

The Phonological Acquisition of Children at Linguistic Period

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ABSTRACT

In general, the development of a child's language is separated into two stages: the Prelinguistic and Linguistic periods. The goal of this research is to examine the phonological study of child language acquisition during the linguistic period, which covers vowel and consonant acquisition, as well as factors that influence phonology acquisition. This study looks at the following questions: 1) What factors influence a child's phonological acquisition during the language period? 2) How does a four-year-old learn voices and consonants? 3) What is the reason for the child's phonological acquisition? This study used a case study approach to qualitative research. The data was gathered by observation, documentation, and interviews from the utterances of a 4-year-old named TRS. Meanwhile, phonological analysis was used to examine the data. TRS has mastered vocal phonemes since she was two years old, according to the findings of this study. The consonant [r] and its vibrating sound have yet to develop and be mastered. The lack of a proper pronunciation of TRS is partly to blame for the formation of significant differences in the acquisition of TRS phonology. In other words, the TRS language's phonological acquisition has not yet achieved its peak.

I. Introduction

Language acquisition falls under the umbrella of psycholinguistics, which is a branch of linguistics concerned with language knowledge, use, and change, as well as other related topics. When we talk about language acquisition, we're actually talking about language. Humans are meaningless if they don't speak. According to Rezeki (2018), language is often regarded as the most important means of communication. Surprisingly, a component of language meaning is tied not only to the words chosen, but also to the manner in which they are communicated. When a speaker's message cannot be conveyed in one language, the speaker must alter the language in order to be understood (Sagala and Rezeki, 2018).

Language acquisition can include learning a first language as well as learning a second or third language. When a youngster learns a language for the first time, it is called first language acquisition. Second language acquisition takes place once a kid or adult has mastered their first language (mother tongue) and has begun formal study of a second language.

The development of children's communication begins at a young age, such as when they cry. When exposed to external cues such as a person's face, gaze, voice, or tickling at the age of three weeks, babies grin. The process of language acquisition is an important aspect of the development of individual language skills. When a youngster learns his first language or mother tongue, a process called language acquisition takes place in his brain (Chaer, 2003). During this time, children can learn their first language.

Every child develops language in their own unique way. However, between the ages of twenty and twenty-eight months, almost every typical youngster begins to speak. This occurs because each child's speech organs have begun to grow and are hardwired to acquire language. The class of nouns is one of the vocabulary groups that the youngsters have mastered, especially those that are familiar

with where they reside. In reality, children's linguistic stimulation is inconsistent. They do, however, attempt to comprehend linguistic systems.

The acquisition of phonology, morphology, syntax, and semantics is included in the study of language acquisition. Acquisition of phonology, as one of the language acquisitions studies, is significant research because it can determine or affect linguistic theories. Phonological investigations, which examine the complexity, order, and constraints of the sound system in general, can help to support and determine the experts' linguistic views. Another reason why phonology is fascinating to study in language acquisition children is that the occurrence of these sounds is genetic. In other words, the appearance of sound cannot be counted in years or months since human biology does not develop in the same way. As a result, each child's language acquisition must differ. Based on the foregoing description, more research into psycholinguistics, particularly language learning, is required.

Learning a language is a process that can occur at any time in one's life. However, it refers to the unconscious learning of one's native language (or languages in the case of bilinguals) during the first 6 or 7 years of life in the context of first language acquisition (roughly from birth to the time one starts school). According to Dardjowidjojo (2012), acquisition is a natural process of language mastering that occurs when toddlers learn their mother tongue (native language).

Meanwhile, Galinkoff (1983) claimed in Yanti (2016) that language acquisition has two definitions. Language acquisition, for starters, has a beginning and ends abruptly. The second is that language learning begins gradually and is based on motoric, social, and cognitive accomplishments at the pralinguistic stage. Furthermore, language acquisition is predicated on gradable language acquisition and is linked to the element of knowing.

When a youngster begins learning a language for the first time, it is referred to as acquisition of the first language (Klein, 1984 in Yanti 2016). When a youngster learns his first language, he goes through two stages. The competency process and the process performance are the two. The competency process is a natural or unconscious process of mastery of grammar. The competency process is a part of the performance process, which also includes an understanding and income process. The ability to observe or comprehend words or sentences that are heard is part of the understanding process, but the ability to spend or produce words or sentences is part of the earning process.

The acquisition of the first language, according to Mukalel (2003), is a series of languages acquired by children before they reach school age. The acquisition of a first language is usually unplanned (Brown, 2007). The acquisition of the first language is a natural process. He considered that initial language acquisition is normally conditioned to increase primary things like the need to communicate wishes and the need to establish affective interactions with children's parents, other family members, and classmates at home or at school. The three contacts that take place during the learning of a first language are essentially natural.

