

Factors, Phonology, Morphology, Syntax, and Semantics of Second Language Acquisition in Students' Kindergarten (TK) Pontianak

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Abstract

Children's language development starting from birth to the age of three years, in particular, has acquired thousands of vocabularies, phonological and grammatical systems and the same complex rules for using their language properly in many social settings. . Based on this statement, this study aims to analyze the acquisition of a second language, specifically Indonesian for children 4-6 years old at the Pontianak Sisters Kindergarten, West Kalimantan in the school environment at the phonological, morphology, syntax and semantic levels. The centre of this research is the acquisition of Indonesian in children aged 4-6 years at the Pontianak Sisters Kindergarten, West Kalimantan, at the level of phonology, morphology and syntax as well as semantics in the school environment. The research method is qualitative descriptive with a descriptive analysis model. The results showed that: (1) There were still children aged 4 and 5 years experiencing changes in the sound /r/ pronounced /l/, /s/ pronounced /c/ and sounds, while children aged six years had already obtained all vowel sounds and consonant sound, there is no change in the sound /r/ which changes /l/. (2) Children aged four years in obtaining morphology have not yet obtained words that have received affixation. Incomplete morphemes appear while children aged five years have appeared with intact morphemes and prefixes {meN-} and at the age of 6 years, there are more affixation acquisitions. . (3) At the syntactic level, children aged four years only get two-word utterances, while children aged 5-6 years have obtained speeches of several words (4) At the semantic level almost all children's utterances contain denotative meanings, there are also sentences that appear with connotative meaning.

Keywords

language acquisition; early childhood; factors; phonology; morphology and syntax



I. Introduction

Language develops in the direction of the times, and parents must pay attention to their children's language learning. Suppose parents can introduce a good first language to their children. In that case, the child's subsequent language development will be significant and different from children who are less familiar with their parents. Second language learning is related to the processes that occur when a child learns a second language after learning his first language (Dona Aji K. and Nuryani, 2013, p. 179).

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Language is a means of communication acquired by humans from birth. When a baby is born, it cannot yet talk to other people. The mother tongue is a linguistic system that is first naturally learned from the mother or family who cares for the child (Chaer and Agustina. 2004, p.81). Most Indonesian children have their first language,

the language of their respective regions or families. As Kindergarten children in Sister Pontianak Kindergarten, the majority of children have received the first language in their family, for example, *Chinese*, and there are those whose first language is already Indonesian in the family.

Children's language development from birth to age five years, in particular, acquires thousands of vocabularies, phonological and grammatical systems and the same complex rules for using their language properly in many social settings.

Language acquisition occurs in a child's brain when he acquires his first language or mother tongue. The term acquisition is used for the equivalent of the term in English. *It* is the process of mastering a language that children do naturally when learning their mother tongue (Seli 2020, p.63).

Language acquisition is usually distinguished from *language learning*. Language learning is related to the processes that occur when a child learns a second language after acquiring his first language. So language acquisition is related to the first language, while language learning is related to the second language.

The process of acquiring a child's language is closely related to universal concepts that affect language acquisition depending on the natural nature of the language components. The phonological component is related to human neurobiology, while the syntactic and semantic components have a lower universal level. In syntax and semantics, the order of good appearance is not directly related to children's biological and neurological growth. In the syntactic component, there are sentence patterns that are universally obtained. Children always start with a speech in the form of one word, then develop into two words, and after that, three words or more. The semantic component is even more unstable because the words that are mastered and the number are very dependent on the circumstances of each child. The universal sequence pattern that children generally follow is the vocabulary mastered by children from the objects around them that exist at that time. Children can not yet imagine objects that do not exist or events that have or have not happened.

Two processes occur in children who are getting their first language, namely the competence and the performance processes. Competence is a process of mastering grammar that takes place unconsciously. This process is a condition for the occurrence of a performance process which consists of two processes, namely the process of understanding and the process of generating sentences.

Nowadays, many parents bring their children to enter the world of "learning by playing" or other terms entering the period of Early Childhood Education, such as Playgroup, PAUD or Kindergarten. From the development of the human brain, the stage of brain development in early childhood occupies the most vital position, reaching 80% of brain development. Many parents believe that the earlier their child gets an education, the faster the vocabulary will develop, and they will have experience. The golden age phase is the most important in supporting a child's language acquisition. The phase where a child's brain is growing and developing and capturing and absorbing more information to the fullest.

