

**PHONOLOGICAL ACQUISITION ON 2 AND 3
YEARS OLD CHILDREN**

SKRIPSI

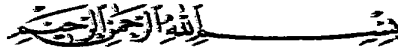
*Submitted in Partial Fulfillment of the Requirements
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English Education Program*

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**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2018**



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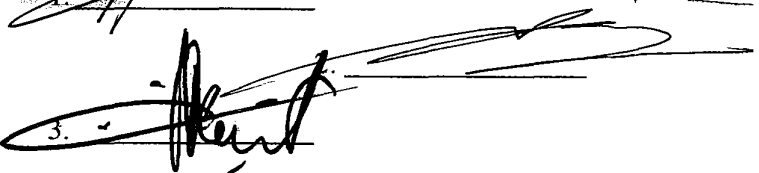
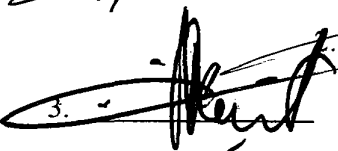
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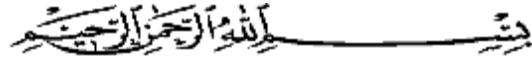
ABSTRACT

Sartika. 1402050049. Phonological Acquisition on 2 And 3 Years Old Children. The Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018.

The aim of this research were: 1. to find out the speech sounds produced by 2 and 3 years old children, 2. to explain how the phonological process of the speech sounds produced. The data of this research was taken 4 children from Jln.Sei Mencirim Sunggal. Kabupaten Deli Serdang. Sumatera Utara. The first 2 years old children is Fauzan, lives at Jln. Pasar 5 Sei Mencirim Sunggal. And the second 2 years old children is Nurul, lives at jln. Pasar 4 Sei Mencirim Sunggal. The first 3 years old children is Fadil, lives at Gg. Cimandiri Paya Bakung Dusun 3 Hilir. And the second 3 years old children is Kaisa, lives at Pasar 4 Sei Mencirim Sunggal. This study applied qualitative descriptive method. The techniques for collecting the data were observation, the observation conducted for time period of one month. Based on the observation, Fauzan produced 7 vocals [a, i, u, e, o, ə, ε] and 13 consonants [b, c, d, h, k, l, m, n, ŋ, p, t, w, y], and Nurul produced 7 vocals [a, i, u, e, o, ə, ε] and 15 consonants [b, d, g, h, j, k, l, m, n, ñ, ŋ, p, t, w, y]. Fadil produced 8 vocals [a, i, u, e, o, ə, ε] and 16 consonants [b, c, d, g, h, j, k, l, m, n, ŋ, p, s, t, w, y], and Kaisa produced 7 vocals, [a, i, u, e, o, ə, ε] and 16 consonants [b, c, d, g, h, j, k, l, m, n, ŋ, p, s, t, w, y]. In this research, it was found that the phonological processes produced by the children are: Substitution, Assimilation and Syllable Structure. It was concluded that the development of phonological acquisition on 2 and 3 years old children vary depending on the children's age and family environment.

Key words : Phonological Acquisition, 2 and 3 years old Children , Phonological Process

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Medan, March 2018
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language acquisition is the process by which human acquired the capacity to perceive, produce and used words to communicate. The ability to communicate is one of the most important human skills, with the ability to communicate we can connect with others and forge relationships. We can share our ideas and let other people know how we feel. Communication begins long before we learn to talk. In the first few months of life, babies show their interest in communicating by listening intently to the sound of the human voice, looking at people's faces when they talk, and then engaging in back-and-forth babbling games with their parents. These exchanges of sounds and smiles between an infant and his caregiver are the baby's first conversations, even though he has never uttered a word. Around the first year of life, infants use their first words and then, once they have many single words, they use little two-word sentences.

Generally in their first year, most children have mastered the ability to say a few simple words. At 18 months of age most children can say 8 to 10 words and, by age 2, are putting words together in crude sentences such as "more milk." During this period children rapidly learn that words symbolize or represent objects, actions, and thoughts. At this age they also engage in representational or pretend play. At ages 3 a child's vocabulary begins increases, and he or she begins to master the rules of language.

At around 2 years of age, children begin to create utterances that have more than one word in them, by combining the words to become a larger unit. Many young children's utterances are ungrammatical according to adult language standards (e.g. *I want see my bottle getting fix, Mommy I poured you*), but many of them are not (*I'm going to show you where Mr. Lion is*) (Clark, 2009). English children's early sentences tend to be combination of bare stem forms without inflection markers, so a two-year-old will produce something like *Daddy book* instead of *Daddy's book* or *two chair* instead of *two chair* (Caroline Rowland, 2014:5). Thus, to learn a language, a child must master its phonological system. Phonology is the study of the patterns of sound in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages. Phonology in the level of linguistic is divided into two parts, it's phonetic and phonemic. Phonetic is the science of language that discusses the sounds used in speech and how the sound is produced by human speech tool. Phonemic is the science of language that serves as a differentiator of meaning or phoneme. Generally speech sound is classified into two it's vocal and consonant.

Thus, Chomsky through LAD theory says that the process of language acquisition in children experiencing the same stage. This process occurs in all normal children. Language development in children depends on the maturation of the brain, the environment, development of motor and cognitive, structural integrity and function of the organism. For children age 2 and 3 years old usually a child begins to learn language well, but in phonological acquisition, a

speech sounds produced by 2 and 3 years children are still not perfect. For example children age 2 years, *if asked, “ Apa kamu sudah makan? They will respond “yum”. And the respond of children age 3 years is “ elom”.*

Based on the previously, the researcher is interested in analyzing the language acquisition. It is an attempt to analyze the process language acquisition on 2 and 3 years Old Children. Especially, in phonological acquisition. So the researcher chooses the title of Phonological Acquisition on 2 and 3 years Old Children.

B. The Identification of the Problems

The problems of the research can be identified as follows

1. many 2 and 3 years old children’s utterances are ungrammatical in language standards.
2. the acquisition of speech sound by 2 and 3 years old children are still not perfect.

C. The Scope and Limitation

The study was focused on language acquisition. In conducting this study, it was limited only on the phonological acquisition on 2 and 3 years old children.

D. The Formulation of the Problems

The problems of this research are formulated as the following.

1. What speech sounds are produced by 2 and 3 years old children related to phonological acquisition ?

2. How are the phonological processes produced by 2 and 3 years old children ?

E. The Objectives of the Study

The objectives of the study were

1. to find out the speech sounds produced by 2 and 3 years old children related to phonological acquisition.
2. to describe the phonological processes produced by 2 and 3 years old children.

F. The Significance of the Study

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

1. Theoretically

This proposal can give contribution to enrich knowledge and information for parents and people about phonological acquisition on 2 and 3 years old children, in order to understand the children when she or he is trying to communicate with them.

2. Practically

For the researcher and the readers, this study, hopefully, can increase knowledge and can give information about phonological acquisition on 2 and 3 years old children.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

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

1. Psycholinguistic

According to Field (2003), Psycholinguistics explores the relationship between the human mind and language. The term psycholinguistic is a hybrid discipline which consist of psychology which is the scientific study of human mind and linguistic which is the scientific study of language. Therefore, psycholinguistic is the study of relationship between language and mind. It focuses on the psychological and neurobiological factors responsible for language acquisition, language usage, language comprehension, and language production.

Psycholinguistic is also defined generally by Gleason (1998) is the study of the cognitive and processing issues that underline language comprehension and use. It is a scientific discipline whose goal is to coherent theory of the way in which language is produce and understood In the same vien, Finch (2003:214) mentions that -psycholinguistic explore the psychological processes involved using language. It asks how we store word and syntactic structure in the brain, what processes of memory are involved, and how we understand and

produce speech. For Finch, all these debating issues give us insightful clues as to how we can deal with language disorder.

1.1 Domains of Psycholinguistic

Psycholinguistic covers an enormous of range of topic. However, following the definition above, the domains of psycholinguistics we discuss here involve:

1.1.1 Language Processing

This branch of psycholinguistics tries to discover what happens in the human mind while speaking or listening, while sending the information and receiving it. It looks into the central process and mechanism underlying this very complex activity. In other words, language processing deal with language performance, to use Chomsky's term, of two activities, namely production and comprehension.

a. Speech production

We are concerned here knowing what is going on from thought to output, this is to actual production of a sound wave which is coming out, as opposed to comprehension activity.

b. Speech Comprehension

Study of speech comprehension deals with the way in which the input string is interpreted, how the linguistic units are identified within it, and how eventually they are identified in a conceptual way. It is really fascinating to find out the phases and model of these activities, comprehension and

production. In reality they last for less than a few second, but are very complex, the most complex activities of the human cognition. -As the comprehension of some word, phrase, or grammatical form is learned, some of that learning may be produced in speech Ingram (1974). It is assumed that language comprehension or understanding is more easily studied than language production. But in the fact, comprehension has been studied more thoroughly than production.

1.1.2 Language Acquisition

This psycholinguistic branch studies the language development of young children: how the latter learn to speak progressively? How do they manage to acquire their mother tongues? It is fascinating to note that young children acquire a language within early stage of their childhood, despite their limited mental ability. More fascinating is their ability to decode a generated input, or a language that is incomplete, or ungrammatical, especially when they are addressed by their parents. They can understand their language learning and learn grammar used in it perfectly.

Language acquisition in the study of the growth of language in children, a term referring to the process or result of learning or acquiring a particular aspect of a language, and ultimately the language as a whole. The term *language acquisition* refers to the development of language in children. One of the earliest scientific explanations of language acquisition was provided by Skinner, as one of his pioneers of behaviorism, he accounted for language development by means of environmental influence. Skinner argued that children learn language based on

behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. For example, when the child says ‘milk’ and the mother will smile and give her some as a result, the child will find this outcome rewarding, enhancing the child's language development (Ambridge & Lieven, 2011).

Others see no clear distinction between these two facets of language learning, and use the terms interchangeably. The term child language development has also come to be used for discourse-based studies of child language. Acquisition is also used in the context of learning a foreign language: foreign or second-language acquisition is thus distinguished from first language or mother-tongue acquisition. In this context, acquisition is sometimes opposed to learning. The former is viewed as an environmentally natural process, the primary force behind foreign-language fluency; the latter is seen as an instructional process which takes place in a teaching context, guiding the performance of the speaker.

