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Analysis of Phonological Acquisition and Children's Polite Speech in The Pre-Operational Period (3-4 Years)

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Abstract

Acquisition in toddlerhood is undoubtedly different. This is influenced by various factors such as environment, age, stimulation, and the maturity of the speech apparatus. Toddler language acquisition can be seen from the pronunciation of the words used. Children still cannot pronounce /s/or/r/, but some toddlers are already mastering it. In addition, at this age, some toddlers can convey messages pragmatically. Therefore, this study aims to describe children's phonological acquisition in the pre-operational period and children's politeness speech acts in the pre-operational period. This research is a descriptive qualitative research with a Psychopragmatic approach. The data source is pre-operational children or 3-4 years old. The data in this study are words, phrases, clauses, and sentences. Data collection is done by using the observation method with a note-taking technique. This method is realized by using advanced techniques like free listening techniques. This study showed that language acquisition in pre-operational children is in the form of sound changes /l/ to /n/ and /y/ and /s/ to /c/. The acquisition of pragmatics in children focuses on the types of politeness speech acts and the strategies used. The benefit of this study is to provide readers with an understanding that the phonological mastery of children aged 3-4 years is different and unique. In addition, children can reasonably convey speech acts.

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INTRODUCTION

Humans naturally acquire language as a communication tool during the growth and development phase. Babies are not yet able to talk to others when they are born. Language acquisition, also known as language acquisition, occurs naturally during childhood. Language acquisition, according to Kiparsky in (Dardjowidjojo, 2018), is the language mastery process a child carries out naturally when he learns his mother tongue. Language acquisition occurs in childhood, driven by internal motivation; verbal communication occurs, and language data is not programmed. Children experience phonological, syntactic, and semantic development comparable to their age when they learn their first language.

When a child acquires their first language or mother tongue, the process of language acquisition, also known as acquisition, occurs in his brain. Language acquisition is related to the first language, while language learning is associated with the second language. However, many people use the phrase "language acquisition" to refer to their second language (Chaer, 2015). (Isna, 2019) States that children's language development can be affected by interaction with their environment or imitating models so that children's language development is affected by interaction with their environment.

When a child learns their first language, there are two processes: competence and performance. Unconscious mastery of grammar is a process of competence. This process is necessary for the performance process, which consists of two processes: comprehension and publication or sentence creation. There are three theories or hypotheses: the conscience hypothesis, the tabula rasa hypothesis, and the cognitive cosmetic hypothesis. Phonology, syntax, and semantics are other types of language acquisition. Pragmatic acquisition is also discussed.

At a young age, language acquisition includes speech derived from the sounds of word choices, formations, and sentences made by imitating adults. By the age of three to five, children can create compound sentences, pessimistic questions, and various sentence forms. Children with more regular grammar and longer speech will appear at 3-4 years old. He doesn't use just two words but three or more words. His speech and grammar become regular at the age of three to four years (Ingram in (Kurnianti, 2017)).

Many parents today give their children electronic devices at an early age. They provide interesting viewing for children because they believe that the content is interesting for children, or they provide electronic devices to children when

they cry so that children become addicted to watching them again and again over time. In addition, most parents give electronic devices to their children to prevent them from interfering with their parents' activities or disturbing them while playing outside the home. That includes the problem of early childhood language acquisition. Therefore, children are often silent, alone, and lack interaction only by playing with electronic devices. In this study, four-year-olds continued to need clarification and were not focused when asked questions.

Research on language acquisition of children aged 3-4 years has been conducted by (Sinaga, Sendika, & Sumarlam, 2018) Reviewing the use of words in the form of phonemes /r/, /n/, /k/; and replacing the phoneme /m/ to /b/ and /r/ to /b/ or /p/. (Mardhyana, Mustika, & Kartiwi, 2020) When reviewing phonology acquisition, children need help proclaiming the actual or the original phoneme. The phoneme /s/ becomes /t/, and /r/ becomes the phoneme /l/. (Raharjo & Nursalim, 2020) Review the pronunciation of all vowels and consonants. What is still a correction is that the phonemes /r/ and /l/ change to /y/ or cannot be pronounced correctly. In previous studies, some children could pronounce the phoneme /l/, but others could not pronounce the phoneme /l/ to /y/. (Mieske, 2020) Reviewing the Language Acquisition of 4-Year-Old Children in the Semantic Field. The difference in this study was found in children who could not pronounce the phoneme /l/ well to /n/, for example, in the school word pronounced /Sekolah/.

