

**PHONOLOGICAL ACQUISITION OF JAVANESE LANGUAGE ON
THREE YEARS CHILD**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

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The aims of this research were: 1) to describe the speech sounds produce by children communication of 3 years child in Desa Suka Dame Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan, 2) to investigate the phonological processes produce by 3 years child. The data of this research was taken by 3 years old child. The data acquired by the children named Adresia Hayatul Hikam, 3 years old, live at Dusun Cabang Dua, Desa Suka Dame, Kecamatan Silangkitang, Kabupaten Labuhanbatu Selatan. This study applied qualitative method. The technique of collecting the data used observation, the observation conducted for time period of one month. In this research, it was found two language that used by adresia are Javanese and Indonesian Language and found the phonological process are substitution, assimilation, syllable structure process. It was concluded that the development of phonological acquisition on 3 years old child vary depending on the children's age and their environment.

Key words: phonological acquisition, three year-old child, phonological process.

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The Researcher

Endha Lestari

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of media to express what human being felt, to communicate and to interact with other people. Language as a communication tool is a means of formulating intent, give birth to feelings, allowing us to create a follow human activities, organize various community activities, plan and direct our future. Human being can interact in giving information each other by language. Language is a means of communication, is a central fact of human existence and social process. All human acquire language. Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. When the children acquire his/her native language, it is call first language acquisition.

The ability to speak a person from childhood and adulthood passing through several stages of the process as well. There are several processes or phases through which the child in the acquisition of syllable, like *mak*, *pak*, *miq*. Obtaining a word, such as *maem*, *pigi*, *nom*. Obtaining a phrase, such as *mimiqcucu* (drink of milk) and other.

According to Stampe (2016:61) says, "the children that has age 36-48 months More handshapes increase complexity as follows: v, h, w, u, t, h, k, p, x, y, r, e, m, n". Related to language acquisition of a child, researcher has experience

it directly with my neighbour . As a noted researcher in the example above, and empirical fact that during these researcher get from my neighbour in my hometown. Based on the fact ,the name of my neighbour is Adresia , she can speak up clearly but she difficult to say l, r, m, and vocabulary unclear when she said something. the researcher is interested to analyze the subject as informant in the study, especially those that are related to the terms of phonology as my title and to know how the phonological of her, different or same with other children that same with her age. So that researcher can know and understand what the language that often using by children in java language area.

According to Kiparsky (1985:243)says, “language acquisition is a process used by children to adjust a series of hypotheses that are increasingly complicated, or theories that are still hidden or hidden that may occur, by selecting speech from parents, based on a measure or measure of assessment, and the grammar they listen to from people who communicate with children”. And A child’s language acquisition is a natural process experience in their life. Therefore, human being in acquiring language is a process that is very impressive, however is difficult to prove. Many theories and insights from research that has been presented by experts and researcher who made to explain the process of language acquisition among children.

In Desa Suka Dame environment has Javanese culture and daily language also uses Javanese language, especially parents and people who are adults or teenagers, they always communicate using Javanese, but the Javanese language used in my village is not like language which is used in the people who live in

Java island more precisely in Jawa Tengah. Because the type of Javanese language in my village uses rude Java language, namely Java Sumatera because it is located in the Sumatera region that is very different from the fine Javanese language used in Central Java as the center of Javanese culture, especially in the language used in communication.

However, in my village most people communicate with young children who are in the learning stage of speaking in Indonesian and combine with Javanese as well and on average 2 years old children also follow what they said by the surrounding people like their neighbors. And the children remember about the word of Java Language that their parents said everyday like *owek* (*uwek* = it's mean grandmother), *mbah* (it's mean grandfather and grandmother) and so on .

They can use language in various ways such as asking questions, dialogue and singing. Since the age of 36 months (3 years) children show interest in naming objects, This interest continues to grow along with age and shows an increase in vocabulary. With the vocabulary mastery, children are able to communicate with a wider environment.

This research focuses on analyzing language acquisition of the Java children aged thirty six months, The children in Java environment not only follow java language as their communication because they can communicate naturally with Indonesian or combine with java language or another language that they used everyday, and this research is analyze how speech sound by children and how the phonological processes experienced by children in their communication.

B. The Identification of the Problem

The identification of the problem in this research are:

1. Many thirty six months years old children have difficulty using language effectively.
2. Some children also have speech sound of language that using everyday in their environment.
3. Phonological Acquisition of each child has difference and not perfect.

C. Scope and Limitation

In this research, it is important to limit the analysis on specific that choose. The scope of analysis which focus on the acquisition of java children age thirty six months (3 Years) and focuses on the phonological processes of children language and focusing to identify speech sound by the children on java tribe environment.

D. The Formulation of the Problem

Based on the background above, here are the problems in this research:

1. What speech sound are produced by thirty six months old children in java tribe environment related phonological acquisition?
2. How are the phonological processes realize 3 years child?
3. Why are the phonological processes realize the way they are?

E. The Objective of the Study

1. To describe the speech sounds produced by children communication of 3 years child in Desa Suka Dame Kecamatan Silangkitang.
2. To investigate the phonological processes produced by 3 years child.
3. To describe the reason phonological realize by the child.

F. The Significance of Study

The findings of this research are related to be useful and relevant theoretically and practically.

1. Theoretically

This thesis can give contribution to enrich knowledge and information for parents and people about phonological acquisition on thirty six month old children, in order to understand the children when they trying to communicate with them using java language or mix with Indonesian language.

2. Practically

It is expect to be as input for the relevant research, especially in term of language acquisition in children age under 3 years old and this thesis is expect to enlarge the writer's and reader's as one of the information in term of research on language acquisition of Javanese children 3 years old.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

In order to avoid misunderstanding between the researcher and the reader. It is consider necessary to clarify the term used in this research such as in the following:

1. Psycholinguistics

According to Cowles (2011:2) says, “psycholinguistic is a little bit misleading in that it minimizes the contribution of about a half-dozen other fields of scientific research. To truly get to the bottom of how language works, we need expertise not only from linguistics and psychology but also from other scientific fields such as neuroscience and computer science. The whole endeavor of psycholinguistics often finds a home in the broader research field of cognitive science an interdisciplinary field that addresses the difficult question of how animals, people, and even computers think”.

According to MansoerPadeta (2014:1) says, “Psychology discusses utterances in language acquisition. The utterances uttered by a child in acquiring the first language are always unique. The uniqueness is very different from one child to another. There are children who are quick to get the first language but the pronunciation is not clear. On the other hand, there are children who are slow in acquiring language, but every word they get is always able to speak well”.

According to Roberto Lado (2014:2) says, "psycholinguistics is an approach through psychology and linguistics. For the study of language knowledge, psycholinguistics is a discipline that examines language problems in usage, language changes, and things that have something to do with something which is not so easily achieved or approached through one of the two sciences separately or alone.

2. Language Acquisition

According to Larry M Hyman (2018:22) says, "language acquisition is of importance to phonologists, since it is possible to observe the stages children go through as they attempt to discover the phonology of their language".

"Language acquisition has a close connection with the human ability to create the perception and understanding the speech of others. Moreover, a child is able to produce speech or speech if he knows the rules derived from childhood" According to Soenjono (2010:2). "Language acquisition is one of humankind's most impressive cognitive feats. A 6-month-old can do little more than babble, but by 2 or 3 years of age, children show generative knowledge of the patterns of their language—that is, they can extend the words they hear to new situations, and they can use grammatical constructions in new contexts" according to Gentner&Namy (2017:2).

According to Krashen (2017: 2) says, "put the idea of two separate systems as the subordinated performances of a second language. The first system is an acquisition system which takes place naturally when a person receives a fairly

comprehensive input, with a low filtration levels, and the focus of language learning is communication and the important uses of language. If all these criteria are completed, the language enters the learners LAD and obtained in the brain, all of which is an unconscious process. The benefits of acquiring a language is that the language be part of the linguistic system of learners and can be automatically used in conversations and communications with the target culture”.

“Acquisition results from the interaction between inborn factors and the environment. Language is not learned, but under normal conditions, it is deemed to emerge at the appropriate time, provided the child is exposed to spoken or signed language. Obviously, children have to learn the words of their language, its lexicon. They also have to figure out what the regularities of their language are, and how innate constructs are instantiated in their language environment”According to Fodor (2002:18).

The theory of language acquisition endorsed here is a selective theory, rather than an instructive one. “Under an instructive theory, an outside signal imparts its character to the system that receives it, instructing what is essentially a plastic and modifiable nervous system; under a selective theory, a stimulus may change a system that is already structured by identifying and amplifying some component of already available circuitry” According to Lightfoot (2002:19).

In summary, UG is the human genetic endowment that is responsible for the course of language acquisition. It includes principles and parameters that encode the invariant and variant properties of languages, respectively. Parameters define the range of variation that is possible in language; and together, principles

and parameters define the notion "possible human language." Language acquisition is a selective process whereby the child sets the values of parameters on the basis of the linguistic environment.

3. Phonological Acquisition

Nick Cipollone (2016:2) says, "Children initially appear to regard the entire word as if it were a single sound. However, as their vocabulary expands between fifteen and twenty one months of age, this becomes very difficult for them to manage". Phonology is the study of how sounds are organized and used in natural languages.

The phonological system of a language includes an inventory of sounds and their features, rules which specify how sounds interact with each other. Phonology is just one of several aspects of language. It is related to other aspects such as phonetics, morphology, syntax, and pragmatics. This research focuses on phonology and how the phonological acquisition that is used by children's communication when they talk with other people.

