

PHONOLOGY ACQUISITION AT THE HOLOPHRASTIC STAGE

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Abstract: Phonology Acquisition at The Holophrastic Stage. The aim of this preliminary research is to know and describe the phonology acquisition toward early childhood on 15 until 20 months age old in Santo Paulus Preschool, Singaraja, Bali which altogether 7 children. Purposive procedure was applied in this study. Then data were collected through observation, field note, and natural recorded when the respondents were playing and interacting each other in school park. Data collection were done during four days and only certain utterances of those respondents were recorded. The utterances recorded are expected to be representative of the whole 7 children's phonology acquisition. Utterances repeated by students were recorded precisely by the researcher. The result showed that, children on 15 until 20 months old age generally have acquired vocal phonemes (u, i, e, o). Then, the structure of utterances by this age from easy to difficult phonemes. The distinction of phonem difficulty referenced to the how child articulated the total of distinction feature of each phonem. Vocal phonemes acquisition of 15 until 20 months age old have already completely acquired. There was no vocal phonem change or created a new vocal phonem. Meanwhile, consonant acquisition for the children of this stage, the researcher found that 4 children still have the problem of certain consonants such as r, s, k, j and t. The children articulated those phonemes were different from adult's production but those differences indicated to the equality of semantic perspective with adult.

Keywords: phonology acquisition and holophrastic stage

Abstrak: Penguasaan Fonologi pada Tahap Holofrastik. Tujuan dari studi awal ini adalah mengetahui dan mendeskripsikan kemampuan fonologi pada anak usia 15 sampai dengan 20 bulan. Yang berjumlah 7 orang di kelompok bermain Santo Paulus Singaraja. Prosedur purposif diterapkan dalam penelitian awal ini. Data dikumpulkan dengan cara observasi, catat, dan rekaman yang dilakukan secara natural pada saat anak-anak sedang bermain dan berbicara di taman sekolah. Pengumpulan data dilakukan dalam rentang waktu 4 hari dan hanya merekam percakapan-percakapan pada jam-jam tertentu saja. Dalam rentang waktu yang demikian, diharapkan dapat mewakili gambaran mengenai perkembangan fonologi dari 7 orang anak. Peneliti mengobservasi dan mencatat variasi bunyi yang dihasilkan oleh anak-anak tersebut berulang-ulang secara teliti. Hasil yang diperoleh setelah data dianalisis adalah setelah usia 15 sampai dengan 20 bulan, umumnya anak-anak sudah menguasai semua bentuk fonem vokal (u, i, e, o). Kaidah urutan pemerolehan bunyi pada anak, yaitu dari bunyi yang mudah ke bunyi yang sukar. Ukuran mudah-sukarnya suatu bunyi didasarkan pada cara artikulasi dan jumlah fitur distingtif yang ada pada masing-masing bunyi. Pemerolehan fonem vokal anak usia 15 sampai dengan 20 bulan telah lengkap dan menguasai semua fonem vokal. Tidak ada penggantian fonem vokal, maupun pemerolehan fonem vokal baru. Sedangkan untuk penguasaan konsonan, peneliti menemukan ada 4 anak pada tahap holofrastik masih mengalami kesulitan mengucapkan bunyi konsonan tertentu seperti fonem r, s, k, j dan t. Pengucapan anak-anak pada bunyi-bunyi konsonan tersebut tidak sama dengan ucapan orang dewasa, tetapi semantiknya dari ujaran yang dihasilkan sama seperti orang dewasa.

Kata Kunci: penguasaan fonologi & tahap holofrastik

INTRODUCTION

A Researcher of children language acquisition must be more precisely in observing and interpreting toward the development of children language acquisition stages, because the development of those stages occurs almost none different significantly for each stage of their age category. Language acquisition development, include phonology acquisition absolutely different

for every child at their stage. However, the variation of phonology acquisition does not indicate toward high or low of child's intelligence which disturb the parents' mindset. Child's phonology acquisition in line with their neurological maturity (Suparwa & Dharmowijono, 2009:69).

