

Research Article

Child Language Acquisition: A Study of Phonological Aspects in Children Aged 3-5 Years at Paud Tanwirul Hija Cangkrenng Lenteng Sumenep

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ABSTRACT

This study aims to describe the process of acquiring vowels and consonants in children aged 3-5 years at PAUD Tanwirul Hija Cangkrenng Lenteng Sumenep. Data is in the form of words that contain vowel elements and consonants. Data collection is carried out through documentation and observation techniques. Data analysis was carried out qualitatively with a focus on the pronunciation of vowel and consonant sounds, as well as children's ability to use these sounds in the context of daily communication. The results of the study showed that children aged 3-5 years at PAUD Tanwirul Hija had mastered all basic vocal sounds well. Mastery of consonant sounds shows varied, but generally positive, results, with some children having difficulty pronouncing certain consonants. In conclusion, children at PAUD Tanwirul Hija showed good development in language acquisition, with articulation skills that were appropriate to their developmental stage. Interaction with parents and the environment contributes significantly to this language acquisition process.

Keywords: Children's language; phonological aspects; early childhood education

1. INTRODUCTION

Language is the most important part of our lives. Language is useful for interacting with others (Anggini et al., 2022). Language can be acquired by practice, especially for children from an early age, which aims to make it easier for children to communicate or interact. According to Suwarna in (II & Bahasa, 2002) Language is the main tool for communicating in human life, both individually and collectively socially. Meanwhile, according to Kridalaksana (in (II & Bahasa, 2002) Language is an arbitrary system of symbols that uses a society to cooperate, interact, and identify themselves. Chaer and Agustina (1995:14) stated that the main function of language is as a means of communication. This is also in line with the opinion of Soeparno (1993:5) who stated that the general function of language is as a means of social communication. In line with this opinion, it can be concluded that language is the result of a process of language acquisition acquired by children.

Language acquisition is an important part of a person's life. According to Richad, 2002:284 in (Understanding & Language, n.d.) Language acquisition is a subconscious process, or mental process that leads to language competence and grammar mastery. Meanwhile, according to Taylor, 2003:151 in (Understanding & Language, n.d.) The study of language acquisition essentially consists of two aspects, namely (1) what language the child acquires, and (2) how the child acquires language. The language obtained is, of course, in the form of the child's mother language. How to acquire it can be seen from the theoretical aspect (several theoretical aspects), as well as from the stages of language acquisition in children. The term acquisition (*acquisition*) according to Dardjowidjojo, 2010 in (Suardi et al., 2019) means the process of language mastery carried out by a child naturally when he learns his mother tongue (*native language*). This term is different from learning (*learning*), which is a process that is carried out at a formal level (learning in the classroom and taught by a teacher). Thus, the process of a child learning to master his or her mother tongue is acquisition, while the process of a person (generally an adult) who learns in the classroom is learning.

In this regard, Meilan (2014) in (Suardi et al., 2019) states that language acquisition is usually distinguished from language learning (*language learning*). Language learning relates to the processes that occur when a child learns a second language, after he acquires his first language (Fatmawati, 2015). So, language acquisition is related to the first language, while language learning is related to the second language. Related to language acquisition corroborated by Chaer (2015) in (Suardi et al., 2019) which states that language acquisition or language acquisition is a process that takes place in a child's brain when he acquires his first language or his mother tongue. The acquisition of this language is one of the important stages in children's development (Zulkhi & Wardani, 2018), especially the age of 3-5 years. Children experience rapid development in phonological aspects, namely the ability to understand and use language sounds. The analysis of language acquisition in children aged 3-5 years in the aspect of phonology is important to understand because phonology is the basis for the development of more complex languages in the future (Ellis et al., 2022).

Etymologically, the word phonology comes from the combination of two phonetic words meaning 'sound' and *logi* meaning 'science'. In terms of linguistics, phonology is a science that studies, discusses, talks, and analyzes language sounds produced by human speech tools. According to Abdul Chaer, phonology is the field of linguistics that studies, analyzes, and talks about the sequence of language sounds (Chaer, 2012). According to Maddieson (2021:94) phonology is a collection (phoneme) that is numerous in a language, including the rules of combining into words. Phonology is distinguished into two types, namely phonetic and phonemic (Sari & Effendi, 2022). Phonetics is a branch of linguistic study that examines the sounds of language to see if these sounds can distinguish the meaning of words or not. Meanwhile, phonemics that examines the sounds of language by looking at the sound as a unit that can distinguish the meaning of the word (Gani & Arsyad, 2019). According to the process of language sounds, phonetics are divided into three types, namely articulatory phonetics, acoustic phonetics and auditory phonetics.

