



The Development Of Phonological Acquisition In Children In The Process Of Language Development

Rizky Ardi Pratama¹, Lailatul Fitria^{2*}, Yani Lubis³

^{1,2,3} Tadris Bahasa Inggris, Keguruan dan Ilmu Pendidikan, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Email : ahmadrizkyardi150@gmail.com¹, lailatulfitria@gmail.com^{2*}, yanilubis@uinsu.ac.id³

Abstrak

Language acquisition consists of three components, namely phonology, syntax, and semantics. However, these three components are not separate from each other in the process of language acquisition. Language acquisition experts, including traditional phonologists who adhere to a behavioristic approach, believe that children's phonetic changes occur because they are not yet perfect at imitating adult speech. However, according to this classical theory, phonetic changes do not occur in adults. Jakobson applies this theory to the phonemic level, whereas Halle argues that phonetic changes reflect the addition of a process or formula to the phonological system in adult.

Kata Kunci: *Phonology, Phonetics, Phonemics.*

INTRODUCTION

We accept children as a precious gift from God, and our duty is to look after, nurture, educate, and raise them well. Later, we are responsible for how we treat this noble entrusted before God Almighty. One of our small but important tasks is to monitor the progress of our child's phonological acquisition from childhood to adulthood. In this time, we must pay attention to how our children master the sounds and sound patterns in the language used. This is what will help us understand our children's language needs and help us provide the right support and guide them in developing good language skills. As parents or caregivers, it's our job to monitor their phonological acquisition process, starting from children to adults. As we know, the environment has a very important role in the child's language learning process. A good and stimulating environment will enable children to acquire language well and quickly. In a supportive environment, children will be exposed to a variety of languages and communication situations, which can improve their ability to produce language properly and effectively.

Success in language can be achieved through fluency in speaking, which is strongly influenced by environmental factors. In the environmental category, the role of the environment is very important in helping children acquire language well. In addition, supporting facilities such as television and radio media can also contribute to children's language development, along with interactions with the closest people such as baby sisters, older siblings, relatives, and older siblings. All of these factors can help children acquire good and effective language.

Children's language is often difficult to understand because their language structure is still not perfect and they are still experiencing a transitional stage in speaking. Therefore, the speech partner must have a good understanding of the child's condition and environment. Young children often use the media around them to help explain their intentions in speaking to their speech partners. Young children often use the media around them to help explain what they mean in speaking. By understanding this, we can become better speech partners and help children develop their language skills.

Based on the above, it is important for a mother to understand the development of a child's phonological acquisition of language to suit her age conditions. By understanding the stages in children's language development, mothers can guide them in developing good and effective language skills, and provide appropriate support at each stage of development.

This writing is expected to provide guidance and guidance for a mother in helping the development of her child's phonological acquisition of language. By understanding the stages in acquiring children's language, mothers can help children acquire children's language, mothers can help children develop skills. If there are deviations in the acquisition of the child's language phonology, the mother can take the necessary precautions or interventions to help the child overcome the problem.

There are several theories from several experts that children reinforce this writing, including:

1. Phonology is a branch of linguistics that studies sound systems in language. Phonology focuses on the functions of these sounds in language and how these sounds are used in the formation of words and sentences. On the other hand, phonemics is a branch of phonological studies that studies phonemes in language and how their use can distinguish the meaning of one word from another. (Kridalaksana)
2. Phonology is a branch of micro-linguistics that studies sound systems in language, especially in terms of their functions. Phonology discusses how the sounds of language are used in the formation of words and sentences. Phonetics, on the other hand, is a branch of linguistics that studies the acoustic or pronunciation properties of sounds produced by human speech organs. (Verhaar)
3. Based on the results of several previous studies, it was found that around 10 percent of 8 year old children still have difficulty pronouncing several language sounds such as s, z, and v as well as f, sy, and ks. According to Tompkins in Verhaar, there are still several language sounds that are fully mastered by children at the age of the early elementary school classes, especially clustered consonant sounds. In Indonesia, it is suspected that elementary school children also have difficulty pronouncing several sounds such as r, z, v, f, kh, sh, sy, and ks, as well as cluster consonant sounds such as str and pr in words such as structure and pragmatics. In fact, sometimes elementary school children and adults also have difficulty pronouncing sounds in complex words, such as administration which is often pronounced as complex and administration.

