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The Development of Phonological System Made by the Children

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Abstract *: Language is one of the most important and difficult for young children in communication. Most children learn to talk in the years before school entry. The objective of this study is the writer tries to investigate and identify the phonological system made by children 3 years to 5 years old. The writer use descriptive qualitative analysis in order to figure out and identify the form of phonological and semantic system made by children at the age 3-5 years old. The writer use observation and interview in collecting the data. The research finding in this study were there are omission that can be seen in phonological system on children at the age 3-4 years, the consonant sound of /k/, /t/, /r/, and /s/ and there also replacement sound occurs in pronunciation made by the age 3-4 years such sound letter /c/ with /s/ and letter sound consonant /r/ with /l/. At the age of 5 years, the sound of consonant has been seen more clearly in the pronunciation of words. They have been able to recognize the sound of consonant /k/, /t/, /r/, and /s/. in conclusion, The phonological system made by children 3 years to 5 years old it can be seen from the difficulties of the latter sound; /t/, /d/, /r/, /l/, and the replace of position latter /s/ with /c/ and also the latter /r/ with /l/.*
Keywords *: Phonological system; language children; language acquisition*

I. Introduction

Language is one of the most important and difficult for young children in communication. Many skills children must acquire at the first years of life. Most children learn to talk in the years before school entry. However, a few experience difficulties and this can sometimes result in extreme frustration for both the children and their families. Children need to learn to communicate, to express their feelings, convey ideas and interact socially with others. Children seem to learn language the way they learn to walk. They learn thousand of words, complex phonological and grammatical structures, semantic and pragmatic relations. Children learn a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal maturational process. When we turn to children's early linguistic communication, the most basic unit of linguistic experience, and the one with which children begin, is not the word but the utterance. An utterance is the smallest unit in which a person expresses a complete communicative intention that is, an intention that another person attend to something within the joint attention frame and so do something as a result and it thus corresponds to pre-linguistic communicative acts such as pointing. Like an act of pointing, an utterance is used to both direct a recipient's attention to something referentially, and also to express a communicative motive (imperative, declarative, informative and others), typically through some form of emotional expression in the face and/or voice. When an adult speaks to him or her, then, what the child is attempting to do most urgently is to comprehend the overall communicative intention behind the utterance; what does the adult intend for me to attend to and to do in the joint attention situation? At the same time, he or she is also attempting to determine the communicative function of particular constituents within the utterance. This is a kind of 'blame assignment' procedure in which the child attempts to determine the functional role of a constituent in the utterance as a whole. This requires that the child determine, to some degree of specificity, the communicative intention of the whole utterance; one cannot determine a novel sub-function without knowing something

about the overall function. Presumably, particular utterance constituents such as words are most easily identified and emerge as independent units when the same phonological form appears in different utterances over time with some functional consistency. Children understand quite well the overall function of these utterances as well as the function of the open slot, with the new word in the slot always serving to name the new object in the situation. This gives the impression that what children are doing is mapping a single word onto a single object or action, or concept thereof, as in most theories of word learning.

Children are attempting to understand how the adult is using an utterance (and its constituents as sub-elements) to direct their attention. The process is not one of association or mapping but of intention-reading and blame assignment. In many ways this process is even clearer for word types other than nouns and verbs for concrete objects and actions. Thus, many function words can only be learned through efforts to isolate their functional contribution in some larger and less predictable set of phrases.

This capacity is universal. There are also universal aspects of development regardless of environment. These universals development also take place in two aspects of development. The first is in the acquisition of structural knowledge (how to combine words in utterances) or what has been termed semantic and the second is in speech perception and production or what has been termed phonological acquisition. According to Menyuk and Brisk (2005:8) explain that the development phonological and semantic system are said to be primarily based on the unique perceptual and cognitive abilities of the child learning a language. Additionally, the process of phonological acquisition is an orderly process consisting of acquiring a set of speech sound distinctions. This process occurs in a certain order. Infants also acquire a set of speech sound production distinctions, and these also mastered in a certain order. For example, distinction are made between plus-voice labial and nasal sounds such as between /b/ and /m/, before distinction between minus-voice labial and alveolar sounds such as /p/ and /t/ are required. Labial sounds such /m/, /b/ and /p/are articulated clearly before alveolar sounds /t/ and/d/ are clearly produced. Plus-voices sounds such as /d/ and /g/ are acquired before their minus-voices cognates' /t/ and /k/. Furthermore, semantic development has been described as the acquisition of rules for combining words in utterances to convey different intents. The infant's primary task in the acquisition of the semantic of the language of the environment is to learn how that language conveys various intentions. In examining the various intentions that children have early on the there appears to be universal list. This list includes questions, requests, commands, assertions and negation. In this study the writer tries to investigate and identify the phonological system made by children 3 years to 5 years old.