According to Stampe (2016:2) says, "the phonological system of language is largely the residue of an innate system of phonological processes, revised in certain ways by linguistic experiences". The process of the children's acquisition works mechanically:

- a. 0-6 months

For the first few months of life, babies produce vegetative sounds and cooing sounds in speech. Likewise, they produce cooing visues in signlan.

b. 6-12 months

Canonical (reduplicated) babbling begins to emerge at 6-7 months. Manual babbling stages occurs on the same timeline as vocal babbling (from marginal and canonical to variegated babbling). Babies babble similar units all over the world. But, at 8 months, they babble a patterned set of units that are characteristic to a native language (wether ASL, English or any other language). The reduplicated syllabic units “babababa” is a typical example in vocal connonical babbling. This parallels to “bababa” (opening-and-closing movement of the hand) in manual babbling. Another common movement is batting – moving up and down repeatedly.

The manual babbling sequence “bababa” is often mistook for the first ASL word “milk”. Manual babbling follows it’s own syllabic organization of a signed language. The first handshapes in manual babbling that predominate in infants’s early ASL productions are 5, index finger, b, and a fist (or in a linguistic term: 5, g, b, a, s respectively). Whereas, the early syllabic units (phonemes) in speech are: a,p,b,d. transition from manual babbling to first words occur at around 10 months, or as early as 8 months or as late as 16 months.

c. 12-24 months

Toddlers begin with a small number of phonemes (sounds) in speech or primes (visues) in signlan to form a word. For example, toddlers, who are exposed

to a native signed language from birth, use these handshapes to form ASL words: b, c, o, a, s, 1 (index finger), and 5 (open handshape). In speech, the consonant sounds are well established at this stage: m n p b t d w.

d. 24-36 months

The following ASL handshapes of increasing complexity emerge at this stage: l, g, f, q, d, z, y, i, j.

e. 36-48 months

More handshapes increase complexity as follows: v, h, w, u, t, h, k, p, x, y, r, e, m, n.

According to Larry M Hyman (2018:22) says, “The study of language acquisition is of importance to phonologists, since it is possible to observe the stages children go through as they attempt to discover the phonology of their language. In particular, the errors they make are sometimes quite revealing. For instance, children speaking English have frequently been observed to substitute the sound (w) for (r). thus they say wabbit instead of rabbit and wight instead of right. However, when adults repeat wabbit and wight back to the children who normally produce these forms, it is often discovered that the children, capable of perceiving the differences between (w) and (r), are annoyed at the adults use of child language. This ability of child to perceive a sound distinction which he does not produce is justification for distinguishing a phonological level as opposed to a phonetic level. The phonological level, representing the child’s mental representation of words, has the forms wabbit and wight beginning with /r/”.

The phonetic level has these forms beginning with (w). thus, at this stage in the child's linguistic development, there is a phonological rule merging /r/ with /w/. he keeps track of which words with (w) have a phonological /r/ and which have phonological /w/, since he will later give up this temporary rule and put in phonetic (r) in the appropriate places.

“This example shows that, in language acquisition at least, it is possible to have different phonological representations for the same sound. Thus (w) is sometimes represented as /r/ and sometimes as /w/. A similar example is found in the phonological system of a child isolated for twelve of her fourteen years” According to curtiss (2018:23). In the speech of “genie” word initial /sC/ sequences are pronounced either without the initial /s/ or with an inserted (ə) between the consonants, for example, spoon (pun) or (səpun). In this case such words have been internalized (store phonologically) with the underlying clusters, but the phonological system is characterized by a phonetic sequential constraint disallowing these clusters on the surface. At this stage in Genie's development, there are two conflicting phonological rules (one of s-deletion and one s-deletion and one of ə-insertion) which guarantee that (sC) sequences will not appear at the beginning of a word.

4. Phonology

Phonology has been defined as the study of sound system, that is, the study of how speech sounds structure and function in languages. As we shall see, some

speech sounds can be used in a language to distinguish words of different meanings, whereas other sounds cannot.

“In phonology there is phonetic that related with phonology as sound system of human phonetics is the field of study of science which examines how humans produce language sounds in speech, examines the sound waves of language issued, and how human hearing devices accept language sounds”, According to O'Connor (2011:3). According to Clark and Yallop (2011:4) says, “phonetics is a field that is closely related to the study of how people speak and hear and process speech received”.

According to Trubetzkoy (2018:2) as one of the founders of the Prague School of Linguistics says, “It is the task of phonology to study which differences in sound are related to differences in meaning in a given language, in which way the discriminative elements... are related to each other, and the rules according to which they may be combined into words and sentences. “ A phonetic study tells how the sounds of a language are made and what their acoustic properties are. A phonological study tells how these sounds are used to convey meaning.

A phonological study also refers to the inventory of segments in a language. But stating which phonetic segments occur in a language and which do not is only a superficial part of phonology. As pointed out by Sapir (2018:3), two language can have the same inventory of phonetic segments but have very different phonologies.

5. Phonological Process

According to Ingram (2007:126) "There are Three Phonological Process are:

5.1 Substitution

Substitution is a context-free process, i.e., it is a speech sound change which does not seem to be triggered by any neighboring sounds and the replacement of one segment by another segment. This process consist of:

- a. Fronting; a relatively back consonant or vowel is changed to a relatively front one.

Example: capek [hapek]

- b. Gliding; defines this process as a change by which liquids [λ] and [ρ] are changed to glides [w] or [ɹ].

Example: *Lari* [lawi] , *Belum* [bewum]

- c. Stopping; a fricative or affricate is changed to a stop.

Example : *Udan* [Utan]

- d. Vocalization; one consonant syllable is replaced by one vowel (mainly occurs in English).

Example: *Ngombe* [ngobe]

- e. Vowel Neutralization; a relatively front or back vowel is changed to a central one.

Example: time-dime

5.2 Assimilation

Assimilation is context-motivated, i.e., it is a sound change which is held to occur because of the influence of the neighboring sounds and the tendency to assimilate one segment to another segment in syllables..This process consist of:

- a. Denasalization; this process, in which a nasalized stretch of sounds is made denasalized.

Example: *panjang* [penjeng]

- b. Voicing; a voiceless consonant is changed to a voiced one because of a preceding nasal or the surrounding back vowels.

Example: *Ndelok* [delok]

- c. Vowel Assimilation;this change happens to a certain vowel because of the existence of another vowel or a consonant.

Example: *Cepit* [cepit]

- d. Velar Assimilation; a non-velar consonant is changed to a velar one because of a neighboring velar consonant

Example :*туру* [turuk]

- e. Labial Assimilation; a non-labial consonant is changed to a labial consonant because of a neighboring labial.

Example: *papi-mami*

5.3 Syllable Structure Process

Syllable Structure Process is a sound change which is thought to be brought about by changes children make in syllable structures. This process consists of:

- a. Cluster Reduction; a consonant cluster is reduced by deleting one consonant.

Example: *Tabrak* [*abrak*]

- b. Final Consonant Deletion; a final consonant is deleted from a word or a syllable.

Example: *Bolong* [*bolon*]

- c. Reduplication; a syllable, usually resulting from Process 32 Unstressed Syllable Deletion, is repeated.

Example: *Kakak* [*tatak*]

- d. Unstressed Syllable Deletion; a syllable, usually the first of bi- and multi-syllabic words, is deleted.

Example: *belajar* [*bajar*]

6. Javanese Language

Humans are individual and social beings. As social beings, humans need to interact with other humans. In interacting, humans need language to convey their thoughts. According to Kridalaksana (2001) says, "language is a system of arbitrary sound symbols used by members of a society to work together, interact

and identify themselves thus, language is the most important element in a communication”.

Javanese is one of the communication languages used specifically in ethnic Javanese environments. This language is a social language, which is used to interact between individuals and allows communication and transfer of information so that there are no outdated individuals, according to Ahira(2010).

According to Hermadi (2010) says,” Javanese language is a language that is used as the language of everyday language in Java, especially in Jawa Tengah”.

7. Previous Relevant Study

The study that is related to this research was conducted by Amanda WulandaLubis (2017) entitled “Morphological Acquisition on Autistic Children”. Her research was to find out the words acquired by autistic children and to explain how the morphological process of the words acquired. This research taken two children as a respondents to get the data. This study applied qualitative descriptive method. The technique of collecting the data used observation, the observation. In this research was found the morphological process are: affixation, reduplication and compounding. The researcher concluded that The development of morphological acquisition in autistic children vary depending on the children intelligence.

The second study is related to this research was conducted by AsrianiHasibuan (2016) entitled “He Problems of 3 Years Old Children In Pronouncing Consonant (A Case Of Damar’s Phonological Acquisition)” which

aim to describe the phonological process of an infant and to describe the reason why he produces [r] sound becomes [l] sound of Damar's phonological. This research applied the descriptive qualitative method by recorded and transcribed. This journal is related to the research that I will do because it discusses phonological acquisition about the problem pronouncing consonant. but in my research, researcher discusses Phonological Acquisition but focus on phonological process.

