

## **2 Years Old Child's Phonemes Acquisition**

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### **ABSTRAK**

Penelitian ini adalah pemerolehan fonem pada anak usia dua tahun. Tujuan penelitian ini adalah untuk menemukan pemerolehan fonem pada anak usia dua tahun. Penelitian ini dilakukan dengan penelitian kualitatif. Data penelitian ini adalah kata-kata pada anak usia dua tahun. Berdasarkan analisis yang dilakukan ditemukan bahwa anak usia dua tahun yang diobservasi masih sulit mengucapkan fonem /r/, mengubah fonem /k/ menjadi /t/, belum dapat memproduksi fonem /f/, belum dapat memproduksi fonem /g/, fonem vokal seluruhnya dapat diperoleh, fonem /k,s/ dapat diucapkan di akhir kata.

**Kata Kunci :** *pemerolehan, fonem, anak dua tahun*

### **A. INTRODUCTION**

Language is used to communicate with others. We use spoken language everyday, face to face, as a mean of communication, and written language allows us to record and and hold on to our history across generations. It has a sound system that allows us to use numerous distinct words, a vocabulary of some 50000 to 100000 terms for many adults, and a series of constructions for relating these words. It allows us to express ideas, describe events, tell stories, recite poems, buy, or sell in the market. Language helps us to convey wants and needs. Without language, it is impossible for human beings to live. Because human beings are the social creatures which need others helps.

Human beings do not acquire language completely after born. Only, the language acquisition device exist as Noam Chomsky Theory stated that human beings has language acquisition device in their brains which it is the facility to acquire language. Chomsky's theory is called Innateness Theory. But, human

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beings can not only stand by this facility. There are views to support human beings acquire language. The first view was prevalent until about 1960 and is well represented by the mentalistic theories of Jean Piaget and the empiricist Rudolf Carnap. As well, the school of psychology known as behaviorism puts forth the point of view that language is behavior shaped by conditioned response. And human beings can acquire language by interacting with the people around. It is called interaction theory by Jerome Bruner.

Based on the statements above, the researcher would like to research a child 2;0 in acquiring language. The child was born on 28th of June 2016. Her initial name is H. She was born normally and her physical and mental are normal. Her weight was 3.7 kg and her height is 41 cm when she was born. Her Mother is Batakese and also her father. His initial mother's name is L who is the researcher of this study and her initial father's name is AA. They live in Padangsidimpuan. But because of her mother has to work from morning to evening, L has to leave H with H's grandmother and her babysitter at home. H's father is also not at home often because he has to work. The researcher would like to find out H in acquiring language especially her phonemes.

### **1.2 The problem of the Study**

Based on the background of the study, the researcher formulates the problems: "How is 2;0 years old child's language acquisition in phonemes?"

### **1.3 The Objective of the Study**

The objective of the study is to find out the 2;0 years old child's language acquisition in phonemes.

### **1.4 The Scope of the Study**

In this research, the researcher focus to find the 2;0 years old child's language acquisition especially in his first language phonemes, Bahasa Indonesia phonemes.

### **1.5 The Significance of the Study**

- a) **Theoretically**, this research is expected to give contribution to the science.

- b) **Practically**, this research is expected to give contribution to the researcher who have the same focus on the research.

## **2.1 Theoretical Framework**

### **2.1.1 Language Acquisition**

According to Taylor (2001), language acquisition is the process of learning a native or a second language. When children learn a first language, they could build on preexisting notions of what to represent with language as well as prior notions of communication. When the children were infants, the infants produce a number of sounds (grunts, cries, gasps, etc). He then begins to produce a number of sounds that are different in acoustic composition from those produced previously and the nature of the situations which appear to provoke them is also different.