It requires meaningful interaction in the target natural communication which speakers are not concerned with the form of their utterances but with the message they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition, but caretakers and native speaker can modify their utterance addresses to acquire to help them understand, and this modifications are though help to the acquisition process.

According to Tomasello (2003) the developer of the theory language acquisition, that children learn language from their language experiences and a

language structure emerges from language use. While children usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports the theory advanced by Noam Chomsky and other proponents of transformational grammar. children are able to learn the superficial grammar of a particular language because all intelligible languages are founded on a deep structure of grammatical rules that are universal and that correspond to an innate capacity of the human brain.

2. Phonological Acquisition

When an eighteen month old child attempts to pronounce the word *water*, he or she might say (wawa), a pronunciation “that” is quite different from the adult’s model. A child’s pronunciation of the word that may sound like /d t/. Differences in pronunciation like this may persist for some time, despite drilling by the child’s parents or caretakers and even despite the child’s own realization that his or her pronunciation does not quite match the adult’s pronunciation. All children, regardless of what language they are acquiring natively, make mistakes like these before they have mastered the phonological system of their native language. Yet, such errors reveal that they have already learned a great deal, and in roughly another two-and-a-half years their speech will resemble that of their parents in all important respects. It is important to note that although children tend to go through the same developmental steps at the same time, this only a tendency. There is much variation in the age range during children acquire words

or fundamental cognitive concepts. Just because a child is slower or faster than average, that child is not necessarily more or less intelligent or well-developed than average. It is normal for there to be quite a lot of variation among children.

At around 2 years of age, usually a child begins to learn the language. In the acquisition of language, especially in children 2 years can be seen from various aspects, one of which is phonology. Phonological acquisition of a child age 2 years can be seen when he speaks. Phonological acquisition develops in childhood through observation of the surrounding environment, so it is the same as that expressed by adults, on the acquisition of language. Thus, the acquisition of phonology is an early stage for language acquisition.

The acquisition of each sound does not occur suddenly and individually, but gradually. A child's speech always changes between correct speech and improper speech progressively until a speech like an adult reaches. The phonological acquisition in childhood occurs through several common processes of simplification involving all classes of sound. To learn a language, a child must master its phonological system.

3. Theories of Phonological Acquisition

In this connection, there are several hypotheses related to the acquisition of phonology in childhood, namely : universal structural theory, universal structural generative theory, theory of natural phonological process, Theory of acoustic prosodic and Theory of contrast and process.

3.1 Universal Structural Theory

This universal structural theory is proposed and developed by Jakobson (1968). This theory is also called Jakobson theory. This theory tries to explain the acquisition of phonology based on linguistic universal structures (the structural laws that govern every sound change). Phonological gain is two stages: 1) babbling language and, 2) obtaining pure language.

Some of the evidences that reinforce Jakobson's theory are as follows: (a) Liquid sounds (l) and (r), appearing at the wiring stage, disappear at the stage of removing the sounds of language that actually reappears when the toddler age. (b) Babies who are deafly wired in the normal way, but finish wiring stop making noises. Although the sounds of language in the world are different, the particular relationship in the sounds is fixed. For example, the velar [g] so, language has alveolar barriers sounds [t], and the bilabial barriers [b]. If a language has bilabial barriers [b] and [p], but not necessarily it has the velar [g] and [k] sounds. According to him, the sound of velar language [g], must have a resonant consonant such as [k] and [b].

According to Port and Preston (1972) research, VOT (voice onset time) between consonants [d] and [t] is not the same at the stage of wiring with VOT at the stage of removing actual language sounds. When 1 year old = VOT adults. The difference was due to the transitional period.

In another book, Jakobson says that consonant gain starts from (bilabial), and vocal (a). Thus consonants (p) and vowels are universally syllable, namely: KV (consonant + vowel). Based on that, childish utterances appear in

reduplication form, such as [pa + pa]. The appearance of a back consonant in a child's utterance indicates that he or she has a front consonant, called the laws of implication. Acquisition in childhood is not one by one, but in position (contrast). The first vowel contrast on the wide vowel [a] with [i], followed by the front narrow vowel [i] with the back narrow vowel [u], subsequently only between vowels [e] and [u], vowels [o] with [e].

Finally according to Jakobson, the sound of a god-pronounce to a child does not specify the sound of the sound in a child's utterance. Which determines the order of the emergence of frequent sounds in the language of the world. Phonemic contrast acquisition is universal. That is, it can happen in any language and by any child.

3.2 Universal Structural Generative Theory

This universal structural generative theory was expanded by Moskowitz by applying the generative phonological elements introduced by Chomsky and Halle. Moskowitz rejects the notion that the phonetic stage acquisition applies in the same way to all the children of the world. However, he acknowledges that there is a set of entrances that should be imposed on a sequence of phonological representations that are less obvious because of phonetic interference. Moskowitz also introduced the phonological idiom, namely: progressive and regressive idiom. Progressive idiom is when the sound form of a word, in its early stages has equaled the actual form (adult phonology). A regressive idiom is when a form that

has matched the shape of an adult is transformed into a primitive form. Say the word [pretty], read [piti], which should be [priti].

3.3 Theory of Natural Phonology Process

This theory was introduced by David Stamp. He thinks the phonological process of children is conscientious that must undergo suppression (suppression), limitations and arrangements in accordance with the phonemic (representation) of adults. One process makes all sounds inhibitory, because of the oral barrier that blocks the air to produce sound. But these sounds can produce sound through a certain assimilation process. For example: (kitty), respectively as follows from [ki] to [kii] to [left] to [kiti]. This is done by kidding with the process of vocal tension, then the suppression of half-vocal syllables, after that the suppression of the vibration vibration process, and finally the suppression of vibration.

3.4 Theory of Acoustic Prosody

This theory was introduced by Waterson. He considered the segmental phonemic approach to be changed to non segmental. He thinks language acquisition is a social process so that the study is more appropriately done at home in a social context than the study of experiment data for phonological acquisition. In the process of early childhood acquisition of phonology, observe the similarities and differences in the environment. Childhood is very sensitive to the human voice over and over again in the same context. The sounds form a certain sound pattern without morphology and syntax. So according to Waterson (1976)

the acquisition of language by the child begins semantic phonology, then syntax. He concludes that the acquisition of a childhood morphology is the same even though they use different strategies.

In general, children begin to speak with single syllables. If he tries to pronounce two syllables, then the spoken word is a single syllable repetition. If you meet two syllables it is easier to pronounce a syllable that gets sound pressure than an unpressured syllable.

3.5 Theory of Contrast and Process

This theory was introduced by Ingram. This theory combines important parts of Jakobson's theory with Stamp, then aligning the results with Piaget's developmental theory. According to him, children get adult phonology system by creating their own structure, then change their structure better. The development of this phonology through assimilation and continuous accommodation or substitution (according to Piaget's theory): changes the structure to harmonize it with reality.

4. Phonology

Phonology is the study of the patterns of sound in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages. Ken lodge (2009) observe that phonology is about differences of meaning signaled by sound.

Phonology in the level of linguistic is divided into two parts, it's phonetic and phonemic. Phonetic is the science of language that discusses the sounds used in speech and how the sound is produced by human speech tool. Phonemic is the science of language that serves as a differentiator of meaning or phoneme. A word phonology comes from Ancient Greek "Phon" that has meaning "voice, sound" and the suffix -logy (which is from Greek Logos, that has meaning "science, speech, subject of discussion". It means phonology is the study of speech sound pertaining to the system of language. (Abdul Chaer, 2009).

Generally speech sound is classified into two it's vocal and consonant :

4.1. Vocal

Vocal is a speech sound with a comparatively open configuration of the vocal tract. In everyday language, a vocal is a letter (sound) of the English alphabet that is not a consonant. There are six Indonesian vowels, a, i, u, e, o, ə (Mansur Muchlis, 2008). A vocal sound produced with a slightly open vocal cords. This little open vocal cords vibrate as it passes the airflow pumped from the lungs, then the air currents pass through the oral cavity without getting in the way.

Table 2.1
Phonemic of Vocal

	Depan	Tengah	Belakang
Tinggi	/i/		/u/
Sedang	/e/	/ə/	/o/
Rendah		/a/	

4.2. Consonant

Consonant is a speech sound that is not a vowel. There are twenty one consonants in Indonesia, b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z.

Consonant sound occur after the air currents pass through the vocal cords that open slightly or slightly wide, forwarded to the oral cavity or nasal cavity with a barrier in a particular articulation place.

Table 2.2

Phonemic of Consonant

Manner of Art \ Place of Art	Bila bial	Lab- Dent	Dent	Alv	Plt alv	Plt	Vel	Glt
Plosive	p b		t d					
Affricative					c j		k g	
Fricative		f v		s z			x	h
Lateral				l				
Trill				r				
Flap								
Nasal	M			n		ñ	ŋ	
Semi - Vocal	W					y		

5. Phonological Process

Phonological process is patterns of sound errors that typically developing children use to simplify speech as they don't have the ability to coordinate the lips, tongue, teeth, palate and jaw for clear speech. According to David Ingram (1979 : 135-140) said there are three of phonological process :

5.1. Substitution Process

Substitution process is the replacement of one segment by another segment.

This process consists of:

- a. Stopping: the sound of a fricative consonant is replaced with a stop consonant sound.

Example in English, "sea" /si:/ [ti:]

in Indonesia, "susu" [tutu]

- b. Fronting: the sound of velar and palatal consonants is replaced with alveolar consonant sounds.

Example in English, "shoe" / u:/ [zu ']

in Indonesia, "jajan" [dadan]

- c. Gliding: liquid consonant sounds ([l], [r]) replaced with glide [w] or [j].

Example in English, "Ready" /'redi/ [wedi]

in Indonesia, "hari" [hawi]

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

Example in English : "apple" /' pl/ [apo]

- e. vowel neutralization: vowel sounds turn into center vowel.

Example in English : "back" /b k/ [bat]

5.2. Assimilation Process

Assimilation process is the tendency to assimilate one segment to another segment in syllables. These processes consist of :

- a. Voice: consonant sounds tend to be voiced if it appears in front of a vowel and is not voiced when it appears at the end of a syllable.

Example in English : "Tiny" /'taɪni/ [daiɪ]

in Indonesia : “nenek” [nɛnɛ]

b. Consonant harmony: consonant sounds tend to assimilate with each other in the context of K1 VK2 (X). The patterns that often appear:

i. Velar assimilation: apical consonants tend to be assimilated with adjacent velar consonant.

