

PHONOLOGY ACQUISITION OF CHILDREN OF AGE 2,5 YEARS (CASE STUDI ON AKHWA FEBRIANTO)

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Abstract

This study aims to describe the acquisition of vocal sounds, consonants, and explain the phonological acquisition of children aged 2; 5 years. The method used by the researcher is descriptive method. Data sources in this study were obtained from a child named Akhwa Febrianto. The results of this study show that Akhwa has produced and obtained phonemes that can distinguish the meaning of the words he says. Akhwa is well say in the phonemes [i], [u], and [a]. Then, Akhwa has said many vocal and consonant sounds like [a] [b], [c], [d], [e], [i], [j], [k], [l], [m], [n], [p], [t], and [u]. Meanwhile, for certain phonemes Akhwa has not been able to say it like consonants [g], [r], [s], [y]. Based on the results of data analysis, it can be concluded that Akhwa's phonological acquisition is in accordance with the theory used.

Keywords: Phonological acquisition, vocal and consonant sounds.

Introduction

Language is a communication tool obtained by humans from birth and is always used in all things. This is in line with the opinion of Muflihah (2014) which states that language is a communication tool. For any purpose and in any activity the language is always used.

This language ability is obtained by humans in stages in accordance with the level of age, from baby to adulthood. When a child learns language, the first language to be obtained first is an oral language in the form of words or sentences. According to Ulfa (2017), language acquisition is the process of how a person can speak or process children in general getting the first language. Likewise, Chaer (2009: 167), the acquisition of the first language is the language that is first mastered by a child, commonly called mother tongue. The child who is getting the sound system of his mother tongue, will initially say all the sounds that are available in chattering.

Indah (2008) states that when a child is learning his first language, two processes occur, namely the competency process and the performance process. Both of these processes are two different processes. Competence is the process of mastering grammar that goes unnoticed. This competency process is a condition for the performance process that involves the understanding process and the process of producing speech. The understanding process involves the ability to perceive sentences heard. While the process of producing speech becomes the next linguistic ability.

In addition to acquiring the first language, language acquisition can also take the form of second or third language acquisition. This is supported by the opinion of Yanti (2016) which states that the acquisition of language can take the form of first language acquisition and second or third language acquisition. The first language acquisition occurs when children who from the beginning without language then acquire language. Second language acquisition occurs when children or adults who have mastered the first language (their mother tongue), then learn a second language formally and planned.

Firmansyah (in Haryanti, 2018) states that indirectly in the acquisition of language will make children begin to speak or speak. Speaking is a language skill that develops in a child's life, which at this stage is preceded by listening skills, and that's when the ability to speak or say is learned. Speaking is certainly closely related to the extent of the development of vocabulary obtained by the child through listening.

Language acquisition is included in the field of psycholinguistics, namely linguistics whose object is knowledge of language, language use, and language change. This is in accordance with the opinion of Maksan (1993: 1) which states that psycholinguistics is said to be an applied science of psychology with linguistics, because psycholinguistics essentially studies language development in terms of psychology. In addition, Levelt (in Lisnawati, 2008) states that psycholinguistics is a study of the use and acquisition of language by humans.

In the process of language acquisition, the sound of speech spoken by a child is not perfect. This is supported by the opinion of Miasari, et al. (2015) which states that when speaking, the speech of children in speaking is not perfect as what is said by parents and those around them. Imperfect children's speech is marked by the appearance of short, simple and changing sounds of speech. For example, in pronunciation the phoneme and phoneme changes occur. Disappearance and phoneme changes occur because children have not been able to pronounce certain phonemes. Unclear children's speech is a natural thing because it relates to the child's ability to apply the speech system.

One study of language acquisition is phonological studies. Research on child language acquisition based on phonological studies is quite a lot done by other researchers. Yanti (2016) conducted a research entitled Child Language Acquisition: Study of Phonological Aspects in Children Aged 2-2; 5 Years. Furthermore, Maharany (2016) with the research title of Indonesian Language Phonological Symptoms for 3-4 Years Old Children in Paud Permata Hati City of Kendari. In addition, Haryanti, et al (2018) also conducted research on Child Language Acquisition Aged 2-3 Years Viewed from the Aspects of Phonology. Furthermore, research on the acquisition of child language based on phonological studies was carried out by Kurniawan (2015) with the title of a Case Study of 2-Year Old Child Language Acquisition Results of Marriage Regional Differences: Phonological Studies. The results of the previous research show that in the phonological acquisition process, generally the children studied have mastered the vocals and consonant phonemes. However, there are still some consonants that the child cannot utter perfectly. In addition, the research shows that each child has a varying degree of phoneme mastery.

