

PHONOLOGY ACQUISITION OF CHILDREN OF AGE 3;4–3;10 YEARS

(Case Study On Razka Salim Mirza)

Elvira¹ and Agustina²

¹Universitas Negeri Padang, Padang, Indonesia, ✉ viraa94@gmail.com

²Universitas Negeri Padang, Padang, Indonesia, ✉ agustina@fbs.unp.ac.id

Abstract

This study aims to describe the language acquisition of children aged 3;4–3;10 years of phonological studies which include vocal acquisition, consonant acquisition, and factors that influence phonological acquisition. The method used in this study is a qualitative method with a case study approach. Data sources were obtained from a child named Razka Salim Mirza. The results showed that Razka was able to master the whole vowel, namely phonemes [a], [i], [u], [e], and [o]. Furthermore, for certain phonemes such as [k], [l], [m], and [r], Razka has not been able to recite these phonemes. The emergence of variations in Razka's phonology acquisition is largely due to the incompleteness of the tool, Razka said, and it can be said that he tends to be still egocentric. Razka's pronunciation is still simple, this causes Razka to only produce one to two words to express what he wants.

Keywords: Language acquisition, phonological aspect, vocal, consonants.

Introduction

Observing child development is an activity that may be rarely done by parents. Especially observing children's development in terms of language. In fact, many things can be observed from children's daily activities. Children develop at different speeds. Sometimes there are those that develop quickly and sometimes slowly. This is interesting because of every child experiences development in his life differently. Likewise in terms of language acquisition.

Differences in the process and acquisition of the child's language, in accordance with the differences in their respective environments. According to Darjodwidjojo (2003), language acquisition is the process of mastering the language that is done by children naturally when he learns his native language. This term is different from learning, which is a process that is carried out at a formal level (learning in class and taught by a teacher). Therefore, the process of learning to master his mother tongue by a child is called acquisition, while the process of a child or adult learning in a class is called learning. Correspondingly, according to Chaer (2009) language acquisition (language acquisition) is a process that takes place in a child's brain when he obtains the first language or his mother tongue. Furthermore, according to Maksan (1993: 31), language acquisition is acquiring a language that is done unconsciously, implicitly, and informally; and according to Krashen (in Yanti, 2016), an acquisition is a conscious threshold process that is identical to the process through which a child obtains his native language. That is, obtaining language is usually done by not realizing that he is acquiring language, but he only realizes that he is using language for communication; whereas learning is a conscious process that produces knowledge about language. Meanwhile, Galinkoff (1983) said that there are two notions that need to be understood about language acquisition, namely: language acquisition has a sudden and sudden beginning, and language acquisition has a gradual beginning and arises from motoric, social achievements, and prelinguistic cognitive. Therefore, Elis (1985) said that language acquisition is based on assumptions about language mastery that is gradual and related to knowing.

From the opinion of these experts, the acquisition of language is a process that takes place in a person's brain, especially children, when he obtains his first language or mother tongue unconsciously and spontaneously, while language learning is related to the processes that occur when one learns the second language in a formal and informal environment consciously and planned. Thus, language acquisition is obtained by children through what they see and learn from an adult grammar. However, what is the language of these children is their own grammar. That is, these children form a new grammar that they simplify.

However, in reality, the development of children's language acquisition is often not always the same between one child to another. Although humans have a biological heritage that has been brought from birth

in the form of their ability to communicate with language. Child language acquisition is also influenced by the intelligence that the child has. This relates to the capacity of the child in digesting something through his mind. Each child has a brain structure that includes a different IQ from one another. The higher the IQ of a person, the faster the language, the lower the IQ, the slower to get the language. Since birth, children have been equipped with a variety of intelligence. One of the intended intelligence is language intelligence (Campbell, et al., 2006). But this is not very influential because everything is returned to the child. However, language skills are closely related to parts of human anatomy and physiology, such as certain parts of the brain that underlie language and cortical topography specifically for language. Therefore, normal children's language skills are not the same as children with disabilities. Conversely, for normal children the level of children's language development is the same because all children follow the same pattern of language development, which begins with mastering the principles of division and perceptual patterns so that only a few are found to lack child development.

