

Phonology, Semantic, and Syntax Acquisition in Child 3 Years Old (Case Study on Kamila)

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Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan pemerolehan bahasa pada anak usia 3,1 tahun ditinjau dari fonologi, sintaksis, dan semantik. Penelitian ini dilaksanakan pada bulan November 2023 di Waringin, Kota Datar, Kabupaten Deli Serdang, Kecamatan Hamparan Perak, dengan menggunakan pendekatan kualitatif dan penelitian studi kasus pada seorang anak perempuan berusia 3,1 tahun bernama Kamila. Data untuk penelitian ini dikumpulkan melalui wawancara dan observasi langsung. Berdasarkan temuan penelitian, Kamila telah mempelajari semua pengucapan vokal (a), (i), (u), (e), dan (o). Kamila juga bisa mencampurkan beberapa kata menjadi satu ucapan. Namun jika makna yang dikemukakan tidak sesuai dengan makna sebenarnya, maka masih terdapat perbedaan makna kata dalam perolehan semantik Kamila.

Kata kunci : *Akuisisi, Anak-Anak, Bahasa*

Abstract

The purpose of this study is to describe language acquisition in 3.1-year-old children in terms of phonology, syntax, and semantics. This study was carried out in November 2023 at Waringin, Datar City, Deli Serdang Regency, Hamparan Perak District, utilizing qualitative approach and case study research on a 3.1-year-old girl named Kamila. Data for this study were gathered through interviews and direct observation. According to research findings, Kamila has learned all of the vowel pronunciations (a), (i), (u), (e), and (o). Kamila can also mix several words into a single remark. However, if the meaning stated does not match the true meaning, there are still differences in the meaning of words in Kamila's semantic acquisition.

Keywords: *Acquisition, Children, Language*

INTRODUCTION

In general, individuals do not consider language use to be a particularly difficult talent. Children have attempted to interact with their surroundings since birth. In interactions, youngsters utilize language as a shield. The use of language feels natural since a newborn will grow alongside the development of its language without being taught. A infant begins to develop language forms that we may distinguish as words between the ages of one and one and a half years. By the age of four or five, these one-word utterances have progressed to two-word utterances and, eventually, complex phrases. We have been granted language talents since we were babies, even though we do not know how to utilize them well. Every child in this world has a language acquisition device in their brain that functions to acquire language. Children learn language for the first time in their family environment, which

includes their mother, father, grandmother, and siblings, so first language acquisition is also known as mother tongue because when they are babies, it is usually the mother who tells stories and interacts with them. Language acquisition is the process by which a youngster learns his or her first language.

According to Dardjowidjojo (2003), acquisition refers to a child's natural process of mastering his mother tongue. This is not the same as language learning, where children deliberately acquire language skills because they want to study through tutoring, autodidactic learning, private instruction, or school. Therefore, a youngster who picks up his mother tongue organically is said to be acquiring, whereas a child who picks up a language outside of his family context is said to be learning. According to Chaer (2009), language acquisition in children is a process that takes place in the kid's brain when the youngster learns his first language (mother tongue), which is in accordance with Dardjowidjojo's viewpoint. Learning a language is not the same as this acquisition. After children gain their first language, they begin to learn other languages. Children's first language is tied to their language acquisition, whereas their second language, which they acquire through language learning, is related to their language learning.

Three-year-olds typically acquire language in the domains of phonology, syntax, and semantic. This has to do with the sounds that young children pronounce using their speech organs in terms of phonology. When it comes to syntax, it concerns the words that kids combine to make sentences during speech, whereas semantics refers to the knowledge of meaning contained in a language, code, or other type of representation that kids acquire during their development. The majority of studies on three-year-old children's language development is based on the child's own words. Children acquire language through a series of ongoing qualities. From a simple term to one that is more complex.

A child between the ages of 2 and 3 is reaching adulthood in terms of grammar at the language acquisition stage. Children are able to employ challenging words at this age. However, because the spoken language produced by children in this age range is not yet excellent, the language utilized by them is still uncertain (Zilvia, 2020). A child's language development is typically broken down into multiple phases, which include the pre-speech, initial speaking, and differentiation periods. When a youngster learns to speak, they progress from passive to active language comprehension (Tiel, 2015).

