



Phonemes Acquisition of An Infant 2 Years Old

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Abstract This research aimed to investigate the development of language acquisition at two years old especially phonemes acquisition. The data was collected by recording the child's utterances in daily communication. The record was natural because the utterances recorded while the child was playing by phone. The child uttered without any setting. Based on the data analysis it was found that a child at two years old already able to produce words. Some consonant phonemes which was already produced the child are /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. There are 9 variation of consonant phonemes such as /tʃ/, /dʒ/, /ŋ/, /bh/, /dh/, /gh/, /ʃ/, /ch/, /ph/. The total of phonemes acquired by the child is 20 phonemes. Furthermore, the child already can produce vowel phonemes such as /a/, /i/, /u/, /e/, /o/ and 4 variation of vowel phonemes like /ə/, /ʌ/, /ɛ/, /ɔ/.

Keywords: Language Acquisition; Phoneme; Two Years Old Infant; Utterances; Variation.

Abstrak Penelitian ini bertujuan untuk mengetahui perkembangan pemerolehan bahasa pada anak usia 2 tahun khususnya pemerolehan fonem. Pengumpulan data diambil dengan merekam ujaran-ujaran anak sebagai subjek dari penelitian ini dalam percakapan sehari-harinya. Cara perekamannya dilakukan secara natural yaitu tanpa menyuruh anak mengucapkan kata-kata yang telah diatur. Perekaman dilakukan saat anak sedang bermain dengan menggunakan perekam dari handphone. Berdasarkan data yang telah dianalisis telah didapatkan temuan yaitu anak pada usia 2 tahun telah mampu mengucapkan kata. Beberapa fonem konsonan yang dapat diproduksi anak usia 2 tahun ada 11 fonem yaitu fonem /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. Ada 9 fonem konsonan variasi seperti /tʃ/, /dʒ/, /ŋ/, /bh/, /dh/, /gh/, /ʃ/, /ch/, /ph/. Sehingga total fonem yang telah dapat diucapkan anak berjumlah 20 fonem. Selain itu anak juga sudah mampu memproduksi fonem vokal seperti /a/, /i/, /u/, /e/, /o/. Dan 4 fonem vokal variasi yaitu /ə/, /ʌ/, /ɛ/, /ɔ/.

Kata Kunci: Pemerolehan Bahasa, Fonem, Anak Usia 2 Tahun, Ujaran, Variasi.

INTRODUCTION

The most crucial aspect for human life to communicate one and other is language. Through language, the human can express their thoughts and feeling in order to communicate with other people and also to obtain wants and needs as well as to maintain culture. The children's ability to speak slower than their ability to understand language (Fletcher and Macwhinney, 1995). There are two abilities in acquiring a language, they are receptive language and expressive language. The ability to understand language is known as receptive language. Meanwhile, the ability to use and express the language to communicate is called expressive language. Receptive language is the first step experienced by a child (Dresner, 2010) For example when a mother asks her sixteen-month-old baby to put his toys on a table, the baby will respond the instruction by following it without saying the instruction back. That baby already understands the language, but he still unable to express the language.

The premier stage in developing language of the early age child starts by distinguishing the general types of vowel and consonant. Then, the child begins to differentiate distinctive features of both elements. A single-year-old child already can utter a word. And a year later, he or she already can say more utterances for instance, two or three utterances (Susanto, 2012).

Language grows in mind. It is more complex than the growth of the physical system. It is begun from our interchange with the world with our minds in a certain genetically determined state, and through interaction with an environment, with experience, this state changes until reach a fairly steady mature state, in which we possess what we call knowledge of language (Endah, 2017). Firstly, it processes the input in the mind, and grows become mature (and indeed in intermediate states as well), and intercorporate becomes a complex system of a mental representations. Then finally, produce a complete computation of a mental representations (Rosetti, 2010). This sequence of changes from the genetically determined initial state to steady state seems to me in many respects analogous to the growth of our organs.

All of the sound of language is normally already acquired by a child at two-years-old. However, it does not happen to all children at that age (Suwandi, 2010). Some children still can not produce the sounds. It is cause by various factors e.g. it can be genetically from the parents or the incompleteness of the organ of speech; and the growth of organ of speech of each child is different. So that, it influences the ability of acquiring the language (Salim et.al, 2014).

