

Children's Language According to Phonological and Morphological Aspects in Vocal Learning at PAUD Al-Karimah

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Abstract

This research is important to determine children's language acquisition and development according to studies of phonology and morphology in Indonesian language learning. The method used in this research is qualitative method with a case study approach. Through this qualitative method, the phonetic system of Edwin Omar Malik Erdogan (2.6 years) and Edward Nazhan Naik Erdogan (4 years), who are students at PAUD Al-Karimah, will be described. These two subjects were used as research samples from ten students to make the findings more accurate regarding learning outcomes and descriptive evidence of early childhood language acquisition at PAUD Al-Karimah. The result of this study was the Acquisition of phonology in their daily lives. Edwin and Edward obtained five vowel sounds Indonesians produced. The vowel sound consists of [a], [i], [u], [e], [o]. So it can be concluded that Edwin and Edward have mastered all vowel sounds, and there are consonant sounds, as many as 19 consonants Indonesian produced by Edwin and Edward. The consonant sounds consist of [b], [c], [d], [g], [h], [j], [l], [m], [n], [p], [s], [t], [w], [y], [G], [S], [t], [ʔ]. The consonant sounds that are not pronounced are [k], [f], [q], [r], [v], [x], [z].

Keywords

The Acquisition and Development of the Child's Language; Phonology; Morphology; Vowel Learning

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1. INTRODUCTION

Many difficult procedures cannot be seen or coded in a clear guide since learning a language is highly time-consuming and complicated (Foote, 2015; Kusuma, 2016; Kuo & Lai, 2016; Umudini et al., 2023). Humans cannot be isolated from linguistic activities even when they engage in other activities with their peers, such as playing or fighting (Purba, 2018; Nurhamida & Tressyalina, 2019; Freidin, 2020; Mailani et al., 2022; Moats & Tolman, 2023). The capacity to speak a language sets humans apart from other animals. The phrase "humans are speaking to animals" is often used. Success in the language is speech fluency, which is influenced greatly by environmental factors. First, second, or third-language acquisition are all possible language learning methods (Kusuma, 2016; Waridah, 2016; Yanti, 2016; Permanamiarta, 2021).

By using language to communicate, we may establish intents, give birth to sentiments, build human interactions, plan and guide our future, and organize a variety of communal activities (Thomas & McDonagh, 2013; Bucăța & Rizescu, 2017; Aini, 2019). Humans acquire language, or language acquisition, from infancy until age five to communicate (Canestrino et al., 2022). Children utilize language as a set of rules or symbols to communicate and adapt to their surroundings to share ideas, thoughts, and feelings (Salnita, 2019; Hoque, 2019; Tektigul et al., 2023). According to this explanation, language is a tool or a way of communication used from birth until age five. This process is known as language acquisition.

Early in a child's life, language is learned to understand water, food, certain toys, or dry diapers (Zubaedah, 2018; Budiman et al., 2023). Young children immediately learn words related to fulfilling primary wants and needs (Markus et al., 2018). The achievement of desires is fulfilled by using words. For example, a thirsty child will say "mi-mi" to receive water faster than a child who only cries because he is thirsty. When a child receives a drink after saying "mi-mi," it reinforces learning and using the word water.

Adults have always been fascinated by almost miraculous language development in children. Children, in particular, have learned hundreds of words, intricate phonological and grammatical structures, and the same sophisticated rules for how to use their language effectively in a variety of social contexts by the time they are 3 or 4 years old while lacking any language skills at birth (Sahril, 2019; Zasrianita, 2020). Every known community, whether educated or not, speaks every language from Zulu to Afghan, and practically all children experience this satisfaction regardless of their upbringing (Ulfa, 2017).

Humans are distinctive beings in and of themselves; as language users, they are seen as beings that engage in activities that extend into the fields of cognitive, emotional, and psychomotor psychology (Arifin, 2017). The ability to acquire language either receptively (the ability to listen and read) or productively (the ability to speak and write) certainly involves these three domains. The relationship between one skill and another, especially between receptive and productive abilities, is quite strong (Kusuma, 2016; Asdam, 2017; Leong & Ahmadi, 2017; (Rahman, 2022).

When the infant learns his first language or mother tongue, language acquisition occurs in the child's brain (Sentosa & Apriliani, 2020). Language learning and language acquisition are often separated. The processes when a youngster picks up a second language after mastering their first are connected to language acquisition (Alwi, 2021). Consequently, language learning concerns the second language, while language acquisition concerns the first language. However, many people refer to learning a second language as language acquisition (Chaer, 2014).