In addition to mastery of phonology, research related to language acquisition and pragmatics has been reviewed by (Purnamasari & Muhammad Ghazali, 2019) focuses on children's pragmatic analysis of cooperative speech in children aged 3-5 years, while (Kurniawan, Satria, & J., 2022) Exploring the act of polite speech of children by saying yes and rejecting both verbal and nonverbal. Children's pragmatic power is undoubtedly different and unique, so it can continue to be researched. Based on the above explanation, the formulation of the problem and the purpose of this study is to describe the acquisition of phonology of children aged 3-4 years and pragmatic performance (polite speech) in children. The study of phonology, which addresses sound systems' complexity, regularity, and limitations, can support and influence linguistic theories that experts have developed. Therefore, the acquisition of phonology is an essential field of research because it can determine or influence linguistic theories (Yanti, 2016).

In the field of pragmatics related to the first language of children, it has been researched by (Rizal, 2022) Review the pragmatic competencies of children aged 3-5 years in media bloggers. Moreover, (Salnita, Atmazaki, & Abdurrahman, 2019) Commenting on the acquisition of children's language and pragmatics. Child acquisition and pragmatics can continue to be studied because each child's pragmatic power differs.

RESEARCH METHODS

This qualitative study uses a Psychopragmatic approach to explore children's language acquisition and pragmatic performance of children aged 3-4 years. In addition, this study is also descriptive in that data is collected and analyzed based on the results of data classification by describing children's situations and conversations in more detail. The data source in this study is the speech behavior of children aged 3-4 years. The research data is in the form of phonemes, words, and sentences in the speech of children aged 3-4 years. Some of the underlying reasons are: 1) the source of data/data on children's language acquisition is natural or naturalistic; 2) human beings as tools (instruments), more specifically researchers are key instruments; 3) inductive data analysis, based on facts (reality); 4) prioritizing process over outcome; 5) descriptive; 6) the existence of a limit determined by focus; 8) The research design is provisional (Arikunto, 2009); (Indrawan & Yuniawati, 2014).

The data collection methods used are (1) the Simak method (participatory observation/observation), (2) the Cakap method (in-depth interviews) (Mahsun, 2005), (3) and document analysis. Observations were made by listening to the speech of children aged 3-4 years. The sample of children selected was eight children between the ages of 3-4 and from Javanese backgrounds. The data collection technique used is a free listening technique and take notes (Sudaryanto, 2015). The steps in this study are (1) listening to children's speech, (2) the expected transcription of children's speech, (4) observing the transcription and classifying the data needed with phonology and pragmatics (Lakoff, 2004). Methods and data analysis techniques using the distribution method with basic techniques for direct elements. In addition, advanced techniques are used, namely the change and replacement techniques.

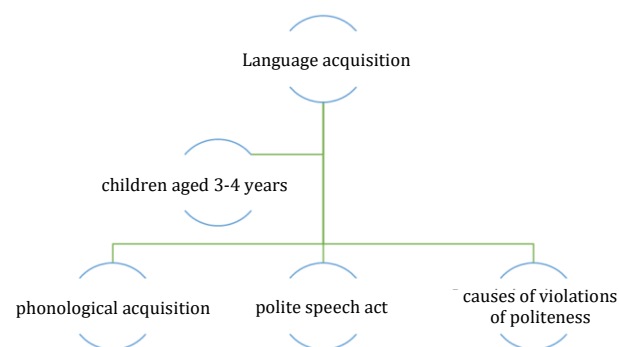


Chart 1. Research Flow

RESULTS AND DISCUSSION

Pre-Operational Children's Language Acquisition

The results of this study are in the form of children's language use in the pre-operational period (3-4 years) obtained from the interviews and observations. Interviews and observations were conducted at the children's homes: VAWP (Ara) and GKW (Briel). Data collection is carried out twice a week for one month. This research focuses on the acquisition of children who experience changes in sound and pragmatic performance in the form of polite speech. Phonological analysis of children's speech is transcribed in phonographic and textual form.