B. Conceptual Framework

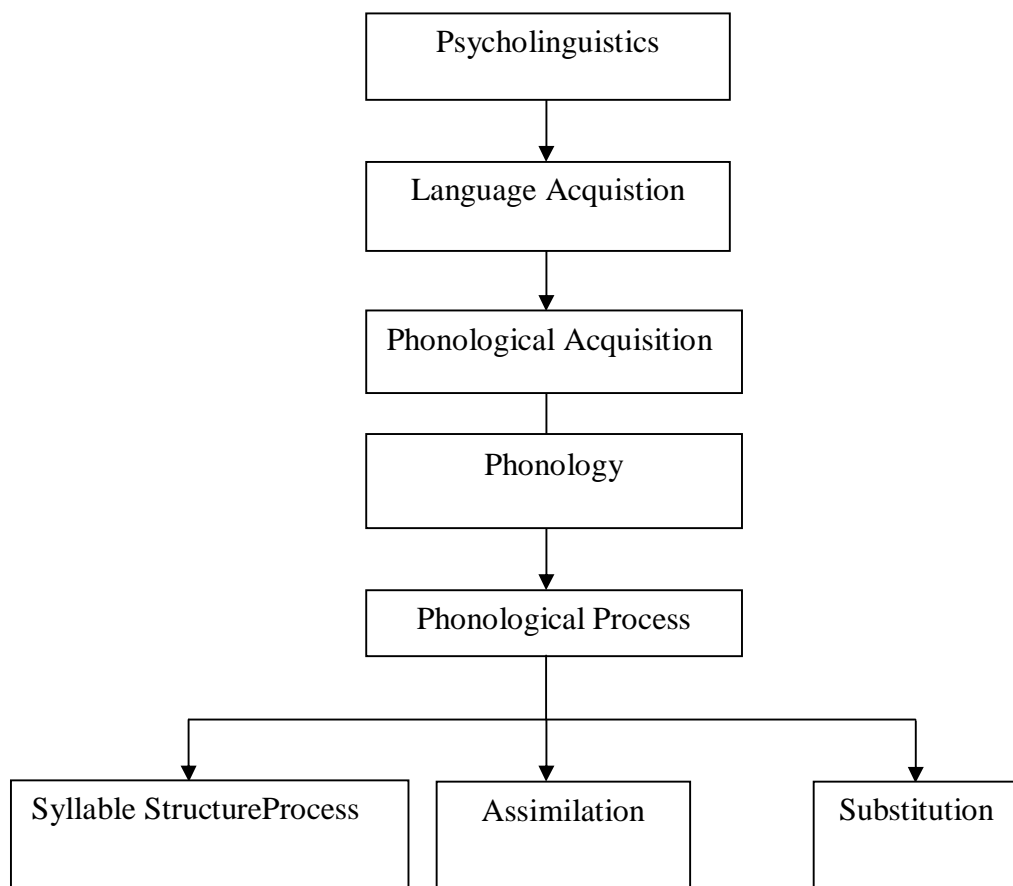


Chart I : Conceptual Framework

Language acquisition in the study growth of language in children, a term referring to the process of result of learning or acquiring a particular aspect of language, and ultimately the language whole. At around to years of age, children begin to create utterances that have more than one word in them. Usually children at about age 3 just express idea using single word utterances (e.g. *Mbah*, *owek*, *mok* and so on). But as the mature children, the utterances steadily increases and children develop more sophisticated ways to express increasingly complex tough. As the acquire skills, children become much more productive in their language use.

CHAPTER III

RESEARCH METHOD

A. Research Design

The phonological acquisition of this study was applied the qualitative research design because the researcher observe thirty six months years old (3 years old) children, which requires a case study method. A case study as a research that aim analyzing phenomena in it's real life context.

In collecting data, the subject investigate directly by the researcher. Observation in one of technique of research using to collect the data. Observation and documentation study are using collect the data. The researcher observation for a time period of one month.

B. Source of Data

The source of data in this research was taken by (3 years old) child. Two children as the respondents to collect the data, *in desa Suka Dame Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan.*

Table 2.1 Biodata of Adresia's Family

Biodata of Father	Biodata of Mother	Biodata of child
Name : Pilianto Age : 43 Years Old Tribe : Javanese Date of birth : 22 may 1976	Name : Dariem Age : 42 Years Old Tribe : Javanese Date of birth : 18 march 1977	Name:AdresiaHayatulHikam Age : 3 Years Old Tribe : Javanese Date of birth : 23 june 2016

C. The Techniques for Collecting Data

In this study, in collecting data, The researcher use observation technique to collect the data during the observation the researcher also recording sound of children when they have communication to others in their around environment such as with their parents, other family members and friends and note her sentences.

D. The Technique for Analyzing Data

In analyzing the data, the researcher using Miles and Huberman theory. Miles and Huberman (2016) said that qualitative data analysis consist of three procedures. The procedures of the data are analyze based on the following steps:

1. Data Reduction

Data reduction using in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and choosing the data that considered important. In conducting this research, the researcher select the data and give

precisely information in research, the data are choose by identifying and classifying the language acquisition. The data are collect from thirty six months (3 year old) children to find out the speech sounds has produce by the children and to describe the phonological process.

2. Data Display

Data display is the process to simplify the data in form of sentences, narrative and table. In displaying data, the researcher describe data by finding the language that use by children and sound are produce by children into table. After that, the researcher describe the phonological process (3 years old) child.

3. Drawing and verifying conclusion

The last step in analyzing the data is make the conclusion and verification. The researcher select all data that has collect and make main point all of data, so that is become clearly. The conclusion will answer the formulation of the problem that formulate from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were collected from 3 years old child, the data derived from one child. The child were taken from Dusun Cabangdua Desa Sukadame Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan. It lasted for one month since the children began producing a speech sound.

The data lasted for one month starting from July, 20th 2019 to August, 18th 2019. The data obtained during observation of the child and at the same time recorded the speech sound of Adressia's produced along with the phonological process were analyzed on weekly basis. So, the data only deal with the speech sounds were produced and the phonological process based on the theory David Ingram.

B. Data Analysis

After collecting the data, the researcher firstly identified and classified the speech sounds produced by 3 years old child and then described the phonological process of the speech sounds. Based on the speech sounds produced by 3 years old child during the observation, there are speech sound produced by Adressia and classified the phonological processes by her.

1. Speech sounds produced by Adressia as followed two language are Javanese language 90 words and Indonesian language 274 words and she difficult to say word [s,j,d,k,u,c,,r,g] and adresia always add the word s to be sy, for example:

- a. *Pincem* its mean *pinjam*, she said [*pincem*] that j to be c in the word *pinjem*.
- b. *Pacang* its mean *pasang*, she said [*pacang*] that s to be c in the word *pasang*.
- c. *Atuh* its mean *aduh*, she said [*atoh*] that d to be t in the word *Aduh*.
- d. *Toron* its mean *turun*, she said [*toron*] that u to be o in the word *turun*.
- e. *Telbang* its mean *terbang*, she said [*telbang*] that r to be l in the word *terbang*.
- f. *Tak* its mean *kak*, she said [*tak*] that k to be t in the word *kak*.
- g. *sulek* its mean *culik*, she said [*sulek*] that c to be s in the word *culik*.
- h. *laji* its mean *lagi*, she said [*laji*] that g to be j in the word *lagi*.
- i. *bisya* its mean *bisa*, she said [*bisya*] that s add to be sy in the word *bisa*.

2. How the phonological Process realized 3 years child?

There are some phonological process produced by adresia's sounds that has 3 years old, those are: Substitution Process, Assimilation Process and Syllable Structure.

1. Substitution

Substitution is a context free process, i.e, it is a speech sound change which does not seem to be triggered by any neighboring sounds and the replacement of one segment by another segment.

The substitution process that produced by 3 years old child are:

- a. Fronting. A relatively back consonant by which liquids a relatively front one.

The speech sound are:

1. *Capek [hapek]* (tired)

Hapek its mean *capek*, she said [*hapek*] that c to be h in the word *capek*

That c as consonant to be h as another consonant one.

2. *Saket [caket]* (sick)

caket its mean *saket* (Javanese language), she said [*caket*] that s to be c in the word *saket*. That s as consonant to be c as another consonant one.

3. *Selop [celop]* (sandals)

Celop its mean *selop* (Javanese language), she said [*celop*] that s to be c in the word *selop*. That s as consonant to be c as another consonant one.

4. *Siang [ciang]* (noon)

ciang its mean *siang*, she said [*ciang*] that s to be c in the word *siang* That s as consonant to be c as another consonant one.

5. *Jangan [cangan]* (don't)

cangan its mean *jangan*, she said [*cangan*] that j to be c in the word *jangan*. That j as consonant to be c as another consonant one.

6. *Sepeda [cepeda]* (bicycle)

Cepeda its mean *sepeda*, she said [*cepeda*] that s to be c in the word *sepeda*. That s as consonant to be c as another consonant one.

7. *Satu [catu]* (one)

Catu its mean *satu*, she said [*catu*] that st to be c in the word *satu*. That s as consonant to be c as another consonant one.

8. *Culek [sulek]* (kidnapper)

Sulek its mean *culek* (Javanese language), she said [*sulek*] that c to be s in the word *culek*. That s as consonant to be c as another consonant one.

- b. Gliding. Defines this process as a change by which liquids [λ] and [ρ] are changed to glides [ω] or [ψ].

The speech sound are:

1. *Api [awi]* (fire)

Awi its mean *api*, she said [*awi*] that p to be w in the word *api*. That p as consonant to be w as glides.

- c. Stopping. A plicative or affricate is changed to stop.

The speech sound are:

1. *Aduh [atuh]* (ouch)

Atuh its mean *aduh*, she said [*atuh*] that d to be t in the word *aduh*. That d as plicative to be t as stop.

2. *Bisa [bita]* (can)

Bita its mean *bisa*, she said [*bita*] that s to be t in the word *bisa*. That s as plicative to be t as stop.

- d. Vocalization. One consonant syllable is replaced by one vowel (mainly occurs in English).

The speech sounds are:

1. Eskrim [*esyim*] (ice cream)

Esyim its mean *eskrim* , she said [*esyim*] that s, kr to be syin the word *eskrim*. That word kr as consonant replaced as vowel.

2. *Kepelet* [*kepeset*] (slip)

Kepelet its mean *kepelet* (Javanese Language), she said [*kepeset*] that l is lose. That word l as consonant directly lose to be e as vowel.

- e. Vowel Neutralization. A relatively front or back vowel is changed to a central one.

there is no vowel neutralization process in addressia's sounds.

2. Assimilation

Assimilation is context motivated, i.e, it is sound change which is held to occur because of the influence of the neighboring sounds and the tendency to assimilate one segment to another segment in syllables.