Based on this statement, this study aims to analyze the acquisition of the Indonesian language of early childhood children aged 4 to 5 years at the Pontianak Sister's Kindergarten in the school environment at the phonology, morphology, syntax and semantic levels. This research centre focuses on acquiring a second language, Indonesian, which is obtained by Kindergarten Sisters at the age of 4-5 years.

II. Research Method

This research uses a qualitative descriptive design. The research was carried out to describe language acquisition in phonology, morphology, syntax, and semantics of early childhood. This study's data sources were early childhood children who took part in learning at the Pontianak Sisters Kindergarten. Each child aged 4 to 5 years in each group was taken with two children as research subjects so that the total sample amounted to 10 research subjects. This data is descriptive, meaning the acquisition of phonology, morphology, syntax and semantics in early childhood. This research is qualitative because it systematically, factually and accurately describes language acquisition. This study uses the method of observation or direct observation of the object of research. Through the observation method, researchers can see directly the activities carried out by children in communicating with the people around them. This research method was carried out by recording, video and note-taking techniques. Researchers used a mobile phone recorder. The recordings will be transferred to a laptop and transcribed into written form for analysis.

III. Results and Discussion

3.1 Indonesian Language Acquisition at the Phonological Level

Phonological the acquisition is one of the language acquisitions related to the acquisition of morphology, syntax and semantics. The researcher transcribes the data into phonetic and textual forms in phonological analysis. This is done to explain the utterances expressed by the child. Furthermore, the data will be written down to show the utterances spoken by the subject under study, namely children aged 4 to 5 years.

- (1) [mamam already] [antal mama] [aik cepeda] [mamam mi] [bica] [naik keleta]
[ciapa] [endak] [tulun] [taku] [no long wait]
*Mother brought us. Riding a bicycle. Eat noodles. Can. Riding train. Who. Want.
Down. my car. Did not stop for long.*

In data (1) above, there are sounds of the language that change phonemes. There are phoneme units that disappear, such as [aek cepeda] which should be riding a bicycle/s/ turns into /c/ and [bica], [keleta], [ciapa], [endak], [belenti] which should be [can], [train], [who], and [stop]. This happens very naturally and is usually done by children. The age of the child is also not sufficient for speaking skills. Thania is a child who is said to be still plate, so many phonemes /s/ change to /c/. Thania (one of the children sampled in the study) will not always be a plate. Thania will reduce the plate with the right phoneme as she gets older. Not only the phoneme /s/ which turns into the phoneme /c/, there is also the phoneme /r/ which turns into the phoneme /l/. as in the word [exit] which should be [exit]. This is in line with the opinion of Jakobson (in Chaer, 2009, pp.204-205) that the order of obtaining phonemic contrasts is universal. That is, it can happen in any language and with any child. So after the bilabial consonants and wide vowels above, there will be an opposition of oral and nasal sounds like [pa-pa] [mama]. This is followed by labial and dental/alveolar oppositions, such as [pa-pa], [ta-ta], or [ma-ma], [na-na]. So, the order of obtaining consonants is bilabial-dental (alveolar)-palatal-velar. If a child has been able to sound fricative consonants, it means that he or she has also been able to sound inhibition sounds. The appearance of back consonants in children's speech indicates that he has mastered the front consonants. Children's first vocal contrast is a wide vocal contrast [a]

with a vowel [i]. then followed by a narrow frontal [i] contrast with a trailing narrow vowel [u]. after that between vowel [e] and vowel [u]; vowel [o] with vowel [e]. Thania will change their language acquisition, starting from imitating parents with training, family support, and teachers/teachers so they can speak the good and appropriate language. Thus the role of the family will have a very important influence on the success of children's language acquisition.

- (2) [alo][man timan][Jhason mo belsing] [ti-ti] [sound] [ail] [top] [critical] [ailnya] [tulun] [no] [kila] [bough] [lanting] [mud]
Hello. Friends. Jhason will sing. tick-tick. Sound. Water. On. critical. The water. Down. No. immeasurable. Branch. Twig. Grass. Messed up. I have four balloons left. Hold on tight.

