AIZA LANGUAGE BEHAVIOR IN DAILY LIFE (PSYCHOLINGUISTIC STUDY)

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Abstract

This study aims to describe and analyze the language behavior of a child named Aiza in her daily activities from a psycholinguistic perspective. The focus of the study includes word choice, sentence structure patterns, speaking style, and the contexts of language use when Aiza interacts with her parents, peers, and when engaging in self-talk. This research employs a qualitative approach using a case study method. Data were collected through direct observation, informal interviews with the parents, and documentation in the form of field notes and recordings of the child's utterances. Data analysis was conducted descriptively through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that Aiza's language behavior reflects a comprehensive language development, encompassing pragmatic, syntactic, and cognitive aspects. She is able to adjust her vocabulary, construct both simple and compound sentences, and modulate her speaking style according to the context, including when speaking to herself. This pattern underscores language as a tool for thinking and cognitive mediation in line with Vygotsky's theory, particularly the concepts of ZPD and scaffolding, with social interactions with parents, siblings, and the surrounding environment enriching her vocabulary, sentence structure, and pragmatic abilities.

Keywords: Study, psycholinguistics, Vygotsky, language use

Abstrak

Penelitian ini bertujuan untuk menggambarkan serta mengkaji perilaku berbahasa seorang anak bernama Aiza dalam aktivitas kesehariannya melalui perspektif psikolinguistik. Kajian penelitian difokuskan pada pemilihan diksi, pola struktur kalimat, gaya tutur, serta situasi penggunaan bahasa ketika Aiza berinteraksi dengan orang tua, teman sebaya, dan saat melakukan tuturan kepada diri sendiri. Penelitian ini menerapkan pendekatan kualitatif dengan metode studi kasus. Pengumpulan data dilakukan melalui observasi langsung, wawancara informal dengan orang tua, serta dokumentasi yang berupa catatan lapangan dan rekaman tuturan anak. Teknik analisis data dilakukan secara deskriptif dengan tahapan reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa perilaku berbahasa Aiza mencerminkan perkembangan bahasa yang komprehensif, meliputi aspek pragmatik, sintaksis, dan kognitif. Ia mampu menyesuaikan kosakata, membentuk kalimat sederhana maupun majemuk, dan mengatur gaya bicara sesuai konteks, termasuk saat berbicara pada diri sendiri. Pola ini menegaskan bahasa sebagai alat berpikir dan mediasi kognitif sesuai teori Vygotsky, khususnya ZPD dan scaffolding, dengan interaksi sosial dari

orang tua, saudara, dan lingkungan sekitar yang memperkaya kosakata, struktur kalimat, dan kemampuan pragmatik.

Kata Kunci: Kajian, psikolinguistik, Vygotsky, berbahasa

I. INTRODUCTION

Language is the primary human tool for communication, thinking, and social interaction. Through language, individuals can express their ideas, emotions, and identity to others. In everyday life, language skills reflect not only linguistic intelligence but also cognitive and social abilities. Therefore, language behavior is a crucial aspect in understanding an individual's thought processes and mental development, particularly in children who are in the language development stage (Nur Aini, 2019).

In social life, humans are inseparable from interactions with others. Every individual, including young children, constantly forms relationships with others in various settings, such as family, educational institutions, the workplace, and the wider community. Through these interactions, humans build social relationships, understand their surroundings, and maintain the continuity of social life. Communication has been a fundamental need for every human being from an early age in carrying out daily activities. The communication process is inseparable from the role of language as a means of conveying information, whether in the form of ideas, feelings, intentions, or goals. In addition to functioning as a communication tool, language also serves as a marker of the identity of the community of its speakers (Goziyah, et al., 2022).

Children's language behavior is a manifestation of linguistic development, which is closely related to cognitive abilities and social interactions. In early life, language serves not only as a medium for verbal communication but also as a tool for thinking and controlling a child's mental processes. In psycholinguistic studies, language is viewed as the result of a dynamic interaction between the internal linguistic system and the social environment that provides linguistic input. Psycholinguistics plays a role in explaining how children process, understand, and produce speech in natural social contexts through interactions with adults and peers. Contemporary psycholinguistic research confirms a strong relationship between language acquisition and the social processes individuals experience within their communicative environment (Herry Setyawan, 2024).