There are two factors to be considered in utterance produced for children. Those are internal and external factors. Child him/herself

is viewed as internal factor. The Linguists have the clear notion of LAD (*language acquisition device*) axiom. They affirm that each child has been completed by LAD since at womb stage. LAD is assumed as internal prosesor for each child who has high potential to produce the utterances by their articulator. Meanwhile, external factor related to the environment which directly impact toward children's phoneme production. There is high possibility of positive or negative impact toward child's internal processor. Nevertheless, a researcher's carefulness is highly needed due to how children produce the utterances at the holophrastic stage challenged to be interpreted because of their phonemes utterances inaccuracy. Thus, children's (15 until 20 months) highly recommended having a clear bearing of phonology stages development. This notion is assumed as a strong point for interlocutor to interpret the utterance produced by children.

Piaget dan Vygotsky (in Hartati, 2000) describes phonology acquisition in line with child's age development.

1. 0 – 5 months age old. Phycolinguist affirm that this stage is equal with prelinguistic. At this stage, children unable to produce the utterance. Children can communicate through crying, looking away, or smiling because of their inappropriateness articulator. A child is able to breathe and drink which both may work together in order time. That is a primary function of someone' articulator provided by the nature. Besides, speaking is understood as secondary function of child's articulator provided by the nature which is completely acquired through learning process. But this process relies on sense of hearing: sound repetition produced by external factor (environment) then imitated by a child highly influenced toward their utterance production. Phonology acquisition at this prelinguistic stage can be occurred in some stages. Firstly, child speaks by shutting down the cleft in the *larynx* when breath out; child cries. Then he/she vibrates the cleft more calmly; this is called vowel. Secondly, babbling by vibrating his/her month which is mostly closed when child produces the utterance; this stage is assumed as babbling, the child imitates the mother tongue in practicing of producing utterances. Word can be produced by the child at the end of this prelinguistic stage (Suparwa & Dharmowijono, 2009:68-72).
2. 6 – 12 months age old or second babbling stage. This age, a baby can produce more complicated and varied. Children produce the utterances by combining between vowel and consonant phonemes which is similarly with syllable, i.e. in Indonesian context: ma-ma-ma, ba-ba-ba, pa-pa-pa, da-da-da, etc. These phonemes have the certain meaning and it may not be reused when the child can speak (producing word or phrase).
3. 8 – 12 months age old. At this age, child begins and tries producing phonetic segments such as phoneme then producing word. For example in Indonesian: utterance “bu” then “bubu” and finally this can be pronounced word “ibu”. Other example: “pa”, “empah” then a child may produce word “papa” or “bapak” which means father. At this stage a child has an initiative to communicate. Children have their own way to create the interaction with adult. Besides, at this stage, children frequently used their gesture; like pointing the certain things.
4. 1- 2 years old or holophrastic stage (first linguistic stage). At this stage, child is able to pronounce one word and this article focuses at this stage.
5. 2 until 3 years old. At this stage, children are able to pronounce two words or phrase. In Indonesian context child may produce phrase mama masak (mother cooks), adik minum (sister drinks), papa pigi (father goes), baju kakak (brother's shirt) etc. These utterances, of course incompletely like adult's utterances. At the beginning pronounce “di” which means adik (sister/brother), then child pauses, and produce “num” which means minum (drink) then finally child is able to pronounce phrase, “adik minum” (sister/brother drinks).
6. 3 s/d 4 years old. At this stage, children are able to pronounce the elements of complicated structure such as simple sentence.

By understanding phonology acquisition stages above, everyone is highly possible to be interlocutor for children. Utterances production and human's life are inter-dependence. Life is nothing if the interlocutor unable to interpret utterances produced by children. Phonology capability is top priority for human's life. Human's life target achieved through producing utterances appropriately. Any target of life can be

achieved through producing utterances. Phonology acquisition is like smart guarantee for avoiding misinterpreted in types of real interaction. By understanding phonology acquisition in each stage, the interlocutor of child includes parents guided to create conducive interaction in their daily life.

