



Children Phonological Acquisition for 3 to 5-Year-Olds



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Abstract

This paper tries to explore the language acquisition of 3-to 5-year old children, especially in the field of phonology. Based upon this, the aim of his study is to raise the fact based on the data collected. Therefore, this paper can be categorized into the type of descriptive qualitative research. By this consideration, the data collecting technique used in this study is participatory conversational observation combined with informal technique as the data presentation technique so that the final presentation of the data will be specified into the description of the data that have been analyzed. Hence, the result of this study that can be raised to the surface is that 3-to 5-year-old children in kindergarten "Buah Hati" Rembiga are still problematic in pronouncing all sounds belonging to the plosive and fricative.

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1. Introduction

Language acquisition, specifically in the circle of phonology acquisition in children with a certain age range has been widely studied, but this topic is still extremely attractive to be reviewed to find an appropriate formulation related to the thing in question. This statement is claimed because there have been many theories and assumptions from different fields of study and discipline that have examined and discovered this issue to explain how this process applies to children. Consciously or unconsciously, linguistic systems can be mastered appropriately by individuals or children although there is generally no formal teaching through the educational stages in schools and in other courses. According to Chomsky (1999: 34 in Siswanto, 2012: 12), humans have what is called as the faculties of the mind, a kind of plot of knowledge in their minds or brains. One of these plots of knowledge is allocated for language use and acquisition (Dardjowidjojo, 2000: 19; 2005: 27; 2010: 18). It is also very influential on the competence of children's language. As in the case of research conducted by Setiawan (2014) on the acquisition of phono-syntactic language in bilingualism children shows that:

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"The process of phonological pronunciation is done by pronouncing an identical and non-identical phonological construction as well as the tendency of change $[a] \rightarrow [e]$, $[l] - [m]$, and the frequent changes of the consonant $[r] \rightarrow [l]$ at the end of the word, $[r] \rightarrow [y]$ in the middle of the word, and $[r] \rightarrow [s]$ in the beginning or middle of the word. Second, syntactic construction of clauses or sentences expressed by the object of the research shows some syntactic forms of KN, KV, Kadj, Kadv, and KNum and phrase construction including the form of FNK (Coordinate Noun Phrase) and FNS (Subordinate Noun Phrase) with syntactical form FNS:N+V, FNS: N+Adv, FNS: N+N, and FNS: N+Adv, while for Verbal Phrase (FV) with FVS pattern (Subordinated Verbal Phrase) shows the construction FVS:V+N and FVS: V+Adv. (Setiawan, 2014:13)"

In line with the above descriptions, it can be claimed that the phase of language acquisition from every level of age is different. Moreover, the acquisition of language in children who are in one level of age can pass different phases. That is why child language is always interesting and hot to talk about as long as the stages of the study do not deviate from the principles of language. In addition, to the strong reasons that have been said in advance, another reason -that is not less important- is the nature of science is always tentative, always changing over time, and not stagnant.

Based on the aforementioned rationales and language phenomena, the scope of this study is specified only in the phonology field and the object of this study is focused only on 3- to 5- year-old children, especially students who are in kindergarten "Buah Hati" Rembiga.

2. Research Methods

This research employs qualitative descriptive approach aiming at elaborating or cultivating the quality of library information so that it becomes a decent written data to be discussed. The data source of this research is in the form of critical articles gathered from books or literature review (library research). Data collection was conducted through observation and documentation method with peer technique and record (Mahsun, 2014); (compare with, Moleong, 2000). This step aims at getting data from video sources, oral, and written. Furthermore, the data obtained is collected and recorded to derive the main idea of every idea found in the source of research data. Data analysis is done by the elaborative technique of documentation and observation result. It means that this research investigates various matters concerning the research focus on the data source which are described in detail and critically. The presentation of data is done informally in form of a description of words or written terms.

3. Results and Analysis

Considering the inequality and or problems that have been described in point 1 (one) above, the result of data analysis are presented in written form in order to explore the finding which is useful and beneficial. The result of this study related to language acquisition in 3-to 5-year old children is also described in detail. Based on the facts shown in the overall research data, in the process of obtaining phonology, it can be claimed that students in kindergarten "Buah Hati" Rembiga are still in a developing phase. It is because there are some phonemes that are still not properly pronounced. The obvious example that corroborates the argument is the emergence of an alveolar plosive sound $[t]$ for a word / masjid (mosque) / changing to / masjit /, plosive bilabial sound $[p]$ for word / sabtu (Saturday) / changing to / saptu /, bilabial fricative $[\phi]$ for word / senin (Monday) /, / satu (one) /, / sembilan (nine) /, and / subuh (dawn) / changing to / tsenin /, / tsatu /, / tsembilan / and / tsubuh /. The data allied to it is the appearance of phoneme $[e]$ for the word / malaikat (angel) / which is pronounced/ malaekat /. Such a fact is also commensurate with the emergence of the plosive bilabial phoneme $[p]$ in the word / isrofil / which becomes / isropil /.

