

Psycholinguistic: Child Language Acquisition at The Phonological Level

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ABSTRAK

Pemerolehan bahasa anak pada tataran fonologis dalam kajian psikolinguistik sangat menarik untuk dibahas oleh para ahli dan peneliti. Kajian pemerolehan bahasa dalam bidang fonologi penting dalam bidang fonologi pada anak. Penelitian ini dilakukan dengan tujuan untuk menganalisis pemerolehan bahasa anak. Penelitian ini merupakan penelitian kualitatif karena tepat untuk menggambarkan secara sistematis, faktual, dan akurat tentang pemerolehan bahasa. Jenis penelitian ini yaitu deskriptif kualitatif. Subyek dalam penelitian ini adalah anak usia 2 sampai 4 tahun. Metode pengumpulan data dalam penelitian ini adalah observasi. Observasi atau observasi langsung terhadap objek penelitian dimaksudkan untuk mendapatkan gambaran yang jelas tentang keberadaan objek penelitian dan kegiatan yang dilakukan. Setelah data terkumpul, dilakukan pembahasan dengan menggunakan metode distribusi. Teknik analisis data menggunakan analisis deskriptif kualitatif. Data dianalisis berdasarkan bentuk dan fungsi yang ada pada bahasa anak usia 2-4 tahun. Hasil penelitian yaitu pemerolehan bahasa anak pada usia 2-4 tahun berbeda pada setiap anak, namun hal ini dianggap wajar karena pemerolehan bahasa yang terjadi pada setiap anak tidak sama. Anak usia 2-4 tahun sudah dapat menggunakan bunyi pengucapan kata dan kalimat, penggunaan dalam pemerolehan konsonan, anak usia 2-4 tahun sudah dapat mengucapkan vokal, sedangkan dalam pemerolehan sintaksis, anak usia 2-4 tahun sudah bisa menggunakan kata dan kalimat terbaik.

ABSTRACT

The acquisition of children's language at the phonological level in psycholinguistic studies is very interesting to be discussed by experts and researchers. The study of language acquisition in the field of phonology is important in the field of phonology in children. This research was conducted to analyze children's language acquisition. This research is qualitative because it is appropriate to systematically, factually, and accurately describe language acquisition. This type of research is descriptive qualitative. The subjects in this study were children aged 2 to 4 years. The data collection method in this study is observation. Observation or direct observation of the research object is intended to get a clear picture of the existence of the research object and the activities carried out. After the data is collected, a discussion is carried out using the distribution method. The data analysis technique uses descriptive qualitative analysis. The data were analyzed based on the forms and functions in the language of children aged 2-4 years. The study results are that children's language acquisition at the age of 2-4 years is different for each child, but this is considered reasonable because the language acquisition that occurs in each child is not the same. Children aged 2-4 years can use the sound of pronouncing words and sentences in consonant acquisition; children aged 2-4 years can pronounce vowels; while in acquiring syntax, children aged 2-4 years can use the best words and sentences.

1. INTRODUCTION

Language in everyday communication is very important as a tool of social interaction. Language is a sound symbol system that has arbitrary characteristics and conventions that are used to work together in the process of interaction and self-identification. The use of language is very important for humans. Through language every human being can communicate with others (Adnyani et al., 2022; Fuad & Helminsyah, 2018; Wee & Goh, 2019). Language acquisition is part of the process of developing human language. There are two processes that become stages in language acquisition among children, namely language acquisition and language learning (Hayati, 2016; Mulyaningtyas, 2019). Through language a child can communicate, express himself, something and explore or explain his arguments to others (Fitriani et al., 2019; Khotijah, 2016). Language is a communication tool that humans acquire from birth (Aydoğan & Akbarov, 2014; Uccelli et al., 2019; Usman & Anwar, 2021). Acquisition of language is a very long process since the child does not know a language until he is fluent in the language. After the mother tongue is acquired, at a certain age the child acquires another language or a second language which he recognizes as a body of new knowledge. Mother tongue is the first language that is mastered by humans since the beginning of their lives through interactions with families and communities around children (Putriyanti et al., 2018; Rohayati, 2018).