The assimilation that produced by 3 years child are:

- a. Denasalization. This process in which a nasalized stretch of sounds is made denasalized.

The speech sounds are:

1. *Panjang* [*penjeŋ*] (long)

Penjeng its mean *panjang*, she said [*penjeng*] that to be e in the word *panjang*. That word ng as denasal of denasalization.

2. *Mereng [mɛrɛŋ]* (tilted)

Mereng its mean *mereng* (Javanese language), she said [*mereng*] still *mereng*. That word m and ng as denasal of denasalization.

3. *Menyat [mɛɲat]* (wake up)

Menyat its mean *menyat* (Javanese language), she said [*menyat*] still *menyat*. That word m and ny as denasal of denasalization.

4. *Padang [padanŋ]* (bright)

Padang its mean *padang* (Javanese language), she said [*padang*] still *padang*. That word ng as denasal of denasalization.

5. *Terbang [tɛlbaŋ]* (fly)

Telbang its mean *terbang*. she said [*telbang*] that r to be l. That word ng as denasal of denasalization.

6. *Tampong [tamponŋ]* (rackets)

Tampong its mean *tampong* (Javanese language), she said [*tampong*] still *padang*. That word m and ng as denasal of denasalization.

7. *Gelempang [gɛmpaŋ]* (fall down)

Gempang its mean *glempang* (Javanese language)". she said [*gempang*] that l is lose directly replaced e. That word m and ng as denasal of denasalization.

8. *Jangan* [*janɡan*] (don't)

Jangan its mean jangan, she said [*janɡan*] still *janɡan*. That word ng as denasal of denasalization.

- b. Voicing. A voiceless consonant is changed to a voiced one because of a preceding nasal or the surrounding back vowels.

The speech sound are:

1. *Emok* [*em̩m̩ok*] (don't want)

Emmok its mean *emok* (Javanese language), she said [*emmok*] that m add m in the word *emok*. That m as nasal and m as voiced consonant.

2. *Udah* [*daɦ*] (done)

Dah its mean udah, she said [*dah*] that u is lose, u directly to be d in the word *udah*. That d as voiced consonant.

3. *Capek* [*hapek*] (tired)

Hapek its mean capek, she said [*hapek*] that c replaced be h in the word *capek*. That c as consonant and h as voiced consonant.

4. *Beko* [*bego*] (beko)

Bego its mean beko, she said [*bego*] that k replaced be g in the word *beko*. That k as consonant and g as voiced consonant.

5. *Lompat* [*mpat*] (jump)

Mpat its mean lompat, she said [*mpat*] that l, o are lose directly be m in the word *lompat*. That l as consonant and m as voiced consonant.

6. *Enggak [gak]* (no)

Gak its mean enggak, she said [gak] that eng are lose directly be g in the word *enggak*. That g as consonant and g as voiced consonant.

- c. Vowel Assimilation. This change happens to a certain vowel because of the existence of another vowel or a consonant.

The speech sound are:

1. *Sakit [caket]* (sick)

Caket its mean sakit, she said [caket] that i replaced be e in the word *sakit*. That i as vowel and e as another vowel.

2. *Pancing [penceng]* (fishing)

Penceng its mean pancing, she said [penceng] that i replaced be e in the word *pancing*. That i as vowel and e as another vowel.

3. *Mau [mao]* (want)

Mao its mean mau, she said [mao] that u replaced be o in the word *mau*. That u as vowel and o as another vowel.

4. *Ambil [ambel]* (take)

Ambel its mean ambil, she said [ambel] that i replaced be e in the word *ambil*. That i as vowel and e as another vowel.

5. *Turun [turon]* (down)

Turon its mean turun, she said [turon] that u replaced be o in the word *turun*. That u as vowel and o as another vowel.

6. *Cepat* [cepet] (fast)

Cepet its mean cepat, she said [cepet] that a replaced be e in the word *cepat*. That a as vowel and e as another vowel.

7. *Putus* [putos] (broken)

Putos its mean putus, she said [putos] that u replaced beo in the word *putus*. That u as vowel and o as another vowel.

8. *Naik* [naek] (climb)

Naek its mean naik, she said [naek] that i replaced be e in the word *naik*.
That i as vowel and e as another vowel.

9. *Jatuh* [jatoh] (fall down)

Jatoh its mean jatuh, she said [jatoh] that u replaced be o in the word *jatuh*. That u as vowel and o as another vowel.

10. *Jeruk* [jerok] (orange)

Jerok its mean jeruk, she said [jerok] that u replaced be o in the word *jeruk*.
That u as vowel and o as another vowel.

11. *Jauh* [jaoh] (far)

Jaoh its mean jauh, she said [jaoh] that u replaced be o in the word *jauh*.
That u as vowel and o as another vowel.

12. *minum* [minom] (drink)

Minum its mean minum, she said [minom] that u replaced be o in the word *minum*. That u as vowel and o as another vowel.

13. *Aduh* [*adoh*] (ouch)

Waduh its mean aduh, she said [*adoh*] that u replaced be o in the word *aduh*. That u as vowel and o as another vowel.

14. *Cantik* [*cantek*] (beautiful)

Cantek its mean cantik, she said [*cantek*] that i replaced be e in the word *cantik*. That i as vowel and e as another vowel.

15. *Ular* [*uler*] (snake)

Uler its mean ular, she said [*uler*] that a replaced bee in the word *ular*. That a as vowel and e as another vowel.

16. *Batrainya* [*batrenya*] (battery)

Batrenya its mean batrainya, she said [*Batrenya*] that a replaced be e in the word *batrainya*. That a as vowel and e as another vowel.

17. *Panjang* [*penjeng*] (long)

Penjeng its mean panjang, she said [*penjeng*] that a replaced be e in the word *panjang*. That a as vowel and e as another vowel.

18. *Ikan gabus* [*gabos*] (fish cork)

Ikan gabos its mean ikan gabus, she said [*gabos*] that u replaced be o in the word *ikan gabus*. That u as vowel and o as another vowel.

d. Velar Assimilation. This change happens to a certain vowel because of the existence of another vowel or a consonant.

The speech sound are:

1. *Masih* [*masyik*] (still available)

Masyik its mean masih, she said [*masyik*] that h replaced be k in the word *masih*. That h as consonant non velar and k as velar.

2. *Pakai* [*pakek*] (use)

Pakek its mean pakai, she said [*pakek*] that i replaced be k in the word *pakai*. That i as non velar and k as velar.

3. *Kaki* [*kakik*] (feet)

Kakik its mean kaki , she said [*kakik*] that k add in the word *kakik*. That k as velar.

4. *Kena* [*kenak*] (attach)

Kenak its mean kena, she said [*kenak*] that k add in the word *kenak*. That k as velar.

5. *Ambil* [*ambek*] (take)

Ambek its mean ambil, she said [*ambek*] that l replaced be k in the word *ambil*. That l as non velar and k as velar.

e. Labial Assimilation. A non-labial consonant is changed to a labial consonant because of a neighboring labial.

“there is no labial assimilation process in Adresia’s sounds”.

3. Syllable Structure Process

Syllable Structure Process is a sound change which is through to be brought about by changes children make in syllable structures.

The syllable structure that produced by 3 years child are:

- a. Cluster reduction. A consonant cluster is reduced by deleting one consonant.

The speech sound are:

1. *Mobil [ubil]* (car)

Ubil its mean mobil , she said [ubil] that m is lose in word *mobil*. That m as consonant that reduced.

2. *Mencret [mencet]* (diarrhea)

Mencet its mean mencret, she said [mencet] that r is lose in word *mencret*. That r as consonant that reduced.

3. *Lemon [emon]* (lemon)

Emon its mean lemon, she said [emon] that l is lose in word lemon. That l as consonant that reduced.

4. *Masukkan [asokkan]* (put in)

Asokkan its mean masukkan, she said [asokkan] that m is lose in word *masukkan*. That m as consonant that reduced.

5. *Tabrak [tabak]* (hit)

Tabak its mean tabrak, she said [tabak] that r is lose in word *tabrak*. That r as consonant that reduced.

6. *Kejedot [jedot]* (tuck)

Jedot its mean kejedot, she said [jedot] that k,e is lose in word *jedot*. That k as consonant that reduced.

7. *Pahit [pait]* (bitter)

Pait its mean pahit, she said [pait] that h is lose in word *pahit*. That h as consonant that reduced.

8. *Kursi [kusyi]* (chair)

Kusyi its mean kursi, she said [kusyi] that r is lose in word *kursi*. That r as consonant that reduced.

9. *Kerja [keja]* (work)

Keja its mean kerja, she said [keja] that r is lose in word *kerja*. That r as consonant that reduced.

10. *Terbang [tebang]* (fly)

Tebang its mean terbang, she said [tebang] that r is lose in word *terbang*. That r as consonant that reduced.

11. *Lagi [agi]* (again)

Agi its mean lagi, she said [agi] that l is lose in word *lagi*. That l as consonant that reduced.

12. *Rusak [usak]* (broken)

Usak its mean rusak, she said [usak] that r is lose in word *rusak*. That r as consonant that reduced.

b. Final Consonant Deletion. A final consonant is deleted from a word or a syllable.

The speech sound are:

1. *Iwak [iwa]* (fish)

Iwa its mean iwak, she said [iwa] that k is lose in word *iwak*. That k as final consonant that reduced.

c. Reduplication. A syllable, usually resulting from process 32 unstressed syllable deletion, is repeated.

The speech sound are:

1. *Mencar [pecah-pecar]* (separate)

Pecah-pecar its mean mencar, That pecah-pecar as reduplication.

2. *Ndodok [ndodok]* (squat down)

Ndodok its mean mencar, she said [ndodok] still ndodok. That ndodok as reduplication.