Example in English : "duck" /dʌk/ [gʌk]

in Indonesia : “tidak” [gak]

ii. Lip assimilation: apical consonants tend to be assimilated with adjacent lips consonants.

Example in English : "tub" /tʌb/ [bʌb]

in Indonesia : “udah” [utah]

iii. Denasalization: a nasal consonant will be initialized if it appears in a non nasal consonant environment.

Example (in French): "Malade" (sick) [bala:d]

in Indonesia : “mbak” [bak]

c. Progressive vocal assimilation: a vowel that does not get sound pressure assimilated to a vowel that gets a sound pressure that appears in front or behind it.

Example in English : "hammer" /'h mɚ(r)/ [ha:ma]

in Indonesia : “kerbau” [kɔ̃lbo]

5.3 Syllable Structure Process

Syllable structure process is that children tend to simplify syllabic structure. In general this syllable simplification applies to the syllable of KV. These processes consist of :

- a. Group reduction: a consonant group is reduced to a single consonant.

Example in English : "play" /pleɪ/ [pe]

in Indonesia : "truk" [tuk]

- b. Removal of the final consonant: one syllable of KVK shortened to KV by removing the final consonant.

Example in English : "bike" /baɪk/ [baɪ]

in Indonesia : "naik" [nai]

- c. Elimination of unvoiced syllables: one syllable that is not subject to sound pressure is abolished if the syllable precedes a syllable under pressure.

Example in English : "banana" /bəˈnænə / [nænə]

In Indonesia : "selop" [lop]

- d. Reduplication: in long words the repeated KV syllables.

Example in English : "Water" /wɔːtə(r)/ [wawa]

in Indonesia : "minum" [mimi']

6. Characteristic of 2 and 3 years old children

According to Matthew Giobbi (2012) A child's physical maturation in the second year result in the ability to run, kick a ball, walk on tip-toes and jump. by the end second year, most children can ride a tricycle, push and pull toys, balance on

/one foot and throw a ball. In child psychologist Jean Piaget described toddler in the second and third year of life as having preoperational cognitive abilities. In this stage of development, a child begins to use linguistic representation for abstract images, such as the words “Mommy” and “Daddy” for the primary caregivers. Symbolic representation is also seen in pretend play, as when the child’s dolls represent certain family members. Children of this age unable to see the world from another’s point of view, a phenomenon that Piaget called “egocentrism”.

7. Language of 2 and 3 years old Children

Generally child age 2 years is missing the names of the person who familiar with himself and the name of his or her body (such as eyes, nose, ears). They can to have simple conversations, using sentences with 2 to 4 words. They enjoy the repetition of her favorite stories and capable of counting to 10. Usually child age 2 years often repeating the words heard in the conversation. So, the parent or families members should be careful about what we want say because a child will repeat the word.

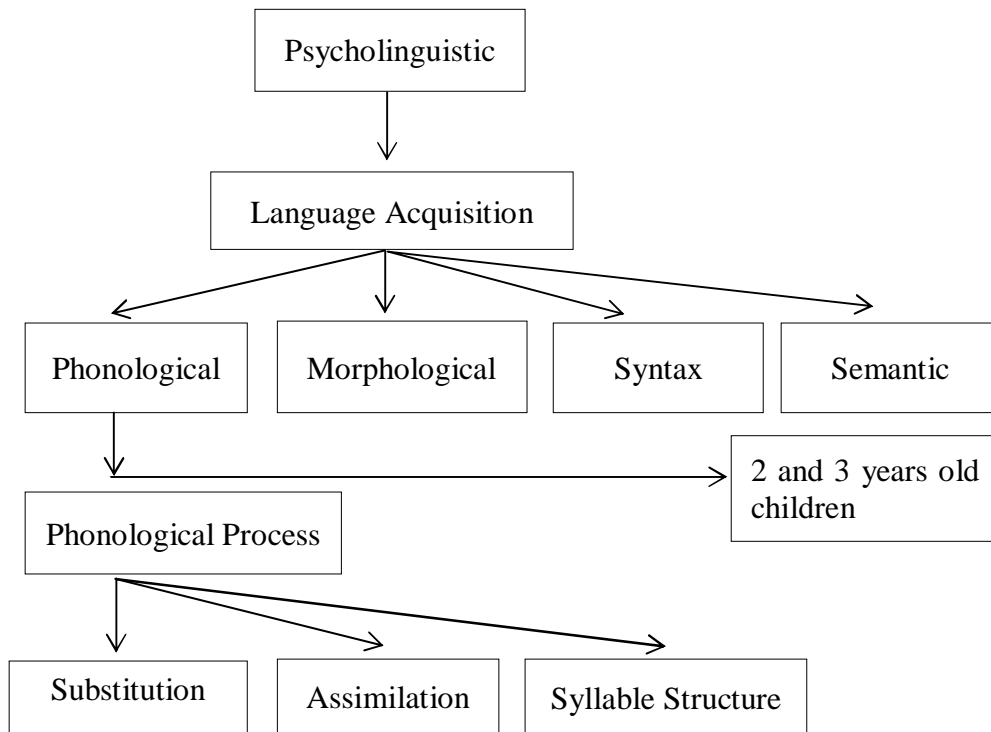
At child age 3 years children can speak well enough and easily understood by others. She or he able to communicate and use a few short sentences with the correct grammar, they can mention the best known, including his or her own name, age and gender, and friend’s name. Generally child age 3 years using words like ‘me’ , ‘us’ , and ‘you’ as well as some plurals such as ‘car’ , ‘cat’ and ‘dog’ and they begins asking lots of questions.

8. Previous Related Study

The study that is related to this research was conducted by Amanda Wulanda Lubis (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 that is related to this research was conducted by Evi Eviyanti (2002), this study was aimed to find out the vocal and consonant produced by 2;3 years old children and to explain how the phonological acquisition on 2;3 years old children. This study taken a child as a respondent, it was a qualitative descriptive method. In this research was found the phonological acquisition of a child is [a, i, o, u, , ə, ε] acquired based on Jacobson's theory. Consonant sound produced by a child also acquired in all of position.

B. Conceptual Framework



The psycholinguistic branch studies the language development of young children. 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 2 just express idea using single word utterances (e.g. No!, More!, 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.

A children learning language must learn aspect of Phonology. Phonology is the study of the patterns of sound in a language and across languages. Put more

formally, phonology is the study of the categorical organization of speech sounds in languages. Ken lodge (2009) observe that phonology is about differences of meaning signaled by sound. there are 3 process of phonological based on Ingram in Fletcher (1979 : 135-140) include assimilation process, substitution process and syllable structure process. commonly children around age 2 and 3 can build and understand some words and produced it, but their produce are still not perfect. The acquisition of each sound does not occur suddenly and individually, but gradually. A child's speech always changes between correct speech and improper speech progressively until a speech like an adult reaches. The phonological acquisition in childhood occurs through several common processes of simplification involving all classes of sound.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The language acquisition of this study applied by qualitative research design. Newman (2014:51) states that qualitative data come in a vast array of forms: photos, maps, open-ended interviews, observations, documents, and so forth.

It was qualitative because the researcher observed 2 and 3 years old children, which requires a case study method. A case study was a research that aimed at analyzing phenomena in its real life context.

In collecting data, the subject investigated directly by the researcher. Observation in one of techniques of research used to collect the data. Observation and documentation study was used to collect the data.

In this study, a cross-sectional was used by the researcher to choose the children. Kendra Cherry (2016) said A cross-sectional study involves looking at people who differ on one key characteristic (such as age) at one specific point in time. The observation was conducted for a time period of one month.

B. Source of Data

The source of data in this research was taken from 2 and 3 years old children. Four children as the respondents and 2 children were taken for each age

to collect the data, in Jln. Sei Mencirim Sunggal. Kabupaten Deli Serdang Sumatera Utara.

C. The Techniques for Collecting Data

In this study, in collecting data, observation techniques was used. During the observation the researcher also noted and recorded the children when they had communication to others in their around environment such as with their parent, other family members and friends, to get the data.

D. The Techniques for Analyzing Data

In analyzing the data, Miles and Huberman theory was applied. Miles and Huberman (2014) said that qualitative data analysis consist of three procedures. The procedures of the data was analyzed based on the following steps.

1. Data Reduction

Data reduction was used in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and transforming the data that were considered important. In conducting this research, the researcher selected the data and gave valuable information in research, the data was chosen by identifying and classifying the language acquisition. The data was collected from 2 and 3 years old children to find out the speech sounds were produced 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, or table. In displaying data, the researcher describes data by finding the language of the children into table. So the researcher was described the phonological process on 2 and 3 years old children.

3. Drawing and verifying conclusion

The last step in analyzing the data was drawing the conclusion and verification. It was used to conclude all of data, so that it became clearly. The conclusion was able to answer the formulation of the problem that formulated from the beginning.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data of this study were collected from 2 and 3 years old children, the data derived from four children, and 2 children were taken for each age. The children were taken from Jln. Sei Mencirim Sunggal. Kabupaten Deli Serdang Sumatera Utara. It lasted for one month since the children began producing a speech sound.

The data lasted for one month starting from January, 03rd 2018 to February, 03rd 2018. The data obtained during observation of the children and at the same time recorded the speech sounds they 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 of David Ingram.

B. Data Analysis

After collecting the data, the researcher firstly identified and classified the speech sounds produced by 2 and 3 years old children and then described the phonological process of the speech sounds.

1. Based on the speech sounds produced by 2 and 3 years old children during the observation, the speech sound classes divided into two, those are: vocal and consonant.