The development of children's language skills is influenced by the quality of social interactions and the forms of linguistic stimulation received from an early age. Intense verbal interactions with parents and the social environment contribute to enriching a child's vocabulary, sentence structure patterns, and pragmatic abilities, thus accelerating the process of language acquisition in everyday life. Various studies in language education emphasize the importance of providing diverse and contextual language stimulation to support children's linguistic competence, encompassing aspects of phonology, morphology, syntax, and pragmatics. In the context of language learning, everyday language activities provide opportunities for children to practice meaningful speech through social interactions, which subsequently lay the foundation for optimal language development when they enter school age. This view aligns with Anggraini's findings, which state that effective language learning emphasizes the role of social interaction and the context in which language is used, so that children not only master language structures but also apply them appropriately to communicative situations in their social environment (Nori Anggraini, 2025).

According to Lev Vygotsky's theoretical perspective, language development occurs through the internalization of social interactions, which act as a means of thinking (mediation). The concepts of the Zone of Proximal Development (ZPD) and scaffolding are important frameworks for explaining how support provided by adults or more experienced individuals can help optimize the development of children's language skills to reach higher levels. Social interaction not only introduces linguistic structures but also contributes to developing children's pragmatic abilities and understanding of context through real-life communication experiences (Insani, 2024). Relevant empirical studies show that social interaction plays a crucial role in children's language acquisition, especially in early childhood. Children develop vocabulary, sentence structure patterns, and pragmatic abilities through repeated dialogue and language use in everyday activities. Descriptive research findings reveal that social stimulation, such as parental guidance and interaction with peers, consistently has a significant influence on children's first language development (Aliza Arianti et al., 2024).

Although research on children's language acquisition has progressed, studies that examine the language behavior of specific individuals in everyday activities are still relatively limited. This research aims to fill this gap through a case study approach with a

child named Aiza, who is at a crucial stage in her language development in everyday life. The focus of the study is directed at word choice, sentence structure patterns, speaking style, and the context of language use in natural social interactions. Therefore, this research is expected to contribute to scientific understanding of the relationship between language abilities, cognitive processes, and social interactions in children, thereby enriching psycholinguistic studies on children's language development in real-life contexts.

II. RESEARCH METHODS

This research employed a qualitative approach with a case study design to deeply understand children's language behavior in everyday life. The case study method was chosen to describe the language acquisition process in one child comprehensively, naturally, and appropriately within the context of its use (Ultavia et al., 2023). The subjects of this study were early childhood children. The sample was purposively selected, namely a four-year-old child named Aiza who demonstrated active language skills in everyday interactions. The subject selection was based on considerations of the stage of language development and the intensity of social interactions within the family environment. In this qualitative study, the researcher served as the primary instrument. To assist data collection, the researcher used language behavior observation guidelines, semi-structured interview guidelines with parents, and documentation in the form of field notes and recordings of the child's speech.

Data collection was conducted through direct observation, informal interviews, and documentation. Observations were used to record word choice, sentence patterns, speaking style, and the context in which Aiza used language when interacting with parents, peers, and when speaking to herself. The interviews aimed to obtain additional information regarding communication patterns and language stimulation provided within the family environment. Data analysis was conducted descriptively and qualitatively through the stages of data reduction, data presentation, and conclusion drawing (Ismahani et al., 2024). Data were grouped based on psycholinguistic aspects and analyzed to identify patterns of children's language behavior and their relationship to social interactions. Data validity was maintained through triangulation of sources and methods, as well as cross-checking the findings with the parents of the research subjects.

III. RESEARCH RESULTS

The research results show that Aiza's language behavior reflects comprehensive language development, encompassing pragmatic, syntactic, and cognitive aspects. She is able to adapt vocabulary, form simple and compound sentences, and adjust her speaking style according to context, including when talking to herself. This pattern confirms language as a tool for thinking and cognitive mediation, as per Vygotsky's theory, specifically the ZPD and scaffolding, with social interactions with parents, siblings, and the surrounding environment enriching vocabulary, sentence structure, and pragmatic skills.

a. Word Choice (Diction)

Aiza demonstrates adaptive skills in selecting vocabulary appropriate to the communication context. She not only uses words lexically but is also able to adjust her word choice to the needs of the situation and the person she is speaking to. Aiza's utterances are sometimes long and coherent, demonstrating verbal fluency and the ability to organize ideas logically. In some cases, word repetition is used as a strategy to emphasize meaning, indicating the stage of internalization of social language before full self-regulation is formed (Nencheva et al., 2024).