It should be alarmed that data collection process in this study is not only done once with one technique but it is repeatedly and uses various techniques so that the emergence of data in the form of phoneme that is still not perfectly acquired can be obtained. The findings are presented in table 1 (one), which is obtained by inviting students of kindergarten "Buah Hati" Rembiga to sing. This can be seen in table 1 below.

Tabel 1
The peculiarities of phonemes

No	Phonetic category	Phonemic writing	Form of the data	Explanation
1	Alveolar Lat. Approximant	[r] ke [l]	seolang, plok plok plok, belenang, melayap, kalena, telbang, tulun	they were found in each song ad each version.
2	Velar Nasal	Pelesapan [ŋ]	Panja	Song 1 Version 1
3	Diftong		Kalau	Song 1 Version 1
4	Alveolar Trill	Pelesapan [r]	tebang, bekembang	Song 2 Version 1
5	Bilabial Plosive	Pelasapan [p]	Citakan	Song 2 version 1
6	Alveolar Trill	[r] ke [l]	kalena, belenang, melayap, telbang, tulun, belkembang	Song 2 Version 2 and 3
7	Bilabial Plosive	[p] ke [k]	Citakan	Song 2 version 3
8	Bilabial Plosive	[b] ke [c]	Cisa	Song 2 version 3

Besides the aforementioned findings, another discovery recorder by directly asking participants to pronounce the words that have been listed will also be presented in the transcript. (Transcript Attached)

Relying on the above table, it appears that students of kindergarten "Buah Hati" Rembiga have difficulty pronouncing consonant phonemes, either when they are in the beginning, middle, or end position. The phonemes that rank the most difficult phoneme to pronounce by participants are phonemes and postal fricative [h] and [ʃ]. Respectively 90% of students cannot pronounce these phonemes properly and correctly, but equate them with pronunciation [h] and [s].

For another consonant phoneme, the fricative labiodental phoneme [v] is more akin to bilabial plosive [p] when placed in the initial, middle and end positions. Such findings appear in the data / variations /, / lava /, and / molotov /. The phenomenon which is in tone with this is when students are exposed to phonemes categorized as glossal plosive [ʔ] in *Iqro* '. Almost all students cannot pronounce it correctly and appropriately.

Another coercion, which in this case may be regarded as an oddity or solely as a child's creativity, is by the rise of glottal fricative [h] of the word / mama / pronounced / mamah /. In this context, it may be indicated that the appearance of glottal fricative [h] is only due to the child's language creativity process, which of course cannot deny the factors that exist outside the language itself.

Some phonemes corresponding to the above explanations, but the degree of difficulty happening to only a few positions is the phoneme [ʃ] classified as palatal plosive in the word / bajaj / more pronounced into the form / bajas /, velar plosive [g] in the word / gudeg / more changed to velar plosive in end position [k]. Then the alveolar lat. approximant [l] in the middle and final positions in the word / hafal (memorize) / and / flu (flu) / changed into the form / hafan / and / fu /. In addition, the words / flu (flu) / and / maaf (sorry) / more changes to the form / plu / and / maaf /, which is then followed by the form / abad (century) / which changes into the form / abat /. A similar form is also represented by the plosive bilabial [b] in the form / adab (behaviour) / changed into the / adap / form, and the plosive palatal [c] turns into plagiaristic palatal [ʃ] in the word / cakap (capable) / into form / jakap /.

4. Conclusion

Based on the aforementioned findings explained, there are two main conclusions that can be drawn:

- In general, assumed that the language acquisition in 3- to 5-year-old children, especially in the phonological level is not the same as adults. It is because an adult can just be trapped in the language phenomena of a child who is recklessly claimed as a mistake. It is proved when adults are exposed to the form of the word / mama /. The fact obtained is precisely another form that is formed as the result of child's creativity is the form / mamah /. It is said that because if we sight the acquisition of the word / mama /, then consequently, if any of the acquisition of phonology is still problematic the changes will obviously appear on the said form only; for example, it will change to / mema /, / mame /, and so on.
- If it is viewed from all perspectives, the greatest difficulties experienced by the students of kindergarten "Buah Hajar" in consonant acquisition are generally classified into pharynx and postal fricative [h] and [ʃ]. They more equate it with the form [h] and [s], as in the words / musywarah (discussion) /, / syarat

(requirement) /, / arasy /, and others. The other consonants that follow are labiodental fricative [v] which more commonly associated with bilabial plosive [p], phonemes [j] and classified as palatal plosive on the word bajaj / widely changed into / bajas /, velar plosive [g] in the form of word in the end position / gudeg / mostly changed to velar plosive [k]. Then the alveolar lat. approximant [l] the middle and final positions in the form of the word / hafal (memorize) / and / flu (flu) / widely changed into the form / hafan / and / fu /. In addition, the form / flu (flu) / and / maaf (sorry) / mostly changed to the form / plu / and / maap /, which is then followed by the form / abad (century) / mostly changed to the form / abat /. A similar form is also represented by the plosive bilabial [b] in the form / adab (behaviour) / changed into the form/ adap / form, and the plosive palatal [c] turns into plagiaristic palatal [j] in the form of the word / cakap (capable) / mostly changed to / jakap /.




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