When children learn a first language, they could build on preexisting notions of what to represent with knowledge as well as prior notions of communications, or children start to learn the language from having no words at all. They can discover what is represented in language.<sup>2</sup> It means that the language acquired by children is done by their own selves and they can do it by help of their surrounding environment. The acquisition of children might also be affected by the properties of each language. For example the language feature could influence the order in which children acquire each system of the language and could also make some parts of language harder or easier to acquire. The acquisition could also be affected by the social of interaction and cognitive development.

When the infants are 9 month, adultlike intonation patterns and imitation of adult intonation patterns have been noted (Nakazima, 1962). This period during which children produce strings of utterances marked by intonation and stress, although they produce no clearly identifiable morphemes, has been labeled “jargon” period by some experimenters.

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<sup>2</sup>Clark, Eve V. 2003. *First Language Acquisition*. Cambridge: Cambridge University Press

By the second year of life many conventional words are being used. Along with this pre-conventional and conventional words, various international patterns are being used. Words and Phrases are marked with declarative, emphatic, and questions intonations.<sup>3</sup>

### **2.1.2 How is Language Acquired?**

Human is unique from other organism in his capacity to think and learn and to acquire language have taken two positions. One position is that language acquisition is ‘like’ other human learning, and the other position is that language learning is different from other learning in that a very unique system of categorizations and rules has to be learned when the child acquires language.

Taking the former position, Schlesinger ( In Press), Utterances produced by children are produced directly from psychological categorizations ( called “ intention markers”)

### **2.1.3 Stages in Language Acquisition**

Infants don’t produce their first words until age one or later, but by three or four, they can talk quite fluently about some topics. As children learn to talk, they go through a series of stages, beginning with infancy when they are unable to converse and do not yet understand any language. They go from babbling at seven to ten months old, to producing their first recognizable words six to twelve months later. Then within a few months, they combine words and gestures, and produce their first words combinationa around age two. This is followed by the production of ever more complex, adult like utterances, they become active participants in conversation, taking turns and making appropriate contributions. They begin to use language for a larger array of functions-telling stories, expalaining how a toy works, persuading a friend to do something, or giving someone directions for how to get somewhere.

At the age one and age six, children acquire extensive skills in using language and sound quite adultlike much of the time. By around age ten to twelve, they have mastered many complex constructions, a good deal more vocabulary, and many uses of language.

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<sup>3</sup>Menyuk, Paula. 1971. *The Acquisition and Development of Language*. United States of America: Prentice Hall

## **2.1.4 Theory of Language Acquisition**

As stated at the previous chapter that the language are acquired by some views. Infants can not acquire language automatically after they were born. And Infants can not only stand only with their innateness. There are aspects to support children to acquire language.

### **2.1.4.1 Noam Chomsky ( Innatenesses Theory)**

Noam Chomsky is one of the preeminent linguists, as well as scholars in the academic field today. Noam Chomsky's innateness or nativist theory proposes that children have an inborn or innate faculty for language acquisition and that the process is biologically determined. Nativists view language as a fundamental part of the human genome, as a trait that makes humans human, and its acquisition is a natural part of maturation. It seems that the human species has evolved a brain whose neural circuits contain linguistic information at birth and this natural predisposition to learn language is triggered by hearing speech. The child's brain is then able to interpret what she or he hears according to the underlying principles or structures it already contains. Chomsky has determined that being biologically prepared to acquire language regardless of setting is due to the child's *language acquisition device (LAD)* which is used as a mechanism for working out the rules of language. Chomsky believed that all human languages shared common principles, such as all languages have verbs and nouns, and it was the child's task to establish how the specific language she or he hears expresses these underlying principles. For example, the LAD already contains the concept of verb tense so by listening to such forms as "worked" or "played", the child will form a hypothesis that the past tense of verbs is formed by adding the sound /d/,/t/ or /id/ to the base form. Children also initially possess, then subsequently develop, an innate understanding or hypothesis about grammar regardless of where they are raised. They acquire grammar because it is a universal property of language, an inborn development, and these fundamental grammatical ideas all humans have Chomsky has coined *universal grammar (UG)*.