A. The speech sounds produced by F, as follows:

Table 4.1
The Speech Sounds Produced by Fauzan

Speech Sounds			
Vocal		Consonant	
[a]	“sama” [ama] (same) “satu” [atu] (one) ”apa” [apa] (what) “anak” [ana] (child) “abi” [abi] (father) “lagi” [ati] (more) “paklek” [alek] (uncle) “adek” [ade] (brother) “bauk” [auk] (smell) “mau” [au] (want) “manis” [anis] (sweet) “kali” [ali] (times) “lama” [ama] (long)	[b]	“mbak” [bak] (sister) “besok” [becok] (tomorrow) “habis” [abis] (finished) “banyak” [banak] (many)
[i]	“ikan” [itan] (fish) “tiga” [iga] (three) “ini” [ini] (this) “hidup” [idop] (live) “lima” [ima] (five)	[c]	“susu” [cucu] (milk) “siang” [ciaŋ] (afternoon) “cicak” [cica] (lizard) “kecut” [cut] (wrinkled) “cincau” [cinco]

Speech Sounds			
Vocal		Consonant	
[i]	“kita” (we) “iya” [iya] (yes)		
[u]	“udah” [utah] (already) “dua” [ua] (two) “umi” [umi] (mother) “rumah” [umah] (house) “putih” [utih] (white) “lucu” [lutu] (funny) “fauzan” [udan] “urus” [ulus] (arrange)	[d]	“dinding” [dindiŋ] (wall) “bodoh” [OdOh] (stupid) “dari” [dali] (from) “jatuh” [datuh] (fall) “jalan” [dalan] (road) “jajan” [dadan] (snack) “tidak” [dak] (no) “jeruk” [dðlok] (orange) “jahat” [dahat] (evil) “gigit” [digit] (bite)
[e]	“ekor” [etol] (tail) “rehan” [eyan] “enak” [ena] (nice)	[h]	“patah” [atah] (broken) “hari” [hali] (day) “rachel” [ahel]
[o]	“ompong” [opon] (toothless) “burung” [Bolon] (bird) “boleh” [oleh] (can)	[k]	“kuda” [kuda] (horse) “kakek” [kakek] (grandfather) “kakak” [atak] (sister)
[ð]	“bambang” [ðmbaŋ] “mamang” [ðmaŋ] (uncle) “beli” [ðli’] (buy) “besar” [ðsal] (big)	[l]	“lalat” [lala] (fly) “melorot” [lolot] (decline) “jorok” [OlOk] (dirty)

Speech Sounds			
Vocal		Consonant	
[ð]	“kecil” [ðcil] (small)	[l]	“lari” [lali] (run)
[]	“topi” [t pi] (hat) “bola” [b la] (ball)	[m]	“makan” [mamam] (eat) “minum” [mimik] (drink) “malam” [malam] (night) “merah” [melah] (red) “masuk” [macok] (enter) “ambil” [ambi] (take) “semua” [mua] (all) “marah” [malah] (angry)
[ɛ]	“ember” [ɛmbɛl] (pail) ”jelek” [iyɛk] (ugly)	[n]	“balon” [alon] (ballon) ”nenek” [nɛnɛk] (grandmother) “nanti” [anti’] (later) “naik” [nai] (climb) “nyamok” [namok] (mosquito)
		[ŋ]	”pulang” [ulaŋ] (go back)
		[p]	“pipi” [pipi] (cheek) “depan” [pan] (front) “pintu” [pitu] (door) ”selop” [lop] (slipper) “punya” [puna] (have)

Speech Sounds			
Vocal		Consonant	
		[t]	“tutup” [otop] (close) “tidur” [bobok] (sleep) “kumpul” [tumpul] (get together) “tengok” [tenok] (look)
		[w]	“pesawat” [awat] (plane) “kawan” [awan] (friend) “warna” [wana] (color)
		[y]	“belum” [yum] (not yet)

B. The speech sounds produced by N, as follows:

Table 4.2
The Speech Sounds Produced by Nurul

Speech Sounds			
Vocal		Consonant	
[a]	“apel” [apəŋ] (apple) “aku” [atu] (I) “bakso” [ato] (meatball) “satu” [atu] (one) “adik” [ade] (younger sister) “rambut” [ambut] (hair) “mau” [au] (want) “ambil” [ambi] (take)	[b]	“bagus” [badus] (good) “boneka” [boneta] (doll) “besok” [betok] (tomorrow) “bibir” [bibil] (lip) “bisa” [bita] (can) “tidur” [bobok] (sleep) “biru” [bilu] (blue) “bangau” [banjo] (stork)

Speech Sounds			
Vocal		Consonant	
[i]	“hidung” [idUŋ] (nose) “ini” [inih] (this) “isi” [iti] (fill) “ikan” [itan] (fish) “hijau” [ido] (green) “siapa” [iapa] (who) “indah” [indah] (beautiful) “minta” [inta] (ask)	[d]	“gatal” [datal] (itch) “duduk” [dudu] (sit) “gunung” [dunuŋ] (mountain) “gigi” [didi’] (tooth) “jambu” [dambu] (cashew) “jum’at” [dumat] (Friday)
[u]	“pulpen” [upen] (pen) “buku” [butu] (book)	[g]	“tidak” [gak] (no)
[e]	“sore” [tole] (afternoon)	[h]	“sehat” [hat] (health)
[o]	“topi” [opi] (hat) “soto” [oto] (soto) “kado” [tado] (gift) “kolong” [OIOn] (underneath)	[j]	“minjam” [injɔm] (borrow)
[ə]	“pelangi” [ɔlanji] (rainbow) “nopi” [ɔmpi] “kenak” [ɔnak] (touch) “senin” [tɔnin] (Monday) “selasa” [tɔlata] (Tuesday)	[k]	“kacau” [kato] (confused) “kecil” [kɔtin] (small) “kucing” [kutinj] (cat) “kuning” [uninj] (yellow)

Speech Sounds			
Vocal		Consonant	
[ɛ]	<p>“ember” [ɛmbɛl] (pail)</p> <p>“monyet” [onɣɛt] (monkey)</p>	[l]	<p>“rabu” [labu] (Wednesday)</p> <p>“langit” [lanit] (sky)</p> <p>“bola” [la] (ball)</p> <p>“rusa” [luta] (horse)</p> <p>“lembu” [lɔbu] (cow)</p>
		[m]	<p>“mata” [mata] (eyes)</p> <p>“minggu” [mindu] (Sunday)</p> <p>“semua” [mua] (all)</p> <p>“kemana” [mana] (where)</p> <p>“mama” [mama] (mother)</p> <p>“merah” [melah] (red)</p>
		[n]	<p>“nenek” [nɛnɛ] (grandmother)</p> <p>“naik” [nai] (climb)</p>
		[ŋ]	<p>“punya” [ŋa] (have)</p>
		[ŋ]	<p>“jangan” [daŋan] (do not)</p>
		[p]	<p>“pecah” [pɔtah] (broken)</p> <p>“pakai” [pake] (use)</p> <p>“papa” [papa] (father)</p>
		[t]	<p>“ketawa” [tawa] (laugh)</p> <p>“tiup” [tiu] (inflatable)</p>

Speech Sounds	
Vocal	Consonant
	<p>[t]</p> <p>“ketemu” [tɔ̃mu] (meet)</p> <p>“cicak” [titak] (lizard)</p> <p>“kakak” [tatak] (sister)</p> <p>“cuci” [tuti] (wash)</p> <p>“sekolah” [tɔ̃kolah] (school)</p> <p>“kuda” [tuda] (horse)</p> <p>“kue” [tue] (cake)</p> <p>“cukup” [tukup] (enough)</p> <p>“laptop” [top] (laptop)</p> <p>“kasih” [tasih] (give)</p> <p>“Kamis” [tamis] (Thursday)</p> <p>“Sabtu” [tabtu] (Saturday)</p> <p>“tuhan” [tUan] (god)</p>
	<p>[w]</p> <p>“lari” [lawi] (run)</p> <p>“hari” [hawi] (day)</p> <p>“bawah” [awah] (under)</p>
	<p>[y]</p> <p>“belum” [iyum] (not yet)</p> <p>“sayang” [tayan]</p> <p>“iya” [yah] (yes)</p>

C. The speech sounds produced by F, as follows:

Table 4.3
The Speech Sounds Produced by Fadil

Speech Sounds			
Vocal		Consonant	
[a]	“abi” [ambi] (father) “aku” [atu] (I) “lampir” [ampil] (attached) “manjat” [anjat] (climb) “rambutan” [ambutan] (rambutan) “azka” [aska] “lampu” [ampu] (lamp) “apel” [apəl] (apple) “ada” [ada] (any) “satu” [atu] (one) “ayah” [ayah] (father)	[b]	“bolu” [bowu] (sponge) “bayi” [bai] (baby) “burung” [buluŋ] (bird) “biru” [bilu] (blue) “belum” [bəlom] (not yet) “banyak” [banak] (many) “balap” [balap] (race) “biar” [bial] (let)
[i]	“ningrum” [iyum] “hijau” [ijo] (green) “hitam” [itam] (black) “tiga” [iga] (three)	[c]	“cincin” [cicin] (ring) “cewek” [cewək] (women) “coklat” [cokat] (chocolate) “semalem” [cəmaləmə] (yesterday)
[u]	“susu” [tutu] (milk) “ungu” [unu] (purple) “putih” [utih] (white)	[d]	“durian” [dulian] (durian) “duku” [duku] (duku) “duduk” [dodok] (sit)

Speech Sounds			
Vocal		Consonant	
[e]	“angel” [enʝen] “endra” [endɔla]	[g]	“galang” [gala] “gajah” [gajah] (elephant) “gelap” [gɔlap] (dark)
[o]	“orens” [oren] (orange)	[h]	“hendrik” [hendɔlik] “harimau” [halimau] (tiger) “hp” [hp] (handphone)
[ɔ]	“elang” [ɔlan] (hawk)	[j]	“Jilbab” [Jibab] (veil) “jambu” [jabu] (cashew) “jeruk” [jɔlok] (orange) “manjat” [anʝat] (climb)
[ɛ]	“entok” [ɛntok] (duck)	[k]	“kucing” [kutɪŋ] (cat) “kambing” [kambɛŋ] (goat) “kuda” [kuda] (horse) “kecoa” [kɔtoa] (cockroaches)
[ɪ]	“botak” [bɪtak] (bald)	[l]	“rusak” [lutak] (damage) “lembu” [lɔmbu] (cow)
		[m]	“mobil” [mobil] (car) “motor” [motor] (motor) “minum” [minum] (drink) “makan” [makan] (eat) “mamak” [mamak] (mother)