3. *Enyut-enyut [enyot-enyot]* (suck)

Enyot-enyot its mean enyut-enyut, she said enyut-enyut replaced be enyot with vocal u be o. That enyut-enyut as reduplication.

4. *Bapak-bapak [bapak-bapak]* (fathers)

Bapak-bapak its mean bapak-bapak, she said [bapak] still bapak. That *bapak-bapak* as reduplication.

5. *godok-godok* [*onyok-onyok*] (fried food)

Onyok-onyok its mean *godok-godok*, she said [*godok*] replaced *onyok* That *onyok-onyok* as reduplication.

6. *kerok-kerokan* [*kerokkerokan*] (scratch)

Kerok-kerokan its mean *kerok-kerokan*, That *kerok-kerokan* as reduplication.

d. Unstressed Syllable Deletion. A syllable, usually the first of bi- and multi-syllabic word, is deleted.

The speech sound are:

1. *Masih ada* [*cikada*] (still available)

Cik ada its mean *masih ada*, she said [*cik ada*] that word *masih* replaced be *cik* because *ma* as unstressed syllable deletion.

2. *Nyego* [*cegor*] (splash)

Cegor its mean *nyegor*, she said [*cegor*] that word *nyegor* replaced be *cegor* because *ce* as unstressed syllable deletion.

3. *Colok* [*cok*] (plug in)

Cok Its mean *colok*, she said [*cok*] that word *colok* replaced be *cok* because *ol* as unstressed syllable deletion.

4. *Enggak* [*gak*] (no)

Gak its mean *enggak ada*, she said [*gak*] that word *enggak* replaced be *gak* because *eng* as unstressed syllable deletion.

5. *Masih* [*sik*] (still)

Sik its mean masih, she said [*sik*] that word *masih* replaced be *sik* because ma as unstressed syllable deletion.

6. *Gelempang* [*gempang*] (overturned)

Gempang its mean gelempang, she said [*gempang*] that word *gelempang* replaced be *gempang* because el as unstressed syllable deletion.

7. *Melorot* [*menyot*] (sag)

Menyot its mean melorot, she said [*menyot*] that word *melorot* replaced be *menyot* because melor as unstressed syllable deletion.

8. *Ngepel* [*nepel*] (mopping)

Nepel its mean ngepel, she said [*nepel*] that word *ngepel* replaced be *nepel* because ng as unstressed syllable deletion.

9. *Belajar* [*bajar*] (study)

Bajar its mean belajar, she said [*bajar*] that word *belajar* replaced be *bajar* because bel as unstressed syllable deletion.

10. *Keretaapi* [*ketapi*] (train)

Ketapi its mean kereta api, she said [*ketapi*] that word *kereta api* replaced be “*menyot*” because er as unstressed syllable deletion.

11. *Kecepat* [*cepat*] (pinched)

Cepat its mean kecepat, she said [*cepat*] that word *kecepat* replaced be *cepat* because ke as unstressed syllable deletion.

12. *Bisa [ca]* (can)

Ca its mean bisa, she said [*ca*] that word *bisa* replaced be *ca* because bi as unstressed syllable deletion.

13. *Enggak ada [gadak]* (nothing)

Gadak its mean enggak ada, she said [*gadak*] that word *enggak ada* replaced be *gadak* because eng as unstressed syllable deletion.

14. *Enggak bisa [gabisa]* (can't)

Gabisa its mean enggak bisa, she said [*gabisa*] that word *enggak bisa* replaced be *gabisa* because eng as unstressed syllable deletion.

15. *Nangkap [nakap]* (catch)

Nakap its mean menangkap, she said [*nakap*] that word *nangkap* replaced be *nakap* because ng as unstressed syllable deletion.

16. *Gerobak [robak]* (cart)

Robak its mean gerobak, she said [*robak*] that word *gerobak* replaced be *robak* because ge as unstressed syllable deletion.

17. *Perosotan [rosotan]* (slide)

Rosotan its mean perosotan, she said [*rosotan*] that word *perosotan* replaced be “*rosotan*” because pe as unstressed syllable deletion.

18. *Gludok [gudok]* (thunder)

Gudok its mean gludok, she said [*gudok*] that word *gludok* replaced be *gudok* because l as unstressed syllable deletion.

19. *Mobil [bil]* (car)

Bil its mean mobil, she said [*bil*] that word *mobil* replaced be *bil* because mo as unstressed syllable deletion.

20. *Diguang [dibuak]* (throw away)

Dibuak its mean diguang, she said [*dibuak*] that word *diguang* replaced be *dibuak* because guang as unstressed syllable deletion.

3. Why are the phonological processes realize the way they are?

Because the phonological process is closely related to the rules or systems that govern the process of sound release, sound patterns and the rules of organizing language sounds. and to find out how the development of language acquisition we need a phonological process to find out how the children language development is using substitution, assimilation, and syllable structure process in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data obtained from Adresia's sounds :

1. Adresia's sounds acquired two language are Javanese language 90 words, and Indonesian language 274 words.
2. Phonological processes acquired by Adresia are substitution, assimilation, syllable structure process. In substitution are fronting eight words, gliding one word, stopping two words, vocalization two words. In assimilation are denasalization eight words, voicing six words, vowel assimilation eighteen words, velar assimilation five words and in syllable structure process are cluster reduction twelve words, final consonant deletion one word, reduplication six words, unstressed syllable deletion twenty words. The dominant processes is syllable structure process that used by Adresia's words. We can conclude that the development of the phonological acquisition in three years old child vary, depending into the children's level of intelligence. The fact might be different if the children taken from other children and from different ages.
3. The phonological process realize by Adresia because phonological process is closely related with the rules or systems that support the process of sound release. Sound patterns and the rules of organizing language sounds.

B. Suggestion

In relation to the conclusion, suggestions are presented as the following:

1. The researcher suggest for the teacher for more attention about phonology study and psycholinguistic that related with my research and also make more complete the references about psycholinguistic and language acquisition and more give much knowledge for students.
2. For the writer and the readers, the researcher suggested to continue the researcher about phonological acquisition or another acquisition, through acquisition we can know how the process of language acquisition children and also know how the development of phonological of the children.
3. For the students, the researcher suggested to do more researches to know and comperehend more about phonological acquisition. It is very interesting to analyze because we can find it easily in daily life.

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CURRICULUM VITAE

Personal Details

Name : Endha Lestari
Register Number : 1502050007
Place/Date of Birth : Cabang Dua, 28 Mei 1997
Sex : Female
Religion : Moslem
Status : Single
Father's Name : Subodo
Mother's Name : Riyanti
Address : Dusun Cabang Dua Desa Suka Dame Kec. Silangkitang
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Education Background

2003-2009 : SDN 115494 Suka Dame
2009-2012 : MTSs. Islamiyah S3 Aek Nabara Bilah Hulu
2012-2015 : SMAN 1 Bilah Hulu
2015-2019 : University of Muhammadiyah Sumatera Utara Medan

Medan, September 2019

The Researcher

(Endha Lestari)

APPENDIX I

The Data Acquired by the Child

Name : Adresia Hayatul Hikam

Age : 3 years old

Place/date of birth : Suka Dame, 23 June 2016

Sex : Female

Address : Dusun Cabang Dua Desa Suka Dame Kec.Silangkitang
Kab.Labuhan Batu selatan

20th July 2019

Approach with Adresia

21st July 2019

Approach with Adresia

22nd July 2019

Approach with Adresia

23rd July 2019

Approach with Adresia

24th July 2019

Approach with Adresia

25th July 2019

Approach with Adresia

26th july 2019

Researcher: sini adre main sepeda sama kak lulu

Adresia: Emmok

Researcher: mana selopnya, pakelah

Adresia: emmok

Researcher: ayok, main pasaran lulu sama adre

Adresia: la gabisa abes batanya

Researcher: enggak ada sendoknya dre?

Adresia: uda buang sendoknya

Researcher: adre uda makan?

Adresia: belum

Researcher: adre uda tidur?

Adresia: belum

Researcher: kak alfi mana?

Adresia: kak alfi cekolah, capeklo pacaran

Researcher: hidupin tv?

Adresia: emmok lo

Researcher: kakak luruskan aja sepedanya

Adresia: emmok

Researcher: terus terus

Adresia: atuh jatuh, kan aku bisya kan uda besyar

27th July 2019

Adresia: nanti aku mandi sungai

Researcher: sungai mana?

Adresia: sungai jauh

Researcher: iya jauhnya dimana

Adresia: dekat kumbang ayam

Researcher: bau lah banyak taiknya

Adresia: enggak loh kan aku njejer

Researcher : jejer?

Adresia: iya

Researcher: bisa berenang?

Adresia: ada orang disana jauh

28th July 2019

Adresia: nah hmm emmok nakal

Researcher: siapa nakal?

Researcher: kasih ke cia lu

Lulu: Emmok

Adresia: Atuh jatuh palingan

Researcher: udah tarok lagi

Adresia: pacer ruru ini kenak paser loh

Researcher: oh mainannya kena pasir

Adresia: iyalo sini tak pacang

lulu. Wiii

Adresia: Sini aku pincem

Adresia: cini tak pacang, nanti ya tak bukak dulu

Lulu: Itu?

Adresia: Ha? Iyah aku capek lo

29th july 2019

Adresia: Aku mao pigi cama beli cepedaku nanti

Researcher: mana sepedanya?

Adresia: Itu lo

Researcher: tapi itu uda lama.

Adresia: itu lo cepedanya

Researcher: nah permen rasa coklat.

Adresia: Emmok, aku uda tadi

Researcher: sini yok nulis yok

Adresia: Emmok

Adresia: Hayo putos

Researcher : apanya yang putuskan?