As a result, first language acquisition can be defined as the natural process through which children gain abilities in their mother tongue based on cognitive growth, social connections, and linguistic development.

Phonological acquisition is the process through which children learn to organize sounds into meaning or language (phonology) as they progress through their developmental stages. Children unconsciously acquire their mother tongue in the case of monolingual speakers, or their mother tongues, in the case of bilingual and multilingual speakers, respectively. The process occurs over the first six or seven years of a child's life, until their brains begin to lateralize as a result of hormonal changes (Hickey, 2003).

There are four main qualities of the ability to learn a language: It's an instinct, meaning it's activated by birth, and it happens quickly, with youngsters learning their original dialect in just a few years. Furthermore, it is comprehensive, so that a person will never forget his or her first language and, unlike a foreign language, will be able to speak it fluently. As a result, while a second language may resemble our native tongue, we will never be able to learn it as well as our mother tongue. Furthermore, early language acquisition can be genetically encoded and does not require instructions (Hickey 2003, Bußmann 2002).

Phonetics is concerned with the physical features of all human sounds, whereas phonology is concerned with the functional aspects of sounds in a specific language (Schmidt and Lee, 2005). Phonological acquisition is the process through which children learn the phonology of the target language, as well as functional aspects such as the language's unique sound contrasts. However, not only phonological rules, but also morphological, syntactical, and semantic rules are acquired chronologically during the acquisition process. Furthermore, these processes are essentially independent of intellect, despite the fact that the level of competence obtained varies between individuals (Hickey 2003).

Language acquisition includes phonological acquisition. As a result, studies on phonological acquisition are inextricably linked to studies on morphology, syntactic, and semantic acquisition. According to Yanti (2016), Dale (1976) identified two aspects that can be comprehended in order to comprehend the development of infantile phonology. First, we might concentrate on the noises that were employed and how they evolved over time. Second, we can look at the connection between the child's speech production (phonetic representation) and the word the youngster is trying to utter. That is why we are able to record what the child says. The data was transcribed from the results records, then observed and examined empirically. Furthermore, according to Yanti (2016), Dale (1976) noted that if a child can utter a word in a certain communication scenario and it can be understood by others in the environment, the child has mastered the sounds of the language.

Children's language acquisition, according to Jakobson (1971) in Dardjowidjojo (2012), is consistent with the universal idea of phonological acquisition. The acquisition of sound is in tune with nature's sound and is achieved by the kid in a consistent manner. A child's first sound is a contrasting sound of vowels and consonants that he or she masters. There are three main vowels that come first in the case of vowels: [i] [u], and [a]. The vocal system minimum (minimal vocal system) is a contrast system that exists in all languages. The first contrasting consonant sound occurs between the oral and nasal sounds ([p-b], [m-n]), followed by the intermediate contrast bilabial sound with a dental sound ([p-b], [m-n]) ([p], [t]). A consonantal system minimum is a system contrast like this (minimum consonantal system). Furthermore, the association between one sound and another is said to be universal.

According to Aitchison (in Andika and Haras, 2009), the language era is divided into four stages: one-word speech, two-word speech, word inflection, interrogative and rejection sentences, rare constructions, and complicated constructions. Each child's first language acquisition differs; it might be slow, moderate, or even faster in some cases. Internal elements, such as those proposed by Chomsky (1965) in Rezeki and Sagala (2019), include natural factors, such as the fact that every kid is born with a set of procedures and language rules known as Chomsky Language Acquisition Device (LAD). Children are not encouraged to learn language, but they are able to accept what is happening around them and the effects of elements such as IQ, personality, and language acquisition style / mode. Children's intelligence is linked to their ability to comprehend information using their minds.

The researchers are pleased to conduct research on the phonological study of children's language acquisition during the linguistic phase, based on the literature review above. This study examines the elements that influence a child's phonological acquisition during the linguistic era, how vocals and consonants are acquired at 4 years old, and why the child pronounces such phonological acquisition.

Sagala (2019) conducted a previous study on children's language acquisition during the linguistic period. This study looked at the language learning of 3- and 5-year-old children who are in the two-word speech stage, word inflection, interrogative and deny sentences, and the rare and complicated construction stage of language development. Rezeki and Sagala (2019) conducted a second study on the language acquisition of three and five-year-olds. They discovered that there are several elements that influence children's language acquisition between the ages of 3 and 5, including genes, such as intellect and personality traits, and social background influences, such as familial relationships. Rezeki and Sagala (2020) conducted a third study on semantic analysis of language acquisition in three-year-old children. It was discovered that at the age of three, a child's language acquisition was still in the developmental stage, and that it would improve as they grew older. Rezeki (2021) conducted the most recent study on children's language acquisition as a result of the influence of animation films. This study found that particular terms were frequently used by toddlers to replicate

animation film's utterances in daily conversation, and that this had an impact on children's language acquisition at the ages of 3 and 5.

