

An Analysis Of Language Acquisition On Stunting Children Aged 4-5 Years In Pekan Labuhan Village

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ABSTRACT

Language is a communication system used by humans to convey meaning. The function of language is as a means of communication both orally and in writing and to express oneself as well as a means of integration, social adaptation and as a means of social control. This research presents a study conducted in Pekan Labuhan village, which analyses the language acquisition of 5 stunting children aged between 4-5 years old. The purpose of this study is to find out what words are acquired by stunting children in Pekan Labuhan Village. The researchers used qualitative research method to reveal the social setting and connotations of the research phenomenon. This method avoids manipulation of the research setting and uses a collective case study approach to produce a comprehensive picture. Children usually start saying simple sentences at 18 months of age, but some start saying at 2 years of age. However, if children are unable to make simple sentences at 2 years of age or older, it is likely that they have a speech delay. The study concluded that stunting and normal children have similar word types, but there are differences in spelling, vocabulary size, and duration of language acquisition. Cognitive impairment in stunting children can lead to speech delay and limited vocabulary. In this study, 5 stunting children experienced this.

Keywords : Language, Language Acquisition, Stunting Children

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1. INTRODUCTION

Language is a communication system used by humans to convey meaning. The function of language is as a communication tool both orally and in writing and for self-expression as well as a tool for integration, social adaptation and as a tool for social control. (Chaer, 2015: 33) says the function of language is a tool of social interaction, in the sense of a tool for conveying thoughts, ideas, concepts, or feelings. In this case, Wardhaugh also said that the function of language is a means of human communication, both spoken and written.

Language can be understood by looking at the views and opinions of experts in the field of linguistics such as Noam Chomsky. Chomsky, a well-known linguist, developed the Transformational-Generative theory which states that humans are born with the innate basic structure of language. According to Chomsky, there is a universal grammar implanted in the human mind, and complete language is the result of human cognitive structures and abilities.

Language is a statement of one's thoughts or expressions that contains the intention of conveying something to others, the function of language itself is as a means of communication. Meanwhile, another definition of language is an effective communication tool between humans in various situations. Language can be used to convey ideas from speakers to listeners or writers to readers. Language is an intermediary tool in the process of human interaction with other humans. Although language has never been separated from humans, there is no definite number of languages in the world (Crystal, in Chaer, 2003: 33).

Language skills especially at the time of language acquisition is a long process, which starts when the child does not understand the language until finally the child is fluent in the language. Language acquisition is a natural process by which children learn and develop their language skills. This process begins at birth and takes place gradually as the child grows and develops. Children naturally assimilate the language spoken around them through interactions with adults and other children.

In the process of acquiring language, children also learn through observation and interaction with their surroundings, including parents, siblings and peers. The right encouragement and stimulation in a language-rich environment can accelerate and enrich language acquisition in children. Normal children acquire language naturally and are able to follow language learning. Stunting children have an indifferent attitude towards what is around them. They tend to be quiet and anti-social. Therefore, the importance of education for children with disabilities must start when the parents know the condition of their child.

This is because their social life and behavior can be awakened from the start. The relationship between cognitive development and language acquisition in children is very close. Cognitive development refers to a child's intellectual ability to process information, think, solve problems, and understand abstract concepts.

Language acquisition, on the other hand, is a child's ability to learn and use language effectively. Thus, good cognitive development provides a solid foundation for children to acquire effective language. Children with high cognitive development tend to have better abilities in learning, understanding, and using language fluently. However, it is important to remember that language acquisition is also influenced by environmental factors and social interactions, so these factors must also be considered in understanding children's language development.

Based on the experience of researchers when conducting research on location while carrying out his duties as an UX Researchers at KOMINFO in the MBKM program. Researchers listened to stunting children speak not too clearly when at posyandu (Integrated Healthcare Center), stunting children cried more easily and when crying only said "mamak" it's mean "ibu" (mother) many times and researchers also made comparisons with normal children who cry, normal children say more vocabulary, that is "namau" it's mean "tidak mau" (I don't want), "nan untik" it's mean "jangan suntik" (don't inject) even with unclear speech conditions, but normal children tend to have more vocabulary than stunting children.