Adresia: Nanti diapain sama bapakku dandan

Researcher: bapakmu apa enggak bapak kak alfi juga?

Adresia: Enggak

30th july 2019

Researcher: Mamak mana? Masak?

Adresia: Iya, macak didapor

Adresia: Ini jatuh tarok cini,

Researcher :enggak bisa ini besar

Adresia: Ini bisa

Researcher: iya ini bisa letak sini

Adresia: Ini perutnya bunyik bunyik

Researcher: perut siapa bunyi?

Adresia: Perut babang

Adresia: Tadi aku naik api

Researcher: ha?

Adresia: Iya, nanti aku naik ketapi jauh

Researcher : ini enggak bisa diataskan?

Adresia: Bisya, udah apa uda jatuh

Researcher: cia uda makan?

Adresia: Emmok , biar aja

31st July 2019

Adresia: Aku cekuah ama abi

Researcher: ha kenapa abi.

Adresia: Abi lo cekolah

Adresia: Aku mau makan ya

Researcher: yauda makan sana

Adresia: Emmok nanti

Adresia: Aku enggak ada kawannya sore nanges disini

Researcher : kasihan deh lo enggak ada kawannya

Adresia: Iya aku nangesy

Researcher: gara gara apa cia nangis.

Adresia: Iya karena gadak yg ngawani

Researcher : tengok punya kakak tinggi

Adresia: Kok cemua itu nanti jatuh

01st August 2019

Adresia: Kayak ini mana?

Researcher: ini

Adresia: Aku kayak gini ajalah tinggi

Researcher: Tarok atasnya cia

Adresia: emmok

Adresia: Inikan tadi, itu

Researcher: oh ini

Adresia: Hantu hihihi

Researcher: Siapa hantunya?

Adresia: Ya itulah

Adresia: Aku ca pasang sendiri

Researcher: yauda

Adresia: Ini punya babang ku

Researcher: darimana?

Adresia: cinilah

02nd August 2019

Adresia: Mak aku mau ambek pasyaran dulu ya

Adresia's mom: ya dimana pasarannya

Adresia: Aku gak tau lo

Adresia's mom: Ya mamak gak tau orang cia yg narok kok

03rd August 2019

Researcher: tadi kak lulu buat tinggi kali kek gini lo

Adresia: wiih hahaha

Researcher: Halo halo aku sedang bingung

Adresia: Hahahahaha (laugh)

Adresia: Ini uda malem kan

Researcher: iya

Adresia: kan uda malam kan

Researcher: Itu banyak bintang lo

Adresia: Mana gak ada

Researcher: Tu banyak bintang

Adresia: Nanti aku ke bintang carik bego nanti core

Researcher: Ha cari bego?

Adresia: Iya bego yg besyar

04th August 2019

Researcher: Apa itu cia?

Adresia: Tali pinggang

Researcher: Salah itu kebalek, sini kakak pasangkan

Adresia: Emmok, janganlo

Researcher: Masa kak lulu gak dikawani

Adresia: Bapak bapak pake kek gini

Researcher: Tengok kak lulu nangis gak dikawani

Adresia: Biar aja

Alfi: Jangan kau tarok tanah nanti macet dek

Adresia: Enggak

Researcher: Apa itu cia , buat apa?

Adresia: Grobak, aku nanti beli yg tinggi

Researcher: Beli dimana

Adresia: beli jauhla di sungi

Researcher: Wi kok diputus, nanti kena marah, bisa ga cia masangnya?

Adresia: Emmok

05th August 2019

Lulu's mom: Cia punya mainan itu?

Adresia: Nanti beli

Lulu's Mom: Ya punya apa enggak

Adresia: Nanti belik

Lulu's Mom: Beli dimana?

Belik jaohla

Adresia: Ah main bola lah, kak lulu

Researcher: Cia mau pisang?

Adresia: Enggak, gak mau

Researcher: Mau kakak buka gak mainannya?

Adresia: enggak, ambekkan itu

Researcher: Mana?

Adresia: Itu,itu sebelah sana

06th August 2019

Adresia: Aku punya babang

Researcher: Kak lulu juga punya babang

Adresia: Babang bang agung, aku punya abg sendiri

Researcher: Itu bukan abgnya bg alfi?

Adresia: Bukan, abgku itu

Researcher: Haha kasihan kak alfi

Adresia: Tadi aku ke hutanlo sama azka

Researcher: Kehutan mana?

Adresia: Kesana tempat embeekk

Researcher: Embeknya siapa ndok?

Adresia: Embeknya oranglah, mau mae bola lah.

Researcher: ayok main bola

07th August 2019

Researcher: cia mau main sepeda?

Adresia: iya, aku uda beli cepedanya

Researcher: beli dimana?

Adresia : belik dijauh nanti aku bisa terbang, kak lulu gak belik?

Researcher: kak lulu uda punya

Adresia: aku mau belik

Researcher: kapan belinya?

Adresia: nanti di jalan beli peda

Researcher: nanti capek cia main itu

Adresia: yok di luar yok maennya, ayoklah

Researcher: ini bawalah

Adresia: Ayokloh bawakkan bolanya, emmok bawaknya

08th August 2019

Researcher: pinjam dulu kak lulu sebentar ya

Adresia: ini buat obat lo, ini buat orang besyar

Adresia : aku nanti belik yang paling keren

Researcher: beli dimana?

Adresia: belikkan nenek jauh la enak

Researcher: pinjami kenapa bentar kak lulu

Adressia: emmok ini untuk obat

Adresia: aku nanti mau lomba rari

Researcher: lomba lari dimana?

Adresia: disitulah

09th August 2019

Researcher: tadi cia jatuhkan?

Adresia: iyah diparet tadi

Adresia: ini cemani ni

Researcher: buka lah

Adresia: ini gak ada pegangannya ini, kayak gini ini mana?

Researcher: enggak ada, uda habis

Adresia: aku pun pande

Researcher: buat apalah tu?

Adresia: buat mata, mana matanya?

Researcher: ini matanya, tengok lu cia buat apa

Adresia: ini buat mata

10th August 2019

Researcher: cia uda mandi?

Adresia: udah

Researcher: itulo main kereta api sama kak lulu

Adresia: emmok, kak ambek lo

Alfi: yauda ambil lo

Alfi: cia mau rambutan?

Adresia: mau

Adresia: tadi aku pergi pakde jauh

Researcher: jam berapa tadi? Tadi kakak pergi tempat pakde jauh

Adresia: tadi pakde punya tembak lo

Researcher: iyah? Terus nembak apa pakde?

Adresia: tembak monyet

Researcher:cia ikut?

Adresia: ikotlah

11st August 2019

Idul Adha, She visited her grandmother with her parents

12nd August 2019

Researcher: cia mau kemana?

Adresia : mau ambek nyanyi nyanyi dulu lah

Researcher: oh PS nya

Adresia: gak kedip kedip

Adresia: kak lulu punya tembak?

Researcher: enggak punya kak lulu

Adresia: aku punya ini

Researcher: jatuh dimana?

Adresia: jatuh disanalah tempatnya wake no

Researcher: nangis la ya?

Adresia: nangeslah

13rd August 2019

Adresia: aku bisa ngangkat

Researcher: ngangkat apa?

Adresia: ngangkat inilah

Adresia: aku kan babang babang

Researcher: cia kan kakak kakak masa babang babang

Researcher: cia buat apa?

Adresia: buat gobak

Adresia: ini buat babang babang

Researcher: ih cia adek adek lo cia

Adresia: emmok aku babang babang

Researcher: cia apa gak perempuan?

Adresia: enggak hahaha

14th August 2019

Researcher: buk beli, ibu jualan apa?

Adresia: hahaha manjatlal , kau disitu

Researcher: jatuh nantilo cia turun-turun

Adresia: emmok

Researcher: ayok lo nanti kena marah mamak

Adresia: ayok

Researcher: jangan main jorok lo cia

Adresia: biarlo aku mau buat kue

Adresinya : ada batunya nanti tak tembak

Researcher: apanya yang ditembak?

Adresia: itulah

15th August 2019

Researcher: itu jerukkan?

Adresia: iya

Researcher: siapa yang ambil?

Adresia: bang agung

Adresia: itu punya bapak tak kasyihkan

Researcher: iyah

16th August 2019

Adresia: aku nulesnya disinilah nanti ada culek

Researcher: mana ada culik, culik culik aja

Adresia: itu ubil lo ubil orang

Researcher: iyah

Adresia: ini apa rambot

Researcher: rambut?

Adresia: rambotnya penjeng

17th August 2019

Independence day, Adresia traveling with her family

18th August 2019

Adresia: kak lulu gak bisa manjat, iya kan?

Researcher: bisa

Researcher: enggak ada kayunya?

Adresia: gadak

Researcher: ngapain disitu?

Adresia: panceng ikan

Researcher: wih ada ular itu ada ular

Researcher: apa itu?

Adresia: sepatu

Researcher: sepatu siapa?

Adresia: babangkulah

Researcher: apa muat?