Children's language acquisition is currently still low because parents, especially mothers, pay less attention to their children due to technological advances. Language acquisition is defined as a process carried out by children achieve success in fluent mastery and love of their mother tongue or the other often known as the language formed from the surrounding environment (Firmandasari et al., 2020; Yarti et al., 2021). Language acquisition in children is intended so that children are able to communicate with the surrounding environment. Children's ability to speak children's language naturally, because children listen to what their parents say or listen to various sources such as television and gadgets (Meinzen-Derr et al., 2019; Yunus & Munisa, 2023). Children's language development will increase by itself, at first it was just babbling and pointing at what was desirable, after the child has a vocabulary that many children will speak accordingly the vocabulary they have, so that it is easier to understand what the child wants or what did the children say (Ahlquist, 2023; Meinzen-Derr et al., 2014). Language acquisition in children certainly an important concern. Baby who cries when he's hungry (want to ask for milk) or the child can speak [milk] when the child is feeling hungry. Refer to the preliminary results that have been carried out vocal control, consonants and diphthongs by Adrian at the phonological level. Stimulation for Language acquisition at the semantic level changes Adrian's language acquisition.

This problem can be overcome through language material that can be understood through Linguistics. linguistics is a science that studies language, usually produces language theories; not so with students as language learners (Don, 2021; Schwarz & Hamman-Ortiz, 2020). Students as organisms with all their behavior including the processes that occur in students when learning a language cannot be understood by linguistics, but can only be understood through other related sciences, namely psychology. Language is often defined as a means of communication (Estrada & Mariam Rahman, 2018; Ngongo & Ngongo, 2022). This definition is not wrong, but also not entirely correct, because this definition places more emphasis on the function of language, namely language is a tool not explaining the figure of the language itself (Frumuselu et al., 2015; Siregar, 2021). It can be studied in two ways, namely internally and externally. Internal review is an assessment only carried out on the internal structure of the language, which includes the structure of phonology, morphology, syntax and semantics. This study was carried out in accordance with the procedures and provisions that already exist in the rules in the study of linguistic disciplines. Children are able to add vocabulary independently in the form of good communication (Potocki et al., 2021; Verhagen & Leseman, 2016). When children learn language through interaction with adults, children not only learn the editorial words and sentences but also the structure of the words and sentences themselves. If a mother utters the wrong sentence, early childhood not only imitates and interprets the meaning of the sentence, but also "learns" the sentence structure (Ahlquist, 2023; Bus et al., 2015). Therefore, the process of acquiring and mastering children's language is quite an amazing thing for researchers in the field of psycholinguistics.

Research on children's language is quite a lot done by other researchers, such as research on language acquisition of children aged 2-2.5 years from the phonological aspect which includes vowel acquisition, consonant acquisition, and factors that influence the acquisition of phonology. This study reveals that phonological acquisition is a part of language acquisition. Therefore, research on phonological acquisition cannot be separated from studies on other language acquisition (morphological, syntactic, and semantic acquisition) (Friska & Syafi'i, 2021; Minda & Rambe, 2021; Yanti, 2016). The research and data obtained revealed that DV and DB had mastered the vowel phonemes [a], [e], [i], [e] and [o]. The most dominant main vowel between DV and DB is the phoneme [a]. This is because the phoneme [a] appears first and more often than other vowels, such as [e], [u], [i] and [o]. Meanwhile, DV and DB have also

mastered several consonant phonemes such as [k], [n], [m], [y], [h], [w]. However, the most dominant or most important consonant phonemes by DV are the phonemes [m], [y], and [h]. Whereas the most important consonant phoneme by DB is only the phoneme [m]. Language acquisition is heavily influenced by the family environment. Apparently children at the age of 2 years produce sound changes, namely [r], [d], [a], [c], [k], [s], [b], [ng], [l], [i], [u], [m], [o], [h], [j], [t], [n], [b], and the sound [p]. Sound loss often occurs in the sounds [m], [h], [g], [e], [r], [n], [y], [j], [t], [a], [o], [i], [u], [k], [d], [t], [p], [s], [b], [f], [v], [w], and sound [l] against the language spoken. Differences in children's language acquisition at the phonological level lie in the topics, materials and results obtained. The topic to be chosen in this case is the language of the child in the researcher's home environment and describes the consonant and vowel phonemes in the child's language. This study aims to analyze children's language acquisition at the phonological level in psycholinguistic studies.