According to Nurjamiaty (2015) there are two processes that apply in the brain of a child when acquiring the language, the first aspect of performance which consists of aspects of understanding and delivery and both aspects of competence (linguistic ability). In addition, according to Kapoh (2010) there are several factors that influence language growth in children, including age, health, gender, and intelligence.

Child language research has been carried out in the last decade. Arsanti (2014) and Fatmawati (2015) examined language acquisition in children with psycholinguistic studies. In addition, Sri Kurnia Hastuti Kebayang conducted a study on the Analysis of First Language (Malay) in Children 3 Years Old. Furthermore, Andi Firdha Maharany (2016) conducted a study with the title of Indonesian Phonological Symptoms on Children 3–4 Years Old in PAUD Permata Hati Kendari City. Erna Haryanti, et al (2018) also conducted a research on Child Language Acquisition Aged 2–3 Years Viewed from the Aspects of Phonology.

In addition, research on language acquisition in children is also widely researched by researchers from outside Indonesia. Min-Ping Wu (Taiwan, 2008) conducted a study on the acquisition of child language with the title *The Comparison Of Oral Language Acquisition For Grade 1-3 In Taiwan And America*. Furthermore, J. Marc Goodrich, et al (New York, 2014) also conducted research on language acquisition in children with the research titles *Children Expressive Language Skills and Their Impact on the Relationship Between First and Second-Language Phonological Awareness Skills*. Then Gözde Akoğlua and Kutlay Yağmur (Turkey, 2016) conducted a study entitled *First-Language Skills of Bilingual Turkish Immigrant Children Growing Up in a Dutch Submersion Context*.

In this study, researchers of language acquisition in children aged 3; 4–3; 10 years. The author's focus in this research is the acquisition of language based on the phonology of the child which includes the acquisition of vowels and consonants. Dale (1976) says that there are two factors that can be followed if we want to understand the phonological development of children. First, we can focus on the gradual development of a collection of sounds. Second, we can examine the relationship between the child's speech production (phonetic representation) and the word the child tries to say.

Based on the results of interviews with the mother of the child who is also a nephew, the researcher found that the acquisition of language by the child belongs to the normal category. The child is not completely in saying a few words. But from his age, the child has experienced the stages of acquiring good language.

Children's linguistic abilities consist of three components, namely: phonological, semantic and sentence abilities. These three components are obtained by children simultaneously or simultaneously.

This research is limited to the following. (1) how is the vocal acquisition for children aged 3; 4 years? (2) How to obtain consonants in children aged 3; 4 years? (3) What factors influence phonology acquisition at this age?

Method

The method used in this study is a qualitative method with a case study approach. Through this qualitative method, Razka's phonological development and phonological development will be described for six months. The main data source of this study is Razka Salim Mirza from a certain point (3 years 4 months) to another point of time (3 years 10 months), while supporting data sources are Razka's parents.

This data was collected over six months through observation, diaries, parental interviews, and direct interaction between researchers and Razka. Which is used as an indicator in a retrieval of this data is if the child has said a word in a particular communication situation and understood the meaning of the interlocutor, then it can be concluded that the child has known the sound of a language. Then, based on the results of observations and interactions, the data is identified and classified according to the problem that becomes the focus of the research, then the discussion is related to the theory, expert views, and facts or facts that occur in the child concerned so that a conclusion can be drawn.

Results and Discussion

At the age of 3 years and 4 months, up to the age of 3 years and 10 months, Razka is a healthy child both physically and mentally. Razka is the second child of two siblings. In his daily life, Razka is a child who is arguably active and talkative. He always communicates using Indonesian to all family members. Within one week, for 5 days Razka routinely communicated with her grandmother because her parents were busy working. The following will explain the observations and observations of researchers on language acquisition of children aged 3; 4–3; 10 years.

Vocal Acquisition

Vowel sounds that appear based on observations of data obtained over six months are as follows. The vowel sound [a] is the first letter sound that is controlled by Razka in its entirety.

