

Form of Magic Words in The Process of Language Acquisition for Children Aged 2-4 Years

Agustina Putri Reistanti¹, Safynatul Fawziyyah², Septian Ayuningtyas³

^{1,2,3} Muhammadiyah Islamic High School of Blora (STAI Muhammadiyah Blora), Indonesia

DOI: 10.15294/ijeces.v12i2.67620

Submitted: 03/04/2023 Revised: 27/06/2023 Accepted: 29/08/2023

ABSTRACT

This research aims to describe the early childhood language acquisition process at playgroup Aisyiyah 1 Balun, Cepu District, Blora Regency. This type of research is descriptive qualitative. Two research subjects were taken in each group, so there were six research subjects. The data collection method used several techniques, namely observation, listening, recording, and note-taking. The research results show that children can achieve language competence at the phonology, morphology, syntax, and semantics levels. Language acquisition results in phonology show that the phonemes /r//l/ sound faint. Phoneme decay is the melting of phonemes due to morphological processes. The /l/ phoneme decays when the /y/phoneme's sound changes to the /l/ phoneme. The results of language processing in the field of morphology are that children aged two years have just mastered the basic morphemes that are pronounced even though the pronunciation is not yet clear.

Meanwhile, many sulfides (- kan) are found in children aged four years. Early childhood language acquisition in the area of syntax identified phrase errors, children's composition of first language sentences was mixed up, and sentence structures were adequate, although sometimes grammatically, sometimes inverted. Meanwhile, language acquisition at the semantic level tends to use denotative Meaning in every utterance.

Keywords: Magic Words, Language Acquisition, Children.

Copyright (c) 2023 Agustina Putri Reistanti, et al

Corresponding Author:

Agustina Putri Reistanti

Muhammadiyah Islamic High School of Blora (STAI Muhammadiyah Blora)

Blora, Indonesia

Email: putrireista08@gmail.com

1. INTRODUCTION

People generally use language as a tool for communicating with others. Based on this statement, they can be said that language is a system of rules or symbols used to communicate and adapt to the environment and exchange ideas, thoughts, and feelings. Language is one of the fundamental differences between man and animal. Language as a gift from the creator makes it possible for individuals to live together with others, help solve problems, and position themselves as cultured creatures (Fridani, Lara; Dhieni, 2014).

Language becomes a vital thing in communication. Ability in language is something somebody already has since born, though since born only weeping however weeping that contains sign and meaning moment by moment. A baby not yet has the ability for speaking with a person other. In general, a person's baby's acquisition of ordinary language is called mother tongue or first language. Language mother is a system language which, in a way, is an experience obtained initially by a mother or family raising a child (Chaer and Agustina, 2004: 81).

Most of the Indonesian children have language. His first is the language of their respective regions (Chaer and Agustina, 2004: 226). Development of language in children from birth until five years old have obtained thousands of words of vocabulary, system phonology, and grammar as well as the rules of the same complex for using language they with appropriately in lots of social background (Wulandari, 2018). Acquisition of language is a process that happens in the brain of children when they obtain language first or language from their mother. Somebody does not suddenly have complete grammar with all the rules in his brain. The first language a child obtains in several stages, and every stage follows approaches to grammar from adult language. Acquisition term is equivalent to the word acquisition (Fridani, Lara; Dhieni, 2014).

Kridalaksana (2001: 159) defines acquisition language (language acquisition) as a process of understanding and production of language in man through several stages, starting from babble until fluency complete, whereas learning language (language learning) is interpreted as a process of mastery of language alone or another language by someone. Process of acquisition and mastery of language in children is one of the fantastic and exciting matters in linguistics. It is said to be spectacular because a child can listen and understand a word but only hears the words once. For example, if a child hears a new word, he will ask for the word and repeat his words for remembering. However, he will be capable of saying that word with OK, but sometimes, the child who uses new words suddenly gets it without knowing where it comes from. This matter creates an acquisition process. Language is interesting for research (Nikmah et al., 2023).