Children under the age of three usually don't speak in full sentences and instead say things like "want cookie" but yet you would still not hear them say things like "want my" or "I cookie" because statements like this would break the

syntactic structure of the phrase, a component of universal grammar. Another argument of the nativist or innate theory is that there is a critical period for language acquisition which is a time frame during which environmental exposure is needed to stimulate an innate trait. Linguist Eric Lenneberg in 1964 postulated that the critical period of language acquisition ends around the age of 12 years. He believed that if no language was learned before then, it could never be learned in a normal and functional sense. It was termed the critical period hypothesis and since then there has been a few case examples of individuals being subject to such circumstances such as the girl known as Genie who was imposed to an abusive environment, which didn't allow her to develop language skills.

#### **2.1.4.2 Piaget's Theory**

Piaget Theory or it is known as the cognitive theory. The theory of cognitive development, is a comprehensive theory about the nature and development of human intelligence first developed by Jean Piaget. It is primarily known as a developmental stage theory, but in fact, it deals with the nature of knowledge itself and how humans come gradually to acquire it, construct it, and use it. Moreover, Piaget claims the idea that cognitive development is at the centre of human organism and language is contingent on cognitive development.

Cognitive theory is a learning theory of psychology that attempts to explain human behaviour by understanding the thought processes. The assumption is that humans are logical beings that make the choices to make the most sense to them.

The stages of Piaget's Cognition are:

1. Sensorimotor: (birth to about age 2)

During this stage, the child learns about himself and his environment through motor and reflex actions. Thought derives from sensation and movement. The child learns that he is separated from his environment, his parents, or favorite toy, continue to exist even though they may be outside the reach of his senses. Teaching for a child in this stage should be geared to the sensorimotor system.

2. Preoperational (begins about the time the child starts to talk to about age 7)

Applying his new knowledge of language, the child begins to use symbols to represent objects. Early in this stage he also personifies objects. He is now better able to think about things and events that aren't immediately present. Oriented to the present, the child has difficulty conceptualizing time. His thinking is influenced by fantasy the way he'd like things to be and he assumes that the others see situations from his point of view.

3. Concrete: (about first grade to early adolescence)

During this stage, accommodation increases. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena.

4. Formal Operations: (adolescence)

This stage brings cognition to its final form. This person no longer requires concrete objects to make rational judgments.

As stated previously, language acquisition is the process to acquire the language, the capacity to perceive, the ability to produce and the ability to use words to communicate begins with a perceptual task of startling complexity. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign.

#### **2.1.4.3 Behaviour Theory**

According to the behaviourist theory, language learning is a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds. Infants also have human role models in their environment that provide the stimuli and rewards required for operant conditioning. For example, if a child starts babbling, which resembles appropriate words, then his or her babbling will be rewarded by a parent or loved one by positive reinforcement such as a smile or clap.

Since the babbling was rewarded, this reward reinforces further articulations of the same sort into groupings of syllables and words in a similar situation. Children also utter words because they cause adults to give them the things they want and will only be given what they want once the adult has trained or shaped the child through reinforcement and rewards speech close to that of

adult speech. Before long children will take on the imitation or modeling component of Skinner's theory of language acquisition in which children learn to speak by copying the utterances heard around them and by having their responses strengthened by the repetitions, corrections and other reactions that adults provide. However, before a child can begin to speak, they first begin by listening to the sounds in their environment for much of the first year of their life. Gradually the child learns to associate certain sounds with certain situations such as the sound of endearment a mother produces when feeding her child. These sounds then become pleasurable for the child on their own without being accompanied by food and eventually the child will attempt to imitate these sounds to invite the attention of his mother or another adult. If these sounds resemble that of adult language the mother will respond with reward and the operant conditioning process begins.