The study of phonology on language acquisition in children is a very important topic in linguistics and education. Children's language acquisition, especially the phonological aspect, plays a key role in children's language development. Meanwhile, the acquisition of phonology is influenced by several factors, namely, interaction with parents and the environment, as well as the effective use of language in communication (Gita Aprilian et al., 2024). The acquisition of phonology can also be disrupted by the presence of hearing or speech impairments, as well as a lack of interaction with parents who speak the same language (Nurtjahyo, 2013). Some of the phonological aspects that can be observed in the acquisition of language for children aged 3-5 years are the development of vowel sounds, children generally have mastered basic vowel sounds such as /a/, /i/, /u/, /e/, and /o/ (Ida Hamidah, 2018). They can use these sounds in simple words. However, it is not uncommon for them to still have difficulties in using more complex vowel sounds or in correct pronunciation (Suhud & Puspita, 2024). In addition to the development of vowel sounds, in phonology there is also the development of consonant sounds that need to be discussed in this study. Consonant sounds include /b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/, /v/, /w/, /x/, /y/, /z/. Especially children aged 3-5 years who should have good language skills. Apart from the environment, children also have the ability to acquire language when listening to interactions with parents coupled with the existence of media such as cellphones that can help children acquire language with more vocabulary (Subarkah, 2019). However, the fact that it was found that there are still many children at the age of 3-5 years who find it difficult to pronounce the language. Such as in the use of consonants [r], [g], [s], etc. Therefore, researchers are interested in conducting this research on children's language acquisition at the age of 3-5 years.

Therefore, this study aims to describe the process of vocal acquisition and consonant acquisition in children aged 3-5 years at PAUD Tanwirul Hija, Cangkreng Village, Lenteng District, Sumenep Regency. Thus, this study is entitled Children's Language Acquisition: A Study of Phonological Aspects in Children Aged 3-5 Years at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep.

2. RESEARCH METHOD

The research with the title Language Acquisition On: Children Study of Phonological Aspects in Children Aged 3-5 Years at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep using the Case Study approach (*Case Study*) because this study analyzes a special case, namely language acquisition in children in Tanwirul Hija PAUD school. Case studies allow researchers to delve deeply into the phenomenon of language acquisition in a specific context, namely vowel acquisition and consonant acquisition. Therefore, the above research can be described using a qualitative approach because research on vocal acquisition and consonant acquisition describes factually rather than numerical. Therefore, this study uses a type of

qualitative descriptive research. A type of qualitative research, namely collecting data in the form of explanations, not numbers. According to Chariri in (Fadli, 2021) Qualitative research is research conducted in certain settings in real or natural life, with the aim of investigating and understanding a phenomenon. Meanwhile, descriptive according to the Great Dictionary of the Indonesian Language (KBBI) means describing it as it is.

The data in this study are in the form of words containing vowel and consonant elements obtained from the speech of children aged 3-5 years at PAUD Tanwirul Hija. This data is used to analyze language acquisition in children aged 3-5 years, especially in phonological aspects. The source of data in this study is the speech of children aged 3-5 years who attend PAUD Tanwirul Hija Cangkreng Lenteng Sumenep. The selection of 3-5 year old children's utterances was carried out with the consideration that in the dialogue there was a fairly long dialogue, so that it was possible to analyze the language acquisition of 3-5 year old children in phonological aspects in more depth through documentation and observation techniques. The documentation technique was used to collect data in the form of transcripts of conversations of children aged 3-5 years. The data collected includes: Conversation recordings of children aged 3-5 years, transcripts of verbatim conversations between children aged 3-5 years through orthographic meotode (Subroto, 2007), a note that contains dialogue between children aged 3-5 years. are classified according to vowels and consonants. Meanwhile, observation techniques are used to observe and record nonverbal aspects related to language acquisition of children aged 3-5 years in phonological aspects.

3. RESULTS AND DISCUSSION

Children aged 3-5 years should have good language skills. Apart from the environment, children also have the ability to acquire language when listening to parental interactions coupled with the existence of media such as cellphones that can help children acquire language with more vocabulary. However, the fact that it was found that there are still children at the age of 3-5 years who find it difficult to pronounce the language. Such as in the use of consonants [r], [g], [s], etc.