[a] vowel sounds can be pronounced well and clearly, both those located at the beginning, middle, and end. The vowel sound [a] at the beginning of the word appears as in the word [aban] 'abang' and [ada] 'ada'. Vowel sounds [a] in the middle of the word appear as in the words [mami] 'mami' and [padi] 'padi'. The vowel sound [a] at the end appears in the word [apa] 'apa' and [kita] 'kita'. Furthermore, the vowel sound [i] has also been pronounced well and clearly by Razka. It is found at the beginning of the word [ini] 'ini' and in the word [ikan] 'ikan', while in the middle of the word [minun] 'minum' and [main] 'main', and at the end of the word [mami] 'mami', and [nanti] 'nanti'. For vowels [u] also can be pronounced properly by Razka by saying in the beginning of the word [uang] 'uang' and [unta] 'unta', in the middle of the word [punya] 'punya' and [waryung] 'warung', and at the end in the word [tau] 'know' and [mau] 'mau'. Vowels [e] can also be pronounced clearly by Razka, for example in the beginning of the word [anak] 'anak' and [enam] 'six', in the middle of the word [mehah] 'merah' and [kelapa] 'kelapa', and at the end of the words [teh] 'teh' and [sore] 'sore'. Finally, for the vocals [o], Razka has also been able to say well, including at the beginning of the word [oyens] 'orens' and [obat] 'obat', in the middle of the word [bola] 'bola' and the word [ayok] 'come', and at the end in the words [tayo] 'tayo' and [bobo] 'bobo'. Next also comes the vowel sound [o] and is pronounced well. For example in the words [belum] 'belum' and [belalang] 'belalang'. Razka has also been able to pronounce vowel sounds like sounds [au] in the word [mau] 'mau', sound [ue] in the word [kue] 'kue' and sound [ua] in the word [semua] 'semua'. Likewise with double vowels (diphthongs) as in [ai] in the word [mulai] 'mulai' and sound [au] in the word [harimau] 'harimau'.

Consonant Acquisition

Razka's consonant sound acquisition at the age of 3; 4–3; 10 years has generally been mastered, but there are some consonants that are difficult to pronounce perfectly. Therefore, the recitation of some of the consonant sounds by Razka is not as easy as reciting vowels.

Bilabial bang [p] and [b] are pronounced clearly at the age of 3; 4–3; 10 years, both at the beginning in the middle and at the end as in the word [pegi] 'go', [papi] 'papi', and [siap] 'siap', while for consonant [b] for example in the word [biyu] 'biru' and in the middle of the word [aban] 'abang', and [sebab] 'sebab' at the end of the word.

Bilabial [m] nasal sound at the beginning of the word Razka can be pronounced well and clearly, but [m] at the end of the word Razka has not perfectly said it as in the words [minun] 'minum' and [mamang] 'mamam'. The consonant [n] can already be pronounced well and obviously Razka. This can be seen from the words [nenek] 'nenek' and [main] 'main'.

Bilabial nearing sound [w] can already be pronounced Razka clearly. For example in the word [wah] 'wah'. Then the sound of lamino palatal [y] is also pronounced clearly on the word [ayah] 'ayah'. The lamino alveolar [t] and [d] bursts are pronounced clearly at the beginning of the word for example in the words [telung] 'telur' and [dian] 'diam'.

The sound of dorso velar [k] can be pronounced Razka clearly, both at the beginning, middle, and end of the word for example in the word [kakak] 'kakak'. The palatal affricate sound [c] if it is located at the beginning of the word is pronounced correctly as in the word [ceyita] 'story' and [cayi] 'cari'. For sound [l], sometimes Razka hasn't said it well. This is seen in the words [mobi] 'mobil' and [dulu] 'dulu'. For genre or trill Razka hasn't said it perfectly. For example in the words [lumah] 'rumah', [gerak] 'gerak', and [halimau] 'harimau'.

Based on the findings of the researchers, Razka had mastered all Indonesian vocal phonemes. Vowels [a], [i], [u], [e], and [o] can already be pronounced properly, both at the beginning, middle, and end of the word. This is because Indonesian vocal phonemes are easy to say by children. In line with the research of Herlina (2016) in vowel sounds, children are easy to get earlier than other vowels, so too with consonants, the inhibitory consonants are obtained earlier than the fricative consonants, then the fricatives are obtained earlier than the affricates.

Furthermore, for the acquisition of consonants, there are consonants that can be properly pronounced, there are also consonants that have been clearly mastered, but still fluctuate with other sounds. For example in the words [semangka] 'semangka', [mobil_u], mobil, and [mpus] 'kampus'.