According to Chomsky, two phases occur when a person learns their first language. The competence process and the performance process are the processes in issue. Competence is the process of unconscious mastery of phonology, morphology, syntax, and semantics (or grammar). Every kid has this skill from birth (Rohma Wati, 2016). Despite being inherited from birth, competency needs training

to ensure that kids are proficient in language. Performance is a child's capacity to communicate via language. The procedures of comprehending and releasing sentences comprise the two processes that make up the performance. While publishing requires creating phrases, comprehension entails watching or understanding the words heard (Chaer, 2014).

Psycholinguistics, or linguistics, which has as its subjects language knowledge, language usage, language change, and other things related to these features, includes language learning (Akbar et al., 2022). Because the aspects of language that are known and understood are mental processes, language knowledge is linked to cognitive issues. The application of language knowledge, which we know we do, is connected to language usage (Yanti, 2016).

Language acquisition is included in linguistics in interdisciplinary studies involving psychology, namely psycholinguistics. Psycholinguistics is the study of language use and language Acquisition by humans. In addition, psycholinguistics also discusses the underlying cognitive processes when a person uses language. Cognitive processes that occur when a person speaks and listens include remembering what has just been heard, re-recognizing what has just been heard as words that have meaning, thinking, and saying what has been stored in memory. In addition, the role of linguistic intuition is also inseparable from language skills. Intuition, in this case, is a feeling about using the right words in a sentence so that the sentence is correct and does not have a double meaning (Maharani & Astuti, 2018).

Every child experiences different language development (Handayani et al., 2022). But every normal child starts talking between twenty and twenty-eight months of age (Kashner, 2023). This occurs as a result of each child's speech organs starting to mature and being trained to learn language (Manik et al., 2020). The noun word class is one of the vocabulary classes that youngsters learn, particularly those familiar with their local area (O. A. Nugraha, 2018). Indeed, the language stimulation received by children is irregular. But before the age of five, kids try to comprehend the linguistic structures of the first language (Nurjamiaty, 2011; Foote, 2015; Sustenance & Sagala, 2020). From every difference in children's language development obtained by individual children, there can be many deviations in children's speech obtained through language activities, especially at an early age. Based on this description, it is known that children try to understand the linguistic system of their first language before reaching the age of five.

Chomsky stated that the competence in question includes grammatical components: syntactic, semantic, and phonology. Therefore, language acquisition is usually divided into semantic Acquisition, syntactic Acquisition, and phonological Acquisition. The three components are interconnected and obtained at the same time. The three components of Acquisition will be discussed below (Chair, 2014). Based on this description, it is known that the competency in question includes grammatical components: syntax, semantics, and phonology. These three components are interconnected and obtained at the same time.

A youngster does not instantly possess the first grammar and its rules in his head. The first language is acquired across many phases, each becoming closer to adult language grammar. At the linguistic stage I, the child has begun to use a series of speech sounds that produce a single meaningful speech sound. In linguistic stage II, the child's vocabulary begins to develop rapidly. The speech spoken consists of two words and contains one complete sentence concept. In linguistic stage III, children can use more than two words. The sentences expressed usually express special meanings that differ from one another. Children can already construct fairly complete sentences at the linguistic stage IV, although there are still shortcomings in using inflections and functional words. In the last linguistic stage, children already have full competence in language (Ulfa, 2017).

Bromley mentions four aspects of language: listening, speaking, reading, and writing. Language skills are different from speaking skills. Language is a grammar system that is relatively complicated and semantic, while the ability to speak is an expression in the form of words. Some languages are receptive (understood, accepted) and expressive (Alfatihaturrohman et al., 2018). An example of

receptive language is listening to and reading information, while an example of expressive language is speaking and writing down information to communicate with others.

Children learn to read and listen if they can express their understanding by talking about it, writing it for themselves, or addressing others (Ghazali et al., 2022; Agustina et al., 2023). Learning occurs if there is a discussion between teacher and child, child and child, child and book, child and environment. Language and learning are inseparable (Warif, 2019). Using language effectively is important for children's learning ability (Veryawan & Jellysha, 2020). Language development is not all someone manages to pass, and some people have limitations in pronunciation (Pusposari, 2017). Then, you have to recognize the sounds that are spoken first, called phonetics. Some of the sounds pronounced are clear, and some are unclear. Examples of huff pronunciation are R, but those with NG children whose pronunciation is not constrained in language development in the phonetic aspect.