Cognitive development is development related to thinking skills, such as the ability to reason, remember, memorize, solve real problems, have ideas and creativity, Cognitivism is pioneered by Jean Piaget in 1954, he stated that cognitive maturity produces language skills based on several sequences of cognitive development. Cognitive development affects the mental and emotional development of children and their language skills. The child's attitude and actions are also related to the child's thinking ability. If understood, cognitive development is not possible for children with stunting.

Stunting is failure to thrive due to chronic malnutrition, chronic is something that happened in the past or long ago and has an impact now, stunting occurs due to factors in the past, such as a mother who is malnourished, lack of blood and certain diseases. The impact of stunting in the short term is a linear growth disorder which can indicate a disturbance in the body's organs, one of which is the brain.

The brain is a nerve center that greatly influences a child's response to sight, hearing, thinking, and movement. Lack of nutrition for a long time will cause permanent brain dysfunction. Linear growth failure serves as a marker of various pathological disorders, loss of physical growth potential, decreased neurodevelopment and cognitive function and increased risk of chronic disease in adulthood. Based on the explanation above the researchers wants to conduct research entitled "An Analaysis of Language Acquisition on Stunting Children Aged 4-5 Year in Pekan Labuhan Village".

2. LITERATURE REVIEW

Language is a complex and symbolic system used by humans to communicate and convey messages, thoughts, and information. It consists of symbols, such as words and phrases, that represent ideas and meanings. Language is a highly intricate system that includes grammar, varied pronunciations, adaptable meanings, and changing word usage. The primary function of language is to facilitate communication, enabling humans to describe events, share experiences, express emotions, and interact socially. Language is flexible, allowing for the production of new sentences by combining existing words and structures, thus facilitating the expression of new ideas and adaptation to different situations. It also enables the conveyance of abstract concepts and is deeply intertwined with culture and context. Humans acquire language naturally from an early age, and language itself evolves and changes over time to meet the needs of communication. Language, therefore, is a significant characteristic that sets humans apart from other creatures, as it allows for complex and varied ways of thinking, speaking, and relating to the world.

According to Chomsky, language is a complex system that has an underlying structure and rules that are contained in the human mind. He developed the theory of generative grammar which states that languages have the same innate structure across the world. Language is not just learnt grammar rules, but also something that is built into our brains from birth.

According to Chaer, language is a communication system used by humans to interact with each other. Language includes various elements such as sounds, words, grammar, and meaning. He also emphasises that language is a very important tool for humans to convey ideas, communicate, understand, and build social relationships.

According to Steven Pinker, a renowned cognitive psychologist and author, has an insightful view of language. He states that language is the result of complex human cognitive processes. According to him, language is an expression of various cognitive mechanisms such as memory, reasoning, and understanding. Language reflects human thinking and reveals interesting aspects of language that reveal human nature.

It can be concluded that language is a communication system used by humans to convey thoughts, ideas and information to others. Language allows us to interact, share knowledge, convey feelings, and understand the world around us.

A. *Language Acquisition*

Language acquisition is the process by which individuals, especially children, learn and develop the ability to use language. It involves understanding grammar, vocabulary, pronouncing words, and comprehending word meanings. This process typically starts at birth and continues throughout childhood as children explore and interact with their environment, imitating the sounds and words they hear from others. The speed at which children acquire language is remarkable, as they can master a complex language within their first few years of life.

Language acquisition is a complex process that enables individuals, especially children, to understand, develop and use language. In recent decades, there have been a number of studies that have provided deep insights into how language acquisition occurs.

1. Generative Grammar Theory

Generative grammar, as developed by Noam Chomsky, remains an important cornerstone in the understanding of language acquisition. Chomsky argues that humans have an inbuilt structure that enables them to understand and produce complex language.

2. The Role of Social Interaction in Language Acquisition

According to Vygotsky, social development theory emphasises the role of social interaction in language acquisition. He claims that children learn language through collaboration with adults and

peers. His zone of proximal development describes how individuals develop through the help of others in language comprehension.

3. The Role of Environment in Language Acquisition

Pinker raised the role of environment in children's language acquisition. He describes how children automatically assimilate language from their surroundings without formal instruction.

4. The Influence of Technology in Language Acquisition

In the digital age, the use of technology and electronic devices also plays an important role in language acquisition. Baron (2015) in the book "Always On: Language in an Online and Mobile World" reviews how the use of modern technology affects the language children learn and their social interactions.