As one study of language acquisition, phonology acquisition is an important thing because it can determine or influence linguistic theories. Another thing that makes this phonology field interesting to study in children's language acquisition is because the appearance of these sounds is genetic. Thus the acquisition of language for each child must have variations. This is because the language acquisition does not occur suddenly, but gradually. Based on this description, research on language acquisition needs to be done more and more deeply, especially in phonological studies.

In this study, observers are interested in observing the acquisition of phonology of children named Akhwa. This is done because in the language, Akhwa often makes phoneme changes and changes, both vowels and consonants.

Methods

This type of research is qualitative research. Moleong (2012: 6) states that qualitative research is to understand the phenomenon of what is experienced by research subjects. This study uses descriptive method, which is to describe verbally about the problems contained in the object of research, the theory used, data analysis, and so forth. According to Arikunto (1992: 195), descriptive method is a method that describes in depth the things that will be examined in detail. The data used in this study were collected through observation, and interviews. The purpose of this study was to describe the acquisition of vowel sounds, consonants, and explain the acquisition of child phonology.

Subjects in this study were a child aged 2; 5 years. Informants in this study, namely the main informant who was a child aged 2; 5 years named Akhwa Febrianto, and an additional informant who was the mother of the child named Eli Desri. The main instrument in this study is the researcher himself.

Data collection in this study uses the method of reading and the method of proficiency. As stated by Mahsun (2005: 90) who states that this method of providing data is given the name of the referring method because the method used to obtain the data is done by listening to the use of language.

Results and Discussion

Results

Data I

| Akhwa Sayings | True Greeting | Sluggish Phoneme Unit | Changing Phoneme Unit |
|----------------------|----------------------|------------------------------|------------------------------|
| Mamam | Makan | /k/ /n/ | |
| Upuk | Kerupuk | /k/ | |
| Nak | Enak | /e/ | |
| Edas | Pedas | /p/ | |

In data one, it can be seen that there are phonemes that have done by Akhwa. The word 'makan' Akhwa said it to be 'mamam'. The word 'eat' changes phonemes. The sluggish phonemes are [k], and [n]. Furthermore, for the word 'kerupuk' Akhwa said it to be 'upuk'. In the word 'kerupuk' the phoneme

disappears, namely [k] [e] [r]. Then, the word 'enak' Akhwa said it to be 'nak'. In the word 'enak', phoneme disappears, namely [e]. Next, the word 'pedas' Akhwa said it to be 'edas'. In the word 'pedas', phonemes occur, namely [p].

Data II

| Akhwa Sayings | True Greeting | Sluggish Phoneme Unit | Changing Phoneme Unit |
|---------------|---------------|-----------------------|-----------------------|
| Upai | Tupai | /t/ | |
| Ajam | Ayam | | /j/ |
| Tuda | Kuda | | /t/ |
| Usa | Rusa | /r/ | |
| Jajah | Gajah | | /j/ |
| Tucing | Kucing | | /t/ |

In data two, it can be seen that there is a phoneme change and change made by Akhwa. The word 'tupai' Akhwa said it to be 'upai'. The word 'tupai' has been taken away. The slime phonemes are [t]. Furthermore, for the word 'ayam' Akhwa said it to be 'ajam'. In the word 'ayam' there is a phoneme change, namely [j]. Then, the word 'kuda' Akhwa said it to be 'tuda'. In the word 'kuda' there is a phoneme change, namely [t]. Furthermore, the word 'rusa' Akhwa pronounces it as 'usa'. In the word 'rusa', the phoneme takes place, namely [r]. Furthermore, for the word 'gajah' Akhwa said it to be 'jajah'. The word 'elephant' has a phoneme change [j]. Then, the word 'kucing' Akhwa said it to 'tucing'. In the word 'cat' there is a phoneme change, namely [t].