Based on this phenomena, the researchers were motivated to perform this study in the hopes that the findings will aid other researchers in learning more about psycholinguistics, particularly children's phonological acquisition during the linguistic phase. As a result, the goal of this study is to determine what factors influence a child's phonological acquisition during the linguistic era, how vocals and consonants are acquired in 4 year olds, and why the kid pronounces such phonological acquisition.

II. Method

This study used qualitative research using a case study approach as its method. Qualitative data is conveyed in descriptive form, such as through people's words or quotations, texts, or other forms of language (Hamidi, 2004). Furthermore, Bogdan and Biklen (cited by Sugiono 2016) claim that qualitative research is descriptive study in which data is collected in the form of words or pictures rather than a number. Because the research is conducted in natural settings, qualitative research is also known as naturalistic research methods (Sugiyono, 2016). While the researchers used a longitudinal research approach in this work, which means they followed the language development of the data source over time. Longitudinal research, according to McKinlay (2011), is the examination of data acquired at several periods in time.

The main data source for this research is TRS at the age of 4 years and the source of supporting data is TRS's parents. This information was gathered over the course of six months by observation, documentation, and interviews with TRS, her parents, and her sister, and the data was examined using phonological analysis, which included voices, consonants, and factors that influence phonology acquisition.

III. Results and Discussion

TRS developed into a physically and psychologically healthy little girl by the age of four. She has been able to speak with other people in her daily life, including other family members, neighbors, and friends her age, in addition to his parents. Aside from that, this youngster is frequently invited to the family's home for a family gathering and to her parents' workplace so that she can provide feedback on her language development.

A. Vowel Acquisition

The vowel sounds (a), (i), (u), (e), (o) that may be mastered by RS are the vowel sounds (a), (i), (u), (e), (o) that appear based on data acquired for 6 months. The vowel sounds appear and are clearly articulated in the beginning, middle, and end of the word. The vowel sounds (a), (i), (u), (e) and (o) have the following meanings:

Table 1. The vowel [a]

No	Vowel a	Utterance
1	The beginning	{ada} {ayah} {anak} {apa} {anda} {abah} {api} {ambil}
2	The middle	{mana} {kagak} {mama} {papa} {sana} {mata} {basah} {kamar} {sapi} {basi} {masih} {kasi} {cari} {dapat} {jari} {lagi} {ya}
3	The end	{suka} {lama} {saya} {kemana} {mana} {nama} {mama} {papa} {bela} {kamera}

Table 2. The vowel [i]

No	Vowel [i]	Utterances
1	The beginning	{indah} {ini} {iman} {islam} {ikan} {isan} {ingat} {isap} {iguana}
2	The middle	{bibi} {bising} {kita} {bicara} {minyak} {bisa} {cicak} {biawak} {dingin} {tidak} {pita}
3	The end	{sini} {kini} {kesini} {mini} {pipi} {lili} {bibi} {qisti} {basi}

Table 3. The vowel [u]

No	Vowel [u]	Utterances
1	The beginning	{uma} {usah} {ulang} {undangan} {udang}
2	The middle	{uma} {usah} {ulang} {undangan}, {udang}
3	The end	{itu} {situ} {mau} {bau} {kamu} {batu} {satu}

Table 4. The vowel [e]

No	The vowel [e]	Utterances
1	The beginning	{enam} {emas} {elang} {emang} {esa} {eyang} {enggak} {ember} {es krim}
2	The middle	{besar} {belalai} {betul} {benar} {dengar} {kesal}
3	The end	{sore} {hore} {oke}

Table 5. The vowel [o]

No	Vowel [o]	Utterances
1	The beginning	{oleh} {om} {oke} {origami} {orang} {ombak} {omar}
2	The middle	{boleh} {bosan} {boneka} {kodok} {joget} {boleh} {molen} {koran} {lomba} {sore}
3	The end	{kado} {sado} {bakso} {bando} {beo}

TRS has mastered various vowel sounds such as (a), (i), (u), (e) (o), (ɔ), (ɛ) (ɔ), (au), (ai), (ue), (ua), (au), (ai). The following is how the data can be interpreted:

Table 6. The vowel (ɔ), (ɛ), (ɔ), (au), (ai), (ue), (ua)