B. *Types of Language Acquisition*

Language acquisition can be divided into several types based on certain aspects of the acquisition process. Some common types of language acquisition include:

1. Chomsky's Language Acquisition: Noam Chomsky put forward the theory that humans have an innate language instinct called "Universal Grammar". According to him, children experience language acquisition by developing their own grammatical structures of language based on the innate structures in their minds.
2. Theory of Behaviourism by B.F. Skinner: B.F. Skinner views language acquisition as a result of learning based on stimulus and response. According to this view, children learn language by responding to sound stimuli and words from their environment.
3. Interactionist Theory by Lev Vygotsky: Lev Vygotsky put forward the theory that language acquisition is influenced by social interaction. He considered language as a tool for communication and thinking. According to him, language development and comprehension occur through interaction with adults and peers.
4. Cognitive Theory by Jean Piaget: Jean Piaget links language acquisition with cognitive development. According to Piaget's theory, children need to reach a certain level in cognitive development before they can understand and use language well.
5. Social Theory by Jerome Bruner: Jerome Bruner argues that language acquisition occurs through social and cognitive experiences. He emphasises the importance of narratives and stories in the development of speech and language comprehension.

C. *Language Acquisition Process*

The process of language acquisition according to Noam Chomsky is rooted in the theory of generative grammar that he has been developing since the 1950s. Chomsky's view of language acquisition prioritises the idea that humans are born with an innate ability to understand and produce language. In the generative grammar framework, language is considered to be the result of grammatical structures that exist in the human mind. According to Chomsky, children have a so-called "universal grammar" that enables them to understand and produce the various languages of the world. The process of language acquisition involves children exploring the grammatical rules present in the languages they hear around them. Chomsky distinguishes between "competence" (abstract knowledge about language) and "performance" (use of language in everyday practice).

According to Piaget, language acquisition in children is closely linked to their stage of cognitive development. He argues that children go through a series of cognitive developmental stages that affect how they understand and use language. For example, in the sensorimotor stage (0-2 years), children focus more on sensorimotor experiences and are not yet able to use language significantly. Later, in the concrete operational stage (7-11 years), they develop more abstract thinking skills and use language to think about abstract concepts. Piaget's view emphasises that language development goes hand in hand with cognitive development and that children construct their language understanding over time. Language acquisition in children is considered part of broader cognitive development.

In general, the process of language acquisition is the way individuals, especially children, learn and develop the ability to use language. It is a complex and important process in human development, as language is a fundamental means of communication. Here are the general steps in the language acquisition process:

1. Listening and Imitation:

The process starts from the moment the baby listens to the sounds of his surroundings. Children begin to imitate the sounds, including the sounds of the words they hear. They try to pronounce the words and sounds they hear, even though they may not understand their meaning.

2. Understanding Words and Meanings:

As children grow, they begin to understand the relationship between words and objects or concepts in their world. They learn that certain words refer to certain objects, actions or ideas. For example, they understand that the word "mama" refers to their mother.

3. Grammar Formation:

Children begin to understand the grammar and linguistic rules in the language they are learning. They learn about sentence structure, pronouns, verbs and other grammar rules. This enables them to produce more complex sentences.

4. Vocabulary and Language Development:

Over time, children expand their vocabulary. They learn new words and understand their meaning and usage. This allows them to communicate more effectively and convey their thoughts.

5. More Complex Communication:

As they get older, children develop the ability to talk about more abstract concepts, participate in complex conversations, and express thoughts, feelings, and ideas more clearly.

6. Language Use in Social Contexts:

Language is used in a variety of social contexts, including interactions with peers, family members, and teachers. Children learn how to use language according to the prevailing social and cultural norms.

The language acquisition process is influenced by factors such as the social environment, interactions with adults and other children, and cultural context. It is a unique process for each individual, but there are some common developmental stages in language acquisition identified by experts in the fields of psycholinguistics and child development. Language acquisition also occurs rapidly during childhood, but the ability to learn language remains open throughout life.

D. Factors That Influence Language Acquisition

1. Age as a Major Factor

Age plays an important role in language acquisition. Newport (2016) sensitive period theory suggests that there are certain periods in a child's development where they are more able and quicker at learning language.

2. Social Environment and Interaction

The social environment and interactions with adults and peers influence language acquisition. Vygotsky's theory of social interactionism underlines the important role of the zone of proximal development in this process. Research by Tomasello (2019) in the book "Becoming Human: A Theory of Ontogeny" explains how social interactions shape children's language understanding.