Speech Sounds			
Vocal		Consonant	
		[m]	“malam” [malɛm] (night) “mancing” [mantɛŋ] (fishing)
		[n]	“nazwa” [naja]
		[ŋ]	“anggur” [aŋgu] (grape) “bangau” [baŋau] (stork) “udang” [udaŋ] (shrimp)
		[p]	“permainan” [pɔmainan] (games) “pinter” [pintel] (diligent) “punya” [puna] (have) “empat” [ampat] (four) “pondok” [pondok] (cottage) “pepaya” [papaya] (papaya) “ping” [piŋ] (pink)
		[s]	“semangka” [sɔmaŋka] (water melon) “bisa” [bisa] (can) “kusuk” [kusuk] (massage)
		[t]	“siang” [tiaŋ] (afternoon) “lontong” [tontɔŋ] (rice cake) “tabrak” [tabak] (hit) “tablet” [tabet] (tablet) “tunggu” [tuŋgu] (wait)

Speech Sounds			
Vocal		Consonant	
		[t]	“terbang” [təɭbaŋ] (fly) “stroberi” [tobelɪ] (strawberry) “tidur” [tidol] (sleep)
		[w]	“sawo” [wawo] (sapodilla)
		[y]	“yusuf” [yusup]

D. The speech sounds produced by K, as follows:

Table 4.4
The Speech Sounds Produced by Kaisa

Speech Sounds			
Vocal		Consonant	
[a]	“berantem” [antəɱ] (fight) “mau” [au] (want) “api” [api] (fire) “kali” [ali] (times) “apa” [apa] (what) “apel” [apəɱ] (apple) “ada” [ada] (any)	[b]	“beruang” [bəwuwaŋ] (tiger) “besar” [bəsəl] (big) “bakso” [baso] (meatball) “banyak” [banak] (many) “buka” [buka] (open) “buku” [buku] (book) “binatang” [binataŋ] (animal) “burung” [buluŋ] (bird)

Speech Sounds			
Vocal		Consonant	
[i]	“ini” [ini] (this) “itu” [itu] (that)	[c]	“cakar” [cakal] (claw) “sekolah” [cɔkolah] (school) “sama” [cama] (same) “cuci” [cuci] (wash)
[u]	“dua” [ua] (two) “ular” [ulal] (snake) “udah” [udah] (already)	[d]	“durian” [dulian] (durian) “duku” [duku] (duku) “dalam” [dalam] (deep)
[e]	“lewat” [ewat] (through) “kereta” [keta] (carriage)	[g]	“gajah” [gajah] (elephant) “gelas” [gɔlas] (glass)
[o]	“kotor” [kotoɭ] (dirty) “topi” [opi] (hat) “mobil” [obil] (car)	[h]	“hari” [hali] (day) “harimau” [halimau] (tiger) “hantu” [hantu] (ghost)
[ɛ]	“sendok” [ɛndok] (spoon)	[j]	“jum’at” [jumat] (Friday) “jangan” [jaŋan] (do not) “jajan” [jajan] (snack)
[ə]	“sepeda” [əpɛda] (bicycle) “selop” [əlop] (slipper) “belum” [əlom] (not yet) “gendut” [əndut] (fat) “seru” [sɛlu] (happy)	[k]	“keluar” [kual] (out) “kaca” [kata] (mirror) “kecil” [kɛcil] (small) “Kamis” [kamis] (Thursday) “kerbau” [kɛlbau] (buffalo)

Speech Sounds			
Vocal		Consonant	
[ð]	“senin” [sɔ̃nin] (Monday)	[k]	“kawan” [kawan] (friend) “kebun” [kɔ̃bun] (garden)
		[l]	“rabu” [labu] (Wednesday) “rumah” [lumah] (house)
		[m]	“motor” [moton] (motor) “masok” [matok] (enter) ”menari” [mɔ̃nali] (dance) “mandi” [mandi] (bathe) “makan” [makan] (eat)
		[n]	“naik” [nai] (climb) “ngak” [ngak] (no) “nanas” [nɔ̃nas] (pineapple)
		[ŋ]	“bangun” [aŋun] (wake) “minggu” [miŋgu] (Sunday)
		[p]	“pernah” [pelnah] (ever) “potong” [pɔ̃tonŋ] (cut) “al-pukat” [pokat] (avocado) “pensil” [pensil] (pencil) “pulpen” [pupen] (pen) “pergi” [pigi] (go) “pintar” [pintel] (diligent)

Speech Sounds			
Vocal		Consonant	
		[s]	“sama” [sama] (same) “susu” [susu] (milk) “sabtu” [sabtʊ] (Saturday) “salak” [salak] (salaka) “singa” [siŋa] (lion) “semua” [sɔ̃mua] (all)
		[t]	“terus” [tos] (straight) “sakit” [takɪt] (sick) “terbang” [tɔ̃lbaŋ] (fly) “celana” [tɔ̃lana] (pants) “takut” [takut] (afraid) “tangan” [taŋaŋ] (hand) “selasa” [tɔ̃lata] (Tuesday) “tupai” [tupai] (squirrel)
		[w]	“pesawat” [sawat] (plane)
		[y]	“ayam” [ayam] (chicken) “yoyo” [yoyo]

2. There are some phonological process produced by 2 and 3 years old children, those are: Substitution Process, Assimilation Process and Syllable Structure Process.

A. The phonological process produced by Fauzan :

1. Substitution Process

Substitution process is the replacement of one segment by another segment.

The substitution process that produced by male 2 years old children are:

a. Fronting

Fronting is the sound of velar and palatal consonants is replaced with alveolar consonant sounds.

The speech sounds are :

- “susu” [cucu]
(milk)
- “jatuh” [datuh]
(fall)
- “jalan” [dalan]
(way)
- “kumpul” [tumpul]
(get together)
- “jajan” [dadan]
(snack)
- “gigit” [digit]
(bite)
- “jeruk” [dɔlok]
(orange)
- “jahat” [dahat]
(evil)

2. Assimilation Process

Assimilation process is the tendency to assimilate one segment to another segment in syllables. There are five kinds assimilation process that produced by male 2 years old children.

a. Voice

Voice is consonant sounds tend to be voiced if it appears in front of a vowel and is not voiced when it appears at the end of a syllable.

The speech sounds are :

- “anak” [ana]
(child)
- “adek” [ade]
(younger brother)
- “enak” [ena]
(nice)
- “lalat” [lala]
(fly)
- “ambil” [ambi]
(take)
- “kotor” [koto]
(dirty)

b. Velar Assimilation

Velar assimilation is an apical consonants tend to be assimilated with adjacent velar consonants.

The speech sound is : “lagi” [ati]
(more)

c. Lip Assimilation

Lip assimilation is an apical consonants tend to be assimilated with adjacent lips consonants.

The speech sound is : “udah” [utah]
(already)

“tengok” [tenok]
(look)

“warna” [wana]
(color)

b. Removal of the Final Consonant

Removal of the final consonant is one syllable of KVK shortened to KV by removing the final consonant.

The speech sound is : “naik” [nai]
(climb)

c. Elimination of Unvoiced Syllables

Elimination of unvoiced syllables is one syllable that is not subject to sound pressure is abolished if the syllable precedes a syllable under pressure.

The speech sounds are : “kecut” [cut]
(wrinkled)

“melorot” [lolot]
(decline)

“semua” [mua]
(all)

“depan” [pan]
(front)

“selop” [lop]
(slipper)

“pesawat” [awat]
(plane)

“belum” [yum]
(not yet)

d. Reduplication

Reduplication in long words the repeated KV syllables.

The speech sounds are : “makan” [mamam]
(eat)

“minim” [mimi’]
(drink)

“tidur” [bobo’]
(sleep)

B. The phonological process produced by Nurul :

1. Substitution Process

Substitution process is the replacement of one segment by another segment.

The substitution process that produced by female 2 years old children are:

a. Stopping

Stopping is the sound of a fricative consonant is replaced with a stop consonant sound.

The speech sounds are : “isi” [iti]
(content)

“bisa” [bita]
(can)

“sekolah” [tθkolah]
(school)

“sabtu” [tabtu]
(Saturday)

“sayang” [tayaŋ]
(love)

“besok” [βetok]
(tomorrow)

b. Fronting

Fronting is the sound of velar and palatal consonants is replaced with alveolar consonant sounds.

The speech sounds are :

- “gatal” [data] (itch)
- “jangan” [daŋa] (don’t)
- “gunung” [dunʊŋ] (mountain)
- “gigi” [didi] (tooth)
- “jambu” [dambu] (cashew)
- “jum’at” [dumat] (Friday)
- “sore” [tole] (afternoon)
- “kado” [tado] (gift)
- “senin” [tɒnin] (Monday)
- “selasa” [tɒlata] (Tuesday)
- “cicak” [titak] (lizard)
- “kakak” [tatak] (sister)
- “cuci” [tuti] (wash)

“kuda” [tuda]
(horse)

“kue” [tue]
(cake)

“cukup” [tukup]
(enough)

“kasih” [tasih]
(give)

“Kamis” [tamis]
(Thursday)

c. Gliding

Gliding: liquid consonant sounds ([l], [r]) replaced with glide [w] or [j].

The speech sounds are : “lari” [lawi]
(run)

“hari” [hawj]
(day)

2. Assimilation Process

Assimilation process is the tendency to assimilate one segment to another segment in syllables. There are three kinds assimilation process that produced by female 2 years old children.

a. Voice

Voice is consonant sounds tend to be voiced if it appears in front of a vowel and is not voiced when it appears at the end of a syllable.

The speech sounds are : “adek” [ade]
(younger sister)

“ambil” [ambi]
(take)

“duduk” [dudu]
(sit)

“nenek” [nɛnɛ]
(grandmother)

b. Velar Assimilation

Velar assimilation is an apical consonants tend to be assimilated with adjacent velar consonants.

The speech sound is : “tidak” [gak]
(no)

c. Progressive Vocal Assimilation

Progressive vocal assimilation is a vowel that does not get sound pressure assimilated to a vowel that gets a sound pressure that appears in front or behind it.

The speech sounds are : “pakai” [pake]
(use)

“bangau” [baŋo]
(stork)

3. Syllable Structure Process

Syllable structure process is that children tend to simplify syllabic structure. There are four kinds syllable structure process that produced by female 2 years old children.

a. Group Reduction

Group reduction is a consonant group is reduced to a single consonant.

The speech sounds are : “langit” [lanit]
(sky)

“lembu” [lɒbu]
(cow)

b. Removal of the Final Consonant

Removal of the final consonant is one syllable of KVK shortened to KV by removing the final consonant.

The speech sounds are : “naik” [nai]
 (climb)

 “tiup” [tiu]
 (inflatable)

c. Elimination of Unvoiced Syllables

Elimination of unvoiced syllables is one syllable that is not subject to sound pressure is abolished if the syllable precedes a syllable under pressure.

