

First Language Acquisition in Early Childhood at PAUD Melati Gan Sukabumi

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Abstract: This study aims to determine and examine the acquisition of first language in early childhood in PAUD Melati Gan. This research is a qualitative research using the analysis method, namely by analyzing the data in the form of phonology, phrases and sentences obtained from research respondents. Data collection was obtained from interviews, dialogues, observations, literature studies and data regarding the acquisition of the first language in PAUD Melati Gan. Based on the results of the study, it can be concluded that the acquisition of language of children aged 2 to 3 years was developed through several stages, namely (1) the stage of two-word speech, (2) the stage of inflection and agglutinative, and (3) the stage of the question and deny sentence patterns. The findings show that children's phonological acquisition is flawless around the age of 2-3 years, particularly the pronunciation of vowel sounds followed by consonant sounds. In these ages, children's morphological aspect also increased. They grasp hundreds words during this periods.

Keywords: language, language acquisition, early childhood, PAUD

INTRODUCTION

Language is a system of sound symbols that are meaningful and articulate (generated by speech instruments) that are arbitrary and conventional, which are used as a means of communication by a group of people to generate feelings and thoughts (Wibowo, 2001: 3). The function of language as a communication tool cannot be separated from the language acquisition process itself. Language acquisition is a stage or process in the cognitive brain experienced by humans in childhood, when they acquire their first language. The first language that children know and acquire in their lives is the mother tongue. Commonly, it is said as the first language.

According to Kiparsky (Tarigan, 2004) language acquisition is a process used by children to adjust a series of increasingly complex hypotheses, or hidden theories, with the words of their parents until they choose, based on the measurement or from the language itself. Kiparsky's explanation can be

seen from daily observations of the development of a child's processing of language skills. Usually, what these children do is starting from hearing and observing the sounds of the language around them without being asked or intentional. Then over time, what they hear and what they observe develops continuously step by step in accordance with the development of their intelligence abilities and their socio-cultural background (Supriyono, 2019). So it can be concluded that language acquisition is a process in which children learn and then get fluency in language. Here, the fluency of the language is their mother tongue or the first language that they hear.

Besides the phase of acquisition and development of a language in a child, there are other developments that accompany it, namely the phase or growth and development of life that must be passed by children. In children's development there is one most important phase in supporting their language acquisition, namely the golden age phase. Golden age phase is a phase in which children's brain is growing, developing, capturing and absorbing more information to the fullest. Talking about the golden age phase, we will indirectly talk about children's preschool years. It is because there are many parents who introduce their children to preschool year that bring a concept of "learning by playing" or early childhood education (Pendidikan Anak Usia Dini). In the golden age period, the brain development in early childhood occupies the most vital position, reaching 80% of brain development (Wicaksono et al, 2015). Many parents believe that the earlier their child gets an education, the faster the vocabulary can be enriched. The acquisition of a first language is also closely related to the education system. It is because through education, children will find a lot of new vocabulary by introducing objects or events around them.

Language acquisition is the human process of gaining the ability to capture, produce, and use words for understanding and communication. This capacity involves various abilities such as syntax, phonetics, and extensive vocabulary. The language acquired can be in the form of vowels as in spoken language or manual as in sign language (Fahrurrozi & Wicaksono, 2017). Language acquisition usually refers to first language acquisition which examines children's acquisition of their mother tongue and not second language acquisition which examines additional language acquisition by children or adults.

Further, research on phonology is a fundamental research to determine the structure of a language because it discusses the phonetic and phonemic aspects of language, meaning that when we talk about phonology, there are two major parts to be discussed, namely phonetics and phonemics (Surastina, 2019). Phonology is a field where phonetics and phonemics cannot be separated because will relate to each other from one part to another. Phonetics

is a field of linguistics that studies the sounds of language without regard to its function as a differentiator of meaning or not. Phonetics has several parts, namely articulatory phonetics, acoustic phonetics, and auditory phonetics.

However, in this study, the researcher will focus more on his research on articulatory phonetics because this phonetics examines how the process of language sounds are removed from the human speech apparatus and also articulatory phonetics for most of the study is in the field of linguistics. In addition to this, we will not ignore the language acquisition factor caused by acoustic phonetics and auditory phonetics. The reason is because the three parts of phonology are significantly related to each other. Therefore, phonemics is a field of linguistics that studies language sounds only from a functional perspective.

Besides, the process of acquiring language in children becomes a challenge for the author. It is because there only a few many people pay attention to or examines how the process of the emergence of a language is and what obstacles occur during the language acquisition process. Based on the writer's observation as a native speaker, there are phonological and lexicon regularities so that they can produce a relevant language to be understood. On this basis, the author is interested in scientifically reviewing language acquisition, especially in a child through a thesis entitled "Analysis of Language Acquisition in 2-3 Years Old Children in PAUD Melati Gan".

METHOD

The research method used in this study is qualitative research that intends to understand the phenomena experienced by the research subjects such as behavior, perceptions, motivations, actions, holistically and by means of descriptions in the form of words and language, at a special context that is natural and by utilizing various natural methods (Moleong 2007: 22).

The data collection technique used in this research is the listening and the speaking method. The first method used by the researcher is the listening method. The techniques used in carrying out the listening method are note-taking techniques and recording techniques. It is from the notes and/or recorded speech that data is obtained as material for research on children's first language acquisition. The second method used by the researcher is the proficient method, naming the method of providing data with the proficient method because the method used in data collection is in the form of a conversation between the researcher and the informant (Mahsun, 2007: 10).