3. Family Environment

The family environment, particularly the language models provided by adults, plays an important role in children's language acquisition. Jerome Bruner in the book "Child's Talk: Learning to Use Language" outlines the importance of the role of adults in providing language models to children.

4. Genetic Factors

Research in language genetics by scientists such as Dr Simon Fisher has revealed that genetic factors can influence a person's ability in language acquisition. However, further research is needed to understand the deeper relationship.

E. Stunting

According to the World Health Organisation (WHO), stunting is a condition of stunting physical growth in children due to undernutrition and insufficient nutrition. Stunting usually occurs in children under the age of five and can have a serious impact on a child's health, development and abilities.

The WHO defines stunting as a condition in which a child's height is lower than the expected growth standard for their age and sex. This indicates that stunting children are shorter in height compared to their healthy peers.

Stunting is a serious global health problem as it can impact cognitive development, learning ability, general health and future productivity. Factors that can lead to stunting include undernutrition, malnutrition during critical periods of growth, unhealthy diets, and unhealthy environments. WHO and other health organisations are working to address stunting through nutrition programmes, nutrition education and interventions that aim to improve the quality of food and nutrition for children around the world. Preventing stunting is an important step in improving children's health and quality of life.

In General, Stunting, a condition in which a child's physical growth and development is hindered, is a chronic nutritional problem that primarily occurs in early life, particularly during the first 1,000 days from pregnancy to two years of age. Stunting is measured by comparing a child's height to the expected growth standard for their age. The main causes of stunting are malnutrition, particularly deficiencies in protein, iron, and vitamins, recurrent infections and chronic diseases, and poor food intake.

The impact of stunting on a child can be severe, affecting both their physical and mental development. Stunting children are more susceptible to infections, experience impaired cognitive development, and may face lifelong health problems. Moreover, stunting can have long-term effects, reducing productivity in adulthood and impacting a country's economy as a whole.

Prevention and treatment of stunting involve improving child and maternal nutrition during critical periods of growth, such as pregnancy and the first two years of a child's life. This includes implementing supplementary feeding programs, ensuring adequate nutrient intake, promoting good child feeding practices, and providing access to quality health services. Addressing stunting requires collaboration between the government, non-profit organizations, and communities. Efforts should focus on creating awareness, improving access to health services, promoting positive changes in feeding practices, and protecting children's rights.

Stunting is a global issue that affects millions of children worldwide, particularly in countries with high levels of malnutrition and limited access to healthcare. It is a problem that necessitates cross-sectoral efforts and a shared commitment to improving children's nutritional status and ensuring healthy growth from an early age. By prioritizing the prevention and treatment of stunting, we can help children reach their full potential and secure a better future for generations to come.

F. Causes of Stunting

Stunting, which is a condition in which children are shorter than they should be at a certain age. Here are some of the causes of stunting:

1. Nutritional Deficiency

According to Victora et al. (2010) It is important to realise that malnutrition in children, especially during critical periods of growth, can have a serious impact on their physical growth and development. These impacts of stunting can include lower height than expected for their age and gender, which can then affect the health, cognitive development and learning ability of these children.

2. Lack of Access to Adequate Nutrition

According to the book "Nutrition and Growth" written by A.M. Prentice and A. Prentice, and published by Springer in 2019, it is important to understand children's nutrition and growth, the role of adequate nutrition intake in preventing stunting, one of the most serious child health problems.

3. Lack of Environmental Hygiene and Sanitation

According to Spears (2013), good sanitation is important in preventing stunting in children. By understanding the impact of the lack of adequate sanitation facilities, we can better understand the risk factors associated with child health problems and design appropriate interventions to improve child health and prevent stunting.

4. Lack of Access to Maternal Health Services and Education

According to the book "Maternal and Child Nutrition" (Black et al., 2017), the role of mothers and their access to health services and education have an impact on child health and growth. It can also provide a deeper understanding of the efforts that can be made in the areas of maternal healthcare and education to address stunting in children. Awareness of the role of mothers and their influence on children's health is an important step in creating effective solutions to the problem of stunting.

5. Social and Economic Factors

According to Hoddinott et al. (2013) Poverty, inequality and other social factors can hinder families' access to resources and services needed to support children's proper growth and development. By understanding the impact of these social and economic factors, we can work to address inequality and poverty to reduce the incidence of stunting in children.

