



Analysis of Morphological Acquisition in Second-Grade Elementary School Students: A Psycholinguistic Study in Language Learning

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Submitted: 11-07-2026| Reviewed: 13-07-2026| Accepted: 21-07-2026

ABSTRAK

Pemerolehan bahasa merupakan proses alami yang dialami anak dalam mengembangkan kemampuan berbahasanya, termasuk pemerolehan morfologi. Penelitian ini bertujuan menganalisis pemerolehan morfologi siswa kelas II sekolah dasar dari perspektif psikolinguistik dengan fokus pada penggunaan afiksasi, reduplikasi, penyederhanaan bentuk kata, dan interferensi bahasa daerah Bima. Penelitian menggunakan pendekatan deskriptif kualitatif yang dilaksanakan di SDN 11 Dompu pada semester genap Tahun Ajaran 2025/2026 (Mei–Juni 2026). Partisipan terdiri atas lima siswa kelas II yang dipilih secara *purposive sampling* karena mampu memberikan data yang kaya (*information-rich cases*), aktif berkomunikasi, dan mewakili variasi kemampuan berbahasa. Data dikumpulkan melalui observasi, wawancara, rekaman percakapan, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa telah menguasai bentuk morfologi dasar, afiksasi, dan reduplikasi, meskipun masih ditemukan penyimpangan morfologis dan fonologis. Bentuk yang paling dominan ialah penyederhanaan prefiks meN-, misalnya *membaca* menjadi *maca* dan *membawa* menjadi *mbawa*, serta penghilangan prefiks ber-, seperti *bermain* menjadi *main*. Sebaliknya, reduplikasi relatif telah digunakan secara tepat, sedangkan penggunaan sufiks -kan dan -i masih terbatas. Temuan ini menunjukkan bahwa prefiks verbal produktif merupakan bentuk morfologi yang paling sulit diperoleh siswa kelas II. Pola tersebut dipengaruhi oleh perkembangan kognitif, kompetensi linguistik, paparan bahasa nonformal, dan interferensi bahasa Bima dalam interaksi sehari-hari. Penelitian ini berkontribusi pada pengembangan kajian psikolinguistik pemerolehan bahasa anak serta memberikan implikasi praktis bagi pembelajaran bahasa Indonesia melalui penguatan penguasaan morfologi baku sejak pendidikan dasar.

Kata Kunci: Pembelajaran Bahasa, Pemerolehan Morfologi, Psikolinguistik, Siswa Sekolah Dasar.

ABSTRACT

Language acquisition is a natural process that children undergo as they develop their language skills, including morphological acquisition. The present study aims to analyze the morphological acquisition of second-grade elementary school students from a psycholinguistic perspective, focusing on the use of affixation, reduplication, word form simplification, and interference from the Bima regional language. The present study employed a qualitative descriptive approach and was conducted at SDN 11 Dompu during the second semester of the 2025/2026 academic year (May-June 2026). The participants comprised five second-grade students who were selected through purposive sampling on the basis of their ability to provide information rich cases, their active communication skills, and their representation of a range of language proficiency levels. The data were collected through a variety of methods, including observation, interviews, conversation recordings, and documentation. These data were then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The findings of the study suggest that the students have attained proficiency in fundamental morphological forms, affixation, and reduplication. However, morphological and phonological deviations were identified. The most prevalent forms were the simplification of the prefix meN-, for example, *membaca* becoming *maca* and *membawa* becoming *mbawa*, as well as the omission of the prefix ber-, such as



bermain becoming main. Conversely, reduplication was employed with a high degree of accuracy, while the utilization of the suffixes -kan and -i remained restricted. The findings of this study indicate that productive verbal prefixes represent the most challenging morphological forms for second-grade students to acquire. The present pattern is influenced by cognitive development, linguistic competence, exposure to non-formal language, and interference from the Bima language in daily interactions. This study makes a significant contribution to the development of psycholinguistic research on children's language acquisition. Furthermore, it provides practical implications for Indonesian language learning through the reinforcement of standard morphological mastery, starting in elementary school.