Data III

| Akhwa Sayings | True Greeting | Sluggish Phoneme Unit | Changing Phoneme Unit |
|---------------|---------------------|------------------------------------|-----------------------|
| Awa | Akhwa | /kh/ | |
| Yah gi | Ayah pergi | /a/ /p/ /e/ /r/ | |
| Bang Nda la | Abang Nanda Sekolah | /a/ /n/ /a/ /s/ /e/ /k/ /o/ /h/ | |

In this three data, Akhwa can already say two words or three words. In this data, it can be seen that there is a phoneme fading done by Akhwa. The word 'Akhwa' Akhwa said it to be 'Awa'. The word 'Akhwa' experiences phoneme obliteration. The sluggish phoneme is [kh] Next, for the word 'ayah pergi' Akhwa says it to 'yah gi'. In the word 'ayah pergi' the phoneme disappears, namely [a], [p], [e], and [r]. Then, the word 'Abang Nanda sekolah' Akhwa said it to 'Bang Nda la'. In the word 'Abang Nanda sekolah', the phoneme disappears, namely [a], [n], [a], [s], [e], [k], [o], and [h]. Next, the word 'pedas' Akhwa said it to be 'edas'. In the word 'pedas', phonemes occur, namely [p].

Data IV

| Akhwa Sayings | True Greeting | Sluggish Phoneme Unit | Changing Phoneme Unit |
|---------------|--------------------|---------------------------------|-----------------------|
| Pu pu | Kupu-Kupu | /k/ /u/ /k/ /u/ | |
| Tebang | Terbang | /r/ | |
| Mbik pu | Ambilkan kupu-kupu | /a/ /l/ /an/ /k/ /u/ /k/ /u/ | |

In this four data, Akhwa can also mention two words. In this data, it can be seen that there is a phoneme fading done by Akhwa. The word 'kupu-kupu' Akhwa says it to 'pu-pu'. The word 'kupu-kupu' experiences phoneme fading. The slime phonemes are [k], [u], [k], and [u]. Furthermore, for the word 'terbang' Akhwa said it to be 'tebang'. In the word 'terbang' the phoneme takes place, namely [r]. Then, the word 'ambilkan kupu-kupu' Akhwa said it to 'mbik pu'. In the word 'ambilkan kupu-kupu', phonemes occur, namely [a], [l], [an], [k], [u], [k], and [u].

Data V

| Akhwa Sayings | True Greeting | Sluggish Phoneme Unit | Changing Phoneme Unit |
|---------------|---------------|-----------------------|-----------------------|
| Dah | Sudah | /s/ /u/ | |
| Mamam ci | Makan nasi | /n/ /a/ | /m/ /c/ |
| Itan | Ikan | | /t/ |
| Tan la | Ikan nila | /i/ /n/ /i/ | /t/ |

In this five data, Akhwa can already say two words or three words. In this data, it can be seen that there are phoneme fouts and changes. The word 'sudah' Akhwa said it to be 'dah'. The word 'sudah' experienced disappointment. The slime phoneme is [s], and [u]. Furthermore, for the word 'makan nasi' Akhwa said it to be 'mamam ci'. In the word 'makan nasi', the phoneme changes and changes occur. The slime phonemes are [n] and [a], while the phonemes that change are [m] and [c]. Then, the word 'ikan' Akhwa says it to 'tan'. In the word 'ikan' there is a phoneme change, namely [t]. Furthermore, the word 'ikan nila' Akhwa said it to 'tan la'. In the word 'ikan nila', phoneme changes and changes occur. The slime phonemes are [i], [n], and [i]. While the phoneme that changes is [t].

Discussion

Based on data analysis, of the many words spoken by Akhwa, it can be seen that there are 38 phonemes which are phased out. In addition, there are also phoneme changes of 8 phonemes. From these results, it is known that Akhwa tends to make phoneme lapses.

Even though Akhwa did a lot of phonemes, Akhwa had produced and obtained phonemes that could distinguish the meaning of the words he said. The vocal and consonant phonemes that Akhwa has mastered at the age of 2; 5 years are [a], [b], [c], [d], [e], [i], [j], [k], [l], [m], [n], [p], [t], and [u]. The vocal phonemes have been pronounced Akhwa well. It's just that, in a few words that use the phoneme / i / in front, Akhwa has difficulty saying it. Like the word 'ikan' becomes "tan".

For consonants [k], even though Akhwa is able to mention it, but it is only at the end of the word as in the word 'upuk'. For consonants [k] that are at the beginning of a word or in the middle of a word, Akhwa is unable to say it. It converts consonant [k] to [t] or [m], like the word 'tuda' which means 'kuda', 'tan' which means 'ikan', the word 'tucing' which means 'kucing', and the word 'mamam' which means 'makan'.