The speech sounds are : “sehat” [hat]
 (health)

 “bola” [la]
 (ball)

 “semua” [mua]
 (all)

 “kemana” [mana]
 (when)

 “punya” [ña]
 (have)

 “ketawa” [tawa]
 (laugh)

 “ketemu” [tðmu]
 (meet)

 “laptop” [top]
 (laptop)

2. Syllable Structure Process

Syllable structure process is that children tend to simplify syllabic structure. There are two kinds syllable structure process that produced by male 3 years old children.

a. Group Reduction

Group reduction is a consonant group is reduced to a single consonant.

The speech sounds are :

- “ungu” [unu]
(purple)
- “cincin” [cicin]
(ring)
- “coklat” [cokat]
(chocolate)
- “jilbab” [jibab]
(veil)
- “jambu” [jabu]
(cashew)
- “nazwa” [naja]
- “punya” [puna]
(have)
- “banyak” [banak]
(many)
- “permainan” [pɒmainan]
(games)
- “tabrak” [tabak]
(hit)
- “tablet” [tabet]
(tablet)
- “stroberi” [tobeli]
(strawberry)

b. Removal of the Final Consonant

Removal of the final consonant is one syllable of KVK shortened to KV by removing the final consonant.

The speech sound is : “galang” [gala]

D. The phonological process Produced by Kaisa :

1. Substitution Process

Substitution process is the replacement of one segment by another segment.

The substitution process that produced by female 3 years old children are:

a. Stopping

Stopping is the sound of a fricative consonant is replaced with a stop consonant sound.

The speech sounds are : “masok” [matok]
(enter)

“saket” [takət]
(sick)

“selasa” [təlata]
(Tuesday)

b. Fronting

Fronting is the sound of velar and palatal consonants is replaced with alveolar consonant sounds.

The speech sounds are : “sekolah” [cəkolah]
(school)

“celana” [təlana]
(pants)

“sama” [sama]
(same)

c. Gliding

Gliding: liquid consonant sounds ([l], [r]) replaced with glide [w] or [j].

The speech sound is : “beruang” [bɔ̃wuwang]
(bear)

2. Syllable Structure Process

Syllable structure process is that children tend to simplify syllabic structure.

There are three kinds syllable structure process that produced by female 3 years old children.

a. Group Reduction

Group reduction is a consonant group is reduced to a single consonant.

The speech sounds are : “bakso” [baso]
(meatball)

“banyak” [banak]
(many)

b. Removal of the Final Consonant

Removal of the final consonant is one syllable of KVK shortened to KV by removing the final consonant.

The speech sound is : “naik” [nai]
(climb)

c. Elimination of Unvoiced Syllables

Elimination of unvoiced syllables is one syllable that is not subject to sound pressure is abolished if the syllable precedes a syllable under pressure.

The speech sounds are :

- “berantem” [antəm]
(fight)
- “kereta” [keta]
(carriage)
- “pesawat” [sawat]
(plane)
- “terus” [tus]
(straight)

C. The Findings

The data obtained showed significant development differences of children in language acquisition, especially in phonological acquisition. During the observation showed that 2 years old children are more likely to obtain phonological processes than 3 year old children, but there is a difference between 2 year old male and 2 years old female, the male aged 2 years more dominant in assimilation process while female aged 2 years more dominant in syllable structure process. And male and female aged 3 years children were almost same in the phonological process. The fact might be different if the children taken from other children at different ages. Hopefully, someday other researchers were interested in conducting other research on this area.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, conclusions can be drawn as the following.

1. The speech sound produced by The first 2 years old children “Fauzan” produced 8 vocals [a, i, u, e, o, ə, ε] and 13 consonants [b, c, d, h, k, l, m, n, ŋ, p, t, w, y], the second children “Nurul” produced 7 vocals [a, i, u, e, o, ə, ε] and 15 consonants [b, d, g, h, j, k, l, m, n, ñ, ŋ, p, t, w, y]. While the first 3 years old children “Fadil” produced 8 vocals [a, i, u, e, o, ə, ε,] and 16 consonants [b, c, d, g, h, j, k, l, m, n, ŋ p, s, t, w, y], the second children “Kaisa” produced 7 vocals [a, i, u, e, o, ə, ε] and 16 consonants [b, c, d, g, h, j, k, l, m, n, ŋ, p, s, t, w, y].
2. Phonological process that produced by both 2 years old children are 3, were : Substitution process, Assimilation process and Syllable structure process. While, phonological process produced by both 3 years old children are 2, were : Substitution process and syllable structure process.

We can conclude that the development of the phonological acquisition on 2 and 3 years old children vary, depending into the children’s age and their family environment. On 2 and 3 years old children the speech sounds are not perfect because their speech tools are still not perfect, so, they are still obtain the phonological process.

B. Suggestions

In relation to the conclusions, suggestions are staged as in the following:

1. For the parents and other people, the researcher suggested to enrich knowledge and information about phonological acquisition on the children, especially on 2 and 3 years old children. So that, we can easy to understand the children when we are trying to communicate with them.
2. For the other researcher and the readers, the researcher suggested to continue the researches to analyze because we can find it easily in daily life.

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APPENDIX 1

The Data Produced by the First Children

Name : Muhammad Fauzan
Age : 2 years old
Place / date of birth : Medan / 17th December 2015
Sex : Male
Address : Jalan pasar 5 Sei Mencirim Sunggal

03rd January 2018

The researcher asked the child to follow what the researcher said.

The researcher : Coba bilang “Fauzan”!

Fauzan : Udan

The Researcher : Mbak

Fauzan : Bak

The Researcher : Adek Rehan

Fauzan : Ade Iyan

The Researcher : Nenek

Fauzan : Nenek

The Researcher : Mamang sapto.

Fauzan : Əmanj Ato.

The Researcher : Kakak Rachel

Fauzan : Atak Ahel.

06th January 2018

The researcher asked him some questions and then the child answered all of the questions.

The researcher : Siapa yang ompong?

Fauzan : Udan opon. (Fauzan ompong)

The researcher : Mana gigi ompong nya?

Fauzan : Inih gigi opon na. (ini gigi ompong nya)

The researcher : Kalau yang jelek siapa?

Fauzan : Atak iyek. (kakak jelek)

The researcher : Kakak siapa?

Fauzan : Atak Ahel iyek, auk ia. (kakak Rachel jelek, bauk dia)

The researcher : Fauzan gak bauk ya?
Fauzan : Dak. (tidak)
The researcher : Fauzan udah mandi belum?
Fauzan : Utah. (udah)
The researcher : Makannya udah belum?
Fauzan : Yum.(belum)

09th January 2018

The child and his father had conversation when they want to take a rambutan in their garden.

Abi : Kita ambil rambutan yok zan!
Fauzan : Yok, Ambi ambut ita. (ayok, ambil rambutan kita)
Abi : Fauzan atau abi yang manjat?
Fauzan : Abi mandatna. (abi yang manjat nya)
Abi : Fauzan yang kumpulin ya di bawah!
Fauzan : Ya, Udan ompol ambutan na mua na. (iya, Fauzan yang kumpulin di bawah)
Abi : Pintar anak abi ya.
Fauzan : Ana abi. (anak abi)

11th January 2018

The child came to the researcher's house and the researcher had conversation with the child.

Fauzan : Etom. (Assalamualaikum)
The researcher : Waalaikumsallam. Fauzan ngak sama umi?
Fauzan : Umi na umah. (umi nya di rumah)
The researche : Oh di rumah ya. Ya udah sini ayok masuk, ibu ada jeruk ni, Fauzan mau jeruk ngak?
Fauzan : Au, dɔlok na. (mau, jeruk nya)
The researcher : Jeruk nya manis apa kecut?
Fauzan : Cut ali. (kecut kali)
The researcher : Mau lagi yang manis ngak?
Fauzan : Au ati yang anis. (mau lagi yang manis)
The researcher : Fauzan mau kemana? Jangan lari-lari makan jeruk nya, duduk sini.
Fauzan : Dɔlok na datuh buk. (jeruk nya jatuh buk)

The researcher : Tadi kan udah di bilang jangan lari-lari, jatuh kan jeruknya, jadinya kotor kan.
Fauzan : Datuh, koto. Udan lali tadi. (jatuh, kotor. Fauzan lari tadi)

12th January 2018

The child answered some questions by her researcher's mother when her researcher's mother had the conversation with him:

Her researcher mother's : Fauzan nengok apa tu?
Fauzan : Tenok itan. (tengok ikan)
Her researcher mother's : Nengok ikan siapa?
Fauzan : Itan nenek lah. (ikan nenek lah)
Her researcher mother's : Fauzan punya ikan juga ngak?
Fauzan : Ada ua, iga, banak lah. (ada dua, tiga, banyak lah)
Her researcher mother's : Dimana ikan nya?
Fauzan : Umah, alek ðmbanj ulus na. (rumah. Paklek bambang yang urus)
Her researcher mother's : Kok gak Fauzan yang urus, biar besar-besar ikan nya kalau Fauzan yang urus?
Fauzan : Dak nek. Itan ðcil ada , ðsal pun ada. (tidak nek, ikan kecil ada, ikan besar pun ada)
Her researcher mother's : Banyak ya? Nenek minta lah.
Fauzan : Dak oleh, puna atu mua na. nanti umi malah. (tidak boleh, punya aku semua nya. Nanti umi marah)

16th January 2018

The child talked with his grandfather in the telephone.

Fauzan : Hallo kakek. Agih apa kakek? Uдах mamam? (hallo kakek, lagi apa kakek? Uдах makan?)
His Grandfather : Uдах, Ozan uдах mam belum?
Fauzan : Utah kakek, Utah mam adi. (uдах kakek, uдах makan tadi.)
His Grandfather : Makan pakai apa?
Fauzan : Mam pake asik. (makan pake nasi)
His Grandfather : Enak gak makan nya tadi?
Fauzan : Ena ali mam na. (enak kali makan nya)
His Grandfather : Hallo Ozan.
Fauzan : iya.