Keywords: Elementary School Students, Language Learning, Morphological Acquisition, Psycholinguistics.

INTRODUCTION

Language acquisition is a natural and gradual process through which children develop their ability to understand and use language in communication (Sawmianingsih et al., 2024). This process occurs unconsciously through interaction with family members, peers, teachers, and the surrounding social environment. In psycholinguistic studies, language acquisition differs from language learning. Language acquisition refers to the spontaneous development of language ability through meaningful communication, whereas language learning is associated with formal and structured instruction that takes place in educational settings by Krashen in (Juanda & Azis, 2023). In elementary school contexts, children experience both processes simultaneously because they continue developing their first language while also learning formal language structures through classroom instruction el, especially in second grade, students are in an important stage of linguistic development in which (Sari, 2026) At the lower elementary lev, they begin to understand grammatical structures, vocabulary expansion, and word formation processes more systematically. One of the most important aspects of this development is morphology, which concerns the structure and formation of words (Budiman Putref Murefit, 2025). Morphological acquisition enables children to understand how words change meaning through affixation, reduplication, and other word formation processes that are essential for effective communication in Indonesian.

In authentic classroom settings, elementary school students exhibit a wide range of language competencies in both oral and written communication. It has been observed that some students demonstrate proficiency in the use of appropriate word forms and sentence structures, while others continue to experience difficulties in producing standard Indonesian. In the second grade, students frequently produce phrases such as "aku liat," "maen bola," "nyapu kelas," or "mbawa bukunya," which demonstrate simplification of affixes, omission of phonemes, and interference from the Bima regional language. It has been observed that

students frequently employ informal expressions such as "gak" in lieu of "tidak" in classroom interactions and everyday conversations. This phenomenon indicates that children's morphological acquisition is still developing and is influenced by various linguistic and environmental factors (Dardjowidjojo, 2010 in (Khoirotunnisa, 2023). In multilingual communities, such as those found in many regions of Indonesia, students are continuously exposed to both Indonesian and the Bima regional language, which often influences their pronunciation, vocabulary choices, and morphological production. It is therefore evident that the development of language in children is indicative of the interplay between cognitive development, the social environment, and linguistic exposure (Vygotsky, 1978).

This study was conducted at SDN 11 Dompu, where initial observations indicated that second-grade students frequently produced nonstandard morphological forms in classroom interactions and informal conversations. Students frequently omitted affixes, simplified verbs, used incomplete reduplication forms, and mixed Indonesian with elements of the Bima regional language. Although students demonstrated a basic understanding of communication and meaning construction, they still struggled to use standard Indonesian morphology consistently. This classroom reality highlights the importance of researching morphological acquisition from a psycholinguistic perspective to understand how cognitive development, environmental exposure, and linguistic interactions influence students' language production. Understanding these processes is crucial because elementary school is a foundational stage in children's linguistic and academic development (H. Douglas Brown, 2007).

Morphological acquisition is closely related to psycholinguistic theories concerning cognitive and language development. Children gradually acquire linguistic competence through interaction and communication with their environment. According to (Chomsky, 1965), children possess an innate language acquisition mechanism known as the Language Acquisition Device (LAD), which enables them to internalize linguistic rules naturally. At the age of seven to eight years, corresponding to second-grade elementary school students, children generally enter the concrete operational stage of cognitive development, where they begin to understand logical relationships between linguistic forms and meanings Piaget in (Wahida, 2019). At this stage, children start to recognize grammatical structures and word formation patterns, although their understanding remains incomplete and continues to develop through repeated exposure and classroom learning experiences. Children also begin to

distinguish between root words and affixed forms, recognize repetition patterns in reduplication, and use word combinations to express more complex meanings. However, their language performance often remains inconsistent because they still rely heavily on familiar forms commonly used in daily interactions. Consequently, students may understand standard language rules but continue using simplified or informal forms in spontaneous communication. This phenomenon reflects the distinction between competence and performance proposed by Chomsky in (Wahida, 2019), where children may possess linguistic knowledge internally but fail to apply it consistently in real communication contexts.