Children's language acquisition at 3-4 years, especially in phonological acquisition, is essential for children to learn and get more vocabulary from the surrounding environment. The more vocabulary is acquired, the easier it is for children to communicate, express emotions, and socialize. Of course, these abilities must be balanced by brain maturity and good growth and development in children. Language acquisition in children is undoubtedly different. Therefore, the environment, the role of parents, and society are critical to determining a child's success in language skills. In addition, the readiness of speech tools in children also determines language skills. Some children can pronounce /s/ well, but some do not; for example, change the sound to /c/.

An essential finding of this study is that a peculiarity is found in children who cannot pronounce the phoneme /l/ well to /n/; for example, the word school is pronounced /sekonah/. Previous research conducted by (Sinaga, Sendika, & Sumarlam, 2018) It was found that the words were erased in the form of phonemes /r/, /n/, /k/, and the replacement of the phoneme /m/ to /b/ and /r/ to /b/ or /p/. (Mardhyana, Mustika, & Kartiwi, 2020) Finding difficulty in proposing the actual phoneme or the original phoneme, such as the phoneme /becoming the phoneme /t/ or the phoneme /becoming the phoneme /l/. (Raharjo & Nursalim, 2020)

Swallowing the pronunciation of all vowels and consonants, and what is still a correction is that the phonemes /r/ and /l/ change to /y/ or cannot be pronounced correctly. In addition, children's pragmatic power is undoubtedly different and unique, so it can continue to be researched. The following is the processing of the results of interviews and observations on children.

Table 1. Acquisition and Change of Children's Language Sounds in the Pre-Operational Period

Actual language	Children's Speech	Information
VAWP (Ara)		
sekolah, beli, kalau	sekolah, beli, kalau	Ara can pronounce the /l/ sound well in the words sekolah, beli, and kalau. This shows that Ara's competence has developed well in pronouncing the /l/ sound.
Lari, berarti, kereta, berkebun, gambar, biarkan	*lali, belalti, keleta, belkebun, gambal, bialkan	The word spoken by Ara replaces the phoneme /r/ with the phoneme /l/. This is the case when the /r/ sound is located at the end of the first syllable phoneme, the beginning of the middle syllable, or the final phoneme in the last syllable. The pronunciation of the /r/ sound is unclear, so what is heard is close to the sound of /l/.
Libur, kasur	*libuy, kasuy	The word spoken by Ara replaces the phoneme /r/ with the phoneme /y/. This is the case when the /r/ sound is located at the end of the word that begins with the vowel /u/. The pronunciation of the /r/ sound is unclear, so the sound of /y/ is heard.
Susu, susah, bisa, sudah, masinin	*tutu, tutah, bita, tudah, matinis	The word Ara speaks replaces the phoneme /s/ with the phoneme /t/. This is due to Ara's competence in pronouncing /s/, which is not by his speech, but the meaning of what is taught is still the same.
GKW (Briel)		
sekolah, beli, kalau	*sekonah, beni, kanau	Briel has not been able to pronounce the /l/ sound well in the words sekolah, beli, and kalau. The word Briel spoke replaced the phoneme /l/ with the phoneme /n/.
Lari, berarti, kereta, berkebun, gambar, biarkan	*lani, beyayti, keyeta, berykebun, gambay, biaykan	The word spoken by Briel has the replacement of the phoneme /r/ to the phoneme /y/. This is the case when the /r/ sound is located at the end of the first syllable phoneme, the

		beginning of the middle syllable, or the final phoneme in the last syllable. The pronunciation of the /r/ sound is unclear, so what is heard is close to the sound of /y/.
libur, kasur	*nibuy, kasuy	The word spoken by Briel has the replacement of the phoneme /r/ to the phoneme /y/. This is the case when the /r/ sound is located at the end of the word that begins with the vowel /u/. The pronunciation of the /r/ sound is unclear, so the sound of /y/ is heard.
susu, susah, bisa, sudah, masinin	*cucu, cucuh, bica, cudah, macinis	The word spoken by Briel has the replacement of the phoneme /s/ to the phoneme /c/. This is due to Ara's competence in pronouncing /s/, which is not by his speech, but the meaning of what is taught is still the same.