Language Components

Language components are parts of language that are interrelated and depend on one another to form smooth and effective human communication. There are four components of language: syntax, semantics, phonology, and pragmatics. Syntax is part of the language that studies the rules and grammatical structures involved in forming correct sentences. Semantics is a part of language that studies the meaning of words and sentences and their relationship to the real world. Phonology is a part of language that studies sound systems in language and how these sounds are used in the formation of words and sentences. Pragmatics is a part of language that studies the use of language in social and cultural contexts. These four language components are interrelated and cannot be separated from one another. For example, syntax affects phonology in terms of the correct placement of sounds in sentences. Semantics affects syntax in terms of the proper use of words in a particular context. Pragmatics influences the semantics of language syntax in different social and cultural contexts. In the context of the discussion, the phonological component is part of the language that studies the sound system in language and how these sounds are used in forming sentences and words. This phonological component also has phonological formulas that are used to convert surface syntactic structures into phonetic representations, or the sounds of language that we hear.

For example, if we hear the words 'buy', 'bye', 'hi', 'high', 'hole', 'hour', 'hour', 'our', 'i', 'eye', 'idle', 'idol', 'knead', 'need', 'leak', 'leek', 'lessen', 'lesson'.

In the given group of words, there is the same sound, namely the sound 'b' in the first group, i.e., 'p' appears in the initial position of the word, while in the second group the sound 'e'. There are two words in the second group that differ only in the second letter, namely 'hi' and 'high'. There are two distinct sounds, namely the third and fourth sounds, namely /a/, /r/, and /u/, /I/. In the words 'lessen' and 'lesson', there are two different sounds, namely in the words /s/ and /o/.

B) Acquisition of Children's Language Phonology

Jakobson's Universal Structural Theory states that children are initially capable of producing a wide variety of sounds in language, including vowels, clicks, palate consonants, sibilants, and others. However, once they started learning words, most of these sounds disappeared, and even some sounds such as sibilants, swipes, and liquids only reappeared a few years later. This suggests that children experience changes in their phonological systems when they begin to learn language. According to Jakobson, there are two distinct periods in the acquisition and development of children's phonology, namely the pre-language period and the pure language acquisition period. In the pre-language period, children do not show a certain developmental sequence in issuing vocalization sounds and have nothing to do with the next period of language acquisition. At first, the child only practices moving his vocal apparatus and making sounds without a specific purpose; maybe the child makes every sound even though the sound is not present in the adult speech he hears. However, during the acquisition of pure language, children follow the sequence of sound acquisition, which is relatively the same throughout the world and does not change. Thus, the process of sound development can be distinguished between sound production solely in the prelanguage period and the systemic use of sounds in a phonological system during pure language acquisition.

Jakobson uses three criteria to determine the difference between the prelanguage period and the pure language acquisition period in its transition, namely: Frequency of sounds (phonemes) occurring: In the prelanguage period, children may make all sounds regardless of the frequency or dissimilarity of these sounds in the language they are learning. However, during the acquisition of pure language, children begin

to pay attention to the differences in the sounds that appear most frequently in the language they hear. The intention is to convey the meaning in the form in which the sound occurs: In the prelanguage period, children only make sounds without a specific purpose, while in the pure language acquisition period, children begin to associate sounds with certain meanings and pay attention to how these sounds are used in the form of words and sentences. The social environment of speech in the prelanguage period, children may make sounds that are not present in the language they are learning or even make sounds that are unusual. However, during pure language acquisition, children begin to be influenced by the social environment of speech and pay attention to how these sounds are used in the language they hear around them.