II. Riview of Literature

2.1 Language Acquisition

According to Octavian (2009) explain that every aspect of language acquisition in the language is very complex, sometimes very young children already know the system is considered grammar. Nesper and Vogel (2007:299) Prosodic phonology is a theory of the way in which the flow of speech is organized into a finite set of phonological units. Acquisition research within the framework of generative linguistic theory has generally restricted itself to the development of syntactic knowledge, while largely ignoring the role of universal grammar in the acquisition of phonological knowledge. The logical problem of language acquisition extends to the development of other areas of the grammar, including phonology. Despite

imperfect primary linguistic data, children consistently achieve adult competence across the full range of subtle and compels properties of the phonological system their language Brown and Matthews (1997:67). Children must determine whether the language they are acquiring permits branching onset, whether vowel length is distributional predictable or phonologically contrastive, whether stress is sensitive to syllable weight.

2.2 Language Form Development

In this part, the language development of children from an early age to the ages of four or five is discussed. This period is highlighted because it is in the early years children experience tremendous cognitive and language development. This development shows exactly how the language acquisition is being processed. By the end of their fourth and fifth year, most children will have acquired the basic grammatical structures, adult like articulation, morphological construction, and express a range of pragmatic intentions (syntax and semantic) and understand adult's utterances. Through these ages, children will step by step learn and acquire the four linguistic competencies (phonology, morphology, syntax and discourse).

2.3 Phonological Development

Carroll (1999:256) states that children come to the task of learning phonology with some knowledge in how to communicate in nonverbal ways. The pre-linguistic infant knows how to use gestures to make assertions and requests, and once early speech sounds are mastered, they are quickly used for these same communicative functions. The child first attempts at producing sounds have more to do with practicing the sound system than with communicating with others. The ability to communicate without words and to vocalize without meaning merge into productive and communicative speech. Phonological system begins with the child's perception of speech and turns to the production of speech.

2.4 The Study of Child Language

There are different approaches to the study of child language, and researchers investigate different aspects of the language acquisition process. For example, some will focus on testing particular theoretical claims; others on developmental, cognitive or social factors in the acquisition process; others on the development of a particular feature of language; and others on what we might learn about language development from studying what goes wrong in particular situations. A central concern of the study of child language is to account for the developmental source of linguistic knowledge. In one influential approach to this problem innately given Universal Grammar (or UG) is assumed to provide the knowledge of linguistic structure that serves as the starting point for language acquisition, leading to the basic question: What exactly needs to be learned? (Peperkamp 2003).

In addition, Vihman (1996) argued A long tradition of both diary and planned observational studies has found wide individual differences in the rate and pathway of emergence of word production and phonological knowledge across children developing normally, even within the same ambient language group. Pierrehumbert (2003: 118) proposed that the phonological system is 'initiated bottom-up from surface statistics over the speech stream, but refined using type statistics over the lexicon'.

2.5 Abstract Constructions

Between two and three years of age, children begin constructing some more abstract constructions, with fewer particular lexical items necessary. However, despite their

abstractness, each of these has a particular function in the sense of the communicative contexts in which it is appropriately used.
Examples of some early abstract constructions in English are as follows:

1. **Identificationals, attributives, and possessives**
   Serve to identify an object or to attribute to it some property. Most common for the identification function: *It's a/the X; that's a/the X; or this's a/the X*. Most common for the attributive function: *It's X; That's X*. Most common for the possessive function: *(It's) X's _; That's X's/my _; this is X's/your.*
2. **Simple transitive and intransitives**
   Serve to indicate or request an activity or state of affairs. Transitive (NP + V + NP): prototype is a scene in which there are two participants and one acts on the other (e.g. *Daddy cut the grass*). Intransitives (NP + V): prototype is an activity involving a single participant; either an actor does something (e.g. *Mummy smiled*; unergatives) or something happens to something (e.g. the vase broke; unaccusatives).
3. **Datives, ditransitives, and benefactives**
   Serve to indicate or request the transfer of objects (and other things) between people. Dative (NP + V + NP to NP): He gave it to Mummy. Ditransitive (NP + V + NP + NP): *Daddy sent her a present* or *Daddy told me a story*. Benefactive (NP + V + NP for NP): *She did it for me*.
4. **Locatives, resultatives, and causatives**
   Serve to indicate or request spatial or causal relations. Early locatives include such things as *Put NP in/on/ the NP, Take NP off my shirt, NP's under the NP,* etc. Resultatives indicate outcomes of actions and include such things as *NP eat NP all up, NP wash it off, NP push it down*, etc. Causatives prototypically involve as a first verb make, let or help, as *in Make NP do it, Help NP do it* or *Let NP do it*.
5. **Passives and reflexives**
   Serve to indicate things happening to people or things, who are not active agents. Children's early passives (NP + be/get + V + by NP) are such things as *Spot got hit by a car* or *Mummy got sick* or *It was taken by a bear*. Reflexives are such things as *I hurt myself.*
6. **Imperatives and questions**
   Many of the above construction types can be used as imperatives to request certain kinds of actions, typically without a subject as in: *Push it here, Smile, Don't do that*, etc. Many of the above construction types can be used as questions to request certain kinds of information. While mature questions are quite complex, two very common formulae early on are: *What NP doing?* and *Where NP (going)?* Slightly later they start with such things as: *How do …, What are …,* and *Where is . . ?*.

III. Methodology

In this study, the writer use descriptive qualitative analysis in order to figure out and identify the form of phonological and semantic system made by children at the age 3-5 years old. The writer use observation and interview in collecting the data. In analyzing the data, the writer conducts some procedures. The writer make a little chat with the children and recorded by using video record, then the writer transcribes the conversation from data recorded and analyzes it based on phonological and semantic aspect. Finally, the writer includes them in approaching language development.

IV. Results and Discussion

In analyzing the phonological system produced by aged 3-4 years old, there are changes and omissions can be seen from the analysis below: The word "*empat*" (four), the word of "*empat*" when pronounced by a young child becomes "*empa*" when the consonant /t/ was unspoken. This also happens in the omission of letter in the correct word, for example, from the word of "*tiga*" (three) the child said "*iga*" in pronunciation, this also occurs when pronouncing the word "*dimana duitku*" (where is my money), in this case two-letter omission occurs in prefix "*di*" and consonant sound /d/ on the word "*duitku*" (my money). The omission of two-letter also can be seen in the pronunciation of "*delapan*" (eight) where the sound of "de" at the beginning of the word is not heard pronounced, the word "*delapan*" is only pronounced "*lapan*". The phonological system can also be seen in the form of consonant /r/ and /s/. The word of "*dokter*" (doctor) in Indonesian was said to be word "*dokte*" where the consonant sound /r/ was not heard pronounced. Similarly, the word of "kerja" the omission of the word "*kerja*" become "*keja*" where the consonant of sound /r/ changes into consonant /l/ in vocabulary usage of children. The consonant of sound /r/ in the word "*dikuburan*" changes its pronunciation into consonant /l/ become "*dikubulan*". The sound of consonant /s/ becomes to the consonant of /c/ occurs in children vocabulary usage. The word of "*semuanya*" (everything), the consonant of sound /s/ change into the consonant /c/ "*cemuanya*". At the age of 5 years, the sound of consonant has been seen more clearly in the pronunciation of words. They have been able to recognize the sound of consonant /k/, /t/, /r/, and /s/. This occurs because at the age for 5 years old, the young children have experienced a lot of communication both in school and environment.

V. Conclusion

Phonological production influences the word production. The lexical items are required earlier in one language as compared to the other when they include sounds that produced earlier. The phonological system made by children 3 years to 5 years old it can be seen from the difficulties of the latter sound; /t/, /d/, /r/, /l/, and the replace of position latter /s/ with /c/ and also the latter /r/ with /l/.

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