This is a case about Indonesian language acquisition of a child named AD who had been able to produce all of the Indonesian phoneme but there is a problem in producing the words which are change of sounds in one word or phrase. In line with the fact, the researcher intends to investigate what phonemes that already produced by a two-years old child. This research was related to the phonological process which concerns in the speech sounds produced by a child. The production of the word is related to the speech sound. Words are very interesting to be analyzed especially in analysis of an infant sound production. This research will investigate the speech sound that produces by a two-years child with the problems that happen in producing the speech sound. The scope of this study was limited into investigation of phonemes that have been able produces by a two-years-old child. The phonemes are consonant and vocal.

The aim of this research was to describe the phonological development of a two-years-old child, especially to show a deep description of phoneme which produced by a two-years-old child and to explain the metathesis process or the speech sound changes of the child's words production. The significances of this research theoretically can be useful in linguistic study in terms of language acquisition and as reference for those who want to conduct a study in language acquisition. Practically, for English teachers, with this understanding teacher can guide and teach the children into a proper way of teaching and for parents in understanding their children language development.

1. Infant at Two-Years-Old

The first step of children language development is the children already can distinguish the general vowel and consonant. After that, the children try to distinguish the element of both vowel and consonant sound. At the age of 18 months, a child can utter a single word. Then, at the end of 24 months old, a child already can utter more than a word which is two or three utterances. Most of the utterances are still unclear to understand (Mehrpour et.al, 2015). It is more challenging to hear. The grammatical structure of the phrases are still messy because the children have no enough knowledge about grammar. Sometime after the "telegraphic" stage children will begin to use tense markers, number, possession and the progressive aspect of verb -ing". They are thus starting to use the appropriate grammatical forms (Noermanzah, N, 2017).

The stage of single word or phrase is known as *holophrastic* word. When a child around at the age of 12 to 18 months old, he or she starts to utter one word. It is not pure a word actually. The word produced by that child sometimes unclear accompanying by a set of

other meanings which are expressed using intonation patterns and gestures as well as volume. It shows that the child is expressive (Dresner, 2010). The child already can express his or her various meanings through a word. That kind of sounds are known as *holo-phrases*. When the child is 24 months old, he or she can produce more words at a phenomenal rate.

Based on the above explanation, children of this age should have a wide range of speech sounds in their babbling (like p, b, m, d, or n), begin to imitate and approximate sounds and words modeled by family members, and typically say one or more words (not including "mama" and "dada") spontaneously. Nouns usually come first, like "baby" and "ball." Your child should also be able to understand and follow simple one-step directions ("Please give me the toy," for example) (Hutauruk, 2015).

By the time turn and a lot of variability, the children at the age of 18 months old already can produce 20 words up to 50 words. Next stage, they start to combine two words and make a simple sentence at the age of 24 months old (Abdulla, 2014). A 2-year-old should also be able to identify common objects, common pictured objects, indicate body parts on self when labeled, and follow two-step commands (such as "Please pick up the toy and give it to me"). Parents often witness an "explosion" in their child's speech. Your toddler's vocabulary should increase (to too many words to count) and he or she should routinely combine three or more words into sentences (Lailiyah et.al, 2019).

2. Phonology

Phonology is a language knowledge that talks about the way of sounds are organized in a language (Lely,2014). There is no doubt that every language has its own sets of sounds used to form words. Borrowing sound patterns from different language and adapting the words from another language are possible in language.

Pragmatics, semantics, syntax, morphology and phonetics cannot be separated from phonology. They are linked each other. All the subjects are interconnected each other. Phoneme is the central concept of learning phonology (Dani, 2014). It deals with a distinctive category of sounds that perceived by all the native speakers of a language.

Phonology is a knowledge discipline which concern in speech sounds. It focuses on the smallest unit of sound which may create some meanings. There are two segments in phonology such as primary segment (sound) and secondary segment (stress and tone). Phonemes are described in the primary segment which is discussed in depth in some aspect such as syllable forming and structuring larger units (Meniado, 2016).