Several factors influence the acquisition of language. Age of child early in acquisition of language. The first is determined by pattern of nurturing and environmental input in the matter this is a parent. There are some factors in child age and early acquisition of language first. According to Schutz (2007) theory of acquisition, language has several methods. First, through the input hypothesis or the interactionist hypothesis that in a way environment behaviorist man always give habit in giving information and communicate with other humans in the environment nearest, that is nanny or parents, hypothesis filter affective through cognition individual, hypothesis acquisition and learning. Second, through the hypothesis of imitation on acquisition of language and hypothesis of response physique (Dariastining et al., 2023).

Acquisition of language there is variation in pronunciation between vowels and consonants in children. Apart from that, individual children also have similarities and differences in vowels and

consonants. Pronunciation is based on a system symbol studied by a branch of linguistics called phonology.

In children's language acquisition, the reality is that there are still lots of people who need to study and give treatment unique to their sons in learning language. Lack of understanding person old about time effective for obtain language this cause lateness in acquisition language. Parents play an essential role in everyone's development of language. Braid communication can be carried out by parents since child still babies, among others, listen to soft music that can stimulate the function of hearing child and give comfort to the child and mother (Fridani, Lara; Dhieni, 2014).

Lateness in acquisition language this becomes attention significant for parents to constantly stimulate early through activity communication (invited talk continuously) to anticipate child experience lateness. It has been proven that another phenomenon occurred at playgroup Aisyiyah 1 Balun, District Cepu, Regency Blora. A three year old child can only say a few words, and there is much silence at school. Stage acquisition language child is very slow.

One of the steps parents take is sending the child to school as early as possible with pretext so the child has more lots vocabulary obtained. Apart from that, the golden age period is also fast information the brainchild will receive. When children obtain language first, There are two processes: competency and performance. These two processes are different and the same other. Competence is an ongoing process of mastering grammar without realizing it (Purnomo, 2019). Competence this is carried by each child, though brought since birth. Competence needs coaching so that children can perform well in the Language. Performance is the ability of a child to use language to communicate. Performance consists of two processes: the understanding process and the producing process sentences. Process understanding involves the ability to observe and understand the sentence that is heard, whereas process disclosure involves the ability to produce the sentence himself (Chair, 2003, p. 167). Based on the background above then we took the formulation problem, i.e., What is the language acquisition process for early childhood at playgroup Aisyiyah 1 Balun, District Cepu, Regency Blora?

2. METHOD

A. Research Design

This study uses method descriptive qualitative. A study was conducted to describe language acquisition in phonology, morphology, syntax, and semantics of children age early. Data source from study playgroup Aisyiyah 1 Balun, District Cepu, Regency Blora. Every child aged 2 to 4 years every class took two children as subject study, so the total sample totaled six subjects study. This data nature meaningful descriptive that acquisition of phonology, morphology, syntax and semantics in children age early.

The methode in this research is a observation or observation directly on object study. Through method observation, the researcher can see how direct activities are performed by the child in communicating with the people around him. Researchers observe or observe in a way that directs the child who becomes the subject of study. The researcher uses the listen-and-note technique. To help obtain data in the form of speech, researchers use tools to help record. Then, transcribe them in writing for further analysis.

Stage data analysis was carried out in three stages. First stage is reduction. In this stage, the researcher transcribes speech in written form. The data was then identified, classified, and interpreted by meaning spoken speech subject study. Stage two is a stage presentation; the data is presented in

table form. Moreover, this is the stage make conclusion. At this stage, the researcher verifies against previous initial data already collected.

3. RESULTS AND DISCUSSION

A. Language Acquisition in the Field of Phonology

For data analysis in phonology, the first researcher steps is a transcribing data in phonetics and text. The purpose of transcription of this data is to explain utterances uttered by children. Then the data is written to show speech spoken by children as subject research (children aged 2-4 years).