During the acquisition of pure language, children begin to notice and repeat the phonemes in the language they are learning. The child must be able to recognize, distinguish, and consciously repeat these phonemes. This repetition is usually done in the form of reduplication, such as "pa-pa-pa", "ma-ma-ma", and so on. This is one way for children to strengthen their recognition of the phonemes in the language they are learning. By repeating these phonemes, children can develop their phonological system and learn how to combine phonemes.

The Universal Semantic Theory by Shvachkin states that language semantics is the most basic determining factor that influences the development of children's phonology. This theory is called universal Semantics because language semantics is considered to be the main factor that determines the phonological development of children. However, the development of phonology does not only depend on the acquisition and development of phonology. The experimental results show that the most fundamental determining factor in the development of children's phonemes, which also determines the direction of articulation and hearing development, is language semantics. In other words, children's understanding of the meaning of words and phrases in the language they are learning affects how they pronounce and understand the sounds in that language.

Stampe explained that in the phonological process, a phonological opposition will be combined into a position that experiences the least speech insulation. This process involves the unification of contradictory phonological units and reflects conflicting phonetic divisions. For example, there is one that makes all the processes that make all sounds: an oral obstruction blocking the airflow needed to produce sound. but these sounds become voiced through a certain process of assimilation. If the two collide with each other, for example, in the position between vowels, then there is a conflict of muted and voiced barrier sounds simultaneously in the same environment.

METHODOLOGY

The writing method used is the theoretical study of several linguists connected with personal experience in paying attention to the language development of the author's three biological children, as well as information from several children of families and neighbors. That is, the author uses a combination of theory and personal experience to discuss language development in children. In this case, the author uses information from several language experts as a theoretical basis and combines it with personal experience and observations of children in their families and surroundings. In this way, the author can provide a more complete and in-depth picture of language development in children.

RESULTS AND DISCUSSION

According to Hasan Shadily in Soendjono (2003), babies between the ages of 3 and 4 months begin to produce sounds, first of all in the form of crying or cooing. Between the ages of 5 and 6 months, babies begin to babble (dabbling), which sometimes sounds like utterances arranged into a sequence of sentences with rising and falling intonation. De Villiers (1998) also said that this baby babbling gives the impression that speech occurs in a sequence of sentences interspersed with rising and falling intonation.

In the middle of the first year of life, children begin to discriminate between sounds, and the perception of these sounds depends on the child's interaction with their environment. This is evident from experiments showing that children of people with hearing loss cannot find or detect sound patterns only from audio stimuli from television and radio. Children tend to pay attention to sounds that always appear at important moments for them, such as when being fed, bathed, rocked, or given visual stimulation by caregivers.

During the babbling period, children begin to make sounds that are increasingly varied and complex in combination. They combine vowels and consonants into syllable-like sequences, such as "ba-ba-ba", "ma-ma-ma", "pa-pa-pa", and so on. Although this babble cannot be interpreted and is largely unused as children learn to speak, it builds up until children are able to produce their first words, which are usually one word, by around one year of age. After a period of babbling, children begin to master phonetic segments, which are the building blocks used to pronounce words.

The interesting thing is that children from various languages have similarities in the production of their initial sounds, such as a p or m consonant, the back vowel a followed by the back consonant k or g,

and the front vowels i and u. In the development of phonology, children must learn phonological rules to combine sounds into speech according to the language used. They also have to learn to relate sounds to their references, namely concrete objects, relationships, and events experienced by children. The process of associating sound with its reference is a complex one and is not limited to learning the names of objects, as behaviorists believe. There have been many questions raised about the relationship between children's babbling and the acquisition of adult sound systems.

The way children try to master the phonetic segment is by using the hypothesis-testing theory described by Clark and Clark (1977). According to this theory, children test various hypotheses about how to produce the correct sound. They used this hypothesis as an "experiment" to try to produce the correct sound, and then compared the results to the sounds of adults around them. In this process, children experience many mistakes and continuous improvements so that they can develop their ability to produce increasingly better and more accurate sounds. By testing their hypotheses, children learn how to produce sounds appropriate to the language they are learning. For example, when a child tries to say the word "doggie", at first he can only say "do" then "dodie, goggie", and finally "doggie". Sometimes, when a child masters only a few segments, he can find the right way to produce certain segments. For example, in the example above, when she adds several other endings to her voice inventory, she may have difficulty pronouncing two different endings in one word (namely the "d" and "g" segments). Therefore, he focused his attention on a new segment, the "g" segment, resulting in a "goggie" sound as he produced it in two places. Then, he begins to select the correct articulation movements to produce the word "doggie" as it is used by adults.