Adresia: muatkan ini

APPENDIX II

Speech Sound of Adresia

Speech sounds		
Word	Pronunciation	Meaning
"menyat"	[menyat]	Bangun/berdiri
"endok"	[endok]	Telur
"ice cream"	[esyim]	Es krim
"sungai"	[sungai]	Sungai
"emok"	[emmok]	Tidak mau
"puncak"	[puncak]	Puncak
"masih ada"	[cik ada]	Masih ada
"nyegor"	[cegor]	Masuk kedalam air
"mencar"	[pecah pecar]	Terpisah-pisah
"biar padang"	[biar padang]	Supaya terang
"paser"	[paser]	Pasir
"sini ku pasang"	[sini tak pacang]	Sini aku pasang
"pinjem"	[pincem]	Pinjam
"pasang"	[pacang]	Pasang
"udah"	[dah]	Sudah
"capek"	[hapek]	Capek
"enyot-enyot"	[enyot-enyot]	Menghisap
"uda"	[tah]	Sudah
"penyet"	[penyet]	Hancur
"main catur"	[maen cator]	Main catur
"kesini"	[kecini]	Kesini
"batrainya"	[batenya]	Batrainya
"aduh"	[atoh]	Aduh
"sakit"	[caket]	Sakit
"coba"	[cobak]	Coba

<i>“siapa tu”</i>	<i>[ciapa tu]</i>	<i>Siapa itu</i>
<i>“kan merot”</i>	<i>[kan merot]</i>	<i>Kan miring</i>
<i>“nanti aku naik ayunan sambil berdiri”</i>	<i>[nanti aku dekat ayunan berdiri]</i>	<i>nanti aku naik ayunan sambil berdiri</i>
<i>“Kak masya bisa terbang”</i>	<i>[tak masya bisa telbang]</i>	<i>Kak masya bisa terbang</i>
<i>“Jangan diambek ya”</i>	<i>[jangan diambek yah]</i>	<i>Jangan diambil ya</i>
<i>“Tak ambek dua dulu”</i>	<i>[tak ambek dua dulu]</i>	<i>Aku ambil dua dulu</i>
<i>“bapak cepatsiram”</i>	<i>[bapak cepet sirlam]</i>	<i>Bapak cepat siram</i>
<i>“Hayo mau bilang suruh mandi”</i>	<i>[hayo bilang mandi]</i>	<i>Hayo mau bilang suruh mandi</i>
<i>“enggak ada batrainya”</i>	<i>[gak ada batenya]</i>	<i>Tidak ada batrainya</i>
<i>“nanti aku bisa turun”</i>	<i>[nanti aku bisa toron]</i>	<i>Nanti saya bisa turun</i>
<i>“mak gendong jarek”</i>	<i>[mak gendong jarek]</i>	<i>Mak angkat pakai kain</i>
<i>“aku bisa pasang sendiri”</i>	<i>[aku bica pacang sendiri]</i>	<i>Saya bisa pasang sendiri</i>
<i>“emok uda kenyang”</i>	<i>[emmok uda kenyang]</i>	<i>Tidak mau sudah kenyang</i>
<i>“nanti tak isikan ya”</i>	<i>[nanti tak icikan ya]</i>	<i>Nanti saya isikan ya</i>
<i>“ini tak cok dulu ini ya”</i>	<i>[ini tak cok dulu ini yah]</i>	<i>Ini saya colokkan dulu ini ya</i>
<i>“aku ingin manjat”</i>	<i>[aku mau manjat]</i>	<i>Aku ingin naik</i>

<i>“bukan pakai selop”</i>	<i>[bukan pakek celop]</i>	<i>Bukan pakai sandal</i>
<i>“didapur masih ada”</i>	<i>[didapor masyik ada]</i>	<i>Didapur masih ada</i>
<i>“tadi sore lihat beko”</i>	<i>[tadi core nengok bego]</i>	<i>Tadi sore lihat beko</i>
<i>“nanti ya tak ambek panceng dulu</i>	<i>[nanti ya tak ambek panceng dulu]</i>	<i>Nanti ya saya ambil pancing dulu</i>
<i>“karena ada batrainya”</i>	<i>[kana ada batrenya]</i>	<i>Karena ada batrainya</i>
<i>“Kan kau siang-siang ini uda sore”</i>	<i>[kan kau ciang-ciang kan ini uda core]</i>	<i>Kan kamu tadi kesana siang, ini sudah sore</i>
<i>“ini ada kencingnya”</i>	<i>[ini ada pipisnya]</i>	<i>Ini ada buang air kecilnya</i>
<i>“bapakku mau wirit”</i>	<i>[bapakku mau wirit]</i>	<i>Bapakku akan pergi wirit</i>
<i>“bisa manjat dimobil”</i>	<i>[bisa manjat diubil]</i>	<i>Bisa naik diatas mobil</i>
<i>“naik gerobak enak”</i>	<i>[naik grobak enak]</i>	<i>Naik mobil truk enak</i>
<i>“bapak-bapak baru muat pakai ini”</i>	<i>[bapak bapak baru muat pakek ini]</i>	<i>Bapak-bapak baru cukup pakai ini</i>
<i>“pisang onyok-onyok”</i>	<i>[pisang onyok-onyok]</i>	<i>Pisang goreng</i>
<i>“nanti tak ambekkan”</i>	<i>[nanti tak ambekkan]</i>	<i>Nanti saya ambikkan</i>
<i>“yok letak kepala”</i>	<i>[yok tarok kepala]</i>	<i>Yok letak diatas kepala</i>

“ya, enggak bisa ambil”	[yah, gak bisa ambil]	Yah, tidak bisa diambil
“aduh kepalaku jatuh”	[Atuh kepalaku jatuh]	Aduh kepalaku terbentur
“ah main bola la”	[ah maen bolalah]	Ah main bola la
“telur ayam”	[teror ayam]	Telur ayam
“jatuh tarok sini”	[jatoh tarok cini]	Jatuh letak sini
“Tapi ini muat”	[tapi ini muat]	Tapi ini cukup
“mobil”	[bil]	Mobil
“terbang”	[tebang]	Terbang
“culek”	[sulek]	Penculik
“mencret”	[mencet]	Diare
“enggak ditabrak”	[gak ditabak]	Tidak ditabrak
“sini”	[cini]	Kemari
“manjat”	[manjat]	Naik
“emok”	[emmok]	Tidak mau
“aduh kejedot”	[aduh jedot]	Aduh terbentur
“aduh”	[atuh]	Aduh
“banyak”	[manyak]	Banyak
“pahit”	[pait]	Pahit
“main tampong”	[main tampong]	Main bulu tangkis
“aduh melorot”	[aduh menyot]	Aduh merosot
“jeruk lemon”	[jerok emon]	Jeruk lemon
“ingin mandi”	[mau mandi]	Ingin mandi
“itu dibuang”	[itu dibuang]	Buang itu
“ini kursi lo”	[ini kusyi lo]	Ini kursi lo
“minum ceret”	[minum ceret]	Minum pakai air teko
“menyat”	[menyat]	Berdiri
“begini masangnya”	[gini macangnya]	Begini masangnya

“jangan”	[cangan]	Jangan
“mak nyetel tv”	[mak nyetel tv]	Mak, hidupkan tv
“ngepel”	[nepel]	Membersihkan lantai
“jangan dipejet”	[jangan dipejet]	Jangan ditekan
“besar”	[besyal]	Besar
“enggak bisa”	[gak bisya]	Tidak bisa
“awas ada onda”	[awas ada onda]	Awas, ada sepeda motor
“om parman”	[om paman]	Om parman
“itu buat lompat”	[itu buat mpat]	Itu untuk lompat
“ndodok”	[ndodok]	Jongkok
“Buat belajar”	[buat bajar]	Untuk belajar
“nanti sore”	[nanti core]	Nanti sore
“tidur”	[bobok]	Tidur
“naik kereta api”	[naek ketapi]	Naik kereta api
“ambek lo”	[ambek lo]	Ambil lo
“sholat”	[colat]	Sholat
“bisa”	[bica]	Bisa
“sini”	[cini]	Kesini
“ada setan”	[ada syetan]	Ada setan
“kereta api”	[ketapi]	Kereta api
“duduk disini”	[dodok dicini]	Duduk disini
“kerok kerokan tanah”	[kerok kerokan tanah]	Main garuk tanah
“uda marah”	[udah malah]	Sudah marah
“rasain kau”	[sain kau]	Rasain kamu
“aduh kecepit”	[atuh cepet]	Aduh terjepit
“putuskan”	[potoskan]	Putuskan
“pergi jauh la”	[pigi jaoh la]	Pergi jauhla
“aku main bola”	[aku men bola]	Saya main bola

<i>“terus”</i>	<i>[teyus]</i>	<i>Terus</i>
<i>“aduh sakit”</i>	<i>[atoh saket]</i>	<i>Aduh sakit</i>
<i>“jedut”</i>	<i>[jedot]</i>	<i>Terbentur</i>
<i>“turun”</i>	<i>[turhon]</i>	<i>Turun</i>
<i>“kau enggak bisa ginikan”</i>	<i>[kau gak ca ginikan]</i>	<i>Kamu tidak bisa beginikan</i>
<i>“sakitkan”</i>	<i>[caketkan]</i>	<i>Sakitkan</i>
<i>“mobil”</i>	<i>[ubil]</i>	<i>Mobil</i>
<i>“kecepat”</i>	<i>[kecepat]</i>	<i>Terjepit</i>
<i>“terbang”</i>	<i>[tebang]</i>	<i>Terbang</i>
<i>“sepeda”</i>	<i>[cepeda]</i>	<i>Sepeda</i>
<i>“merosot”</i>	<i>[mosyot]</i>	<i>Merosot</i>
<i>“jatuh”</i>	<i>[jatoh]</i>	<i>Jatuh</i>
<i>“lomba lari”</i>	<i>[lomba rari]</i>	<i>Lomba lari</i>
<i>“aku buat sendiri kakinya”</i>	<i>[aku buat cendiri kakiknya]</i>	<i>Aku membuat sendiri kakinya</i>
<i>“Kau situ lo”</i>	<i>[ko citu lo]</i>	<i>Kamu situ aja lo</i>
<i>“bisa pasang sendiri”</i>	<i>[bica pacang cendili]</i>	<i>Bisa pasang sendiri</i>
<i>“semalam enggak pergi”</i>	<i>[semalem gak pigi]</i>	<i>Semalam tidak pergi</i>
<i>“aduh manyon pulang”</i>	<i>[aduh manyon pulang]</i>	<i>Aduh banyak orang pulang</i>
<i>“satu”</i>	<i>[catu]</i>	<i>Satu</i>
<i>“disitu”</i>	<i>[disiyitu]</i>	<i>Disitu</i>
<i>“eh putus”</i>	<i>[eh putos]</i>	<i>Eh putus</i>
<i>“enggak cukup”</i>	<i>[gak cukop]</i>	<i>Tidak cukup</i>
<i>“Wih lembu”</i>	<i>[wih lembu]</i>	<i>Wih sapi</i>