Furthermore, Aiza is able to use particles, affective expressions, and simple, relevant terms to convey feelings, desires, or needs clearly and persuasively. This vocabulary usage pattern reflects the development of children's pragmatic abilities, where language functions not only as a means of communication but also as a cognitive and social mediator, in line with the psycholinguistic perspective and Vygotsky's theory that language is a means of thinking formed through real-life interactions and experiences.

Table of Aiza's Speech and Psycholinguistic Description.

No.	Konteks Tuturan	Contoh Tuturan Aiza	Keterangan Psikolinguistik
1.	Dengan Saudara	"Kakak Tika jangan kuncinin aku dong"	Tuturan ini menunjukkan fungsi bahasa sebagai alat mediasi sosial. Penggunaan partikel *dong* mencerminkan ekspresi afektif dan kedekatan emosional. Hal ini sejalan dengan konsep *mediation* Vygotsky, bahwa bahasa digunakan anak untuk memengaruhi lingkungan sosialnya.
2.	Dengan Orang Tua	"Jangan lupa Mi beli oleh-oleh untuk aku, jajanan kek boleh,	Menunjukkan kelancaran verbal dan kemampuan menyusun tuturan panjang. Aiza mampu mengorganisasi ide secara berurutan dan

		makan juga boleh, gelang juga boleh sama anting"	memahami relasi sosial dengan orang tua.
3.	Dengan Saudara	"Kak tisu kak, tolong kak"	Pengulangan kata mencerminkan strategi linguistik anak untuk menegaskan maksud. Ini merupakan ciri tahap internalisasi bahasa sosial sebelum terbentuk regulasi diri secara penuh.
4.	Dengan Orang Tua	"Umi, adek mau makan pake telor"	Kalimat sederhana berpola Subjek–Predikat–Objek. Menunjukkan perkembangan sintaksis yang baik serta kemampuan menyampaikan kebutuhan dasar secara jelas.
5.	Dengan Teman	"Safa, aku minta dong dikit aja jangan banyak"	Menunjukkan kemampuan menyesuaikan pilihan kata dalam konteks informal. Aiza memahami norma interaksi sebaya dan menggunakan bahasa persuasif sederhana.
6.	Dengan Orang Tua	"Umi, adek minta uang buat beli es krim, goreng aja"	Tuturan tersebut menunjukkan bahwa Aiza telah mampu menggunakan bahasa sebagai alat mediasi kognitif untuk menyampaikan kebutuhan secara spesifik dan terarah. Penggunaan istilah "goceng" mencerminkan internalisasi konsep sosial tentang nilai uang yang diperoleh melalui interaksi dengan lingkungan sosial, khususnya orang tua.
7.	Dengan Saudara	"Mas, mau kemana? Aku mau ikut"	Menunjukkan kemampuan bertanya dan menyatakan keinginan. Struktur kalimat sudah berkembang dan menunjukkan kesadaran pragmatik terhadap lawan tutur.
8.	Dengan Teman	"Desi, kamu gak boleh serakah, kamu kan udah jajan, jadi aku belum makan cirinya, oleh"	Menunjukkan penalaran sebab–akibat, ekspresi emosi, serta penggunaan bahasa sebagai alat regulasi sosial dalam interaksi teman sebaya.

b. Sentence Structure

Aiza's sentence structure demonstrates developing syntactic skills. She predominantly uses simple sentences with a Subject-Predicate-Object (S-P-O) pattern, which is effective for directly conveying desires, opinions, and responses to specific situations. Furthermore, Aiza is sometimes able to combine two clauses into simple compound sentences, demonstrating the early ability to form more complex sentence structures. The use of repetition in some utterances is also a linguistic strategy to emphasize meaning, reflecting the stage of internalization of social language before full

self-regulation is established (Lestari et al., 2023). This sentence structure pattern demonstrates Aiza's ability to organize ideas logically, construct long utterances, and adapt language structure to the communication context, in accordance with psycholinguistic principles and Vygotsky's theory of language as a tool for thinking and cognitive mediation.