His Grandfather : Di sana ada siapa aja?
Fauzan : Ada əman, ada alek, ada nenek, ada atak, ada ibuk, ada umi. (ada mamang, ada paklek, ada nenek, ada ibuk. Ada umi)
His Grandfather : Abi mana? Belum pulang kerja ya?
Fauzan : Iya, asik ama agih ulan na. (iya, masih lama lagi pulang nya)
His Grandfather : Ozan dah minum susu?
Fauzan : Utah mimik cucu kakek. (udah minum susu kakek)
His Grandfather : Tidur siang nya udah?
Fauzan : Yum, dak mau bobok ciang, banak namok na. namok na dahat. (belum, tidak mau tidur siang, banyak nyamok nya, nyamok nya jahat)
His Grandfather : Ya udah nanti suruh umi pukulin nyamuk nya ya, terus Ozan bobok siang ya.
Fauzan : Iya kakek.

17th January 2018

The researcher asked to the child to mention the name of animals in the pictures. [cica] (cicak), [bolong] (burung), [kuda], [ala] (lalat). And next, researcher asked to the child to follow what she said.

Researcher : Dinding
Fauzan : Dinding
Reseracher : Jalan
Fauzan : Dalam
Researcher : Jajan
Fauzan : Dadan
Researcher : Patah
Fauzan : Atah
Researcher : Ember
Fauzan : Embel
Researcher : Pipi Fauzan lucu sekali
Fauzan : Pipi Udan lutu ali.
Researcher : Tutup pintu depan
Fauzan : Otop pitu pan.
Researcher : Ambil selop yang warna merah
Fauzan : Ambi lop wana melah.

APPENDIX 2

The Data Produced by the Second Children

Name : Nurul Annisa
Age : 2 years old
Place / date of birth : Medan / 01st January 2016
Sex : Female
Address : Jalan pasar 4 Sei Mencirim Sunggal

05th January 2018

The researcher had conversation with the child.

Researcher : Nama nya siapa?
Nurul : Atu (aku)
Researcher : Nurul kan?
Nurul : Ya, eh ngak ngak.
Researcher : Mama sama papa kemana?
Nurul : Mama bobok, papa dudu. (mama tidur, papa duduk)
Researcher : Mama sama papa sehat ngak rul?
Nurul : Hat. (sehat)
Researcher : Nurul juga sehat kan?
Nurul : Hat uga. (sehat juga)
Researcher : Bagus deh kalau sehat juga.
Nurul : Iyah, badus. (iya, bagus)

07th January 2018

The child had conversation with her father, her father take the phone from her hand.

Nurul : Inta ape na pa. (minta hp nya papa)
Papa : Papa pinjem dulu ya,
Nurul : Ade injōm ulu. (adek pinjem dulu)
Papa : Ini hp siapa?
Nurul : Iapa? (siapa)

Papa : Hp papa ini.
Nurul : Hp papa.
Papa : Iya punya papa ini, jadi pinjem dulu ya.
Nurul : Yah.

10th January 2018

The researcher showed two pictures to the child and the researcher asked the child to mention it. The first picture is about things.

[Upen] (pulpen), [butu] (buku), [boneta] (boneka), [opi] (topi), [top] (laptop), [embel] (ember).

The second picture is about animals.

[Itan] (ikan), [kuten] (kucing), [titak] (cicak), [tuda] (kuda), [luta] (rusa), [baŋo] (bangau), [lebu] (lembu).

12th January 2018

The researcher asked the child to follow what she said.

Researcher : Senin
Nurul : Tðnin
Researcher : Selasa
Nurul : Tðlata
Researcher : Rabu
Nurul : Labu
Researcher : Kamis
Nurul : Tamis
Researcher : Jum'at
Nurul : Dumat
Researcher : Sabtu
Nurul : Tabtu
Researcher : Minggu
Nurul : Mindu

After the child followed the researcher, she gave a praised to the child.

Researcher : Pinter banget sayang nya ibu ini sebutin nama-nama hari, sekarang ikutin ibu lagi ya rul.
Nurul : Yah, hali-hali.
Researcher : Ini hidung, ini apa?
Nurul : Inih idUŋ.
Researcher : Ini Rambut.

Nurul : Inih ambut.
Reseracher : Ini bibir.
Nurul : Inih bibil.
Researcher : Ini gigi.
Nurul : Inih didik
Researcher : Ini mata.
Nurul : Inih mata.

14th January 2018

The researcher taught the child to sing a song “pelangi-pelangi”. And the child sung it.

“ðlanji-ðlanji alangkah indah mu. Melah uning ido di lanit yang bilu, lukis mu agung iapa gðlangan? ðlanji-ðlanji tiptaan tUan” (pelangi-pelangi alangkah indah mu , merah kuning hijau di langit yang biru, pelukis mu agung siapa gerangan? Pelangi-pelangiciptaan tuhan)

15th January 2018

The child played ball with her sister “Nopi”.

Nurul : Tatak ðmpì ambi la na. (kakak Nopi ambil bola nya.)

Nopi : Dimana rul ?

Nurul : La na lali awah olong. (bola nya lari ke bawah kolong)

Nopi : Nah ni bola nya dek.

Nurul : Cini, tasih ade. (sini, kasih adek)

Nopi : Tangkep dek.

Nurul : Yah, ðnak ade. (yah, kenak adek)

Nopi : Hehe, kenak adek ya, maaf ya dek.

Nurul : Tatak tawa-tawa ade. (kakak ketawain adek)

Nopi : Abis nya adek lucu kenak bola.

Nurul : Gak.

17th January 2018

The researcher invited the child to eat meatballs.

Researcher : Nurul mau makan bakso?

Nurul : Mam oto. (makan soto)

Researcher : Ngak jadi makan bakso, tadi kata nya mau makan bakso.

Nurul : Gak au mam ato. (enggak mau makan bakso)

Researcher : Ya udah, Nurul makan soto ya, mau berapa mangkuk?

Nurul : Atu. (satu)

Researcher : Cukup satu aja?

Nurul : Tukup.

During the researcher and the child eating the meat ball and soto. The researcher asked the child some questions and the child answer it.

Researcher : Nurul sayang mama sama papa ngak?

Nurul : Yah, sayang. (iya, sayang)

Researcher : Kalau sama kakak Nopi?

Nurul : Yah.

Researcher : Nurul udah sekolah belum?

Nurul : Yum tðkolah. (belum sekolah)

Researcher : Kok belum sekolah sih?

Nurul : Yum bita. (belum bisa)

Researcher : Oh, jadi bisa nya kapan?

Nurul : Bètok. (besok)

Researcher : Besok kapan?

Nurul : Bètok tole. (besok sore)

Researcher : Oh, besok sore ya rul?

Nurul : Yah.

Researcher : Enak ngak bakso nya?

Nurul : Yah

Researcher : Abisin ya.

Nurul : Iyah.

APPENDIX 3

The Data Produced by the Third Children

Name : Shaqi Fadil Fariyansyah
Age : 3 years old
Place / date of birth : Medan / 26th December 2014
Sex : Male
Address : Gg. Cimandiri Payabakung Dusun 3 Hilir

13th January 2018

The child had conversation with his cousin.

Her cousin : Hp siapa itu dil?

Fadil : Hp mamak ku.

Her cousin : Fadil bisa mainin nya?

Fadil : Bisa.

Her cousin : Ada permainan nya?

Fadil : Ada, banak. (ada, banyak)

Her cousin : Permainan apa aja?

Fadil : Game lah.

Her cousin : Game apa?

Fadil : Mobil lah, kuteņ, pđmainan, balap lah. (mobil lah, kucing, permainan, balap lah)

Her cousin : Fadil bisa berhitung?

Fadil : Bisa.

Her cousin : coba lah.

Fadil : Atu, dua, iga, ampat. (satu, dua, tiga ,empat)

Her cousin : Ambil rambutan kita yok.

Fadil : Ayok lah.

Her cousin : Dil, nanti kumpulin dil ya.

Dil, apa bisa manjat abang ni dil?

Fadil : Bisa, anjat lah. (bisa, manjat lah)

Her cousin : Nanti jatuh abang dil.

Fadil : Bial lah, nanti kita ketawain.

Her cousin : Jahat kau ya dil. Eh, jangan berantem kelen ya di bawah.

Fadil : Ini Enjen ni, punaku di ambil nya. (ini angel ni, punyaku diambil)

Her cousin : Udah lah yok, ambil sawo lagi kita yok.

Fadil : Ayok lah, ambil wawo.

Her cousin : Sawo bukan wawo.

Fadil : Wawo. (sawo)

Her cousin : Dil, kok gak ada lagi ni sawo nya dil?

Fadil : Abang nya Aska pasti yang ambil.

Her cousin : Kok tau kau dil?

Fadil : Tau lah, cɔmalɔm dia makan wawo. (tau lah, semalem dia makan sawo)
 Her cousin : Owalah, bandel kali dia ya dil.
 Fadil : Iyah, bandel.
 Her cousin : Abang manjat dulu ya mana tau di atas ada.
 Fadil : Yodah, anjat lah. (ya udah, manjat lah)
 Her cousin : Ngak bisa kayak nya dil.
 Fadil : Kok ga bisa, cewek bang endɔla bisa?
 Her cousin : Ngak lah kan cewek, mana bisa.
 Fadil : Kalo cewek bang hendeɔik?
 Her cousin : Ngak juga loh dil.

18th January 2018

The child mentioned some his favorite fruits when his brother asked him to mention it.

His Brother : Dil, kau suka buah apa aja?
 Fadil : Jus pokat.
 His brother : Itu bukan buah, itukan jus.
 Fadil : Iyah, di jus.
 His brother : Oh iya lah, terus apa lagi.
 Fadil : Jabu, dulian. (jambu, durian).
 His brother : Kalau stroberi?
 Fadil : Tobeli pun suka juga.
 His brother : Buah apa lagi Fadil suka?
 Fadil : Jɔlok, semangka.
 His brother : Kalau anggur suka ngak?
 Fadil : Suka juga atu anggul.
 His brother : Anggur, coba bilang anggur.
 Fadil : Anggu, eh salah anggul.
 His brother : Pepaya?
 Fadil : Papaya.
 His brother : Satu lagi pasti Fadil suka juga.
 Fadil : Apa bang?
 His brother : Rambutan, iya kan?
 Fadil : Iyah, ambutan.

20th January 2018

The child mentioned name of color when his brother asked him to mention it.

His brother : Dil coba sebutin nama-nama warna yang kau tau.
 Fadil : Itam, biru, melah, ijo, kuning, unu, olens, utih, piŋ, abu-abu, cokat.
 His brother : Good.

And then his brother asked the child to follow him to mention name of animals.