For certain words, Akhwa removes consonants [k] and [r], Akhwa removes them, as in the word 'kerupuk', Akhwa calls them 'upuk'. For consonants [s], Akhwa removes these consonants, as in the word 'nasi', calling it 'ci', consonant [g] to [j] like 'gajah', Akhwa calls it 'jajah'. For phonemes [i], Akhwa can indeed mention it. But for some words Akhwa said what word is there in the phoneme [i] in front, like the word 'ikan' Akhwa is unable to say it, he calls it the word 'tan'. Next, consonant [y] becomes [j], like the word 'ayam', Akhwa calls it 'ajam'.

Thus, the results of the analysis show that the emergence of various variations in phonological acquisition is largely due to the lack of perfection of Akhwa's tools, such as the condition or position of his tongue which is still limited. Besides that, because of the habits of Akhwa. When Akhwa pronounces the word 'tan' which means 'ikan', Akhwa is used to mention it, so that it has become a habit for him. In addition, maybe your mother will let and not improve the language produced by Akhwa.

In this explanation, there is a phasing and change in phonemes spoken by Akhwa. Even though phoneme changes and changes occur, what Akhwa says can still be understood. This is in accordance with the opinion of Dale (1976: 9) which states that if a child has said a word in a particular communication situation and can be understood by his environment, then it can be concluded that the child has mastered the sound of the language.

Based on the data analysis, god has been able to pronounce several consonants, namely [p], [t], [m], and [n]. Akhwa's phonology acquisition is in accordance with the opinion expressed by Ingram (1999) which states that the first consonants controlled by children are [p], [t], [m], [n].

In addition, Akhwa has mastered three main vocals, namely [i], [u], and [a]. Akhwa's phonology acquisition is also in accordance with Jakobson's opinion (in Dardjowidjojo, 2012) which says that language acquisition in children is in line with the universal concept of phonological acquisition. Sound acquisition runs in harmony with the nature of the sound itself and is obtained by the child through a consistent way. The first sound that a child controls is the contrast of vowels and consonants. In the case of vowels there are three main vowels that appear first, namely [i], [u], and [a].

Furthermore, for the language acquisition stage, Akhwa has passed the stages of the process well. This is in accordance with the opinion of Tarigan (1985: 263-268) which states that children's language has several

stages. Children's language at the first maraban stage (pralinguistic I) is marked by hunching, crying, or screaming. The second marital phase is marked by a burst of syllable patterns; holofrastik stage (linguistics I) is characterized by sayings which are phrases or certain words (usually in children aged 2 years). The linguistic stage II is marked by two words of speech. The linguistic stage III is characterized by the development of grammar. The IV linguistic stage is characterized by more complicated grammar (towards adulthood). While the complete competency stage which is the final stage of childhood is characterized by a syntactic structure that approaches his mother tongue. But for children of the same age as Akhwa, he has been able to pass the stages of language acquisition until the second linguistic stage which is marked by two words of utterance. Like the word 'yah gi' which means 'ayah pergi'.

Conclusions and Suggestion

Based on the results of data analysis, it can be concluded that the acquisition of Akhwa phonology is in accordance with the opinion of Ingram (1999) which states that the first consonants controlled by children are [p], [t], [m], [n]. Furthermore, Akhwa's phonology acquisition is also in accordance with Jakobson's opinion (in Dardjowidjojo, 2012) which says that language acquisition in children is in line with the universal concept of phonological acquisition. Sound acquisition runs in harmony with the nature of the sound itself and is obtained by the child through a consistent way. The first sound that a child controls is the contrast of vowels and consonants. In the case of vowels there are three main vowels that appear first, namely [i], [u], and [a]. In the study, Akhwa was fluent in saying fomen [i], [u], and [a]. Besides that, Akhwa has said many vowel and consonant sounds like [a], [b], [c], [d], [e], [i], [j], [k], [l], [m], [n], [p], [t], and [u]. Meanwhile, for certain phonemes Akhwa has not been able to say it like consonants [g], [r], [s], [y].

We recommend that Akhwa's parents pay more attention and improve the language spoken by Akhwa. This is because there are some words that are difficult to say by Akhwa. In addition, Akhwa's parents should know what factors make it difficult for Akhwa to say a few words, and not let Akhwa get used to the wrong pronunciation of words.

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