nusintama from a sociopragmatic perspective. A qualitative descriptive method was employed, with data collected through observation and interviews with tk b teachers. The findings reveal that the children have mastered various sentence types—declarative, interrogative, imperative, and exclamatory—and can apply them appropriately in different communicative contexts. From a sociopragmatic standpoint, the children demonstrate the ability to adapt their language use to different situations, interlocutors, and politeness norms, such as turn-taking in conversations. Key factors supporting their language development include active social interaction, the role of teachers as communication facilitators, a conducive learning environment, and family involvement in home language activities. These findings indicate that the children at tkit nusintama exhibit strong language abilities and age-appropriate sociopragmatic development.

Keywords: early childhood; language acquisition; language interaction; sociopragmatics; TKIT.

A. Introduction

Language is the primary tool humans use to communicate, whether verbally, in writing, or symbolically. During childhood, especially between the ages of four and six, language acquisition undergoes a very significant stage of development. Children begin to form complex sentences, enrich their vocabulary, and understand the social functions of language. Language acquisition, which occurs naturally through daily interactions, differs from formal



and structured language learning. This process is greatly influenced by the environment, including communication patterns at home and in educational institutions such as kindergartens.

Social interaction is key to the language acquisition process. In early childhood education environments such as TKIT Nusintama, children not only learn academic material, but also actively interact with teachers and peers. Through these interactions, they gradually build their language skills in a contextual manner. However, in practice, there are variations in children's language abilities, which are influenced by factors such as social and educational background.

The purpose of this study is to analyze the language acquisition process of children aged four to six years in the context of language interaction at Nusintama Islamic Kindergarten. The main focus is to identify how children acquire language through interaction, as well as to examine the factors that influence this acquisition, such as the teacher's approach and social dynamics in the classroom. It is hoped that the results of this study will provide a deeper understanding of children's language acquisition patterns. In addition, these results will serve as a reference for teachers, parents, and other relevant parties to develop communication methods that support early childhood language development.

B. Research Methodology

This study uses a descriptive qualitative approach, which focuses on collecting and presenting data comprehensively in the form of words and behavior. This approach was chosen based on the fact that this method allows researchers to understand social phenomena that occur naturally without intervention or manipulation of variables. According to Sugiyono (2019), qualitative research is often called naturalistic because it is carried out in natural conditions and allows observation of the actual process.

This research was conducted during the period from December 2024 to July 2025 at TKIT Nusintama, Cempaka Village, Cirebon Regency, with a time frame adjusted to collect complete and in-depth data in accordance with the characteristics of qualitative research. The subjects studied included five children aged 4 to 6 years and a teacher who was active in the learning process at TKIT Nusintama, Cirebon Regency. The children and teacher were



selected because they were the ones who experienced and played a direct role in children's language acquisition during social interactions. The object of study was language acquisition that occurred in interactions between children and teachers, as well as between children themselves, which was analyzed using sociopragmatic theory.

One of the main methods for collecting data is observation, interviews, and documentation. Children's verbal and nonverbal interactions are observed directly during the learning and playing process, so that researchers obtain data that reflects language use in real social contexts (Sugiyono, 2019). Furthermore, in-depth interviews were conducted with teachers to explore information related to their experiences and views on children's language development (Polit & Beck, 2004). The documentation method was used to collect additional data in the form of field notes and recordings of activities, which were then analyzed to enrich the research results (Sukmadinata, 2011).

After the data was collected, the analysis process was carried out in stages, starting with data reduction, which aimed to select and summarize important information from the interactions that occurred. Next, the data was presented in the form of narratives and tables to facilitate understanding of language acquisition patterns. The final stage is data verification, which is rechecking the consistency and validity of the information so that the conclusions drawn are strong and accurate (Miles & Huberman, 1994). Using this method, the study successfully comprehensively described the language acquisition process of early childhood and the factors that influence the development of their language skills in early childhood education environments.

C. Results and Discussion

1. Results

In this study, researchers collected and analyzed data related to the language development of children aged 4-6 years at TKIT Nusintama. The data was obtained from direct observation during the teaching and learning process, interviews with teachers, and documentation of the children's daily activities. The main focus was on how children use language in daily interactions and the factors that influence their language acquisition process.



a. Language Acquisition in Children Aged 4-6 Years at Nusintama Islamic Kindergarten

Based on observations and recordings of interactions, children in this age range demonstrate good ability in using various types of sentences when communicating. They are able to use imperative sentences to give commands or invitations, declarative sentences to convey statements, interrogative sentences to ask questions, and exclamatory sentences to express feelings. For example, children are already able to ask rhetorical questions, invite others to play, and express their opinions and feelings verbally using language that is quite complex for their age. This indicates that their language skills are developing in line with active interaction in the classroom and in their play environment.