METHOD

This preliminary research, observed 7 children in the play group of santo Paulus Singaraja, Bali from 6 -11 October 2016. Purposive procedure was used in this preliminary research. Then data in this preliminary research collected through observation, field note, and natural recording when the participants were playing in their school’s park. This data collection was taken during 4 days from 6 until 10 October 2016 and the utterances were recorded at the certain time only. Recording in those are expected to be representative toward phonology acquisition of the children at the age of 15 until 20 months old. Researcher observed, noted, and recorded precisely the variety of utterances produced by children. More than that, data category, description and then appears the conclusion.

FINDING AND DISCUSSION

The aim of this research is to know and describe the phonology acquisition at the holophrastic stage. The following data as the real example of utterances produced by children and their interlocutors (teacher and parents):

Utterances produced by child and the interlocutor (teacher):

day, date	: Thursday, 6 th October 2016
Topic	: Playing
Place	: Play Group of Santo Paulus Singaraja, Bali, Kamboja road N0.3A Singaraja
Speakers	: 2 persons (Keit as student and her teacher)
Time	: 08.15 until 08.18 a.m
Content:	
Teacher (interlocutor)	: “Keit, mari main di sini, sayang! (Keit, let us play in here, please.
Keit	: “ain...ain....hum..hummm

Teacher	: “mari main di sini. Main, main! (Let us play in here,play, play!)
Keit	: mmmm in...in
Teacher	: Mau main, Nak? (do you want to play, Keit?)
Keit	: ehmm..aim..au....ain..

Detail data of this utterances recording can be listened from recording 01.

Utterances produced by child and the interlocutor (his mother):

Day, date	: Friday, 7 th October 2016
Topic	: Playing
Place	: Play Group of Santo Paulus Singaraja, kamboja road N0.3A Singaraja
Speakers	: 2 persons (Made as subject and his mother as interlocutor)
Time	: 08.30 until 08.34 a.m

Content:

Mother (interlocutor)	: “De, awas sayang jangan dekat got itu! (De, careful that gutter, please!)
Made	: “ehm.....
Mother	: “jangan dekat dengan got” (stay away from that gutter)
Made	: go..go..!
Mother	: Iya, got! Itu, ada airnya (yes, that is a gutter, look, there is water in there)
Made	: ehmm..ai! sambil menunjuk ke arah air dalam got. Air,mak!! (ehmm..ai while pointing the water in that gutter)

Detail data of this utterances recording can be listened from recording 02.

Utterances produced by child and the interlocutor (his teacher):

day, date	: Saturday, 8 th October 2016
Topic	: Go home
Place	: Play Group of Santo Paulus Singaraja, kamboja road N0.3A Singaraja
Speakers	: 2 persons (Mangku as subject and his teacher as interlocutor)
Time	: 09.00 until 09.07 a.m

Content:

Teacher (interlocutor)	: Mangku, da..da.. sayang! (Mangku, bye-bye!)
Mangku	: “ <i>hemmm...aa..a.....</i> ” sambil berlari untuk ikut ayahnya (“ <i>hemmm...aa..a.....</i> ” while running to his father)
Father (interlocutor)	: Mangku, Ayah datang (Mangku, I am coming)
Mangku	: <i>ehmm..pa..lang..mah.</i>

Detail data of this utterances recording can be listened from recording 03.