(1) [Ajah japah bum]. [Abin tu] [jayan] [ton] [ayi ma mbuk ma father yesterday]

Gajah jerapah burung. Naik mobil itu jalan jalan naik motor sama ayi sama ibuk sama ayah sama adik.

Based on data (1), it can be seen that there is sound experienced language change sound language. There are unit decaying phonemes as in the sound [japan] should be a giraffe. The phoneme /r/ is heard faintly because the child cannot yet say the phoneme /r/ with clear. A decay phoneme is a melted phoneme due to morphological processes.

Also, the /l/ phoneme that occurs in decay sometimes Has a changed sound. The phoneme /y/ changes sound to become the phoneme /l/ or term other children experience " plates "; however, this Can be reduced along the additional age plate. That proof is contained in data (1), which reads "Jayan-Jayan," which should be " going for a walk

The data findings above aligned with the theory expressed by Jakobson in Chaer (2009:204), which states that language acquisition in children is universal. It means order acquisition language after the consonant process, followed by a broad vowel at the top so that opposition oral and nasal sounds appear.

The theory put forward by Jakobson predicts that babies will obtain contrast or opposition between bilabial inhibition with dental obstruction or more alveolar obstruction rather than contrasts between the bilabial and the velar or between the dental and the velar. Consonant resistors will be formerly obtained than fricatives and affricates. The latter obtained sounds liquid such as [l] and [r], and sound glide glide [y] and [w].

The statement above, according to data (2) to (6) below, is:

(2) [Zo no no nuna] [Tatik] [nuna] [nenak] [crow] [father]

Kenzo no no luna. Kaki luna kena rokok ayah

(3) Cucu yi. Awang janan ha' a ipuk tu. Mena o mam men teh cucu. Eh teh cucu. Papa ma gi li aik bing ma papa ti

(Susu stroberi. Awas jangan ya jupuk itu. Minta mama minim teh susu. Es teh susu. Papa mama pergi)

(4) Jan ha hh hasan oo. Hasa kan nasi goreng lum. Towong uka bsbsbsbs. Myah hijau biyu gen yew wed pape

(Jajan buka hasan oo. Hasan makan nasi goreng belum. Tolong buka. Merah hijau biru green yellow red purple)

(5) Eta api ima ayuk. Unda ayuk. Apah inka buyung aa gah

(Kereta api sama ayuk. Bunda ayuk. Jerapah ikan burung gajah)

(6) Ya Awah haiah ami ayan iski yang teyah entau beitan ketada tami dan peyihayah mi ayi neyaka
(Ya Allah berilah kami rizki yang telah engkau berikan kepada kami dan peliharalah kami dari api neraka)

Language Processing in the Field Morphology

Based on data (5) which reads:

"Eta api ima ayuk. Unda ayuk. Apah inka buyung aa gah"
(Kereta api sama ayuk. Bunda ayuk. Jerapah ikan burung gajah)

In the data above is a speech child who is 2.5 years old (data 5) not yet show emergence morphemes that undergo the affixation process. Apart from that, found there is mentioned morphemes not yet clear like the data above /eta/, /ima/, /unda/, /apah/, /inka/, /agah/ the morpheme should sound /kereta/, /sama/, /bunda/, /jerapah/, /ikan/, /gajah/. In children aged 2-4 years, the affixation process occurs when data (1) is mixed with data (5). It can be seen that the speech in data (6) begins the process of affixation, namely suffix.

The affixation process that gets the suffix process contained in data (6) reads /haiah/, /beitan/, /peyihayah/ should read /berikan/ /berikanlah/, /peliharalah/. In children 3-4 years old, significant morpheme reduplication already appears. Repetition morphology is found in the morpheme /papa/ /mama/ /jalan-jalan/. In children, two years old, newly mastered morphemes are spoken. Children three years old do not yet show processing affixation in a significant way because several factors influence it. One of them is a lack of ability to absorb vocabulary and parental involvement in communicating with the child. Children three years old often appear forms passive in speech. In children four years old, the affixation process is visible sulphic (- kan), (- lah). Apart from that, there is also a reduplication process intact certify in speech /jalan-jalan/.