Vocal Acquisition

The vocal sounds obtained from the results of observations carried out during (-+ 3 months) in children aged 3-5 years at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep are as follows:

1. Bunyi vokal [a]
 - Data 1
 - [a] [iya] 'iya'
 - Data 2
 - [a] [maaf] 'maaf'
2. Bunyi vokal [i]
 - Data 1
 - [i] [bibik] 'bibik'
 - Data 2
 - [i] [itik] 'itik'
3. Bunyi vokal [u]
 - Data 1
 - [u] [unta] 'unta'
 - Data 2
 - [u] [untuk] 'untuk'
 - Data 3
 - [u] [mau] 'mau'
 - Data 4
 - [u] [ibu] 'ibu'

vocal

consonant

4. Bunyi vokal [e]
 - Data 1
 - [e] [enam] 'enam'
5. Bunyi vokal [o]
 - Data 1
 - [o] [olang] 'orang'
 - Data 2
 - [o] [bobok] 'tidur'
1. Bunyi Konsonan [b]
 - Data 1
 - [b] [bunda] 'bunda'
 - Data 2
 - [b] [baba] 'baba'
2. Bunyi Konsonan [t]
 - Data 1
 - [t] [titus] 'tikus'
 - Data 2
 - [t] [tupai] 'tupai'
3. Bunyi konsonan [m]
 - Data 1
 - [m] [mama] 'mama'
 - Data 2
 - [m] [mau] 'mau'
4. Bunyi konsonan [y]
 - Data 1
 - [y] [ayam] 'ayam'
5. Bunyi konsonan [s]
 - Data 1
 - [s] susu
 - Data 2
 - [s] [sapi] 'sapi'
6. Bunyi konsonan [h]
 - Data 1
 - [h] [hidup] 'hidup'
 - Data 2
 - [h] [hidung] 'hidung'
7. Bunyi konsonan [l]
 - Data 1
 - [l] [lalat] 'lalat'
 - Data 2
 - [l] [lihat] 'lihat'
8. Bunyi konsonan [w]
 - Data 1
 - [w] [pesawat] 'pesawat'
9. Bunyi konsonan [c]

Data 1

[c] [cicak] 'cicak'

Data 2

[c] [cacing] 'cacing'

10. Bunyi konsonan [r]

Data 1

[r] [rumah] 'rumah'

Data 2

[r] [rasa] 'rasa'

11. Bunyi konsonan [k]

Data1

[k] [kelas] 'kelas'

Data 2

[k] [keras] 'keras'

Based on the presentation of the above data examples, it can be said that children aged 3-5 years at PAUD Tanwirul Hija have mastered the vowel sounds [a], [i], [u], [e], and [o] well. For the acquisition of consonants, children aged 3-5 years at PAUD Tanwirul Hija have mastered the consonant sound well on average. Although there are still some children who still find it difficult to pronounce it.

Data Description

Based on the data obtained from the research entitled Children's Language Acquisition: A Study of Phonological Aspects in Children Aged 3-5 Years at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep conducted by the researcher, it can be said that the language acquisition of children aged 3-5 years which is focused on the acquisition of vowels and consonants is on average smooth and clear in pronunciation. The data above shows that the language development of children aged 3-5 years at PAUD Tanwirul Hija already knows a lot and can distinguish various phonemes that contain different words. As in the words 'class' and 'hard'. This shows that the mastery of phonological pronunciation in children aged 3-5 years is developing so rapidly.

Vocal Acquisition

In the observation of vocal sound acquisition, it was found that children aged 3-5 years at PAUD Tanwirul Hija were able to pronounce the five basic vowels quite well. The ability to pronounce phonological acquisition in the vowel sounds [a] in the word 'yes' and [a] in the word 'sorry' has often been pronounced when making mistakes when interacting with others.

x : "Bilang maaf dulu"

y : "Maaf ya te"

x : "Jangan di ulangi lagi ya?"

y : "Iya te"

In the context of the conversation above, it can be seen that children are able to use the vowel sound [a] naturally in daily communication. Such as when saying an apology and so on. This shows that the pronunciation of vowel sounds [a] is well internalized in their phonological system. In the acquisition of vowels [i], children are able to show consistent articulation skills in the pronunciation of the words 'duck' and 'aunt'. This can be seen from the results of the following dialogue:

x : "Ayo ikuti ibu, bibi pergi ke pasar !"

y : "Bibi pelgi ke pasal"

x : "Itik itu berenang di sungai !"

y : "Itik itu belenang di sungai"

From the conversation above, it can be seen that children aged 3-5 years at PAUD Tanwirul Hija are able to pronounce the vowel sound [i] at the beginning of the word as in the word [duck] and pronounce the vowel sound [i] in the middle of the word as in the word [aunt]. The acquisition of vocals [u] in children aged 3-5 years at PAUD Tanwirul Hija showed comprehensive results. Children are already able to pronounce the vowel [u] in various positions, both at the beginning, middle, and at the end of the word.

x : “Unta itu berjalan di gurun pasir”

y : “Unta itu berjalan di gurun pasir”

x : “saya mau memberikan ibu kado”

y : “saya mau membeikan ibu kado”

From the results of the dialogue above, children aged 3-5 years at PAUD Tanwirul Hija have been able to pronounce the vowel [u] very well. This is illustrated in the very clear pronunciation of the vowel [u] in the words [camel], [want], and [mother]. The acquisition of vowel [e] in children aged 3-5 years at PAUD Tanwirul Hija still shows good accuracy even though there is a consonant [r] in the word 'giving' that is removed.