Referenced to the real interaction both data provided above and other recorded, researcher may conclude that neurological maturity in line with children’s phonology acquisition development. For a child at the age of 12 until 24 months old, language input toward child dominantly provided from external factor and media (toys, family interaction, peer’s interaction, kitchen tools and the like) around him/her. The media provided significantly contributed toward child’s semantic acquisition and gradually they produce the appropriate pronunciation. In supporting this statement, Tarigan (1985) said that utterance produced in this phenomenon includes in holophrastic stage because child produces a phoneme to be representative the semantic for whole sentence. Tarigan illustrated this phenomenon in Indonesian context in terms of word

“asi “/rice (which means nasi can be interpreted dia ingin makan nasi (a child likes eating rice), dia sudah makan nasi (a child has eaten rice), nasi ini tidak enak (rice is not delicious) or atau apakah ibu mau makan nasi? (do you like eating rice?) etc. In supporting the interlocutor’s interpretation toward child utterances production, interlocutor may have sufficient understanding of child’s circumstance around. Interlocutor (adult) may engage to provide the notion of this holophrastic stage, memory and children’s articulators are incomplete yet to produce a sentence which consist of some words.

Holophrastic stage experienced by normal child in age of 12 until 24 months old. The ending period of this stage may be different for each child; early finished or may be for certain children holophrastic stage will be stopped at the 36 months age old. At this stage also, child’s physic movement i.e. touching, pointing, lifting things, and the like done in combination with utterance one word. Furthermore, gesture; one word is used to give the comment toward the object or occurrence around him/her. One word said can be understood as an order, inform, refuse, question, and the like. Clark (1977) affirms that child in the age of 12 until 24 months old, gesture is more communicative. Gesture and word are produced equally. In addition, word produced and physic movement are equal essential in the holophrastic stage and word firstly produced by a child rely on what the near object around, what he/she listens and looks at. Clark’s concept in Indonesian context can be word pipis means buang air kecil (toilet), mamam atau maem means makan (eating), dadah while a hand signal wave, mah means mamah (mother), pak means bapak (father), bo means tidur (laying). The words which mean questioning can be what, why, while ordering words: here, there, look, and asking: again, wish, and ask. These three types can be different for each child.

In addition, referenced to the recording result, the researcher may highlights that children at the holophrastic stage have the problem of certain consonants phonemes production such as r, s, k, j and t. Children had the variety of consonants phonemes production performance and those unequal with adult’s utterances. Besides, children in the age of 15 until 20 months old cannot become active speaker in certain conversation. After this stage, children are engaged to be more active in conversation with adult, they know the appropriate

turn taking in conversation. Conversation initiative created from adult and children involved and they produced more than two words in replaying adult's question or in responding adult's intention with their gesture movement. Children appear their phonology acquisition after this stage significantly developed. A child can produce one word/phrase then she/he involved actively in conversation and other utterances produced by that child can be developed through imitation a series utterance appears in the conversation.

CONCLUSION

Referenced to the recording analysis, researcher may conclude that, children for 15 until 20 months age old generally have acquired vocal phonemes (u, i, e, o). Then, the structure of utterances by this age from easy to difficult phonemes. The distinction of phonem difficulty referenced to the how child articulated the total of distinction feature of each phonem.

Vocal phonemes acquisition of 15 until 20 months age old have already completely acquired. There was no vocal phonem change or created a new vocal phonem. Meanwhile, consonant acquisition for the children of this stage, the researcher found that 4 children still have the problem of certain consonants such as r, s, k, j and t. The children articulated those phonemes were different from adult's production but those differences indicated to the equality of semantic perspective with adult.

Based on result of this preliminary research, the researcher may provide the suggestion for parents, teacher, and relatives as the potential

interlocutor for a child. Parents are the real interlocutor for the child in every time, thus parents are suggested to have holistic understanding toward child's phonology acquisition which rely on their neurological maturity, parents then able to provide standard utterances for their children and those standard utterances support children's articulation. Besides, teacher is expected to produce accurate utterances for children. Teacher has essential role in guiding children's utterances production in school. Teacher must give the standard pronunciation which can be imitated by children in or out the classroom. Accurate utterances create standard imitation and vice versa. Similar expectation also suggests to the child's relatives. Relatives may not follow utterances produced by child but relatives should create the appropriate pronunciation in supporting precise imitation.

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