B. Language Processing in the Field Syntax

By general error language at level syntax is possible errors discovered and occurring at the level of phrases, clauses, sentences, and discourse. Indonesian language processing in the field syntax this research identifies several sentence-using errors. Error that includes error phrase, error clause, and error sentence. The following data shows its error phrase. Language error in field phrase: error language in field phrase can caused by various things, including (a) the existence of influence language area, (b) the use of prepositions who does not correct, (c) error word order, (d) usage of excessive elements or wasteful, (e) use superlative superlatives, (f) pluralism double, and (g) use of form reciprocity is not correct (Setyawati, 2013, p. 68).

In research, this field error phrase was contained in data (4). [Jajan buka hasan]. [Hasan kan nasi goreng belum.] Based on the data above, Aisyah was three years old. There is an error phrase, namely "kan nasi." It should be "makan nasi". Then, the error phrase shown in the phrase makan nasi goreng belum "is an error in the classified phrase's wrong work because its structure is inappropriate because the adverb should be located before the verb/work. Furthermore, there was an error in the phrase "Rajan buka Hasan." The statement jajan buka hasan " should be in form. The passive should be "Jajan di buka oleh Hasan." For clarification, form passive, so you need to add the word "oleh." Based on language processing, nak first above nak is already capable of reaching language competency though the shape is simple. (5) Minta mama minim teh susu. The data discovery (5) above shows speech children aged three years who already produce sentences already patterned simple. Generally, patterns produced by children 3 years old are structured SP-SPO-SPK-PSOK. In data (5), structure the sentence above: PSO (request occupied function predicate, Mama occupied function subject, drink milk tea occupied function object).

Explanation above for children's language processing in field syntax structure, the sentence is already fulfilled, although sometimes grammatical, sometimes upside down. There are also inside preparation sentences children mixed with the regional language, the first language, for example, in data (3), which reads "strawberry milk, "Susu strobe, awas jangan ya jupuk itu ". The word "Jipuk itu" should "ambil itu ". Factors of competence and performance greatly influence the process of acquiring a child's first language. Competence this is carried by each child, though brought since birth. Competence needs coaching so that children can perform well in language. Performance is the ability of a child to use language to communicate. Performance consists of two processes: the understanding process and the producing process sentences. Process understanding involves the ability to observe and understand the sentence that is heard, whereas process disclosure involves the ability to produce the sentence alone.

C. Language Acquisition in the Field Semantics

Based on research data (1) to (6), you can analyze at the semantic level that children aged 2-4 years are already capable of using the word have meaning by context. In other words, children aged 2-4 years use meanings denotative in communication, although the pronunciation must be perfect. According to Udjang (2010:42), meaning denotative is meaning appropriate to the words and has a general meaning. Meaning denotative this own meaning, in a way, is objective and what exists. In other words, a word has a meaning based on its use in a sustainable way.

Garcia (in Yulianto, 2011:3) stated that children's language acquisition is sustainable. It means to own something suite moving units from one saying simply going to more complex word combinations. This matter aligned with the increase in age and the increasing age of the child, so the introduction of semantic features will also be more perfect.

At ages 2-4, children still often say essential words with meaningful denotatives without using conjunctions. This matter can seen in data (5), which reads :

"Eta api ima ayuk. Unda ayuk. Apah inka buyung aa gah"
(*Kereta api sama ayuk. Bunda ayuk. Jerapah ikan burung gajah*)
[eta api ima ayuk] [kereta api sama bunda ayuk]

Based on the data above, the child says, "eta api, ima come on, "which means He was invited to get on the train fire. [Come on, come on. What Inka buying aa gah] [Mommy come on giraffe fish bird elephant]. Based on the data above, the child wants to convey that he wants to train fire with his mother. Let us see giraffes, fish, birds, and elephants. In speech, the child uses meaningful words denotative as a basic word. Although not yet clear pronunciation, meaning in every speech children tend to want to express Meaning by what happened without there is meaning other.