These abilities are inseparable from the stimulation they receive from both teachers and their social environment. In addition, children's cognitive skills also support language development because they can remember information, construct sentences with logical structures, and understand the social context when communicating.

b. Factors Affecting Language Acquisition in Children Aged 4 to 6 Years

This study also found several key factors that influence the language acquisition process in children aged 4 to 6 years at TKIT Nusintama, namely:

- a) **Social Interaction:** Children actively communicate with their peers and teachers, which helps them develop their vocabulary and sentence structure skills. Group play activities and class discussions are important media for practicing their language skills.
- b) **The Role of Teachers as Facilitators:** Teachers not only teach language, but also facilitate children to be more confident in using language. The use of learning media such as story books, word cards, and language games motivates children to speak and express their ideas.



- c) Supportive Learning Environment: Classrooms equipped with various literacy media such as alphabet posters, comfortable reading corners, and a friendly atmosphere create ideal conditions for children to learn language comfortably and effectively.
- d) Family Support: Parents actively participate in helping their children's language development through reading together, communicating regularly, and providing language stimulation at home. Two-way interaction between children and family members plays a significant role in building good language skills.

2. Discussion

a. Language Acquisition in Language Interaction Among Children Aged 4-6 Years

According to research conducted at TKIT Nusintama, the results show that children aged 4 to 6 years old have quite complex language skills that are appropriate to the context. From a sociopragmatic perspective, this shows that children are not only able to form sentence structures, but can also adapt their language to the social situation and the person they are talking to.

Children are able to use various types of sentences, such as declarative, imperative, interrogative, and exclamatory, appropriately. This shows development in the use of language functions in accordance with their communicative needs. In line with this, Jean Piaget (in Aisyah, 2013) states that preoperational children tend to think egocentrically, but with appropriate social interaction, they begin to learn to understand other people's perspectives. This is evident when children at TKIT Nusintama are able to adjust their speaking style to their peers and teachers.

Furthermore, Setiawan (2023) emphasizes that teachers play an important role in stimulating the development of children's speaking skills. Teachers at TKIT Nusintama have performed this function well through active learning and interactive media, which allow children to become accustomed to using Indonesian in various social contexts.



These findings contrast with Vera Heriani's research conducted at Harapan Bangsa Early Childhood Education Center, where children experienced delays in language acquisition due to the dominance of their first language (regional language) in the learning process. The children at the PAUD had difficulty forming complete functional sentences because they were not accustomed to actively using Indonesian. This emphasizes the importance of consistent and contextual use of a second language in the learning environment. Thus, the children at TKIT Nusintama showed progress in sociopragmatic language acquisition because they not only understood the form of language but also how to use it in everyday social life.

b. Factors Affecting Language Acquisition in Children Aged 4 to 6 Years

Children's language development does not occur in a vacuum, but is influenced by various external and internal factors. Based on the results of observations and interviews, there are four main factors that influence children's language acquisition at TKIT Nusintama, namely:

a) Social Interaction

Children's interactions with peers and teachers are a natural means of language learning. Vygotsky (in Sulyandari, 2021) states that cognitive and language development are influenced by social interactions in the Zone of Proximal Development (ZPD), which is the potential for child development that can be achieved with the guidance of others. Children at TKIT Nusintama are actively involved in two-way communication, such as group discussions and collaborative games, which help them develop vocabulary and sentence structure.

b) The Role of Teachers as Facilitators

Teachers not only deliver material, but also serve as examples of good and correct language use. Anhusadar (2022) emphasizes that the role of teachers in providing stimuli is very effective in improving children's cognitive and language abilities. At TKIT Nusintama, teachers actively engage children in discussions, read stories, and use visual media to introduce new words and sentences.



c) Conducive Learning Environment

A supportive environment is also an important factor. Alphabet posters, reading corners, and a comfortable classroom atmosphere make children feel more confident to speak. Aulia Dini Hanifah (2022) divides the learning environment into two types: social and non-social. At TKIT Nusintama, both aspects are fulfilled, from healthy social interactions to complete and enjoyable learning facilities.

d) Support from Family

The family is the first place where children learn language. Muzzamil (in Ayu, 2024) states that parents must provide consistent stimulation and interaction for children to develop optimally. At TKIT Nusintama, parental involvement in activities such as reading books before bedtime and casual daily conversation has been shown to increase children's confidence in speaking. This study is more in-depth than previous studies because it not only observes children's language abilities in general but also examines the supporting factors. These four complementary factors show that children's language acquisition can be optimal if the social environment, the role of teachers, the learning environment, and family support are well integrated.

D. Conclusion and Suggestion

Based on observations and analysis, it can be concluded that:

- a. The process of language acquisition for 4-6 year olds at TKIT Nusintama occurs naturally through daily interactions, both inside and outside the classroom. Children acquire language by listening, imitating, and practicing it in various social situations. They use language to convey thoughts, ask questions, give commands, and express feelings, and gradually begin to understand social communication norms such as manners and turn-taking.
- b. Factors that influence children's language acquisition at TKIT Nusintama include:
 - 1) active social interaction with peers and teachers,



- 2) the role of teachers as language facilitators,
- 3) a supportive learning environment, and
- 4) family involvement in language activities at home.

These four factors together create a rich ecosystem that supports optimal language development in children.

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