One aspect of language learning is phonological acquisition. As a result, research on phonological learning is inextricably linked to research on the other language acquisition processes (morphological, cysttaxitic, and semantic). According to Dale, two things may be tracked if we wish to comprehend how youngsters acquire their phonological skills. We may first concentrate on the sounds employed and their gradual growth. Second, we may look at how the word the kid is attempting to utter, and the child's speech output (phonetic representation) relate to one another. We may record what the youngster says for that reason. The information received from the recordings is transcribed, followed by observation and empirical analysis. Dale said that it is assumed that a kid has learned language sounds if they can speak a word in a certain context and have it understood by others (Yanti, 2016).

Children's language development is an exciting and complex process that begins when they are born. From babbling the first sound to forming complete sentences, children go through various stages in acquiring language skills. This development course is influenced by natural and nurturing factors, such as biological predispositions and the language environment they encounter. Understanding how children develop language is essential for parents, educators, and researchers to support and improve their linguistic abilities.

Learning the phonological and morphological aspects of language development is essential because it allows us to understand how children acquire and produce sounds and words. Phonological awareness, which involves recognizing and manipulating sounds in language, is necessary for reading and writing skills. Similarly, studying aspects of morphology, such as how words are formed and arranged, helps us understand how children expand their vocabulary and understand the meaning of words. By focusing on these aspects, we can better support children in developing strong language skills. This study explored the importance of phonological awareness and morphological aspects in language development and how they contribute to reading and writing skills acquisition. By understanding the relationship between these aspects and language development, this paper aims to provide insights and strategies for educators and parents to effectively support children in developing strong language skills.

2. METHOD

The approach used in this research is a qualitative method with a case study approach. This qualitative method will describe the phonetic system of Edwin Omar Malik Erdogan (2.6 years) and Edward Nazhan Naik Erdogan (4 years) students at PAUD Al-Karimah. These two subjects were used as research samples to further accurate the results of research and descriptive proof of early childhood language acquisition in vowel learning in PAUD Al-Karimah. The research design was longitudinal, developing each subject's phoneme sounds for two months.

The study subjects were Edwin Omar Malik Erdogan (2.6 years) and Edward Nazhan Naik Erdogan (4 years). The estimated observation time is about two months to collect data in phonetic

transcription. This research data is in the form of recorded spoken language data (spoken text). This data takes the form of interactional discourse. The observation and interview instruments' results were recorded and analyzed using observation and interview transcripts.

Additionally, the data are categorized by the research's main topic. Consider a scenario in which a young kid has talked and been understood by another person. In such a situation, the youngster is assumed to have grasped the language's sounds. Additionally, the data collected, grouped by phonological and morphological acquisition groups, will be related to specialists who contend that language learning proceeds in steps that go from simple to complex.

3. FINDINGS AND DISCUSSIONS

Phonological Acquisition in Vowel Learning at PAUD Al-Karimah

It is important to understand that a youngster does not suddenly possess comprehensive knowledge of B1 grammar and its principles. Each succeeding level in acquiring B1 brings it closer to the adult language's grammatical structure. According to experts, these stages are more or less characteristic of the universe in various world languages. Edwin and Edward obtained 5 Indonesian vocal sounds in their daily lives. The vowel sounds consist of [a], [i], [u], [e], [o]. So it can be concluded that Edwin and Edward have mastered all vowel sounds, and there are consonant sounds, as many as 19 consonants Indonesian produced by Edwin and Edward. The consonant sounds consist of [b], [c], [d], [g], [h], [j], [l], [m], [n], [p], [s], [t], [w], [y], [G], [S], [t], [?]. so it can be concluded that Edwin and Edward have mastered some consonant sounds. The consonant sounds that are not pronounced there are [k], [f], [q], [r], [v], [x], [z].

Normal children can produce various sounds in their vocalizations, such as vowel sounds, clicking sounds, palate consonants, and sibilants. Liquid, and so on, but strangely, by the time the child begins to acquire words, most of these sounds disappear, and some (e.g., sibilant, friction, and liquid) only reappear a few years later.