Observation results show the emergence of various variations of phonological acquisition largely due to the incompleteness of the tool said Razka. In the previous description stated that the development of a child's language includes several factors such as age, health, intelligence, and gender. Another factor that affects Razka's language acquisition is the stimulus from the family or the surrounding environment such as through imitation.

Ingram (1987) children generally get phonological acquisition based on an adult system by creating or imitating their own structure and will change that structure if their knowledge of the adult system is better or can be followed by its utterance.

Conclusions

From the results of research conducted on children aged 3; 4–3; 10 years, it can be concluded that simply, the acquisition of Razka language follows a sequence that is in accordance with the theory of language acquisition. However, Razka tends to be still egocentric and not so clear in reciting a few words. The pronunciation of the phoneme is still simple, but there are several sounds that can be pronounced clearly and fluctuate with other sounds. Razka's phonological acquisition is strongly influenced by his biological development. For example, the condition of the instrument or the position of his tongue is still limited so he has not mastered some phonological sounds.

References

- Akoglu, gozde & kutlay Yagmur. (2016). "First language skills of bilingual Turkish immigrant children growing up in a Dutch submersion context". *International Journal of Bilingual Education and Bilingualism Vol. 19, No. 6*.
- Arsanti, Meilan. (2014). "Pemerolehan Bahasa pada Anak (Kajian Psikolinguistik)". *Jurnal PBSI Vol. 3 No. 2*.
- Chaer, Abdul. (2007). *Linguistik Umum*. Jakarta: Rineka Cipta.
- Chaer, Abdul. 2013. *Fonologi Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Campbel, dkk. 2006. *Metode Praktis Pembelajaran Berbasis Multiple Intelligences*. Depok: Intuisi Press.
- Dale, P.S. (1976). *Language Development: Structure and Function*. New York: Rinehart, and Watson.
- Dardjowidjojo, Soenjono dan Atmaja, Unika. 2000. *ECHA: Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: Grasindo.
- Dardjowidjojo, Soenjono. 2003. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
- Elis, R. (1985). *Understanding Language Acquisition*. London: Axford University Press.
- Goodrich J. Marc, dkk. (2014). "Children's Expressive Language Skills and Their Impact on the Relation Between First- and Second-Language Phonological Awareness Skills". *Journal Scientific Studies of Reading, Vol. 18, No. 2*.
- Haryanti, Erna, dkk.(2018). "Pemerolehan bahasa anak usia 2–3 tahun ditinjau dari aspek fonologi". *Jurnal Pendidikan Bahasa dan Sastra Indonesia Parole, Vol. 1, No. 4*.
- Herlina. (2016). "Jurnal pendidikan usia dini". *Jurnal Pendidikan Usia Dini, Vol. 10 Edis2*.
- Ingram, David. 1989. *First Language Acquisition Method, Description, and Explanation*. Cambridge University Press.
- Kapoh, Ruty J. (2010). Beberapa faktor yang berpengaruh dalam pemerolehan bahasa. *Jurnal Interlingua, Vol. 4*.
- Maharany, Andi Firdha. (2016)" Gejala fonologis bahasa indonesia pada anak usia 3–4 tahun di paud permata hati Kota Kendari". *Jurnal Bastra Vol. 1, No. 2*.
- Nurjamiaty. (2015). "Pemerolehan bahasa anak usia tiga tahun berdasarkan tontotonan kesukaannya ditinjau dari kontruksi semantik" *Jurnal Edukasi Kultura Vol. 2 No. 2*.
- Rani Fatmawati, Suci. (2015). "Pemerolehan bahasa pada anak menurut tinjauan psikolinguistik". *Jurnal Lentera, Vol. XVIII, No. 1*.
- Yanti, Prima Gusti. (2016). "Pemerolehan bahasa anak kajian aspek fonologi pada anak usia 2–2,5 Tahun. *Jurnal Ilmiah VISI PPTK DAUDNI – Vol. 11, No. 2*.
- Wu, Min-Ping & Sheng-Wen Hsieh. (2008). "The comparison of oral language acquisition for grade 1-3 in Taiwan and America". *International Journal of Instruction, Vol. 1, No. 2*.