2. METHOD

This research uses a qualitative descriptive research type, which is a research that Producing descriptive data in the form of written or spoken words from individuals and directing the behavior experienced. It can also be interpreted that this type of qualitative research is a research method used to examine natural object conditions, where the researcher is the key instrument (Rosita, 2017). The purpose of qualitative research is to get a complete picture of something according to the view of the human being studied. The quality of the research relates to the ideas, perceptions, opinions, or beliefs of the people being studied, all of which cannot be measured by numbers. The reason researchers chose this method include; From empirical observations, it was found that most of the research reports were carried out in descriptive form. Descriptive qualitative is very useful for getting a variety of problems related to the field of human behavior and sensitivity in describing what informants feel is the reason researchers choose a qualitative descriptive approach. Then focus on specific problems which in this case are aspects of phonology (sounds) in children's language acquisition.

The subjects in this study were children aged 2 to 4 years in Jago Village, Praya District, Central Lombok, on behalf of Edwin (2 years), Edward (4 years), Arsyah (3 years). The data collection method in this study is observation in which in this method the researcher collects every activity carried out by the child then records his speech, pronunciation and meaning contained, the researcher uses a diary about how the child's language develops from the first word, and uses tape corders and video tapes, both as a complement to or as a substitute for recording with a pencil. The children studied for a certain time in the warehouse and the researcher provided additional notes based on the context of the children's activities. The next step is to take each utterance and describe the context to determine what it means, the context includes what the child knows, his everyday life The third stage is using this data to make conclusions about the nature of the acquisition process through the speech made by the child. Researcher Investigation of cognitive development and social development of children. Furthermore listening method, this data preparation method is called the listening method because the method used to obtain data is done by listening to the use of language. The note-taking technique is an advanced technique that is carried out after applying the free-involved listening technique above. Note-taking techniques are used to record data in the form of words and sentences that children aged 2-4 years acquire when conversing with their parents, family, playmates, or the environment around them where they live.

In data analysis, researchers examine directly contained in the data. Considering it looks like the act of observing a 2-4 year old's language by identifying a 2-4 year old's language in some way. After the data is collected, the discussion is carried out using the distribution method. The agih method is a method that implements the elements themselves. The data is analyzed based on the forms and functions that exist in the language of children aged 2-4 years. Markers indicating form and function are collected and analyzed. The data analysis technique uses descriptive qualitative analysis.

3. RESULT AND DISCUSSION

Result

The purpose of this study was to reveal the difficulty of children aged 2-4 years in language acquisition at the level of phonological difficulty in pronouncing the actual phoneme or the original phoneme. At the age of 2 years, a child named Edwin, who has very good physical and health development, is still a bit difficult to pronounce consonants like [k][b][y][r][d], this is normal for children aged 2 years. Errors that should not be spoken to children aged 2 years in the pronunciation of phonemes usually include changes in the sound that is spoken, but the meaning that arrives is the meaning intended by the child, spelling at the age of 3 years is not perfect and there are phonemes that are omitted in the

pronunciation. produced is not perfect, if it continues in adulthood then it can be said that the child has trouble interpreting these phonemes.

In order to become a speech partner to children and to be able to understand the meaning of the child's speech, the speech partner must understand the conditions or the surrounding environment, meaning that when young children speak they use the media around them to explain what the speech partner wants in speaking. Language acquisition, which is defined as the process carried out by children, achieves fluent and fluent mastery of their 'mother tongue' or what is often known as the language that is formed from the surrounding environment. In this case, the acquisition of language in children will bring children to the fluency and fluency of children in speaking.

Furthermore, the acquisition obtained by Edwin interprets consonants such as the word /p/r/ 'emen' (candy), /j/ 'ajan' (snack), /b/ 'alon' (balloon), and there is /k/ which sounds in the middle of the word 'okat' (brown) there is a consonant /b/ in the middle it sounds clear 'obin' (car) consonant /s/ at the beginning of the word 'atu' (one), consonant /t/ at the beginning of the word 'idun' (Sleep). Children aged 3 years usually have mastered vowel sounds well, sequences that are not diphthongs have also begun to be mastered. However, there are some diphthongs that have not come out at this age, for example the sound. Vocal sounds are often uttered by Arsyia. This vowel is often pronounced in any situation, whether it is located at the beginning, middle or end. 'atu' (one), 'ua' (two), 'tatak' (brother), 'oton' (motorcycle), 'cini' (here). The phonological process experienced by the child shows compatibility with the typical language acquisition experienced by other children of his age in general.