This technique is used to collect data about the sound elements that develop in children, the sequence of sound development obtained, as well as the variations in the sounds that appear. In addition, another technique used is elicitation or fishing. Elicitation in this study is intended to elicit or confirm

whether a sound element has appeared or not, so that it can be believed that an element has or has not appeared at a certain age or phase.

The data analysis carried out in this study refers to a descriptive analysis study. In study, descriptive analysis is an analysis by detailing and explaining at length the linkages of research data in the form of sentences (Nurastuti, 2007: 203). The researcher used the following steps to analyze the data in this study.

- 1) Classification Stage
Researchers classify research data based on the stage of language acquisition which refers to the theory.
- 2) Identification Stage
Researchers identify data. Data identification was carried out by studying children's utterances with theories of children's language development.
- 3) Interpretation Stage
The researcher gives the meaning of the findings in the research.
- 4) Descriptive Stage
The researcher presented the results of the study and concluded the results of the discussion.

RESULTS AND DISCUSSION

Phonology at 2-3 years old

In phonological analysis, the researcher transcribed the data into phonetic and textual forms. This was done to explain the utterances expressed by the child. Furthermore, the data had been written down to show the utterances spoken by the subject of this study, in the form of a transcription table of pronunciation sounds.

Research subject	Children's direct speech	Speech Should
Aljanatu Alliya	Akek, edok, ni, anah	Kakek, sendok, ini, tanah.
Faiza Azka	Udah, yat, mam apa, inta	Sudah, lihat, makan apa, minta.
Naira	Lihat, eong, atoh, ola, nene, endong	Lihat meong, jatuh, bola, nenek, digendong.
Salsa	nek, uka, asi, adah, ibu iat dong, oto	Nenek, buka, nasi, dada ya, ibu lihat dong, foto

Identification of Phrase Acquisition Data and Phoneme Determination at the Age of 2 Years

At the age of 2.5 years, Naira had acquired and produced many phonemes that could distinguish the meaning of the words she said. It was just that in expressing these words at the age of 2.3 years, the phonological abilities

of children aged 2 years are vowel sounds such as /a/, /i/, in word /tua?/ which means uncle and in the sentence /iak endah/ which means this too.

No.	Phone	Data	True Meaning	Meaning
1.	/c/	cacit /c/	Sakit	sakit
2.	/d/	edot /d/	Sedot	sendok
3.	/h/	uah /h/	Uah	sudah
4.	/n/	anah /n/	Tana	tanah
5.	/m/	mbah /m/	Mbah	lagi/nambah
6.	/t/	tan /t/	əntan	sedang

Identification of Phrase Acquisition Data and Phoneme Determination on Azka at the Age of 2 Years 4 Months

The data contained phonemic values that could be understood by listeners. Vowel sounds [a], [i], [u], [ə], [ɛ], [o], which appeared when children in 2.4 years old, spoke according to universality in language acquisition.

No.	Phone	Data	True Meaning	Meaning
1.	/b/	bal	Bal	bola
2.	/u/	uwang	Uwang	buang
3.	/d/	endek	əndɛʔ	tidak
4.	/k/	iak	Iak	ini
5.	/l/	Bal	Bal	bola

Identification of Phrase Acquisition Data and Phoneme Determination in Salsa at the Age of 2 Years 8 Months

The acquisition of language in the phonological order according to the facts already included all vowels, namely, [a], [i], [u], [o], [ə], [ɛ]. The vowel phoneme sounds were gradually able to occupy the pronunciation position, it was just that there were those vowel sounds that occasionally experience inhibition when spoken, such as in the word /maum/ which actually meant [məkah], the vowel sound [ə] is inhibited when squeezed by bilabial consonants [b], and consonants [t] so that they were replaced with vowels [a].

No.	Phone	Data	True Meaning	Meaning
1.	/h/	uah	Uah	sudah
2.	/k/	iak	Ini	ini
3.	/n/	ndek	Ende	tidak
4.	/b/	biw	Biwiw	bibir
5.	/i/	inga	Inga	telinga
6.	/d/	dung	Dung	hidung

CONCLUSIONS

Based on the results of data analysis and research discussions about the language acquisition process for children aged 2 to 3 years in everyday language, the researchers can conclude that the language acquisition of children at the age of 2 to 3 years is developed through several stages, namely (1) the two-word speech stage, (2) the inflection and agglutinative stages, and (3) the question and denial sentence patterns. Based on the results of these general conclusions, specific conclusions were then drawn up as follows: Researchers conducted research on language acquisition regarding linguistic aspects including phonological aspects. At the age of 2-3 years, the child's phonological acquisition is perfect. It is especially the pronunciation of vowel sounds and followed by consonant sounds. Though, when the child communicates there are still consonants and vowels that have not been heard clearly. The morphology of children at this age also had reached hundred words. The average length of the speech was calculated in relation to grammatical items called morphemes. The most dominant morpheme was free morpheme, while the other forms of morpheme were only heard a few.

The transition from a one-word sentence to a sentence consisting of several words occurred gradually. Children's diction begin to be very prominent when children are 3 years old, because when they are 0-2 years old, children hear and imitate words spoken in their environment more. Moreover, children indirectly have acquired a large vocabulary to communicate in the next stage. When children can use the proper diction, it means that the children are able to convey the ideas that they want to express to the speech partner while having communication.

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