4. CONCLUSION

Based on the explanation above it can be concluded that the early childhood children at playgroup Aisyiyah 1 Balun is capable of reaching competence in language in level phonology, morphology, syntax, and semantics. Acquisition results language in field phonology the phonemes /r//l/ are heard faintly Because the child cannot yet say the phonemes /r/ and /clearly. A decay phoneme is a melted phoneme due to morphological processes. The /l/ phoneme that occurs in decay sometimes. There is a change in sound. The phoneme /y/ changes sound to the phoneme /l/. Processing results in language in the field morphology, namely in children two years old, newly mastered morphemes basic spoken although pronunciation is not yet clear. Children 3 years old do

not yet show processing affixation in a significant way because several factors influence it. Meanwhile, we already found the suffix (- kan) for four-year-old children.

Acquisition language child age early in the field syntax there are several errors, i.e., a child three years old identified. There is error phrase namely in the phrase " kan nasi" it should be "makan nasi." In general, children are also inside preparation sentences mixed with the regional language, which is the first language. Processing language child in field syntax structure the sentence already fulfilled although sometimes in a way grammatical sometimes upside down. As for acquisition language at the level of semantics, kids aged 2-4 years tend to use the meaning denotative in every speech. Age children use some essential words to represent One unity meaning in a sentence.

REFERENCES

- Basir, U. (2010). *Sociolinguistics: Introduction to Action Studies Speak*. Surabaya: Bintang Publishers .
- Chaer, A. (2009). *Psycholinguistics: Theoretical Studies*. Jakarta: Rineka Cipta.
- Chaer Abdul and Leonie Agustina. (2004). *Sociolinguistics*. Jakarta: Rineka Cipta
- Chaer, Abdul. (2003). *General Linguistics*. Jakarta: Rineka Cipta
- Darihastining, S., Mardiana, W., Misnawati, M., Sulistyowati, H., Rahmawati, Y., & Sujinah, S. (2023). Application of Various Hypotheses of Second Language Acquisition to Early Childhood. *Obsession Journal: Journal of Early Childhood Education*, 7 (1), 685–698. <https://doi.org/10.31004/obsesi.v7i1.3893>
- Fridani, Lara; Dhieni, N. (2014). The Nature of Children's Language Development. *Language Development Methods*, 1–28.
- Kridalaksana , Harimurti . (2001). *Dictionary Linguistics*. Jakarta: PT Gramedia Pustaka Utama.
- Nazir. Mohammad. (2011). *Method Study*. Jakarta: Ghalia Indonesia .
- Nikmah, ZU, Muparrohah, M., & Antono, MN (2023). Acquisition of Syntax in Early Childhood. *JECER (Journal Of Early Childhood Education And Research)*, 4 (1), 11. <https://doi.org/10.19184/jecer.v4i1.38568>
- Purnomo, H. (2019). Socio-religious research methodology. *Qualita*, 1 (2), 86.
- Schütz, R. (2007). Stephen Krashen's theory of second language acquisition. *English made in Brazil*, 2(2), 2007.
- Setyawati, Nanik. (2013). *Analysis Error Speak Indonesian Theory and Practice*. Surakarta: Yuma Pustaka.
- Wulandari, DI (2018). Acquisition of Indonesian for Children Aged 3-5 Years at PAUD LESTARI Blimbing Village, Paciran District, Lamongan Regency. *Lingua Franca: Journal of Language, Literature, And Its Teaching*, 2 (1), 74–83. <https://doi.org/10.30651/lf.v2i1.1346>
- Yulianto, Bambang. (2011). *Introduction Language Learning Theory*. Surabaya: Unesa University Press