Data (2) above is the speech of a 5-year-old child, Jhason, in obtaining pronunciation sounds that have started to become clear. However, some words are not by the correct rules, for example, [kila], which should [presumably] have a phoneme reduction. There are also unspoken phonemes, namely [man] which should be [friend]. Compared to Thania, Gilang does not include plate-like children who are accustomed to changing the phoneme /r/ to /l/ as they get older, the change decreases, but there are still some words that have lost their phonemes. The acquisition of sound goes hand in hand with the nature of the sound itself. The first sound that comes out when a child begins to speak is the contrast between consonants and vowels. In the case of vowels, only the sounds /a/, /i/, and /u/ will come out first. Of these three sounds /a/ will come out first than /i/, or /u/. this is because the three sounds form the "Minimal Vocalic System". As in data (2) above, there are many vowels /a/ that are easy for children to pronounce, as evidenced by the word [man], which should be [teman] where the vowel /e/ is not pronounced.

- (3) [vivi]. [was delivered] [mama] [here] [it's okay]. [vivi can do it alone] [balonkuh] [there are] [five] [various] [colors] [yellow and gray green] [pink and blue] [popping hiyo balloons] [bang] [my heart is very] [disturbed] [I have four balloons left] [I hold on tight]
Vivi. was brought by my mother. Get over here. It is okay. Vivi can do it alone. My balloon. There five. Miscellaneous. The colour. Green, yellow-grey. Pink and blue. Popping a green balloon. Dor. my heart. Messed up. I have four balloons left. I hold on tight.

Data (4) above shows that Vivi, a 6-year-old child, has almost acquired the correct language sounds. There is no change in the sound of the phonemes. There is a phonological reduplication because the child feels embarrassed, so it is like [bye-bye]. There is also the addition of the phoneme /h/ in every word that ends in /a/ and /u/, such as [balonkuh], [rupah-rupah], [kelabuh] [merah easily and blueh] [hatikuh].

From the results of research on the phonological acquisition, it can be seen that children aged 4-5 years simplify complex language sounds. There are several consonant sounds, such as /r/, which changes to /l/ and /s/, which becomes /c/ these often appear in children aged 4-5 years, but as they get older, they will gradually disappear. This is also due to the habits of parents and those around them who often say the same thing. There are several basic processes that children use when speaking. This is a stage that children go through to be able to talk like adults. As children get older and acquire more complex language skills, children will begin to abandon simple pronunciations.

3.2 Acquisition of Indonesian at the Morphological Level

From the transcripts of data (1) to (3), it is obtained that the utterances of children aged four years in data 1 have not yet appeared morphemes that have affixation, even many morphemes, some of which are like /dah/ /yum/ /ma/ which should be /already/, /not yet/, /Bersama/. However, for children aged 4-5 years in data (2) and (3), morphemes that have received affixation processes have received prefixes and suffixes, but both infixes and config have not appeared. In children aged 4-5 years, some morphemes experience reduplication.

Children aged four years have not shown the acquisition of affixation. At the age of four years, the acquisition of morphology is mostly monomorphemic words. The passive form of di- also begins to appear at the age of three. At the age of four, the standard prefixes {ber-} and {meN-} have started to appear, although they are still rare. At the age of five, the child has reached verb development, neutralizing the suffixes {-kan} and {-i} which become {in} in /dibeliin/ which should be /belikan/.

3.3 Acquisition of Indonesian at the Syntactic Level in Acquiring

Indonesian at the syntactic level, the researcher found several language errors, including phrase errors, clause errors, and sentence errors. (4) [antal mama aek cepeda]

From the data (1) of the speech spoken by 4-year-old Thania, there is an error in the phrase, namely the word "mamam already", which should "have eaten". The error is classified as the wrong verb phrase because of the improper structure because the adverb or modality is after the verb. Likewise, the error in "antal mama", which means "delivered by mama", should be "delivered by mama". Thania's "antal mama" statement has omitted the word 0 Toleh 0 T in the passive verb phrase. Phrases that are structured starting from passive verbs meet nouns should not omit the words 0 Toleh 0 T or there needs to be a 0 Toleh 0 T-word, among others, to clarify the passive meaning of the phrase. This is evidence that the child's competence in acquiring his first language has been obtained even though it is still in a simple form.