Umi Khomsiyatun's (2019) work, "The process of acquiring a first language in early childhood: a case study at PAUD Wadas Kelir Purwokerto," is one of several earlier studies that is pertinent to this one. Research by Khoirotnunisa & Velayati Khairiah Akbar (2023) titled "Language acquisition in three-year-old children: Evelyn" Aprilia Putri of Nasha. Lisma Mastery of phonology in language acquisition: case study of 1.5-year-old children is a 2021 study by Meilia Wijayanti. Sri Kurnia Hastuti Sebayar (2018) on the analysis of three-year-old children's learning of their first language, Bahasa Melayu. The analysis of language acquisition in children 3 years and 1 month old (psycholinguistic study) is covered by Silvi Sri & Hendra Setiawan (2022). The purpose of Enjang Supriatna's research is to determine how young children, ages 3 to 10 days, acquire verbs, nouns, and adjectives.

Apart from that, research on language acquisition in children has also been widely researched globally. The order of acquisition and the impact of adult input on bilingual and monolingual children's development of Spanish dative alternation structures have been studied by Silvia Sánchez Calderón and Raquel Fernández Fuertes (2019). An examination examining how young Sindhi high school ESL learners pick up English grammatical morphemes was conducted by Abdul Malik Abbasi et al. in 2023. The role of parameter setting on phonologically delayed children's acquisition of consonant clusters was investigated by Liang Chen and Ning Pan (2017).

In this study, Kamila, a 3-year-old, was the subject of language acquisition research. In this study, the author focuses on how children's phonology, syntax, and semantics relate to language acquisition. The child's language acquisition was determined to be within the usual range by the researchers based on their interviews with the child's mother, who happens to be one of their neighbors. Some words are still difficult for the child to pronounce

correctly. Nonetheless, the child's linguistic development has progressed well for his age. The three components of a child's language development are phonological, syntactic, and semantic processes. These three elements are not learned at the same time by a child; rather, the phonological component is mastered first, and the other components come later.

METHOD

Research Design

To collect data for this study, a qualitative descriptive method in conjunction with a case study methodology was selected. By means of direct observation in the field of research subjects' spoken utterances, researchers gather data, and this descriptive method is utilized to give a summary of the findings. Researchers selected the descriptive method because it can paint the most accurate picture of people, situations, language, symptoms, or groups. The language acquisition of youngsters will be described using this qualitative method.

Research Site and Participants

The primary source of data for this study is Kamila, who provided data for three years and one month. Additional supporting data came from Kamila's mother and a voice tape provided by Kamila, who is one of the researchers' nieces. The mother of Kamila, who raised her, was interviewed for this study's initial data source. The researcher also saw and had direct contact with Kamila. Researchers use active listening and participation strategies. Following the child's ability to speak, the researcher engaged with the research subjects and encouraged them to speak the words. By listening to and comprehending the language spoken by the research subjects, data was gathered. Every phrase and sound made by the research subject will be recorded by researchers.

Data Collection and Analysis

There are three steps in the data analysis stage of this study, which are as follows. Let's start with reduction. There are four ways that reduction is accomplished: a) transcription of voice data into written form; b) identification of the transcribed data; c) classification; and d) interpretation of the previously classed data. The second step is the presentation stage. The classified data is shown in tabular form at this point in the presenting process. Third, the stage of drawing the conclusion. A re-verification procedure is applied to the first set of data gathered in this third stage (Miles and Huberman, 2014).

RESULTS AND DISCUSSION

At three years and one month old, Kamila is a physically and mentally sound youngster. Out of her three siblings, Kamila is the youngest. When Kamila is with individuals she knows on a daily basis, she is a chatty and animated child. During the day, Kamila spends more time with her elder sister and grandmother. Kamila spoke to her father more at night as he had just gotten home from work. We will go over the research results and observations on Kamila's language development at three years and one month below.

In Terms Of Phonology, Acquisition

The following data was acquired by the researchers, based on observations made by the data source on language sounds.