G. *Characteristics of Stunting Children*

The World Health Organisation (WHO) identifies the characteristics of stunting children based on the standard growth index measurement used by WHO. Stunting is a condition when a child has a height that is shorter than the growth standards of healthy children in their age group. The following are the characteristics of stunting children according to WHO:

1. Shorter Height

Stunting children have a shorter height than their peers in their age group. WHO uses the term "stunting" when a child's height is less than -2 Standard Deviation (SD) from the mean value used in the WHO standard for child growth.

2. Low Height for Age (TB/U)

WHO uses the TB/U index to measure stunting. If the TB/U index is less than -2 SD from the mean value used in the WHO standard, the child is considered stunting.

3. Stunting Body Growth

Stunting children experience stunting body growth during their growing years. This can be due to nutritional problems, illness, and an unhealthy environment.

4. Delayed Physical Development

In addition to noticeable height differences, stunting children also tend to experience general physical developmental delays. This includes delays in weight development, muscle, and organ development.

5. Lack of Weight for Age (BB/U)

While the main focus is on height, stunting children can also have a low BB/U index, which indicates inadequate weight for the child's age. A low BB/U index is indicative of nutritional problems and stunting growth.

6. Increased Risk of Disease

Stunting children are more susceptible to various infectious diseases, including diarrhoea, respiratory diseases and other disorders. This is due to a weakened immune system resulting from nutritional problems.

H. *Relationship Between Stunting and Language Acquisition*

According to Steyn et al. (2018) There is a link between nutritional status and language acquisition. They found that children with poor nutritional status, including stunting, tend to have problems in the development of speech and language comprehension. Stunting, which refers to impaired growth and development in children caused by poor nutrition and other factors, can significantly impact language acquisition and overall cognitive development. There are several ways in which stunting and language acquisition are linked, highlighting the complex and mutually influential relationship between the two.

One of the key impacts of stunting on language acquisition is its effect on cognitive development. Stunting children may experience inhibited cognitive abilities, such as reduced thinking capacity and difficulty in understanding and using language. This can hinder their ability to comprehend and produce language effectively.

Furthermore, stunting children often experience delays in speech and language development. They may start speaking later than their peers and struggle with understanding and using words. This delay can hamper their overall language skills, making it harder for them to communicate effectively with others.

Stunting can also limit a child's active participation in social interaction and communication, leading to difficulties in developing verbal communication skills. The lack of opportunities for interaction and engagement can hinder the child's ability to learn and practice language, further impacting their language acquisition.

Moreover, stunting can have long-term implications on learning ability, including language acquisition. Stunting children may struggle to understand lessons delivered in a particular language at school or in educational settings. This can hamper their educational progress and hinder their overall language development.

Additionally, stunting increases the risk of reading and writing difficulties in the future. Stunting children may face challenges in developing higher language skills, such as literacy, which can further limit their educational opportunities and future employment prospects.

It is important to note that stunting often becomes part of a vicious cycle of poverty. Children who are stunted tend to have fewer educational opportunities, which in turn affects their language development. This limited language development can then impact their employment prospects in the future, perpetuating the cycle of poverty.

Efforts to prevent and treat stunting through improved nutrition, good healthcare, and adequate education are essential in reducing its negative impact on language and cognitive development in affected children. Involvement from parents, healthcare providers, and educators is crucial in helping stunted children overcome barriers to language acquisition and promote their overall development.

3. METHOD

According to Stake, R. E. (2010) The characteristics of qualitative research according to Stake include: the intrinsic case study approach, where research is conducted on a case of high intrinsic value to understand the phenomenon deeply; the importance of understanding the context and case as units of analysis; the descriptive and interpretive nature of qualitative research; viewing qualitative research as a tool for gathering relevant information and exploring meaning; the need for flexibility in research design; the emphasis on giving voice to participants and understanding their perspectives; and the production of comprehensive and detailed case descriptions. Stake believes that qualitative research, with its emphasis on deep understanding, flexibility, and consideration of context, is a valuable tool for studying phenomena in the context of case studies.

This study will investigate the language acquisition of children affected by stunting. This research will examine the language acquisition process of stunting children aged between 4 and 5 years old. Data is collected through observation of children's activities and by interviews with 5 parents who provide insight into their children's language development by observing their activities and language development. The data collection methods used are questionnaires, interviews, and documentation.