Previous studies on children's language acquisition have primarily focused on phonological development, vocabulary mastery, and syntactic acquisition, while research specifically examining morphological acquisition among lower-grade elementary school students remains limited. Recent studies have highlighted the influence of social interaction and bilingual environments on children's language development, particularly in multilingual communities Clark, 2017 in (Wahida, 2019); (Robert E. Owen Jr, 2016). However, only a few studies have explored how second-grade students acquire Indonesian morphological structures in authentic classroom settings. Existing research also tends to analyze language acquisition from general linguistic perspectives rather than integrating psycholinguistic approaches that examine the relationships among cognitive development, competence, performance, and environmental interaction simultaneously. Furthermore, studies discussing affixation and reduplication in Indonesian language learning at the elementary school level remain limited, despite the importance of these morphological processes in developing communicative competence and grammatical understanding Ramlan in (Irdina Maziyatun Nafisah & Ani Rakhmawati, 2025). This gap indicates the need for further research examining how elementary school students acquire and use Indonesian morphological forms in natural communication contexts.

Another important issue identified in elementary school classrooms is students' limited understanding of the functions of affixes and reduplication in meaning formation. During Indonesian language lessons, some students still struggle to distinguish between root words and inflected forms, leading to incorrect word usage in both spoken and written communication. Students also tend to simplify words by omitting prefixes or using colloquial forms influenced by everyday communication habits. Additionally, interference from the



Bima regional language frequently appears in students' speech because the Bima regional language remains dominant in family and community interactions. According to Kridalaksana cited in (Arif Firmansyah, 2021), language interference generally occurs in bilingual communities because speakers unconsciously transfer linguistic elements from one language system to another. This situation indicates that students' morphological competence has not yet fully developed and that classroom learning strategies may not sufficiently support students' understanding of standard Indonesian morphology. Because morphology plays a central role in constructing meaning and grammatical relationships, inadequate mastery of morphology can affect students' broader language abilities, including reading comprehension, writing skills, and oral communication performance (Ramírez, 2017).

Therefore, this study aims to analyze the morphological acquisition of second-grade elementary school students in Indonesian language learning from a psycholinguistic perspective. Specifically, the study focuses on the use of affixation, reduplication, word simplification, and regional language interference in students' utterances during classroom learning and daily communication. The study seeks to answer the following research questions: (1) How do second-grade students use morphological forms such as affixation and reduplication in classroom communication? (2) What types of morphological deviations appear in students' speech? and (3) What psycholinguistic factors influence students' morphological acquisition? By addressing these questions, the study is expected to contribute to psycholinguistic research on children's language acquisition and provide practical implications for improving Indonesian language learning strategies at the elementary school level, particularly in supporting students' mastery of standard morphological forms in spoken and written communication.

RESEARCH METHOD

The present study employed a qualitative approach with a descriptive design to systematically describe and analyze the phenomenon of morphological acquisition in second-grade elementary school students in the context of Indonesian language learning. The qualitative descriptive approach was selected as it enables researchers to explore language behavior authentically and to explain how students acquire and use morphological forms, such as affixation, reduplication, word simplification, and interference, in the Bima regional

language, in classroom interactions and daily communication (Creswell, 2016). The present study was conducted at SDN 11 Dompu in the second semester of the 2025/2026 academic year (May-June 2026), with a sample of second-grade students aged approximately seven to eight years. In qualitative research, the primary objective is not the production of statistical generalizations, but rather the attainment of a more profound comprehension of social and linguistic phenomena within specific contexts (Sugiyono, 2016). Consequently, participants were selected using a purposive sampling technique based on criteria deemed appropriate to the research objectives (Nissa et al., 2022). Prior to the selection of participants, the researcher conducted preliminary observations and consulted with class teachers to identify the characteristics of students' language abilities. These characteristics were based on the students' speaking fluency, vocabulary variety, ability to use affixed words and construct simple sentences, and the frequency of morphological deviations in everyday communication. This identification was not intended as a formal measurement of language ability, but rather as a basis for selecting participants who could represent the variety of morphological uses consistent with the research focus. Following the initial observations and the recommendations of the class teachers, five students were selected for their ability to provide rich data on the use of affixation, reduplication, word simplification, and interference in the Bima regional language in Indonesian language learning. In addition, class teachers participated as supporting informants, providing insights into students' language development and the learning process in the classroom. Prior to conducting the study, the researcher obtained official permission from the Principal of SDN 11 Dompu and informed consent from the class teacher, who served as the student's guardian at the school. All observations, interviews and audio recordings were conducted subsequent to the procurement of this approval, in accordance with the principles of ethical research, and the identities of all participants were kept confidential throughout the research process and the reporting of results.