Analysis of Edward's language acquisition is quite a lot, he has started to communicate fluently with his mother, family and friends because quite a lot of the language he has received from his mother. An example of a declarative sentence can be seen in the following speech event quotation. P1 :“morning sister In, where is your mother?”. P2 :“give order, stop leave anamat. (morning Sister, Mother went to Alfamart)”. The sentence above explains that Edwin indicated that his mother or mother was going somewhere. P2: “what's the arrangement?”. P3: “Car”. The utterance sentence above illustrates (P2) making interrogative sentences. Arsyia was able to ask her sister (P3) something. In that sentence, Arsyia try to ask about objects that are around. The results of the analysis are presented in [Table 1](#).

Table 1. The Results of The Analysis

Original word	Child	There is no phonemic unit	Transformation
Eat	Matan	/k/	/T/
Drink	Yum	/m/ me /u/	/his/
Muttered	Hmmm		
Buy Snacks	Please	/b/j	/b/h/

At birth, children only have about 20% of their adult brain. This differs from the animal that Sudan belongs to by about 70%. It is because of this difference that animals can do many things immediately after birth, whereas humans can only cry and move their bodies. At the age of 6 weeks, the child begins to make sounds that are similar to consonant or vowel sounds. The shape of the sound cannot be ascertained because it does not sound clear. Meanwhile, at the age of 6 months, children begin to mix consonants with vowels to form what is known in English as babbling or babbling. Based on the results of research on phonological acquisition, it can be seen that children aged 3 years are impressed by complex language. There are some consonant sounds such as /r/ which changes sound to /l/, and /s/ to become /c/ or sometimes to /t/. This is often seen in children as young as 3 years old, but as they get older it will fade away and the child will be able to speak the language more fluently. From the results of this study it was also found that in the language of children aged 3 years there was a change in double vowel sounds such as /ai/ becoming /e/ and /au/ becoming /o/.

In language acquisition, input is a very important and very decisive factor. Humans will not be able to master the language if there is no comprehensive input. The mentalistic view which states that children have been equipped with natural provisions from birth. In addition, in language there are also universal concepts so that mentally children are familiar with universal properties. Syntactic acquisition relies on semantic acquisition. The first thing children get is not syntactic structure but meaning (semantics). Before they can think of a word, children diligently collect information about their environment. Children compose semantic (simple) features from the words they know. What children understand and collect becomes knowledge about their world. Understanding the meaning is the basis of speech utterances.

First language acquisition is closely related to cognitive development. Like thinking, forming concepts and remembering. Language development is a reflection of cognitive development, and it is cognitive development that demands one's language proficiency. So, cognitive development is one of the

factors that can influence children's language development. If a child's cognitive development is fast, then language acquisition will be fast, as well as the acquisition of other abilities. Children are able to master various forms of nouns. The forms of these nouns are as follows. First, nouns belonging to limbs total eleven words. Second, nouns belong to objects of about a total of sixty-three words. Third, there are four nouns that are classified as fruits. Fourth, animal nouns consist of twenty-six words. Fifth, nouns that are classified as greeting words total fourteen words. Sixth, classify nouns for substances excreted by the body as many as three words.

The first syntactic construction of normal children can be observed at 18 months of age. However, some children have started to appear at the age of one year and other children above two years. Syntactic acquisition is the child's ability to express something in the form of construction or sentence structure. The construction starts from a series of two words. The construction of the two words is an arrangement formed by the child to express something. The child is able to generate the target language to represent what he means. The use and replacement of certain words in the same position shows that the child has mastered the word class and is able to vary its function creatively. An example would be 'father is coming'. The word can be varied by the child being 'father is going' or 'mother is coming'.

In acquiring the first language, children take two abstract things in linguistic theory, namely competence and performance. Competence is knowledge of the mother's grammar which is mastered by the child unconsciously. Grammar consists of three components namely semantics, syntax, and phonology and is obtained gradually. At this level of need, an analysis process occurs to formulate solutions to semantic, syntactic, and phonological problems. Phonologically, newborn children have very striking differences in organ language compared to adults. The brain weighs only 30% of the size of an adult. The narrow oral cavity is almost filled with the tongue. Increasing age will widen the oral cavity. This growth provides a greater space for children to produce language sounds.