4. RESULTS AND DISCUSSION

Researchers conducted research on language acquisition to 5 stunting children aged 4-5 years old and made interviews with 5 parents of the stunting children to be sampled in this study. The samples have different family backgrounds and different mother tongues. Below the researchers included the biodata of stunting children which presented in the form of initials. The biodata of the stunting children in language acquisition would be describe as follows:

Table 4.1 Stunting Children Biodata

No	Children's Name	Date of Birth	Height	Weight
1	YL	July 26, 2019	87 cm	12 kg
2	RE	August 03, 2020	77 cm	8 kg
3	RA	December 06, 2018	91.5 cm	13.5 kg
4	RH	October 12, 2019	81 cm	8.5 kg
5	AK	January 29, 2018	96 cm	14 kg

To find out the factors that supported stunting children in language acquisition and to find out the role of the environment in facilitating stunting children in language acquisition, the researchers went through the stages of interviews with parents, and observations of stunting children's speech through daily activities.

Table 4.2 Children's Word Lists

No	Children's Name	Children Words	The Original Language	English Words
1	YL	1. Emam 2. Num 3. Ncing	1. Comes from the word "mamam" which means to "makan." 2. Comes from the word "minum." 3. Comes from the word "kencing" which means to "buang air kecil."	1. Eat 2. Drink 3. Pee or Urination
2	RE	1. Emma 2. Eyah	1. Ibu 2. Ayah	1. Mother 2. Father
3	RA	1. embak 2. Kalahkan dia	1. Tembak 2. Kalahkan dia	1. Shoot or fire 2. Beat him

4	RH	1. Ayah Puyang 2. Tak uit	1. Ayah sudah pulang 2. Minta Duit	1. Dad comes home 2. Ask for money
5	AK	1. Atit 2. Aya	1. Sakit 2. Ayah	1. Hurt 2. Father

1. YL: The results of the study found that there were several words obtained by Yessica Lani from the environment that were not perfectly pronounced, this was due to the omission of letters, for example the word "emam" there was an omission of the consonant [m] and the omission of the vowel [a] so that the word "mamam" became the word "emam". And the omission of consonant [m] and vowel [i] in the word "num" which should be "minum", and in the word "ncing" there is an omission of consonant [k] and vowel [n] so that the word that should be "kencing" becomes "ncing". Although there are some words that have not been perfectly pronounced, the words spoken by the child can be understood by the interlocutor.
2. RE: The results of the study found that there are some words obtained by Rafansyah Erawan from the environment that are almost perfect in pronunciation, this is due to the omission of letters that are actually not too significant, for example the words "mamah and ayah" to "emma" there is an omission of consonant [h] and so is the word "eyah" which occurs the change of vowel [a]. Although there are some words that have not been perfectly pronounced, the words spoken by the child can be understood by the interlocutor.
3. RA: The results found that there were some words obtained by Reiner Aqil from the environment that were perfect, it was because there was no omission of any vowels and consonants in his words, for example the words "embak" and "kalahkan dia" sounded perfect when he played.
4. RH: The results of the study found that there were several words obtained by Rara Humaira from the environment, there was an omission of the consonant [l] in the word "puyang" which should be "pulang". And in the sentence "tak uit" which changes and there is a loss of consonant [d] in the word "duit" and there is a change in the word "tak" which comes from the word "minta". Although there is a consonant change, the child's conversation can still be understood by the interlocutor.
5. AK: The results of the study found that there were no consonant and vowel omissions in Aisyah Kinara's words, she said the words "atit" and "aya" sounded clear, the researchers chose this word from the many words she said, because this word was often spoken, which Aisyah Kinara tended to be shy to say words.

The research findings revealed that stunting children aged 4-5 years old in Kelurahan Pekan Labuhan acquire language from their immediate environment. Although most of the spoken words were clear, there were some imperfections, perhaps due to a lack of standardisation or commonly used everyday expressions. It was observed that typically developing children start forming simple sentences around 18 months of age. It is not uncommon for parents to report that their child started speaking as early as two years old. It is clear that language acquisition is challenging for stunting children. If a child is unable to produce simple sentences by the age of two years or older, it is likely that they have a language delay. The term used to describe this condition is "speech delay".