#### **2.1.4.4 The Acquisition of Phonology**

It is obvious that when a child uses the morpheme “hosh” in the presence of a large dog at the early age stages of the use of meaningful words, he is not substituting the phonetic sequence “hosh” for the phonetic sequence “dog”. Rather he is noting the similarities in appearance between horses and large dogs and labelling this similarity. The first sound children produce (babbling), there appear to be certain features of speech sounds which the child selects before others for reproduction into articulatory gestures. In line with the development of phonology acquisition, Children have difficulty in segmenting a meaningful whole, they can convert segments into a whole as long as the reference is meaningful.

Iwin's data (Irwin, 1947) indicate that certain sounds are produced proportionately more often by children aged 29 to 30 months than by adults and other sounds are used proportionately less.<sup>4</sup> In an examination of Wellman's data (Powers, 1957) it was found that some sounds were mastered in all three positions by 4 years of age and others were mastered after this age. Snow's data (Snow, 1963) show that certain sounds are incorrectly produced by substantially more first-grade children than are others.

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<sup>4</sup>Irwin, O. C. 1946. Infant Speech: equations for consonant-vowel ratios. *Journal of Speech Disorders*, 11: 177-80

#### **2.1.4.5 Phonemics**

Phoneme is the smallest unit at the level of the sounds. Phonemes are significant sound is a specified language. Each language has its own set of phonemes. According to Vera “Phoneme is a class bundle of sounds or phones, no two of which can ever take each others place in the same environment.

#### **Consonants**

A consonant is a sound produced by obstructing the air stream in the mouth either completely or partially and also consonants are sounds used before or after a vowel or diphthong to form s syllable. All sounds which are not voiced in the air has an impeded passage through the mouth and all sounds in the production of which the air does not pass through the mouth and all sounds in which there is audible friction that is called consonant”. There are twenty six consonants in Bahasa Indonesia. Those consonants are /b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/, /v/, /w/, /x/, /y/, /z/.

Consonant sounds may be produced practically and placed between the lips and the vocal folds. According to the organs of speech may be it classified into:

a. Bilabial

Both of lips are used as articulators examples [p], [b], [m], [w].

b. Labiodentals

The lower lip and the biting edge of the upper central incisor teeth act as the articulators. [f], [v].

c. Interdental

Interdental are made with the tip of the tongue between the front teeth. There are two interdental sounds [θ], [ð].

d. Alveolar

alveolar is made just behind the upper front teeth there is a small ridge called the alveolar ridge. seven sounds at or near this ridge: [t], [s], [d], [ŋ], [l], [r] and [z].

e. Palatal

Sounds are made near the hard part of the roof of the mouth. five sounds in the palatal region: [č], [š], [ž], [j], and [y].

f. Velar

The soft palate (of velum) is one of articulator. The either is usually the back of the tongue: [k], [g], and [ŋ].

g. Glottal

The vocal cords are usually employed to produce the differences between voiced and voiceless sounds. However they can be used as articulators abstract or narrow the air. How from the lungs the famous “Glottal stop” is produced with the vocal fold pushed together such as that air. Pressure builds up beneath the closure which after a short time is released. [h]

### **Vowel**

Vowel is sustainable vocal sound made without audible stopping of the breath, or friction in its passage out through the mouth; letter or symbol used to represent such a sound.<sup>5</sup> Bahasa Indonesia has five vowels, namely, /a/, /i/, /u/, /e/, /o/. And the additions are /ə / /ɜ/ /ɔ/. The difficulty for a beginner is knowing which sound applies to vowels that have more than one sound associated with them.

#### **2.1.4.6 Acquisition of Phonology: Age 2;0**

The development of children’ language aquisition, develop as her biological development. Language acquisition is realte to the motor system of children, and not related to the the number of ages. It makes to the children at the particular age can speak but another children still can not speak. Only, refering to the age make it easy to use, so that way is generally used by people. At the age of 2;0 Vowel which is acquire earlier is contrastive vowel /a/. Other vowels acquired latest. Nasal sounds firstly acquired are /n/. Lateral sound /l/ have been aquires but /r/ sound don’t yet.