Jakobson identified two distinct phases in the formation and learning of phonology: a. the pre-language babbling phase. b. The proper acquisition of language. Whether a youngster is multilingual, the sounds in their vocalizations do not follow any specific developmental pattern and have no bearing on whether they later pick up another language. Initially, the newborn exercises his voice cords and makes noises for no apparent reason. Even if the sounds do not occur in the speech of the adult he hears, the infant may be able to pronounce every sound at this period. While learning a pure language, a kid instead adopts a sound acquisition process that is mostly constant and universal. So, there are two distinct sound development processes: sound creation alone, as in the beginning, and systematic use of sound in a phonological system, as in the early stages of learning pure language.

The first letter sound that has been perfected is the vowel sound [a]. The sound may be heard at the start, middle, or end of the word and is spoken. The following words include the vowel sound [a] at the beginning: [a] [ada] "ada" and [Ayah] "Ayah." The word's middle vowel, [a], may be heard in the next word. Next comes the appearance of [a] [Unda] at the end of the word "Unda."

The vowel sound [i], which often precedes a word, first occurs in the word [i] [ini] 'ini,' followed by the sound [i], which first comes amid the word [Nini] 'nini. After it, the word "Unda" begins with the vowel sound "u." Following that, the word "Enak" begins with the vowel sound "e." Then [e] in the middle of the word is [Nene] 'Nene.' At this level of competence, an analytical process occurs to formulate semantic, syntactic, and phonological problem-solving. As a center of knowledge and language development in the child's brain, competence requires performance assistance to overcome children's language problems.

This study, in addition to examining the Acquisition of language sounds, also examined the Acquisition of phonemes in children. Edwin and Edward produced 6 Indonesian vowel phonemes based on the linguistic data obtained. The vowel phonemes consist of /a/, /i/, /u/, /e/, /ə/, /o/, and there are 16 Indonesian consonant phonemes produced by Edwin and Edward. The consonant phoneme consists of /b/c/d/g/h/j/l/m/n/p/s/t/w/y/G/t/.

There are examples of sound changes in a word, such as the words "Bunda" becoming "Unda." There is an omission of sound in the first syllable, namely the voiced dorsovelar inhibitory sound /b/. Then "Merah" becomes "Melah." There is a loss of sound in the third syllable, namely the dorsovelar inhibitory sound voiced /r/ to /l/. Then "Dokter" becomes "Doktel," There is a change in the sound of the second syllable, namely the vibrating sound apikoalveolar /r/ to the side sound apikoalveolar /l/. Then said, "mobil" becomes "mobin" There is a change in the sound of the second syllable, namely the sound "Aku" become "Atu," There is a removal of the consonant sound in the second syllable, namely the consonant sound /k/. The child's ability to produce language sounds is seen when they experience the developmental stage of articulation. The sounds produced at this stage of articulation development include resonance, clucking, letter, repeating, and vocable sounds (Chaer, 2014).

Morphological Acquisition in Vowel Learning at PAUD Al-Karimah

a. Morphological Acquisition in Children Aged 2.6 Years at PAUD Al-Karimah

As for the words that 2.6-year-old Edwin can pronounce, they are mostly monomorphemic words such as: /unda/: Bunda, /yah/: Ayah, /ibi/: Bibi, /catlia/: Satria, /tata/: Kakak, /apa/: Bapak, /nun/: Nur, /ajan/: Jajan, /atu/: Aku, /anya/: Banyak, /mon/: Mol, /emen/: Permen, /umah/: Rumah, /anamat/: Alfamart, /apan/: Kapal, /yem/: Krim, /cipa/: Sifa, /atit/: Sakit, /elut/: Perut. The words above are monomorphemic or have one morpheme; no morphemes distinguish the word's meaning. These words usually stand-alone, and in morphology, they are called free morphemes, which means morphemes that have meaning without the help of other morphemes. Monomorphemic can also be called a root word. In addition to free morphemes, in Edwin's speech, bound morphemes are difficult to distinguish in each utterance without paying attention to the context and situation when the word is spoken.