The research data sources comprised primary and secondary data. Primary data were obtained from students' oral speech during classroom interactions, informal conversations, and interviews, while secondary data included student work, photographs of learning activities, learning documents, audio recordings, and field notes. The utilization of multiple data sources is intended to enhance the credibility of the findings through triangulation

(Matthew be Milles, 2019). The data collection techniques employed in this study encompassed observational studies, in-depth interviews, and document analysis (Indah Afrianti, Rusdin, Nur Wahyuni, 2023). The observations were conducted directly for a period of four weeks, with sessions conducted twice weekly. The duration of each session was approximately 60-90 minutes. During the observations, the researcher adopted the role of a non-participant observer, with a focus on students' utilization of morphological forms, with particular attention to affixation, reduplication, word simplification, and the influence of Bima regional language on oral communication. The observation technique was selected because it enables researchers to acquire authentic linguistic data in natural learning contexts (Hutahuruk et al., 2023). Semi-structured interviews were conducted with classroom teachers and a selection of students in order to obtain more in-depth information regarding students' understanding of Indonesian morphological forms and the learning strategies implemented in the classroom. The selection of semi-structured interviews was based on their ability to provide researchers with flexibility without compromising the focus of the study (Mariani & Harahap, 2024). Each interview session lasted approximately 20-30 minutes and was recorded using an audio recorder to ensure data accuracy and facilitate transcription. Documentation was utilized as supporting data through the collection of student work, photographs of learning activities, recordings of conversations, and field notes related to student communication patterns.

The research instruments employed included observation sheets, interview guidelines, an audio recorder, and documentation sheets. The observation sheets were designed to identify the use of affixation, reduplication, and non-standard morphological forms in students' speech. The interview guidelines have been developed in accordance with the principles of language acquisition theory and psycholinguistics, with a view to aligning with the research objectives. The data analysis was conducted using the interactive model proposed by (Matthew be Milles, 2019), which encompasses data condensation, data presentation, and the drawing and verifying of conclusions. The subsequent stage of data condensation was achieved by means of a process involving the selection, simplification, grouping and focusing of data related to students' morphological acquisition. In addition, the data were presented in a descriptive narrative form, with transcription quotations providing a foundation for interpretation. The final stage of the research process, namely the drawing and verifying of

conclusions, was carried out repeatedly by comparing the results of observations, interviews and documentation. In order to guarantee the credibility and trustworthiness of the data, this study employed source and method triangulation (Salamah, Abdullah, 2022). Furthermore, member checking was conducted with the class teacher to confirm the researcher's interpretations matched the conditions observed during the learning process.

RESULTS & DISCUSSION

Result

This study aimed to analyze the morphological acquisition of second-grade elementary school students in Indonesian language learning from a psycholinguistic perspective. The data were obtained through classroom observations, recordings of students' conversations, interviews with the classroom teacher, and documentation of students' oral interactions during learning activities and daily communication in the school environment. Based on the findings, second-grade students demonstrated the ability to use various Indonesian morphological forms, including root words, affixed words, reduplication, and simple compound forms. However, students' language production still showed several morphological and phonological deviations influenced by cognitive development, social interaction, language habits, environmental exposure, and the influence of regional languages used in everyday communication. These findings support the view that children's language acquisition develops gradually through interaction, linguistic exposure, and communicative experience ((Krashen, 2008); (Hutahuruk et al., 2023); (Robert E. Owen Jr, 2016).