Based on the table above, it can be concluded that children's language mastery or acquisition is the same, but their competence in terms of pronunciation is different. It can be seen that Ara can pronounce the /l/ sound well, but Briel is not able to pronounce it well. There was a change of the sound /l/ to /n/ spoken by Briel. The sounds /r/ and /s/ in Ara and Briel cannot be pronounced well. There is a change of the sound /r/ to /l/ at the beginning of the syllable, in the middle of the syllable, and at the beginning at the end. Also, the sound of /r/ will change the sound to /y/ when it is located at the end of the word that begins with the vowel /u/. Meanwhile, Briel has replaced the sounds /s/ to /c/ and /r/ to /y/. Mistakes in perusing the language sounds of children aged 3-4 years when speaking are still considered normal because, at that age, their speech tools are still being improved. However, if you are an adult and are not able to speak it perfectly, then it needs to be a concern for parents because it is included in speech disorders. Therefore, parents must be able to provide stimulation so that their children's speaking skills are better, for example, by teaching beer or chatting, many activities together, minimizing the use of gadgets, a lot of gossip, and so on.

Pragmatic Performance in the form of Polite Speech

Pre-operational-age children (3-4 years old) recognize and process emotions. In the period of emotional recognition, the process of each child is different. Some children quickly recognize emotions, such as anger, sadness, pity,

disappointment, etc. When children get to know each other, they can process their emotions well so that tantrums do not occur. In the case of children who still have difficulty recognizing and processing emotions correctly, these children will have trouble or even feel uncomfortable with what they think. Tantrums are conditions experienced by children to vent their feelings in a bad way, such as throwing tantrums, crying loudly, or slamming goods. The occurrence of tantrums due to excess emotions and excessive sadness or anger (Fetsch & Jacobson, 2013) ; (Lestari, Putri, Sugiarti, & Suhariadi, 2021). During these times, the child will tend to have tantrums or prolonged anger.

The correlation between tantrum actions and the delivery of intentions to the child is that the child conveys a sense but not what is expected. This is because pre-operational children can communicate their intentions indirectly. Children cognitively do this to achieve specific goals. In this study, researchers used a pragmatic approach to explore speech in children to achieve something with a more polite intention. However, when children cannot process emotions, the maxim of politeness is violated. Leech (Oka, 2011) Dividing the principle of politeness into six maxims, namely: (1) maxim of wisdom, (2) maxim of generosity or generosity, (3) maxim of acceptance or praise or appreciation, (4) maxim of humility, (5) maxim of compatibility, and (6) maxim of sympathy.

- (1) Anak: "Tidak.... harus.... Bunda tidak boleh di sini. Ini tempatku."
 Child: "No.... must.... Mommy can't be here. This is my place."

Context: the child feels uncomfortable when his mother wears the shoe storage. You can put shoes in any box with a note that the place is empty or unused.

In the data above, the maximum politeness committed by children is violated. This happens when the child sees a place where they usually put their shoes worn by someone else, in this case, their mother. Therefore, the response made by children is in the way of anger (higher intonation), and there is an emphasis on the words /no/ and /should/. The speech delivered by the child was considered disrespectful to his mother. This is because children are not able to process emotions properly. In addition, children have an orderly and neat character that makes them uncomfortable.

- (2) Anak: "Bunda baik, kan?"
 Budan: "Iya, kenapa?"

- Anak: "Bunda baik, kan?"
 Bunda: "Iya, dong. Kan Bundanya Ara."
 Anak: "Bunda baik, kan?"
 Anak: "Maaf, aku ngompol."

Child: "Mother is good, right?"
 Budan: "Yes, why?"
 Child: "Mommy is good, right?"
 Bundy: "Yes, dong. You're a thief."
 Child: "Mommy is good, right?"
 Child: "I'm sorry, I'm drinking."
 Context: the child is playing and unaware that he is wetting in the playroom.

In the data above, there is a violation of the principle of politeness. Everyone who speaks should show as much empathy as possible and not show uncertainty to the speaker. (Oka, 2011). The violation of the maxim of sympathy occurs when the child does not feel brave enough to tell his mother that he has wet his bed. Therefore, the child asks up to three times to make sure or get sympathy and validation that what he did was not wrong and would not be scolded. The violation occurred because the child asked up to three times. This makes this speech impolite, which means there is a sense of distrust of the child towards his mother. Generally, a mother has a good heart, and this is a question when asked. This was marked by the mother's question, "Yes, why?".