The words spoken by Edwin are also more words that can almost be said in the context of the sentence's meaning, and they can also say words with more than one syllable. For example: alan yo (jalan ayo), ajan ni (Jajan Ini), tata na (Kakak Diana), mama uni (Mamak Runi), atu alu (sepatu baru), nda ci (Bunda Suci), nini aban (Kake Sabar), li co (Beli bakso), alung ainan (Warung Mainan), emen atu (Permen Aku), indu ma (Rindu Mamak), ana tata (Dimana Kakak). Paying attention to the clauses and wording he spoke shows that Edwin was not yet organized in constructing the sentence. Still, the intended intent and context or meaning according to the expression was spoken. In addition, Edwin can also express the word ask an object, such as: nipa mama (ini apa mamak), ninya na ma (ini nya mana mama), tunya na (yang itu mana). Indicates that the surrounding environment influences the Sheva language.

b. Morphological Acquisition in 4-Year-Old Children at PAUD Al-Karimah

Many monomorphemic words spoken by Edward are found, such as: /enapa/: Kenapa /esyem/: eskrim /bilu/: biru /moton/: motor, /epsi /: KFC /listlik/: listrik, /cekolah/: sekolah /lapen/: lapar /appe/: Hp, /pemainan/: permainan /walung/: warung, /baco/ bakso. Many monomorphemic words are also clearly pronounced, such as jauh, tempat, Ayah, jajan, alfa, nonton, belum, bibi, bagi, mau, and abang. There are already morphemes that can distinguish the meaning of the word. These words usually stand alone, and at the morphological level, these words are called free morphemes, which means morphemes that have meaning without the help of other morphemes. Monomorphemic can also be called a root word. In addition to free morphemes, in Edward's speech, there are also bound morphemes. Namely, in the word food, there are bound morphemes in the form of affixes /- an/. In addition, there are also bound

morphemes, namely the words "bukain" and "ambilin," which are included in the bound morphemes combined elements /-in/.

If you look at the clauses and words spoken by Edward, it shows that Edward has begun to be regular and longer in constructing sentences in his speech. He uses not only two words but three or more. Edward could also pronounce words that used suffixes when speaking to his Mother, i.e., there was a suffix /-an/ there in the word food.

4. CONCLUSION

Based on the explanation above, it can be concluded that the Acquisition and development of children's language at the phonological and morphological levels is quite clear as in phonological Acquisition in their daily lives, Edwin and Edward obtained five vowel sounds Indonesian produced. The vowel sound consists of [a], [i], [u], [e], [o]. So it can be concluded that Edwin and Edward have mastered all vowel sounds, and there are consonant sounds, as many as 19 consonants Indonesian produced by Edwin and Edward. The consonant sounds consist of [b], [c], [d], [g], [h], [j], [l], [m], [n], [p], [s], [t], [w], [y], [G], [S], [t], [ʔ]. so it can be concluded that Edwin and Edward have mastered some consonant sounds. The consonant sounds that are not pronounced there are [k], [f], [q], [r], [v], [x], [z]. The vowel sound [a] is the first letter sound fully mastered. The sound appears and is pronounced clearly at the word's beginning, middle, or end. The vowel sound [a] at the beginning of a word appears as in the following word. [a] [ada] 'ada' and [Ayah] 'Ayah' The vowel sound [a] in the middle of the word appears as in the following word. Next comes the appearance of [a] [Unda] at the end of the word "Unda." The vowel sound [i] at the beginning of a word appears in the following words: [i] [ini] 'ini' and then sound [i] in the middle of the word [Nini] 'nini.' Then the vowel sound [u] at the beginning of the word [Unda] 'Unda.'

Then, the vowel sound [e] is found at the beginning of the word [Enak] 'Enak.' Then [e] in the middle of the word is [Nene] 'Nene' – morphological Acquisition in children aged 2.6 years with Edwin. As for the words that 2.6-year-old Edwin can pronounce, they are mostly monomorphemic words such as: /unda/: Bunda, /yah/: Ayah, /ibi/: Bibi, /catlia/: Satria, /tata/: Kakak, /apa/: Bapak, /nun/: Nur, /ajan/: Jajan, /atu/: Aku, /anya/: Banyak, /mon/: Mol, /emen/: Permen, /umah/: Rumah, /anamat/: Alfamart, /apan/: Kapal, /yem/: Krim, /cipa/: Sifa, /atit/: Sakit, /elut/: Perut. While Edward is like: /enapa/: Kenapa /esyem/: eskrim /bilu/: biru /moton/: motor, /epsi /: KFC /listlik/: listrik, /cekolah/: sekolah /lapen/: lapar /appe/: Hp, /pemainan/: permainan /walung/: warung, /baco/ bakso.

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