Language acquisition in normal children and children with stunting (growth delays) can differ in several aspects. Stunting is a condition that occurs when children experience physical growth delays due to malnutrition, infection, or other environmental factors. Differences in language acquisition in these two groups may include:

Table 4.3 The Differences Between Stunting Children and Normal Children in Language Abilities

No	Ability	Stunting Children	Normal Children
1	Speaking Ability	Children with stunting may experience delays in speech due to limitations in their physical growth. This may affect the development of the oral muscles required for proper speech.	Normal children usually develop speech skills according to typical developmental stages. They are able to understand and use vocabulary, grammar, and speech skills according to their age.
2	Language Comprehension	Children with stunting may experience limitations in language comprehension due to delays in their cognitive development. Poor nutrition or environmental factors that do not support brain growth may affect their ability to understand language.	Normal children usually have age-appropriate language comprehension skills. They are able to understand instructions, stories and everyday conversations.
3	Vocabulary	Children with stunting may have a more limited vocabulary due to factors that affect their cognitive development.	Normal children tend to have a richer and more diverse vocabulary as they grow.
4	Social Interaction	Children with stunting may experience social isolation or lack of sufficient interaction with the environment, which may affect their speech and language comprehension development.	Normal children interact frequently with peers and adults, which helps them practise their speech and language comprehension skills.

5	Speaking Ability	Children with stunting may experience delays in speech due to limitations in their physical growth. This may affect the development of the oral muscles required for proper speech.	Normal children usually develop speech skills according to typical developmental stages. They are able to understand and use vocabulary, grammar, and speech skills according to their age.
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It is important to remember that each child is an individual, and the effect of stunting on language ability may vary. Appropriate interventions, such as good nutrition, language stimulation provided by parents or caregivers, and adequate health care, can help improve the language development of children with stunting. In addition, appropriate medical care is also needed to address any health issues that may underlie the stunting.

Speech delay is a delay in a child's ability to communicate or speak. This can cause the child to have difficulty in conveying their thoughts properly so that their words are difficult to understand. Some children with speech delay are able to say words, but have difficulty connecting them. It is important to realise that speech delay does not always go away on its own and may require therapy and doctor's intervention to treat the problem.

A speech delay occurs when a child has not achieved the language proficiency that he or she should have at his or her age. Children with speech delays will have difficulty in understanding the speech of others and expressing themselves. There are some parameters that can be used to see if a child has a speech delay, such as the inability to say a certain number of words or phrases within a certain age. The causes of speech delay in children can vary, such as premature birth, low birth weight, TORCH infection during pregnancy that can affect a child's hearing, and lack of language stimulation. Stunting, characterised by low birth weight, can also affect a child's language development and is one of the causes of speech delay that the public is aware of.

The community's understanding of stunting and its impact on children's language development increased after socialisation from the health Office. The community realised that their children were stunting and had speech delays caused by cognitive impairment. This cognitive impairment can lead to difficulties in remembering, learning and understanding words. Research also shows that lack of stimulation and interaction with parents, especially due to gadget use, can cause speech delays in children. Therefore, it is important for parents to provide special stimulus and engage children in social interactions that can affect language skills and cognitive development.

In dealing with speech delays in stunting children, the role of parents is very important. Parents must provide adequate language stimulation and encourage children to interact with the surrounding environment. In addition, the need for early childhood education support should not be ignored. Early education can help develop children's language skills and cognitive development holistically. In this case, good nutrition, adequate health care, and language stimulation provided by parents are important factors in overcoming and promoting optimal language development in children with stunting.

5. CONCLUSION

Based on these findings, it can be concluded that stunting children and normal children acquire the same types of words, but there are differences in terms of spelling, vocabulary size, and duration of language acquisition. The differences mentioned above are due to the ability to process information or

potentially lower cognitive development. Cognitive impairment in children inhibits their cognitive abilities. Children with cognitive impairment may experience difficulties in memory, learning and perception. Researchers in this study identified speech delay as a common problem. Cognitive impairment inhibits all aspects related to language and vocabulary acquisition. Language acquisition in stunting children is different from normal children. While normal children can achieve language acquisition between 18 months and 2 years of age, stunting children are delayed. They start acquiring language at 2 to 3 years of age, which results in delayed language acquisition leading to speech delay. This explains the limited vocabulary of stunting children. Although not all stunting children experience this.

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