(5) [going to popo and Hongkong's house] [a friend's toy]

Data (5) above is the speech of a child aged 4-5 years. The child begins to produce single sentences such as SP, SPO, KPO and KS patterns. Although there are still some that are not grammatical, the arrangement of sentences spoken by children aged 4-5 years is still influenced by the structure of the regional language, as evidenced by "going to popo's house", which should be enough with "going to popo's house" and "toy's friend" which should be enough. "Friend's Toys". Speaking Indonesian in official situations is sometimes not realized by applying the structure of the regional language. This is due to the environment of children living in the area. In addition to environmental factors, Social Background Factors also affect variations in language acquisition. These factors include family structure, social group affiliation, and cultural environment. The higher the level of social interaction of a family, the greater the chances of children acquiring language.

On the other hand, the lower the level of social interaction in a family, the smaller the chance for children to acquire language. Another thing that also influences is social status. Children from low socioeconomic status groups show slow development in language acquisition. However, as they age, they will develop it into a more complex and appropriate form because the variations in language acquisition in children are very diverse. Some are fast. Some are slow.

3.4 Acquisition of Indonesian at the Semantic Level

It was found from the results of the study, data (1) to data (3).

Children aged 4-5 years used a lot of denotative meanings in the answers uttered while singing had connotative meanings. However, several answers have a connotative meaning. Meanwhile, for children aged five years, the answer is denotative. Only singing has a connotative meaning. The denotative meaning is the word's proper meaning and general meaning (Udjang, 2010, p.42). Denotative meaning contains the word objectively, as it is. That is the meaning of a word formulated for the first time as the basic meaning.

The older the children, the recognition of this semantic feature is getting more perfect. Garcia (in Yulianto, 2011, p. 3) in children's language acquisition is said to have the characteristics of continuity, having a continuum, which moves from simple one-word utterances to more complex word combinations. At the age of four to five years, children begin to know the meaning of nouns and verbs, although they are still upside down in placing them as sentences such as "buy later", which should be "buy later" as data (2) obtained by researchers.

(6) [*wears clothes*] [*school sama cece*]

From the data (6) above, it is the speech of a child, such as the word "wear clothes", which means to wear clothes and "school sama cece", which means he wears clothes and is escorted by his brother to school. Denotative and connotative meanings are natural language symptoms because children, even adults, use these two meanings in communicating. Children want to state the message they want to convey directly without any other purpose. The older the children, the recognition of this semantic feature is getting more perfect. The stage of narrowing the word's meaning occurs between the ages of 1 to 1.6 years. At this stage, children consider a particular object covered by meaning to be the name of that object. For example, meows are only cats that are kept at home. Next is the stage of the semantic meaning field. Occurs in children aged 2.6 to 5 years, as data (6) in the study. Children begin to group related words into a semantic field at this stage. During the pre-linguistic development period, children develop their self-concept. Children will try to distinguish themselves from other people or other subjects. Thus there is a relationship between objects and actions. In the first stage of the child's words, the child will try to collect the names of the objects and people he meets.

IV. Conclusion

Based on this, it can be concluded that early childhood children, especially children in the Pontianak Sisters Kindergarten, West Kalimantan, can acquire Indonesian in terms of phonology, morphology, syntax and semantics. The results obtained (1) Children aged four years experienced changes in the sound /r/ pronounced /l/, /s/ pronounced /c/ and sounds, while children aged 5-6 years had all the vowels and consonants, none sound change /r/ which changes /l/. (2) Children aged four years in obtaining morphology have not yet obtained words that have received affixation. Incomplete morphemes appear while children aged five years have appeared with intact morphemes and prefixes {meN-} and at the age of 6 years, there are more affixation acquisitions. . (3) At the syntactic level, children aged four years only get two-word utterances, while children aged 5-6 years have obtained speeches of several words (4) At the semantic level almost all children's utterances contain denotative meanings, there are also sentences that appear with connotative meaning.

These children acquire language gradually according to their age and already can produce simple to complex utterances. Based on the results of this study, the authors suggest that parents who have children at early age should often involve children in communicating so that the vocabulary obtained is more numerous and varied. Parents should also teach their children to interact more often in their surroundings. Especially for early childhood education, teachers should set a good example in terms of language for children of that age.

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