No	Vowels	Utterances
1	Vowel [ɔ]	{belum} {bekas} {senang} {benang} {besar} {sekolah} {senam} {kerang} {lemari}
2	Vowel [ɛ]	{besok} {sendok} {boneka} {joget} {beko} {cebok}
3	Vowel [ɔ]	{kado} {beo} {nobita} {loh} {boleh} {kepo}
4	Vowel [au]	{mau} {lauk} {bau} {hijau} {pisau}
5	Vowel [ai]	{pantai} {naik} {baik} {pakai}
6	Vowel [ue]	{kue}
7	Vowel [ua]	{buaya} {uang} {kuah} {buah} {suara}

TRS has mastered all vowels in Bahasa Indonesia, including (a), (i), (u), (e) (o), (ɔ), (ɛ) (ɔ), (au), (ai), (ue), (ua), (au), (ai) according on the given description and example data.

B. The Consonant Acquisition

Based on the results of data observations, TRS has mastered consonant sounds such as (p) (b) (t) (d) (h) (m) (n) (l) (w) (y) (k) (s) (ŋ). The data can be interpreted in table 7.

Table 7. The Consonant

No	Consonants	Utterances
1	Consonant [p]	{pergi} {pita} {pisau} {pisang} {peta} {pohon} {panas} {Panjang} {pendek} {panda}
2	Consonant [b]	{besar} {buaya} {bando} {bisa} {ban} {besi}
3	Consonant [t]	{tebak} {taman} {tukang} {tekan} {tas} {tisu} {tempel}
4	Consonant [d]	{dapat} {danau} {dasi} {domba} {dinding} {disini}
5	Consonant [h]	{sudah} {rumah} {pisah}
6	Consonant [m]	{mau} {mamam} {makan} {minum} {mobil} {menang} {masak}
7	Consonant [n]	{nasi} {nama} {neon} {nobita}
8	Consonant [l]	{lupa} {lama} {tali} {belas} {polos} {kalung}
9	Consonant [w]	{Wanita} {awas}
10	Consonant [y]	{ayah} {yoyo} {yellow}
11	Consonant [k]	{kakak} {kita} {kami} {kalung} {kucing} {kodok} {kecoa} {kasih}
12	Consonant [s]	{susu} {suneo} {sarang} {suntuk} {sapu} {sisa} {sekolah} {sana} {sini}
13	Consonant [ŋ]	{bunga} {bengkok} {pisang} {kuning} {kalung} {sungai}

TPR, on the other hand, was unable to pronounce the sound [r] clearly. TPR replaced the consonant [r] with the sound [l] in the beginning, middle, and end of the word. The following is an example of the data:

Table 8. The Consonat [r]

No	Consonant [r]	Utterances
1	Nari	[nali]
2	Bayar	[bayal]
3	Warna	[walna]
4	Besar	[besal]
5	Rara	[lala]
6	Rusa	[lusa]
7	Kasir	[kasil]
8	Cerah	[celah]
9	Kerabu	[kelabu]
10	Princess	[plincess]
11	Paras	[palas]
12	Roboh	[loboh]
13	Sukari	[sukali]
14	Pergi	[pelgi]
15	Kinara	[kinala]
16	Adzra	[Adzla]
17	Rebut	[lebut]
18	Rangkul	[langkul]
19	Wafer	[wafel]
20	Frozen	[flozen]

C. Factors affect the Phonological Acquisition

Although there is a consonant that TRS has not learned, such as the consonant [r], the observation results demonstrate that the genesis of phonological learning variances in TRS is primarily due to contextual circumstances. The researchers attempted to stimulate her, but she was unable to properly enunciate the consonant. In keeping with this, Lenneberg claimed that children's language development is dictated by biological processes that are not negotiable. If a youngster lacks the biological ability to speak, he or she cannot be forced or pushed to do so. On the other hand, if a child is naturally capable of speaking, he cannot be prevented from pronouncing it incorrectly. Other elements that influence TRS phonological acquisition include a stimulation from her family or environment, ensuring that she has a good command of all vowels and certain consonants. Based on the examination of the data, it can be inferred that TRS's phonological acquisition is progressing well as a result of family and environmental influences who frequently converse with her.

IV. Conclusion

Based on the findings, it can be stated that the development of children's phonological acquisition during the language phase, particularly for 4-year-old children, has progressed well. She has mastered all vowel sounds in Bahasa Indonesia, as evidenced by the data gathered by the researchers from TRS utterances such as (a) (i) (u) (e) (o) (ɔ) (ɛ) (ɔ) (au) (ai) (ue) (ua) (au) (ai) and she has mastered several consonants such as (p) (b) (t) (d) (h) (m) (n) (l) (w) (y) (k) (s) (ŋ) TRS has a good development of phonological acquisition as a result of environmental stimuli.

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