The findings revealed that students had begun to understand the communicative function of morphemes, particularly in expressing actions, objects, and repeated activities. Nevertheless, students frequently simplified linguistic forms by omitting affixes, shortening phonological structures, and using nonstandard expressions commonly heard in their social environment. Such phenomena are common among early elementary school children because their linguistic competence and language performance are still developing simultaneously (Chomsky, 1965). In many cases, students were able to understand standard Indonesian forms but preferred to use shorter and more practical expressions in spontaneous communication. The following table presents several examples of students' utterances identified during the research process.

Table 1 presents an overview of the morphological and phonological deviations identified in the students' speech. Overall, the most frequent patterns were related to the simplification or omission of verbal prefixes, particularly *meN-* and *ber-*, followed by phonological simplification and lexical interference from the local Mbojo language. These patterns indicate that productive verbal affixation remained the most challenging aspect of Indonesian morphology for second-grade students, whereas simpler morphological processes, such as reduplication, were generally acquired more successfully. The following sections discuss each pattern in greater detail from a psycholinguistic perspective.

Table 1 Students' Morphological Utterances

No	Students' Utterance	Standard Form	Type of Deviation	Linguistic Description
1	<i>pake buku</i>	<i>memakai buku</i>	Affix omission	Omission of the prefix meN-
2	<i>aku liat</i>	<i>aku melihat</i>	Verb simplification	Reduction of the derived verb to a simplified base form
3	<i>aja</i>	<i>saja</i>	Initial phoneme omission	Deletion of the initial phoneme /s/
4	<i>maen bola</i>	<i>bermain bola</i>	Prefix omission	Omission of the prefix ber- with phonological simplification
5	<i>nyapu kelas</i>	<i>menyapu kelas</i>	Affix simplification	Simplification of the prefix meN- to a nasal form (ny-)
6	<i>tanpan</i>	<i>tampan</i>	Phoneme substitution	Substitution of the bilabial nasal /m/ with the alveolar nasal /n/
7	<i>mbawa tas</i>	<i>membawa tas</i>	Bima Regional language interference	Phonological transfer from the Bima language affecting the realization of the prefix meN-
8	<i>gak bisa</i>	<i>tidak bisa</i>	Non-standard lexical choice	Use of an informal lexical variant in place of the standard Indonesian form

The table demonstrates that students already possessed basic morphological competence but still encountered difficulties in producing standard Indonesian forms consistently. The most dominant deviations involved affixation, particularly the omission of the prefixes *me-* and *ber-* in verbs. In several utterances, students preferred shorter and simpler forms that were easier to pronounce and more commonly used in everyday communication. According to Dardjowidjojo in (Mariani & Harahap, 2024), children tend to

prioritize communicative efficiency over grammatical accuracy during the language acquisition process because their cognitive and linguistic systems are still developing.

The following transcription data were obtained through classroom observations and recordings of students' conversations during learning activities and daily interactions at SDN 11 Dompu. These transcriptions were analyzed to identify students' morphological acquisition patterns, particularly the use of affixation, reduplication, word simplification, and Bima regional language interference in spoken communication.

Transcription 1

Context: Conversation during an Indonesian language lesson.

Teacher: "Who has finished the homework at home?"

Student A: "I already *ngerjain* it, Ma'am."

Teacher: "What did you do?"

Student A: "I *nulis* a story and drew pictures."

The utterances *ngerjain* and *nulis* indicate simplification of affixation from the standard forms *mengerjakan* and *menulis*. Students omitted parts of the standard affixes and produced shorter forms that are frequently heard in informal communication. This finding indicates that students already understand the function of verbs in communication but have not fully mastered standard Indonesian affixation patterns. According to Chaer in (Irdina Maziyatun Nafisah & Ani Rakhmawati, 2025) children's acquisition of affixation develops gradually depending on the intensity of language exposure and interaction within their social environment. The simplification of affixes also reflects children's tendency to use forms that are easier to articulate phonologically.