c. Language Style and Context

Aiza's speaking style demonstrates expressiveness and the ability to adapt to various communication situations. She uses intonation, word stress, and verbal expressions to emphasize her meaning, especially when conveying desires, needs, or emotions. Some utterances also include the use of relevant particles or affective expressions, reflecting the pragmatic ability to adapt language to social context. Furthermore, when talking to herself (self-talk), Aiza often repeats words, states upcoming actions, or verbally formulates plans, indicating that language functions as a tool for cognitive regulation. This phenomenon emphasizes the role of language as a means of thinking and social mediation, where Aiza not only expresses her intentions but also organizes ideas and information internally. This pattern aligns with the psycholinguistic perspective, which states that children's language development encompasses syntactic, pragmatic, and cognitive mediation skills through everyday interaction experiences.

d. Interview Results with Parents

The following is an excerpt from an informal interview conducted by the researcher with Aiza's parents:

1. Question: Since when has Aiza been actively speaking in her daily life?

   Parent's Answer:

   "Aiza started talking frequently when she was around two years old. At that time, she really liked asking questions about little things around her, like 'What's this?' or 'What's that for?' Coincidentally, she was being cared for by my neighbor, and the neighbor often invited Aiza to play with other mothers. So every day, Aiza learned new words, her vocabulary grew, and she became more active in speaking."

2. Question: How does the family respond to Aiza's everyday speech?

   Parent's Answer:

"We usually answer Aiza patiently and attentively. When she tells a story or asks something, we don't just give a short answer, but also provide explanations or ask questions back so she can learn to speak more clearly. Sometimes we repeat her words to expand her vocabulary. So, in addition to talking, she also practices sentence structure and learns to express what she wants."

3. Question: Is there a mix of languages in Aiza's everyday speech?

Parent's Answer:

"Yes, sometimes when I ask her to get something, Aiza says "Moh." "Moh" means "don't want" in Javanese. So, Aiza often imitates her caregiver when she speaks Javanese.

Discussion

Informal interviews with her parents indicate that Aiza began actively speaking at around two years old, as evidenced by her frequent questions about objects and activities around her, such as "What's this?" or "What's that for?". Aiza's involvement in social activities with neighbors and interactions with other mothers provided regular exposure to new vocabulary, reflecting Vygotsky's Zone of Proximal Development (ZPD) principle, which states that a child's language skills can develop optimally through supportive social interactions. Her parents responded to Aiza's speech patiently and attentively, providing explanations or asking questions again to help the child construct clearer sentences. This approach aligns with the concept of scaffolding, where verbal support from adults helps children internalize language structures, expand their vocabulary, and improve their ability to express ideas and emotions coherently.

Furthermore, Aiza occasionally used words from other languages, such as the Javanese "moh" meaning "don't want," demonstrating her ability to imitate and internalize vocabulary from her social environment. This phenomenon supports Vygotsky's view that language develops through social interaction and functions as a cognitive mediator and a means of thinking. Overall, Aiza's language behavior demonstrates pragmatic, syntactic, and cognitive development, where language is used not only to communicate but also to organize ideas and express intentions, in accordance with psycholinguistic principles and Vygotsky's theory that emphasizes language as a means of thinking formed through everyday interactions and experiences (Almaghfiro, 2024).

IV. CONCLUSION

This study shows that Aiza's language behavior reflects comprehensive language development, encompassing pragmatic, syntactic, and cognitive aspects. Aiza is able to adjust vocabulary choices, construct simple and complex sentences, and adapt her speaking style to context, including when talking to herself. This pattern emphasizes the role of language as a thinking tool and cognitive mediator, aligning with Vygotsky's theory, particularly the concepts of the Zone of Proximal Development (ZPD) and scaffolding. Interactions with parents, siblings, and the social environment support vocabulary enrichment, sentence structure formation, and the development of pragmatic skills.

These results confirm that children's language development is influenced by consistent social stimulation, allowing language to serve as a dual function as a means of thinking and communication. This study provides an empirical basis for implementing language stimulation strategies through daily activities to support optimal children's linguistic development. The research findings can serve as a reference for parents, educators, and child psychologists in designing effective and enjoyable language stimulation. Future research can explore children from different social backgrounds to understand the broader variation in language development.

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