One example of a phonological process that occurs in children is dropping the final consonants in words in their language. For example, in English, the word "cat" is pronounced with a "t" at the end. However, children who are still in the early stages of their language development may pronounce the word as "ca" without the final "t" sound. This happens because, at first, the children have not learned the phonological rules of the English language and think that the final consonant does not need to be pronounced. However, as their language develops, children learn to retain the final consonants in spoken words, so the word "cat" is pronounced with a "t" sound at the end. This phonological process is part of a child's language development and is part of the normal language learning process.

Another example of a phonological process that occurs in children is the reduction of consonant groups into single segments. For example, in English, the word "blue" is pronounced with the consonant group "bl" at the beginning of the word. At first, children who are still in the early stages of their language development may pronounce the word "bu" without the "l" sound at the beginning of the word. This happens because children have not yet learned the phonological rules of the English language and think that the "bl" consonant group is two separate segments that must be pronounced differently. However, as their language develops, children learn to reduce the "bl" consonant group into a single segment, so that the word "blue" is pronounced with the "bl" sound at the beginning of the word. This phonological process is also part of the child's language development and is part of the normal language learning process.

Another example of a phonological process that occurs in children is the removal of unstressed syllables. For example, in English, the word "banana" has three syllables, namely "ba", "na" and "na". However, at first, children may pronounce the word "nana" with only two syllables because the first syllable, "ba," is unstressed and omitted. This happens because children have not yet learned the phonological rules of English and think that only stressed syllables are important to pronounce. However, as their language develops, children learn to retain all syllables in words, even if they are unstressed, so the word "banana" is pronounced with three complete syllables. This phonological process is also part of the child's language development. The cause of the three phonological processes in children described above is a lack of experience and understanding of the language being studied. At first, children have not learned the phonological rules of the language they are learning and assume that each sound or sound in words is separate and independent from one another. However, as their language develops, children begin to learn the phonological rules of the language and learn to combine these sounds into speech appropriate to the language spoken. Thus, they will learn to retain final consonants in words, reduce groups of consonants to single segments, and retain all syllables in words, even if the syllables are unstressed. and is part of the normal language learning process.

CONCLUSION

Based on the discussion above, it can be concluded that children experience a complex and orderly process of language development. In the process of language development, children experience various phonological processes, such as removing final consonants, reducing consonant groups into single segments, and eliminating unstressed syllables. These processes occur because, at first, children have not learned the phonological rules of the language they are learning and assume that every sound in a word is separate and independent from one another. However, as their language develops, children begin to learn

the phonological rules of the language and learn to combine these sounds into speech appropriate to the language spoken. These processes are part of a child's language development and are part of a normal and regular language learning process.

REFERENCE

- Abdul Chaer. 2009. *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta
- Henri Guntur Tarigan. 1986. *Psikolinguistik*. P.T. Angkasa. Bandung
- Mangantar Simanjuntak. 1987. *Pengantar Psikolinguistik Modern*. Dewan Bahasa dan Pustaka. Kuala Lumpur
- Ratna Wilis Dahar. 1999. *Teori-teori Belajar*. Erlangga. Jakarta
- Soenjono Dardjowidjoyo. 2000. Echa. *Kisah Pemerolehan Bahasa AnakIndonesia*. Grasindo. Jakarta
- Sri Utari Subiyakto Nababan. 1992. *Psikolinguistik Suatu Pangantar*. Gramedia. Jakarta
- Stephen E. Blache. 1978. *The Acquisition of Distinctive Features*. Baltimore. University Park Press