The first vocal phoneme sound that Kamila truly mastered was the vowel phoneme sound (a). It is possible to pronounce the vowel sound (a) correctly and clearly at the start, middle, and finish of the word. the vowel (a) at the start of words, such as "adek." The center phoneme (a) has a sound similar to the word "akak" which means kakak. When she calls her sister "ina," she uses the vowel sound (a) at the end of the word. Moreover, Kamila has also articulated the vowel sound (i) clearly and accurately. This appears at the start of the word "ija," in the midst of the phrase "jait," which means jahit (sewing), and at the conclusion of the word "igi," which means pergi (go). Additionally, Kamila can pronounce the vowel (u) correctly at the start of the word "Upin," in the midst of the word "cucu" which means susu (milk), and at the end of the phrase "ampu" which means lampu (lamp). Additionally, Kamila is able to pronounce the vowel (e) accurately when it comes to the beginning of words like

"etor" which mean ekor (tail), in the middle of the word "nenek" which means grandmother, and at the end of the word "kue" which means cake. Last but not least, Kamila can also pronounce the vowel (o) correctly. She can do so at the start of the word "odoy" which means odol (toothpaste), in the middle, and at the conclusion of the phrase "Coco" which means bakso (meatball).

Acquiring Syntax Knowledge

Although Kamila, who is 3 years and 1 month old, has largely grasped syntax, there are still a few sentences that need work.

(nek apain? Jait miming mau udak) 'nenek ngapain? Jahit mimil mau jugak'

(miming mau coco nek) 'mimil mau bakso nek'

(mak eyap, ampunya ati) 'mak gelap, lampunya mati'

(ija mo pigi ana?) 'ija mau pergi kemana?'

(kak, adek mo cucu) 'kak, adek mau susu'

Acquisition of Semantics

At three years and one month old, Kamila still struggles with semantics, as evidenced by the following exchange, where many of her words have incorrect meanings.

As Kamila conversed with her grandmother

Grandmother: mimil ini apa? (sambil mengambil helm abahnya)

Kamila: babah (abah)

Grandmother: mimil mau makan?

Kamila: Upin ipin

When Kamila talked to her aunt

Aunt: cumil suka pergi kemana sama babah?

Kamila: eyik ajan (belik jajan)

When Kamila talked to her older sister

Nafla: adek, kak ada bombon, mau?

Kamila: adek nak coco nek udi (adek mau bakso nek yudi)

The research results show that Kamila has mastered the Indonesian vowel phonemes well. Pronouncing vowels (a, u, i, o, and e) correctly at the start, middle, and end of words is possible. This is due to the fact that kids can pronounce Indonesian vowel phonemes with ease. The king was able to construct short, basic statements with better syntax. This research is supported by Yeni Witdianti's (2018) study, *Children's Language Acquisition: Aspects of Syntactic Study in Children Aged 2;6-2;8 Years (A Case Study)*. Finally, despite this semantic acquisition, Kamila is still unable to correctly understand an item; he continues to infer meanings and assign many incorrect interpretations. For someone who is only 3 years old and still learning how to correctly perceive items, this is actually rather normal.

Kamila, who is three months old, can already speak with an increasing level of complexity. in terms of phonological, syntactic, and semantic proficiency. Kamila has a large vocabulary that she may utilize when speaking with her family. with both vowel and consonant pronunciation correct. When speaking with her loved ones, Kamila can also string words together to form phrases. For example, "kak, adek mo igi ama babah mo beyik ajan" which means "kak, adek mau pergi ama abah belik jajan" (Sis, I want to go with father to buy snacks). The more frequently Kamila speaks with her grandma, older sister, and other family members, the more her vocabulary starts to reflect what she hears in the home. This is in line with the assertion made by Tiel (2015) that a youngster picks up on the development of his emotions from his mother through touch and hearing her voice. as well as through she senses of smell, sight, and touch.

CONCLUSION

Based on the findings of studies done on 3-year- 1 month old Kamila, a conclusion can be made that her language acquisition follows a sequential process, which aligns with the theories presented in books on the subject and in numerous articles about language acquisition in young children. Kamila can speak words and sentences with the same fluency

as an adult. Kamila is able to put multiple words even a few into sentences using syntax. Semantically speaking, the meaning of the words that Kamila uses is appropriate for a child who is three years and one month old. Although many of the words she uses still have deviant meanings, it is normal for children of that age for their meanings to occasionally diverge from their actual meanings that is three years and one month old.

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