Transcription 2

Context: Conversation among students while playing in the schoolyard.

Student B: "Let's *maen* soccer in front of the classroom."

Student C: "I *gak* can, I'm *nyapu* the classroom."

Student B: "Just hurry up, we'll play again later."

The data contain several nonstandard morphological forms, including *maen* derived from *bermain*, *nyapu* from *menyapu*, and *gak* as an informal form of *tidak*. The omission of the prefix *ber-* and simplification of the prefix *me-* indicate that students tend to use simpler language forms commonly encountered in everyday communication. These findings support

(Ratner, 2009) behaviorist theory, which states that children acquire language through imitation and reinforcement from their environment. Since students frequently hear these simplified forms from peers and family members, they internalize and reproduce them in communication.

Transcription 3

Context: Conversation during group work in the classroom.

Student D: “I *mbawa* scissors and books.”

Student E: “Can I borrow one?”

Student D: “Yes, but don’t break them.”

The utterance *mbawa* demonstrates the influence of Bima regional language pronunciation on the standard Indonesian word *membawa*. This phenomenon indicates the occurrence of Bima language interference in students’ speech production. In addition, students correctly used reduplicated forms such as *buku-buku* and *rusak-rusak* to express plurality and emphasis. According to Kridalaksana in (Arif Firmansyah, 2021), Bima language interference commonly occurs in bilingual communities because speakers unconsciously transfer phonological and morphological elements from one language system into another. The findings suggest that although students are capable of understanding reduplication functions, their pronunciation and affixation patterns remain influenced by their first language.

Transcription 4

Context: Conversation between the teacher and student during a reading activity.

Teacher: “Please read this sentence.”

Student F: “The younger sibling is *pake* new shoes.”

Teacher: “What is the standard Indonesian form?”

Student F: “The younger sibling is *memakai* new shoes.”

This transcription shows that the student actually understood the standard form *memakai* but spontaneously used the informal form *pake* during communication. This phenomenon reflects (Chomsky, 1965) distinction between competence and performance. Students may possess internal knowledge of grammatical rules (competence), yet they do not always apply those rules consistently in actual communication (performance). The finding

also demonstrates that informal language exposure strongly influences students' spontaneous speech patterns.

Transcription 5

Context: Conversation among students during recess time.

Student G: "I *liat* my older sibling buying lots of snacks."

Student H: "Yes, earlier he was *lari-lari* in the canteen."

Student G: "I also want to buy some later."

The utterance *liat* represents simplification of the standard form *melihat*, while the reduplicated form *lari-lari* indicates students' developing understanding of repetition forms in Indonesian morphology. According to Dardjowidjojo in (Mariani & Harahap, 2024), word simplification is a natural part of children's language development because children tend to select forms that are easier to produce phonologically. Meanwhile, the correct use of reduplication demonstrates that students have begun to understand the semantic functions of repeated word forms.

In addition, the findings revealed that second-grade students frequently used informal and colloquial expressions commonly encountered in their daily social interactions. Forms such as *gak* instead of *tidak*, *aja* instead of *saja*, and *maen* instead of *bermain* appeared consistently in students' spontaneous conversations both inside and outside the classroom. These linguistic forms reflect the strong influence of informal spoken Indonesian used by peers, family members, and media exposure. According to (Vygotsky, 1978), language development is inseparable from social interaction because children acquire linguistic knowledge through communication with people around them. Therefore, the school environment, peer communication, and family interaction become significant factors shaping students' morphological development and language habits.

Discussion

The findings indicate that students were more likely to use informal language during spontaneous communication than during structured classroom activities. During natural interactions with peers, they frequently shortened words, omitted affixes, and simplified pronunciation patterns to facilitate speech production. However, under teacher guidance, many students were able to produce more standard Indonesian forms. This distinction reflects (Chomsky, 1965) concept of linguistic competence and performance. Although the students

had developed underlying knowledge of Indonesian morphological rules, their actual language performance remained inconsistent because it was influenced by contextual, cognitive, and sociolinguistic factors. In addition, the improvement observed during teacher-guided interactions supports (Vygotsky, 1978) sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD), which emphasizes that children's linguistic abilities develop through scaffolding provided by more knowledgeable individuals. The teacher's corrective feedback and classroom interaction enabled students to produce morphological forms that were not consistently evident during spontaneous communication.