- (3) Nenek: "Pipis di mana, Dik?"
 Cucu: "Emm di Kasur."
 Nenek: "Kasur mana?"
 Cucu: "Itu rahasia, Uti tidak boleh tahu."

Nenek: "Pipis di mana, Dik?"
 Grandson: "Emm on the mattress."
 Grandma: "Which mattress?"
 Grandson: "It's a secret; Uti shouldn't know."
 Context: when her grandmother finds her granddaughter's pants a little wet, instead of drinking until they are very moist.

In data (3) above, there is a violation of the principle of politeness (sympathy). The principle of politeness occurs when The speech partner obeys this maxim (Oka, 2011). The violation of the maxim of sympathy occurred when the grandmother found her granddaughter slightly wetting, to which the grandchild did not respond well. The grandmother gives sympathy or attention by asking her grandson where the mattress can be dried or wiped when on the floor. However, the grandson did not inform him where he was wetting. This happened because the grandson felt embarrassed that he had drunk a little in the refrigerator when he was preoccupied

with playing. In addition, the grandson answered shyly, which means that the grandson is embarrassed to be caught wetting a little by dishonestly where to drink. This indifference occurs when the grandmother wants to ensure the place where the grandchild wets so that she can immediately change the sheets or dry the mattress. However, his grandson answered, which was disrespectful because he did not answer his grandmother's questions.

- (4) Anak: "Ibu, sini...sini... lihat lho! Lihat! Keretanya anjlok."
 Ibu: "Sebentar, Dik. Ibu lagi masak."
 Anak: "Sini toh, Bu. Cepet!"

Child: "Mom, here... here... You see! See! The train plummeted."

Mother: "Wait a minute, Dik. Mom is cooking."

Child: "Here it is, ma'am. Hurry!"

Context: The child asks his mother to go to the playroom while the mother is cooking.

In the data above, the maxim of politeness was violated when the child was delighted because his toy train had plummeted, and he asked his mother to look. This is considered impolite because his mother is cooking. Children are thrilled with toy trains more than other toys and hope that people around them also like them.

- (5) Anak: "Kenapa harus berlatih?"
 Ibu: "Ya, biar menang nanti."
 Anak: "Gimana caranya bisa menang?"
 Ibu: "Ya harus berlatih terus."
 Anak: "Aku sudah berlatih terus, tapi kok tidak pernah menang lomba kelereng?"

Child: "Why practice?"

Mother: "Yes, let me win later."

Child: "How can I win?"

Mother: "Yes, you have to keep practicing."

Child: "I've always been practicing, but why have I never won a marble race?" Context: When reading a fairy tale before bedtime, the child keeps asking his mother how she can win the dream race. And his mother kept answering the same question, which was to practice.

Data (5) above shows a violation of the principle of decency (match). The maxim of compatibility requires the speaker and the other speaker to maximize the compatibility of what is said and minimize the incompatibility (Oka, 2011).

The child felt disappointed because he had never won the marble competition and asked what strategy was used to win. The mother replied by practicing. However, the child was dissatisfied with his mother's answer that practicing was not enough. The mother's answer is considered incompatible with the child. The child has tried his best but has not succeeded even though the competition's success is not only from the child's factors but external factors, such as opponents, facilities, or competition venues that are not explained by the mother so that the answer does not satisfy the child.

Summary: Points to Consider When Preparing Your Paper

The results of this study show that children's language acquisition in the pre-operational period is quite good. Some children can pronounce the sounds /s/, /r/, and /l/. Some children change the sound of language due to disability, for example, changing the sound of /l/ to /n/ and /y/ and /s/ to /c/. Therefore, the strategy or support of parents to continue stimulating children to speak with the correct pronunciation. In addition, this study also describes the pragmatic power of children aged 3-4 years. The results of this study showed that language acquisition in pre-operational children was in the form of. Pragmatic acquisition in children focuses on violating the maxim of intuition in expressing their anger, fear, sadness, joy, and curiosity.

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