Based on these definitions, it can be concluded that phonology is a linguistic study deals with the the sounds of the smallest unit of linguistics symbols. Every single unit of the linguistic symbol has its own sound which is distinctiveable the maning itself.

2.1 Phonemes

Phonemes are related to syllabic, open-syllable, closed syllable, non-syllabic, initial, medial, final, initial cluster, final cluster, etc. Class of sounds is known as phoneme. The class of sound includes similar sounds, contrasting and mutually exclusive with all similar classes in the language (Lennenberg, 1981).

Phoneme is a form of symbol which is produced by logical thinking. The consonant phonemes in bahasa Indonesia are: /p, b, m, f, t, d, s, z, n, l, c, j, š, ŋ, y, k, g, ŋ, w, x, h/. Whereas the vocal phonemes are: / i, e, a, ə, o, u. For example, in bahasa Indonesia, /r/ and /l/ are different because /paru/ and /palu/ have different meaning (Fitriani, 2019). So, every phoneme of any languages has its own form. A phoneme may consist of several phonetically distinctive articulations, which are regarded as identical by native speakers, since one articulation may be substituted for another without any change of meaning. Thus /p/ and /b/ are separate phonemes in English because they distinguish such words as *pet* and *bet*, whereas the light and dark /l/ sounds in *little* are not separate phonemes since they may be transposed without changing meaning (Budd et. al., 2015).

METHOD

This study was conducted by applying a qualitative descriptive method to the compare in contrastive analysis. It is stated that descriptive research primarily concerned with finding out "what is". Moreover, a descriptive qualitative method is describing the situation, events or occurrence, so that this method has an intention to accumulate the basic data. In depth, this description can be conducted in order to know what phonemes that have been produced by a two-years-old child in the process of language acquisition.

A two-years-old child as an informant of the research. The data were the child's sound utterances which transferred into phonetic transcription. This data was taken from October up to December 2016.

The respondent was born in Manado but live permanently in Padangsidimpuan with his parents. Bahasa Indonesia is his mother tongue. Therefore, bahasa Indonesia is the first language which is as the daily language for him. His mother comes from Java and his father comes from Medan. The child is living in a society which dominantly Mandailingese people in Jl. Sudirman, Padangsidimpuan. Since he lives in among the Mandailingese people, his

speech sound production tent to be more mandailingese accent. Actually, this research does not to investigate kinds of languages used by informant, but to describe the speech sound production from a child at two years old.

In this study, the data was collected by using recording and observation. The daily conversation was recorded as data. The instrument for collecting data in this research was a record of child utterances by using a tape recorder. The researcher recorded the utterances while he was speaking for three months which consisted of 30 days.

In collecting the data, documentary technique was applied. It means that the child's utterances which had been recorded were formed into scrip and then it was made into phonetic transcription to analyze the phonemes. Then, the observation was done in order to enrich the data from recording. The researcher observed the child's utterances in daily communication.

The Procedures of data collecting: a) Recording the informant's utterances, b) Transforming the utterances into phonetic transcription, c) Separating the phonetic transcription into the smallest units of phonemes (corpus), d) Classifying al the corpus into vocal vowel and consonant vowel.

The utterances data were formed into phonetic transcription. Then, those phonetic transcriptions were divided into the smallest unit of phoneme. After getting the phonemes, the data were classifying into two types, which are vocal phoneme and consonant phoneme.

The analysis of metathesis process in a word was investigated by finding the changes of the sounds of every single word which was produced by the child. Any word which had the sound changing was classified based on the problem that cause sounds changing. This research only was conducted by applying structural phonology analysis particularly in phoneme.