Another important finding concerns the influence of the local Bima language on students' Indonesian language production. Several students produced forms such as *mbawa* instead of *membawa*, *nyapu* instead of *menyapu*, and *ngambil* instead of *mengambil*. These patterns indicate that the productive Indonesian prefix **meN-** was frequently reduced to its nasal realization while the remaining syllable was omitted. This phenomenon reflects cross-linguistic phonological transfer from Bima, where nasal-initial consonant clusters and simplified syllable structures are common in everyday speech. As a result, children tended to preserve the nasal onset while omitting part of the Indonesian affix, producing forms that are phonologically economical but morphologically nonstandard. This finding demonstrates that first-language phonology influences not only pronunciation but also the realization of Indonesian morphological processes during language acquisition. Such interference is consistent with psycholinguistic views of bilingual language development, in which phonological and morphological systems from the first language continue to shape second-language production (Wahida, 2019).

The study also found that students generally acquired reduplication more successfully than verbal affixation. According to Ramlan in (Irdina Maziyatun Nafisah & Ani Rakhmawati, 2025) Most participants correctly used reduplicated forms such as *buku-buku*, *jalan-jalan*, and *main-main* to express plurality, repetition, or emphasis, suggesting that reduplication is acquired earlier because of its transparent and highly productive morphological pattern. In contrast, the use of verbal prefixes, particularly **meN-** and **ber-**, remained less stable because these forms require children to coordinate both phonological adjustment and grammatical rules simultaneously. Piaget in (Krashen, 2008) From a psycholinguistic perspective, this pattern suggests that morphological acquisition develops

progressively from relatively transparent structures toward more complex morphological forms.

Overall, the findings demonstrate that children's morphological acquisition results from the interaction of innate linguistic capacity, cognitive maturation, and social experience. While the students possessed emerging grammatical competence, the realization of that competence was continuously shaped by classroom interaction, family communication, peer language practices, and the phonological characteristics of the local Bima language. These findings provide empirical evidence that morphological development in bilingual contexts cannot be understood solely from cognitive processes but must also consider the influence of local linguistic ecology on children's language acquisition (Jr, 2019)..

CONCLUSION

In consideration of the findings and discussion, it can be concluded that the acquisition of morphology by elementary school students is a developmental process that occurs gradually and has not yet fully achieved mastery of standard Indonesian. The language abilities exhibited by the students are indicative of the development of morphological competence, characterized by the utilization of various productive morphological processes. However, developmental characteristics such as affix omission, phonological simplification, and lexical interference from regional languages remain evident. These findings reinforce the psycholinguistic perspective that language acquisition is shaped by the interaction of cognitive development, linguistic competence, and language exposure within the social environment. Accordingly, the family, school, and community environments play a pivotal role in fostering children's morphological development through continuous language experiences. This study has several limitations. The data were obtained from only five students in a single elementary school with relatively homogeneous characteristics, and the analysis was limited to spoken language collected over a relatively short period. Therefore, the findings are not intended to be generalized to broader populations or to represent children's morphological development across diverse contexts or over time. Future research is recommended to involve larger and more diverse participant groups from different regions and linguistic backgrounds, employ longitudinal designs to capture developmental changes in morphological acquisition, and integrate spoken and written language data. Further studies

may also examine the relationship between morphological acquisition and other psycholinguistic variables, such as vocabulary development, phonological awareness, reading ability, and bilingual language exposure, to provide a more comprehensive understanding of children's language development. Nevertheless, this study contributes to the advancement of psycholinguistic research on children's morphological acquisition and provides a foundation for developing more effective Indonesian language learning strategies that promote the mastery of standard morphology through consistent and meaningful language exposure.

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