However, there are things which are still blur and need explanation. In acquiring vowels for example, /a/, actually /i/ and /u/ acquired later. Because /a/, /i/, /u/ are minimal vowel sytems in any language.

The acquisition of phonology at the age of 2;0 are as follows (Echa)

- a) Acquired in all positons

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<sup>5</sup>Hornby, AS. 1974. Oxford Advanced Learner’s Dictionary of Current English. Great Britain: Oxford

/ i, e, ɜ, u, o, a, ə/

b) Acquired at the end of words

/k, s, ŋ/

c) Still not acquired yet

/g, f, s, z, c, ʃ, n, r, x/

### **3. RESEARCH DESIGN**

#### **3.1 Location**

This research was conducted in Jl. P. Ali Basya Siregar, Sigiring – giring, Padangsidempuan..

#### **3.2 Research Design**

The research design used in this study is observational case study. In this study the major data gathering technique is participant observation and the focus of the study is on particular organization or some aspects of the organization.<sup>6</sup>

#### **3.3 The Instrument of the Research**

The instrument of the reserach is recorder, to record the phonemes that the sample produced.

#### **3.4 Technique of Collecting Data**

In collecting the data, the researcher only recorded the child language producing and analised the phonemes produced.

#### **3.5 Technique of Data Analysis**

The researcher recorded the data, and analised the language especially child's phonemes by using descriptive analysis.

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<sup>6</sup>Bogdon, R. 1992. Qualitative Research for Education: An Introduction to Theory and Methods, second edition. Allys and Bacon.

#### 4. DATA ANALYSIS AND FINDINGS

##### 4.1 Data Analysis

From the data which has been gained, the analysis as like in Table 4.1

**Table 4.1 Analysis of child's phonemes Acquisition**

Vocabualries	Childs' Acquisition (H)
Makan	/mam/
Minum	/num/
Susu	/cucu/
Mama	/mama/
Lari	/lali/
Duduk	/dudok/
Habis	/abis/
Ikan	/itan/
Rumah	/luma/
Enak	/enak/
Tidur	/tidul/
Kamar	/amal/
Yay	/ya/
Hilang	/ilan/
Bukan	/butan/
Iris	/Ilis/
Nenek	/nenek/
Ribut	/ibut/
Ganti	/nti/
Ngantuk	/antuk/
Cantik	/tantik/
obat	/obat/
fanta	/panta/

##### 4.2 Research Findings

From the data analysis, it found that:

1. H is still difficult to say phoneme /r/
2. H always change /k/ to be/t/
3. H still can not produce phonme /f/
4. H can not produce /g/
5. All vowels are fully acquired
6. /k,s/ acquired only at the end of words.
7. All vowels has been acquired fully

At the age of 2;0 vowel which is acquired earlier is contrastive vowel /a/. Other vowels acquired latest. Nasal sounds firstly acquired are /n/. Lateral sound /l/ has been aquired but /r/ sound hasn't yet. However, Menyuk stated that language acquisition is dealt to the motor system of children, and not related to the the number of ages. It makes to the children at the particular age can speak but another children still can not speak.

## **5. CONCLUSIONS AND SUGGESTIONS**

### **5.1 Conclusion**

Child at the age of 2;0, still has problems in pronouncing particular phonemes, such as: /s/, /g/, /k/ (in the front and middle), f, c, ng. Child change the phonemes that she can produce

1. At the front and middle words, /k/ is changed to be /t/ but at the end of the words /k/ is not changed.
2. At the front and the middle of words, /s/ is changed to be /c/, but at the end of words, /s/ is not changed
3. Nasal Palatal is changed to nasal lateral
4. Consonant /r/ is changed to be /l/

### **5.2 Suggestion**

For the parents, if children make mistake, do not follow their pronunciation such as to say *susu*, children at the of 2;0 pronounce it /cucu/, parents have to say the correct one. Bit by bit, children will realize that they are wrong, and try to make the correct one.

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