RESULT AND DISCUSSION

Based on the data which had been collected from the respondent's utterances found that he had been able to produce almost all phoneme in Bahasa Indonesia. If it is compare to another child such as IS, two years old child, an Indonesian respondent of another research conducted by Wira (2018), AD is considered as a quick child in acquiring language. In that investigation, it was found that IS only can produce some a few consonant sounds. The finding shows that there are 7 consonant sounds. They are /b/, /d/, /k/, /l/, /m/, /n/, /c/. In contrast, AD can produce 11 consonant phonemes clearly such as /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. Generally, a child at two years old has not been able to

produce /r/, but this respondent already can produce it. Further explanation about phonemes as the products of the respondent's utterances is written as follows:

a. Consonant Phonemes

There were 11 of consonant phonemes occurred, they were: /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. There were 9 phonemes of the total phonemes occurred that have variations /tʃ/, /dj/, /ŋ/, /bh/, /dh/, /gh/, /ʃ/, /ch/, /ph/. So, there were 20 consonant phonemes were occurred from the speech. The variations were:

Table 1. Consonant and Variations

Consonant		Position					
/Variation		Begin	English	Middle	English	Last	English
/b/	[b]	[bintan]	star	[ibuʻ]	mother	-	-
		"bintang"		"ibu"			
	[b ^h]	[b ^h olon]	perforated	[robb ^h oh]	crash	-	-
		"bolong"		"roboh"			
/t/	[tʃ]	[tʃitʃaʔ]	lizard	[bətʃaʻ]	pedicab	-	-
		"cecak"		"becak"			
	[t]	[tutup]	close	[ote]	aunt	-	-
		"tutup"		"bunde"			
/d/	[d]	[diam]	Silent	[hidup]	alive	-	-
		"diam"		"hidup"			
	[d ^h]	-	-	[kod ^h ok]	frog	-	-
				"kodok"			
	[dj]	[djɔllek]	ugly	[idjaw]	green	-	-
		"jelek"		"hijau"			
/g/	[g]	[guya]	sugar	[gigi]	teeth	-	-
		"gula"		"gigi"			
	[g ^h]	[g ^h oblyog]	stupid	-	-	-	-
	"goblok"						
	[g ^h ocok]	rub	-	-	-	-	
	"gosok"						
/m/	[m]	[mʌmʌ]	mother	-	-	[inum]	Drink
		"mama"				"minum"	

Consonant	Position						
	/Variation	Begin	English	Middle	English	Last	English
/n/	[n]	[inum] "minum"	Drink	-	-	[ephon] "handphone"	handphone
	/ŋ/	-	-	-	-	[abʌŋ] "abang"	brother
/k/	[k]	[kaki] "kaki"	Leg	[buka'] "buka"	Open	[kotak] "kotak"	box
	[']	-	-	[ba'wan] "bakwan"	bakwan	[b ^h ap ^h a'] "bapak"	father
/l/	[l]	[lupa] "lupa"	Forget	-	-	-	-
/p/	[p]	[papa] "pintu"	Door	[cimpan] "simpan"	Save	[a{ap] "asap"	smoke
	[p ^h]	[p ^h ip ^h is] "pipis"	pee	[d ^h up ^h an] "depan"	front	-	-
/c/	[c]	[cucu] "susu"	milk	[bica] "bisa"	Capable of	[lepas] "lepas"	-
	[ch]	[cho'lat] "coklat"	chocolate	-	-	-	-
/y/	[y]	[yəʃ] "yes"	yes	-	-	[iyya] "iya"	yes

The Variations of the phonemes /b/, /tʃ/, /d/, /g/, /dj/, and /p/ occur because of the influence of Javanese language from his surroundings. In bahasa Indonesia, those phonemes are called as velar stop, but in English those are included into plosive consonant.

Other finding of this research was in the producing of phoneme /h/. If this phoneme was in the middle of a word, the respondent would stressed the sound of phoneme /h/ and repeat it. For example, *pohon* [pohhon], *leher* [lehher] and so on.

b. Vocal Phoneme

The respondent had been able to produce 5 vocal phonemes which are /a/, /i/, /u/, /e/, /o/, and 4 variations of it which are /ə/, /ʌ/, /ɛ/, /ô/. So, the total was 9 vocal phonemes. The vocal phonemes are as follows:

Table 2. Vocal Phonemes and Variation

Vowel		Position					
/Variation		Begin	English	Middle	English	Last	English
/a/	[a]	[aduh] "aduh"	Expression of surprising like "ouch"	[capa] "siapa"	who	[bunja] "bunga"	flower
	[ə]	-	-	[b ^h undəɾ] 'bunder'	rounder	[tantə]	aunt 'tante'
	[ʌ]	-	-	[mʌmʌ] "mama"	Mother	-	-
/e/	[e]	[ekor] "ekor"	Tail	[meŋkol] "belok"	To turn	-	-
	[ɛ]	[ɛlɛ'] "jelek"	bad	-	-	-	-
/i/	[i]	[ikan] "ikan"	Fish	[bilu] "biru"	Blue	[nanti'] "nanti"	later
/o/	[o]	[obat] "obat"	Medicine	-	-	-	-
	[ô]	[ôdol] "odol"	Paste	[tjoba] "coba"	Try	[ba'so] "bakso"	meatball
/u/	[u]	[untu'] "untuk"	For	[lusak] "rusak"	Broken	[cucu] "susu"	milk

Based on Table 2, there were 11 of consonant phonemes occurred, they were: /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. There were 9 phonemes of the total phonemes occurred that have variations /tʃ/, /dʒ/, /ŋ/, /bʰ/, /dʰ/, /gʰ/, /ʃ/, /ch/, /ph/. So, there were 20 consonant phonemes were occurred from the speech. At the same time, the respondent had been able to produce 5 vocal phonemes which are /a/, /i/, /u/, /e/, /o/. And 4 variations of it which are /ə/, /ʌ/, /ɛ/, /ô/. So, the total was 9 vocal phonemes.

Other finding of this research is the producing of phoneme /h/. If this phoneme was in the middle of a word, the respondent would stressed the sound of phoneme /h/ and repeat it. For example, *pohon* [pohhon], *leher* [lehher] and so on. Language acquisition is a

complex and natural process of language development. The process is started since a baby was born, then the progression is rapid because they keep acquiring the language. At the age of 18 months, a child can utter a single word. Then, at the end of 24 months old, a child already can utter more than a word which is two or three utterances (Rohimajaya et. al., 2020). Most of the utterances are still unclear to understand. It is more challenging to hear. The grammatical structures of the phrases are still messy because the children have not enough knowledge about grammar. Sometime, after the "telegraphic" stage children will begin to use tense markers, number, possession and the progressive aspect of verb-ing". They are thus starting to use the appropriate grammatical forms.

After analyzing the data, it was found that the respondent could produce 11 consonant phonemes which are /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. There are 9 phonemes of the total phonemes occurred that have variations /tʃ/, /dʒ/, /ŋ/, /bh/, /dh/, /gh/, /ʃ/, /ch/, /ph/. So, there were 20 consonant phonemes were occurred from the speech. At the same time, the respondent had been able to produce 5 vocal phonemes which are /a/, /i/, /u/, /e/, /o/. And 4 variations of it which are /ə/, /ʌ/, /ɛ/, /ô/. So, the total was 9 vocal phonemes.

Children master the syntax, the sentence structure of their language, through exposure and interaction with caregivers and others but, notably with no formal tuition (Thornton, 2016).

The meaning is expressed in the sentences produced by children in their early years are various (Indah et. al., 2017). Kids of this age should have a wide range of speech sounds in their babbling (like p, b, m, d, or n), begin to imitate and approximate sounds and words modeled by family members, and typically say one or more words (not including "mama" and "dada") spontaneously.

CONCLUSION

The conclusion of this research is a two-years-old child has been able to produce utterances or words and it can be seen from the result that the child could produce 11 consonant phonemes which are /b/, /d/, /g/, /k/, /l/, /m/, /n/, /p/, /t/, /y/, /c/. There are 9 phonemes of the total phonemes occurred that have variations /tʃ/, /dʒ/, /ŋ/, /bh/, /dh/, /gh/, /ʃ/, /ch/, /ph/. So, there were 20 consonant phonemes were occurred from the speech. At the same time, the respondent had been able to produce 5 vocal phonemes which are /a/, /i/, /u/, /e/, /o/. Also, 4 variations of it which are /ə/, /ʌ/, /ɛ/, /ô/. So, the total was 9 vocal phonemes.

The data shows that the dominant problem in acquiring of first language is the disordering of the position of phoneme. Children often change the sound of /r/ become /l/ and sometimes add or omit any phonemes. By the process of changing, adding and omission of phoneme can create new word for the children.

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