His brother : Burung
 Fadil : Buluŋ
 His brother : Bangau

Fadil : Baṅau.
 His brother : Entok
 Fadil : entok
 His brother : Elang
 Fadil : Elaṅ
 His brother : Gajah
 Fadil : Gajah.
 His brother : Harimau
 Fadil : Halimau.
 His brother : Kucing
 Fadil : Kuteṅ.
 His brother : Kambing
 Fadil : Kambenṅ.
 His brother : Kuda
 Fadil : Kuda
 His brother : Lembu
 Fadil : Lḍmbu.

21th January 2018

The researcher had conversation with the child.

The researcher : Dil itu hp apa tablet ?

Fadil : Hp kok gini juga, tapi kok gak ada kok gitu nya, tapi di lumah.

The researcher : Di rumah? Hp siapa kayak gitu? Punya mamak mu ya?

Fadil : Puna ayahku.

The researcher : Ada permainan nya juga?

Fadil : Ga tau.

The researcher : Sebenar nya ini punya siapa Hp nya?

Fadil : Puna mamak ku.

The researcher : Ada apa aja di dalam hp nya?

Fadil : Banak. Ada video ambi nya Aska juga. Tengok yok kak.

The researcher : Siapa aja yang ada di video itu dil?

Fadil : In iambi nya Aska, ini budeku yang pake jibab hitam, ini budeku juga, Mbak Naja anak nya, yang ini dia dah punya anak.

The researcher : Itu hp atau tablet nama nya dil?

Fadil : Tabet ni.

The researcher : Oh Tablet. Liat lagi lah video apa lagi disitu.

Fadil : Video mak ampil

The researcher : Ih, serem lah ya dil. Kok gelap kali dil video nya.

Fadil : Iyah, ampu nya ḡḍlap.

The researcher : Fadil di situ juga itu liat kibot mak lampir nya?

Fadil : Ga.

27th January 2018

The child had conversation with his brother.

His brother : Dil apa itu dil?

Fadil : Udaṅ kecepe'

His brother : Masih hidup itu dil?
 Fadil : Masih.
 His brother : Tadi kau dari mana dil?
 Fadil : Manteng ama ambi ku.
 His brother : Oh. Apa tadi ni dil?
 Fadil : Udaŋ kecepe'
 His brother : Ikan gabus ada ngak?
 Fadil : Ada, kadaŋ-kadaŋ.
 Nah ni Enjen, ikan gabus.
 His brother : Jangan nanti angel takut.
 Fadil : Bial aja dia takot.

28th January 2018

The researcher asked some questions to the child, and the child answered it.

The researcher : Dil, umur Fadil berapa tahun?

Fadil : 7 tahun.

The researcher : Masa 7 tahun, emang fadil dah sekolah ?

Fadil : Bðlom.

The researcher : Belum lah, Fadil aja masih minum susu ya kan?

Fadil : Iyalah, bial sehat atu. (iyalah, biar sehat aku)

The researcher : Bial pintar juga.

Fadil : Iya juga kok bial pintel. (iya juga, biar pintar)

The researcher : kapan Fadil sekolah nya?

Fadil : Nanti lah, masih lama.

The researcher : Iya nanti sekolah yang rajin ya.

Fadil : Gala pun bðlom tðkolah. (Galang pun belum sekolah)

The researcher : Galang kan masih kecil, masih bayi dia.

Fadil : Masih bai dia?

The researcher : Iya, kalau Fadil kan udah bisa jalan, udah bisa ngomong.

Fadil : Gala bðlom bisa? (Galang belum bisa)

The researcher : Belum bisa, masih ngoceh-ngoceh dia.

Fadil : Tatak Iyum? (kakak Ningrum)

The researcher : Kakak Ningrum kenapa?

Fadil : Udah tðkolah dia.

The researcher : Kakak Ningrum kan udah besar, sekolah lah dia.

Fadil : Atu uga lah nanti. (aku juga lah nanti)

The researcher : Iya. Nanti Fadil sekolah juga.

APPENDIX 4

The Data Produced by the Fourth Children

Name : Kaisa Putri
Age : 3 years old
Place / date of birth : Medan / 26th December 2014
Sex : Female
Address : Jalan pasar 4 Sei Mencirim Sunggal

17th January 2018

The fourth child gave response when the researcher try to make conversation with her .

The researcher : Itu apa ca yang tadi barusan lewat ?

Kaisa : Keta api. (kereta api)

The researcher : Ica pernah ngak naik kereta api ?

Kaisa : Pelnah (pernah)

The researcher : Kapan, sama siapa ?

Kaisa : Dah lama buk, sama mama.

The researcher : Enak lah ya ?

Kaisa : Iya, ibu pelnah ? (iya, ibu pernah?)

The researcher : Kalau ibu belum pernah lah sayang.

Kaisa : Napa ðlom pernah ? (kenapa belum pernah?)

The researcher : Nanti lah ibuk kapan-kapan aja ya.

Kaisa : Iya udah.

19th January 2018

The child told her experience to her grandfather when she went holiday to the zoo.

Grandfather : Ica cobalah cerita dulu waktu semalam itu pergi ke kebun binatang, kayak mana itu cerita nya ?

Kaisa : Kan sðmalam tu ica ke kðbun binatang cama papa cama mama, banak ali binatang nya kek.

Grandfather : Binatang apa aja itu yang ada disana ?

Kaisa : Banak, sðmua pun ada.

Grandfather : Apa aja tu binatang nya ? kasih tau lah kakek.

Kaisa : Bðwuwanj besar tus kan ada gajah bðsal. (beruang besar, terus kan ada gajah besar)

Grandfather : Terus ada apa lagi ?

Kaisa : buluj pun ada situ, tus ada sija, tus kan ada ulal b̄dsal, ɔndut.
(burung pun ada di situ, terus ada singa, terus ada ular besar,
gendut).

Grandfather : Jadi keluar ngak dia ?

Kaisa : Ndak boleh kual semua nya, dalam aja nanti dia cakal. (Tidak
boleh keluar semua nya, di dalam aja nanti dia cakar).

Grandfather : Iya ya, ayam ada disana ada ca ?

Kaisa : Iyah, ada juga ayam, ant̄m cama kawan nya. (berantem sama
kawan nya).

Grandfather : Ayam nya kecil atau besar ?

Kaisa : K̄cil ayam nya kek, nanti lama lagi b̄dsal nya.

Grandfather : Ica kesana naek apa ? hari apa itu ?

Kaisa : Nai mobil itu s̄mal̄m, hali labu kek na. (Naik mobil semalam,
hari rabu kayak nya).

Grandfather : Seru disana lah ya ?

Kaisa : Yah lah s̄lu. (iya lah seru)

Grandfather : Disana Ica makan apa ?

Kaisa : Makan baso sama makan jajan.

Grandfather : Enak ya ?

Kaisa : Iyah.

21th January 2018

The researcher asked the child to mention the name of things that she known.

[gajah], [guli], [moton] (motor), [sawat telbang] (pesawat terbang), [ɔpeda]
(sepeda), [ɔlop] (selop), [ɛndok] (sendok), [opi] (topi), [mobil], [telana] (celana),
[buku], [pulpen], [pensil], [yoyo].

And then the researcher asked the child to mention the name of fruits that she likes.

[apen] (apel), [dulian] (durian), [duku], [nenas] (nanas), [pokat] (al pukat).

26th January 2018

The Researcher had conversation with the child.

The researcher : Ica umur nya berapa tahun ?

Kaisa : 3 Tahun

The researcher : Jadi nya udah sekolah belum ?

Kaisa : ɔlom, lom matok c̄kolah. (belum, belum masuk sekolah)

The researcher : Jadi kapan Ica masuk sekolah ?

Kaisa : ɔlom tau, masih lama. (belum tau, masih lama)

The researcher : Masih lama ya, Tapi Ica mau sekolah kan?

Kaisa : Au lah , bial pintel kata mama. (maulah biar pintar kata mama)

The researcher : Iya bener tu biar pinter kalau nanti sekolah yak an?
Kaisa : Iyah.

28th January 2018

The researcher asked the child to mention the name of days.

The researcher : Ica coba sebutin nama-nama hari, Ica dah pinter belum ya.

Kaisa : Udah pintel. sɔnin, tɔlata, kamis, sabtu, miŋgu.

The researcher : Hari rabu sama jum'at nya ketinggalan.

Kaisa : Labu, jumat. (rabu, jum'at)

The researcher : Sekarang coba ikutin ibu ya.

Kaisa : Iyah.

The researcher : Senin, selasa, rabu, kamis, jum'at, sabtu, minggu.

Kaisa : Sɔnin, tɔlasa, labu. (senin, selasa, rabu)

The researcher : kamis, jumat sabtu, minggu.

Kaisa : kamis, jumat sabtu, miŋgu.

The researcher : Pinter banget.

Kaisa : Holeee.

03rd January 2018

The researcher had conversation with the child.

The researcher : Ica udah mandi belum ?

Kaisa : Udah lah, udah mandi tadi Ica.

The researcher : Oh iya ya, udah wangi Ica yak an ?

Kaisa : Iyah.

The researcher : Kalau makan udah belum ?

Kaisa : Udah makan.

The researcher : Ica kalau mau makan harus cuci apa ?

Kaisa : Cuci tangan.

The researcher : Kalau ngak cuci tangan nanti ada kuman nya di tangan Ica, Ica bisa sakit nanti, yak kan ?

Kaisa : Iyah, nanti bisa taket.

The researcher : Kok takut ca?

Kaisa : Taket bukan takut.

The researcher : Oh, sakit. Bukan takut ya Ca ?

Kaisa : Taket loh buk.

The researcher : Iya deh, Ica kalau bangun pagi jam berapa ?

Kaisa : Aŋun jam 7.

The researcher : Lama kali bangun nya ya.

Kaisa : Iyah, ndak apa-apa.

CURRICULUM VITAE

Personal Details

Name : Sartika
Register Number : 1402050049
Place/Date of Birth : Mutiara Aceh, 17 April 1995
Sex : Female
Religion : Moslem
Status : Single
Father's Name : Jalalludin
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Education Background

2001-2007 : SD Impres No. 20532 Sunggal
2007-2010 : SMP N 3 Sunggal
2010-2013 : SMK Taman Siswa Diski
2014-2018 : University of Muhammadiyah Sumatera Utara
Medan

Medan, Maret 2018

The Researcher

(Sartika)