<i>“enggak ada dirumahku”</i>	<i>[gadak diyumahku]</i>	<i>Tidak ada dirumahku</i>
<i>“ketinggalan”</i>	<i>[tinggalan]</i>	<i>Ketinggalan</i>
<i>“enah”</i>	<i>[enah]</i>	<i>Ini</i>
<i>“wirut”</i>	<i>[wirut]</i>	<i>Wirit</i>
<i>“sinilah”</i>	<i>[syinilah]</i>	<i>Sinilah</i>
<i>“kotor”</i>	<i>[kotor]</i>	<i>Kotor</i>
<i>“penceng”</i>	<i>[penceng]</i>	<i>Pancing</i>
<i>“boss”</i>	<i>[woss]</i>	<i>Bos</i>
<i>“tembaknya lo enggak ada kayunya”</i>	<i>[tembaknya lo gak ada kayunya]</i>	<i>Tembaknya lo tidak ada pelurunya</i>
<i>“bisa”</i>	<i>[bisya]</i>	<i>Bisa</i>
<i>“entek”</i>	<i>[entek]</i>	<i>Habis</i>
<i>“ikan gabus”</i>	<i>[ikan gabos]</i>	<i>Ikan gabus</i>
<i>“abis”</i>	<i>[abes]</i>	<i>Habis</i>
<i>“masih ada”</i>	<i>[sik ada]</i>	<i>Masih ada</i>
<i>“pasaran”</i>	<i>[pacaran]</i>	<i>Main pasaran</i>
<i>“tak tinggal manjat”</i>	<i>[tak tinggal manjat]</i>	<i>Saya tinggal naik</i>
<i>“selop”</i>	<i>[celop]</i>	<i>Sandal</i>
<i>“yuk lagi”</i>	<i>[yok agi]</i>	<i>Yuk lagi</i>
<i>“tibok”</i>	<i>[tibok]</i>	<i>Jatuh</i>
<i>“mingger”</i>	<i>[mingger]</i>	<i>Pinggir</i>
<i>“kepleset”</i>	<i>[kepeset]</i>	<i>Terjatuh</i>
<i>“montor”</i>	<i>[montor]</i>	<i>Mobil</i>
<i>“gedi”</i>	<i>[gedek]</i>	<i>Besar</i>
<i>“ucul”</i>	<i>[ucol]</i>	<i>Lepas</i>
<i>“pasang”</i>	<i>[pacang]</i>	<i>Pasang</i>
<i>“rusak”</i>	<i>[usak]</i>	<i>Rusak</i>
<i>“pasangan”</i>	<i>[pacangan]</i>	<i>Pasangan</i>
<i>“lagi”</i>	<i>[laji]</i>	<i>Lagi</i>
<i>“panjang”</i>	<i>[penjeng]</i>	<i>Panjang</i>
<i>“coba kau tak</i>	<i>[cobak kau tak</i>	<i>Coba kamu saya</i>

<i>tangkap bisa enggak sini</i>	<i>tangkep bisa gak cini]</i>	<i>tangkap bisa tidak sini</i>
<i>“mbah”</i>	<i>[embah]</i>	<i>Nenek/kakek</i>
<i>“tibok”</i>	<i>[tibok]</i>	<i>Jatuh</i>
<i>“misan”</i>	<i>[sisan]</i>	<i>Sekalian</i>
<i>“lari”</i>	<i>[rari]</i>	<i>Lari</i>
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<i>“balek”</i>	<i>[mbalek]</i>	<i>Balik</i>
<i>“kesana”</i>	<i>[kesyana]</i>	<i>Kesana</i>
<i>“kupaskan”</i>	<i>[kupasykan]</i>	<i>Bukakan</i>
<i>“masih”</i>	<i>[macik]</i>	<i>Masih</i>
<i>“satu”</i>	<i>[syatu]</i>	<i>Satu</i>
<i>“tabrak”</i>	<i>[tabak]</i>	<i>Tabrak</i>
<i>“cepat”</i>	<i>[cepat]</i>	<i>Cepat</i>
<i>“naik”</i>	<i>[naek]</i>	<i>Naik</i>
<i>“enggak bisa”</i>	<i>[gabisa]</i>	<i>Tidak bisa</i>
<i>“nangkap”</i>	<i>[nakap]</i>	<i>Tangkap</i>
<i>“cakar”</i>	<i>[nyakar]</i>	<i>Cakar</i>
<i>“manjat”</i>	<i>[mancat]</i>	<i>Naik</i>
<i>“nangis”</i>	<i>[nangesy]</i>	<i>Nangis</i>
<i>“gelempang”</i>	<i>[gempang]</i>	<i>Jatuh kebelakang</i>
<i>“gerobak”</i>	<i>[robak]</i>	<i>Mobil truk</i>
<i>“sakit”</i>	<i>[saket]</i>	<i>Sakit</i>
<i>“putus”</i>	<i>[putos]</i>	<i>Putus</i>
<i>“bisa”</i>	<i>[bisya]</i>	<i>Bisa</i>
<i>“kebalek”</i>	<i>[kebalek]</i>	<i>Terbalik</i>
<i>“kena”</i>	<i>[kenak]</i>	<i>Kena</i>

<i>“tak angkat”</i>	<i>[tak angkat]</i>	<i>Saya angkat</i>
<i>“nancep”</i>	<i>[nancep]</i>	<i>Masuk kedalam</i>
<i>“ambil”</i>	<i>[ambek]</i>	<i>Ambil</i>
<i>“gandoli”</i>	<i>[gandoli]</i>	<i>Pengangi</i>
<i>“minum”</i>	<i>[minom]</i>	<i>Minum</i>
<i>“masukkan”</i>	<i>[asokkan]</i>	<i>Masukkan</i>
<i>“gagang”</i>	<i>[gagang]</i>	<i>Tangkai</i>
<i>“kerja”</i>	<i>[keja]</i>	<i>Kerja</i>
<i>“mau”</i>	<i>[mo]</i>	<i>Mau</i>
<i>“nyetel”</i>	<i>[nyetel]</i>	<i>Hidupkan</i>
<i>“narok”</i>	<i>[tarok]</i>	<i>Letakkan</i>
<i>“perosotan”</i>	<i>[rosotan]</i>	<i>Perosotan</i>
<i>“sekolah”</i>	<i>[cekolah]</i>	<i>Sekolah</i>
<i>“paser”</i>	<i>[paser]</i>	<i>Pasir</i>
<i>“sepeda”</i>	<i>[cepeda]</i>	<i>Sepeda</i>
<i>“tak tembak”</i>	<i>[tak tembak]</i>	<i>Saya tembak</i>
<i>“kabur”</i>	<i>[kabor]</i>	<i>Kabur</i>
<i>“jedor”</i>	<i>[njedor]</i>	<i>Masuk kedalam air</i>
<i>“mereng”</i>	<i>[mereng]</i>	<i>Miring</i>
<i>“lagi”</i>	<i>[adi]</i>	<i>Lagi</i>
<i>“basah”</i>	<i>[basyah]</i>	<i>Basah</i>
<i>“turun”</i>	<i>[turon]</i>	<i>Turun</i>
<i>“jorok”</i>	<i>[jorok]</i>	<i>Kotor</i>
<i>“tak kasihkan”</i>	<i>[tak kasyihkan]</i>	<i>Saya kasihkan</i>
<i>“diguang”</i>	<i>[dibuak]</i>	<i>Dibuang</i>
<i>“semut”</i>	<i>[cemot]</i>	<i>Semut</i>
<i>“hantu”</i>	<i>[huantu]</i>	<i>Hantu</i>
<i>“tak tinggal”</i>	<i>[tak tinggal]</i>	<i>saya tinggal</i>
<i>“njalok”</i>	<i>[njalok]</i>	<i>Minta</i>
<i>‘tengok’</i>	<i>[tingok]</i>	<i>Lihat</i>

<i>“kebesaran”</i>	<i>[kebesyaran]</i>	<i>Kebesaran</i>
<i>“cantik”</i>	<i>[cantek]</i>	<i>Cantik</i>
<i>“makek”</i>	<i>[makek]</i>	<i>Pakai</i>
<i>“manjat”</i>	<i>[manjyat]</i>	<i>Naik</i>
<i>“habis”</i>	<i>[abes]</i>	<i>Habis</i>
<i>“ular”</i>	<i>[uler]</i>	<i>Ular</i>
<i>“minta”</i>	<i>[mintak]</i>	<i>Minta</i>
<i>“bu sisri”</i>	<i>[buk sisik]</i>	<i>Ibu sisri</i>
<i>“gluduk”</i>	<i>[gudok]</i>	<i>Petir</i>
<i>“rok”</i>	<i>[rok]</i>	<i>Rok</i>
<i>“bisa”</i>	<i>[sa]</i>	<i>Bisa</i>
<i>“sendiri”</i>	<i>[syendiri]</i>	<i>Sendiri</i>
<i>“montor”</i>	<i>[montor]</i>	<i>Mobil</i>

APPENDIX III

DOCUMENTATION



(Adresia's Activities)



(The Researcher with Adresia's Mom)



(Adresia with Her Mom)

Phonological Acquisition of Javanese Language on Three Years Child



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