The acquisition of phonology or language sounds is preceded by the acquisition of basic sounds. According to Jakobson in Ardiana and Syamsul Sodik the basic sounds in human speech are /p/, /a/, /i/, /u/, /t/, /c/, /m/, and so on. Then at the age of one year the child begins to fill in these sounds with other sounds. For example /p/ is combined with /a/ to become pa/ and /m/ is combined with /a/ to become /ma/. After the child is able to make a sound, over time the child will become more proficient in producing sound. This is influenced by the environment, cognitive and speech tools.

The consonant and vowel phonemes are [a], [b], [c], [d], [e], [i], [k], [l], [n], [o], [s], [t], and [u]. There are some of these consonants that cannot be pronounced if the consonants are at the beginning, in the middle, and at the end. For consonant [t], the child removes the consonant if the consonant at the beginning is a branch of microlinguistics whose scope is to discuss the sounds of language in its function, and phonetics is a branch of linguistics whose scope is to discuss sounds of language which focuses more on acoustic or pronunciation properties. At this phonological level, there are some irregularities in researching the acquisition of Ajay's language because there are some sounds of language that are incomplete or unclear when Ajay interprets them.

Discussion

Phonology at the linguistic level is divided into two parts, namely phonetics and phonemics (Andrade et al., 2014; Barus et al., 2018). Phonetics is the science of language that discusses speech sounds used in speech and how these sounds are produced by human speech organs. Furthermore, phonemics is the science of language which discusses the sounds of language which function as differentiating meanings or phonemes. Phonemes are two phonetically different sounds in different environments, which have the effect of distinguishing different words. Language acquisition is a process that occurs when a child learns to master his first language or mother tongue, while language learning is related to the acquisition of a second language, language is taught formally to children (Carter et al., 2020; Piper et al., 2018; Risnawati & Nuraeni, 2019).

The first language mastery stage is related to the child's language development (Knauer et al., 2020; Kostyrka-Allchorne et al., 2017). This is due to the first language that a person acquires when he is a child. The stages of acquiring the first language are divided into four stages, namely acquisition of content and performance, acquisition of semantics, acquisition of syntax and acquisition of phonology. Language acquisition in children is certainly an important concern (Mak et al., 2023; Meizen-Derr et al., 2014). Babies who cry when they are hungry (want to ask for milk) or children who can say [milk] when they are hungry. It goes through a process. This process requires guidance to achieve a perfect goal, in other words being able to obscure and pronounce words, sentences, and be able to speak. Language acquisition in children is certainly an important concern. Babies who cry when they are hungry (want to ask for milk) or children can imagine [milk] when the child is hungry. It goes through a process. This process requires guidance to achieve that goal perfectly, in other words being able to interpret as well as pronounce words,

sentences, to be able to speak (Fitriani et al., 2019; Mulyaningtyas, 2019). The first language in children will affect the next process in language. This first language is often referred to as the mother tongue.

Referring to observations, 3-year-old children experience difficulties in pronouncing native phonemes or original phonemes, such as phoneme /s/ becoming phoneme /t/, phoneme /r/ becoming phoneme /l/. It's normal for a 3-year-old child to experience this, because the speech organs produced are not yet perfect. If it continues into adulthood, it can be said that the child has difficulty pronouncing these phonemes. Disorders can occur in medical factors and social factors. Speech errors in children aged 2-4 years in the pronunciation of phonemes usually include changes in the sound that is spoken, the meaning, but what emerges is the meaning intended by the child, the spelling at that age (Firmandasari et al., 2020; Sa'ida, 2018; Syamsiyah & Hardiyana, 2021). In general, children in Indonesia receive formal education after they are 6 years old and that is when the language learning process begins. Between the ages of 0 and 5 years, children have more contact with their families and their environment and the process of acquiring language occurs during this period. In the process of learning a language, children get to know a second language after knowing their first language.

4. CONCLUSION

Based on the description of the data above, it can be interpreted that the acquisition of children's language at the age of 2-4 years is different for each child, but this is considered normal because the language acquisition that occurs in each child is not the same. Children aged 2-4 years have been able to use the sound of pronouncing words and sentences, use in the acquisition of consonants, children aged 2-4 years have been able to pronounce vowels, while in the acquisition of syntax, children aged 2-4 years have been able to use the best words and sentences.

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