x : “Setelah angka 5 angka berapa ? coba kamu!”

y : “Enam”

x: “Bagus”

From the fragment of dialogue above, the child is able to pronounce the vowel [e] as in the word [six]. This shows that children aged 3-5 years at PAUD Tanwirul Hija are able to use the vowel sound [e] in the numeric context well. The acquisition of vocal [o] in children aged 3-5 years at PAUD Tanwirul Hija showed good results. Children are able to pronounce the vowel sound [o] in the word [olang] 'person', [ball] 'ball'.

x : “Ini gambar apa ? coba kamu !”

y : “Orang bermain bola”

x : “Bagus, orang lagi bermain bola ya”

Based on the dialogue above, children are able to pronounce the vowel [o] well even though it is combined with the use of consonant sounds that they find difficult not to fall into the consistency of pronouncing the vowel [o]. This shows that children aged 3-5 years at PAUD Tanwirul Hija are able to use the vowel sound [o] well.

Consonant Acquisition

In the observation of the acquisition of consonant sounds, it was found that children aged 3-5 years at PAUD Tanwirul Hija were able to pronounce consonants that showed a more convoluted variation compared to vowel sounds. The following is a complete analysis for each consonant group obtained from children aged 3-5 years at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep. Bilabial consonants [b], [m], and [w] have been mastered by children aged 3-5 years at PAUD Tanwirul Hija. The acquisition of consonants [b] in children aged 3-5 years at PAUD Tanwirul Hija is well mastered as seen in the words [mother] and [baba] when calling their parents. The acquisition of consonants [m] in children aged 3-5 years at PAUD Tanwirul Hija has also shown consistent mastery. This can be seen when a 3-5 year old child at PAUD Tanwirul Hija asks his parents to buy something that can be seen when saying the words [mama], and [want].

Dental and Alveolar consonants [t], [s], [l], and [r] have appeared and can be well realized by children aged 3-5 years at PAUD Tanwirul Hija. In the acquisition of consonants [t], children aged 3-5 years at PAUD Tanwirul Hija are on average able to master well. This is illustrated in the words [rat] and [squirrel]. In the acquisition of the consonant [s] it sounds good when the child is asked to follow what the teacher says in the words [milk] and [cow]. It sounds very good and there are no difficulties that hinder her pronunciation. Children aged 3-5 years at PAUD Tanwirul Hija have shown their consistency in pronouncing the consonant [l] quite well. This can be seen in the words [see] and [fly]. In the acquisition of consonants [r], children aged 3-5 years at PAUD Tanwirul Hija are on average able to pronounce well although there are some who find it difficult. This is illustrated when children say the words [home] and [rasa]. Children aged 3-5 years at PAUD Tanwirul Hija have mastered the palatal consonants [c] and [y] well. This can be seen when children pronounce the consonant [c] in the words [lizard] and [worm]. As for the consonant [y] appears in the word [chicken]. Therefore, children

aged 3-5 years at PAUD Tanwirul Hija can be said to have mastered it well if they are asked to pronounce the consonant sounds [c] and [y]. The acquisition of glotal consonants [h] in children aged 3-5 years at PAUD Tanwirul Hija showed good mastery. Children can pronounce the consonant [h] which can be seen when children aged 3-5 years old at PAUD Tanwirul Hija are asked to repeat the words mentioned by their teachers in the words [nose], and [life].

4. CONCLUSION

This article discusses in depth the acquisition of language in children aged 3-5 years, with a special focus on phonological aspects at PAUD Tanwirul Hija Cangkreng Lenteng Sumenep. This study shows that children in this age range have shown significant progress in mastery of basic vowel sounds, such as [a], [i], [u], [e], and [o]. They are able to use these sounds in the context of everyday communication, which shows that their mastery of phonology has been well internalized. However, in the consonant aspect, the results of the study show that there is a variation in pronunciation ability. Although most children have been able to pronounce consonants well, there are still some who have difficulties, especially in the pronunciation of more complex consonants such as [r], [g], and [s]. This shows that although the language development of these children is on a positive track, there are still challenges that need to be overcome. Interaction with parents and the surrounding environment has proven to play an important role in the process of acquiring children's language. Children who interact frequently with their parents and are exposed to the use of rich language tend to show better language skills. In addition, the use of media such as gadgets can also make a positive contribution in enriching children's vocabulary. Overall, this study emphasizes the importance of understanding language acquisition in early childhood, particularly in phonological aspects, as a basis for more complex language development in the future. Thus, greater attention needs to be paid to the child's interaction process and learning environment to support their language development optimally.

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