

An Analysis of Phonology, Morphology, and Syntax Acquisition toward a Child in Islamic Review

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Abstract—The purpose of research is to explore how a baby girl getting the experience of language acquisition in the line of phonology, morphology and syntactic. The research method was descriptive qualitative research by case study design. The subject of research was a baby girl at 2.5 years old. The study took three months was started from September to November 2018 in the village of Koto Pulai, Koto Tengah District of Padang City. Results of the research showed that a baby girl has been able to pronounce some phonemes and words, although still limited to the environmental language and objects are presented nearby her. At the age of 2.5 years old, a baby girl was able to use nouns and verbs and can make simple sentences in the form of declarative, imperative and interrogative sentences involving 2-3 words as a syntax. The process of sounding production when seeing from the Islamic teachings can be understood that each time of a child born out, he or she acquired the language from his or her mother and family. Islam said this process of a baby knowing the surrounding object names as mentioned in Al Quran in verse 31 of Al-Baqara

Keywords—Phonology, Morphological, Syntactic, Acquisition, child

I. INTRODUCTION

On the face of language acquisition today, how to know the process of the language acquisition among the children. Parents use language to help reveal the world to their children. However, infants are not born with adult-like language competency with which they can comprehend the meaning of the language their parents direct at them. So, where, one may logically ask, do they get that ability? Though it is likely that children are born with some sort of innate capacity for language acquisition (the nature of which is only theorized at present) which might play some role in the language learning process, we know that normal infants successfully manage to acquire the language(s) of their environment. Exactly how infants become such skilled manipulators of a communication tool as complex and nuanced as language, and to do it within a relatively short timeframe, still remains a fascinating riddle without a completely satisfying solution.

Chomsky [1], near the outset of his Managua Lectures, states that [a] person who speaks a language has developed a certain system of knowledge, represented somehow in the mind and, ultimately, in the brain in some physical conjunction. Chomsky's second question, which deals with the

thorny issue of acquisition, necessitates direct, empirical study of child or first language (L1) learning in order to help explain the system of knowledge mentioned in his first question. Yet, to approach any sort of answer to the question of how language is acquired, an examination of how and for what purposes that language comes to be used by the infant (Chomsky's third question) should also be conducted.

To begin to answer this multi-faceted L1 acquisition question and how the acquisition relates to L1 usage, one must ask, assuming that a language acquisition system of some sort exists within the mind of an infant and is operating normally, how does it work? In the simplest of terms, the function of human language is to encode and decode signals that are sent between individuals. These signals can range from an infant's simple expression of pain or pleasure to a teacher's explanation of a sonnet. Typical production and comprehension of a language (the potentially infinite set of linguistic signals and functions of that language) assume an intelligence which creates, directs, and understands specific linguistic output, and which can accurately decipher and appropriately respond to linguistic input. According to Matychuk [2] Chomsky's questions, especially the acquisition question, have long been considered either from a biological perspective or, once an infant is old enough to begin producing "language" which somewhat resembles typical adult forms, from a developmental perspective, both of which are influenced by the environment. It is almost a truism that the theory of acquisition one adopts and the method of studying L1 acquisition one chooses determine to a great extent the types of questions one asks and the way one examines the data gathered from such questions, and so, theories of language acquisition abound. Piper [3] provides a succinct overview of the principles, strengths, and shortcomings of behaviorist, nativist, cognitive, and social interactions theories of language acquisition. Even though each of these general theories has strengths and weaknesses, the one that I believe provides the greatest insight into the process of language acquisition and, therefore, the one on which I base the present study, is social interaction theory.

More will be said about this theory later, but for now a short quote from Piper [3] sums up my motivation for choosing social interaction theory as a basis for examining L1 acquisition. The question that is of primary interest in language acquisition theory is how children acquire the ability to express their intentions or meanings in language. [Social] integrationists believe that they do so through a process of negotiation with their mothers or principal caregivers [emphasis added]. This negotiation occurs partly as a result of mothers treating children's speech, even if it is babbling, as meaningful and intentional [emphasis added]. Investigations of L1 acquisition which focus on biological aspects and which are unquestionably of great importance, neglect, or at least minimize, what I believe to be the crucial aspect of that acquisition, the interaction (or in Piper's terms, the "process of negotiation") of the child and mother (or primary caregiver), arguably the most important person in the infant's environment. It is this interaction, and its concomitant

facilitation of the development of functional language use, which demands the closest scrutiny. In this article the researcher will focus to study about how a child with the age of 2.5 years old enable to make the word and sentence in her interaction with her mom at home. And the language acquisition focus in this article will be discussed about the process of first language acquisition (L1) that is Indonesian by monitoring Ratih spoken in her communication with her mother at home by discussing the phonology, morphology and syntactic acquisition.

Based on the explanation above, focus of this research was to know how youngest girl; age of 2.5 years old acquire her mother language particularly in obtaining the phonology, morphology, and syntax. So the questions on this study were: How does language acquisition of a youngest girl in the aged of 2.5 years? How does language acquisition of her at the level of phonology, morphology, and syntax? How does the language acquisition process refer to Islamic teaching? This study is expected as one of the information in terms of research on language acquisition to the children; In addition, this study is also expected as input for relevant research, especially in terms of language acquisition in children aged less than 5 years old and link this study to Islamic review.

II. METHOD

The type of research was a qualitative method with case study approach [4]. Subject of this study was a youngest girl named Ratih at the age of 2.5 years old. This study was conducted at the Padang By Pass Km 19 No. 34 RT 10/RW 04 Kelurahan Koto Pulau Kec. Koto Tengah Kota Padang. The data was collected for 3 months, those are September, October, and early November 2018, while processing and analyzing data, and writing a research report was conducted during the month of November 2018. Instrument of research used a form of recorded oral language (spoken text). The data was obtained from the activity, informal conversation between the author's own research subjects and recorded with a hand phone and equipped by field notes. The research a subject was taken as a source of data is left in a natural conversation. The conversation naturally was expected to bring the data that is natural. Characteristic of natural data become specific data in this study. All data was obtained through a simple recorded technique, and record keeping. Recordings were done at the time of communication between families. Instruments used in the study, besides the researcher alone also used a tape recorder to record during the communication process, and recording devices are used after the recording process. Data were analyzed by using a descriptive qualitative technique. Steps taken in the form of data recording was transcribed into written form. Before analyzing the data, the data that had been taken should follow the validity test first. Testing of data validity was performed by using *credibility technique*; the step was taken only with the

triangulation. It was done by taking data from a *variety of mood, time and place*. It was carried out by observing the same subject in different situations.

III. RESULTS AND DISCUSSION

A. Phonology Acquisition

Phonology as one aspect of the linguistic study of phonemes. Sounds had been uttered by Ratih since the age of 2.5 will be seen as any part of language acquisition, a common definition of phonemes was presented by Lyons were two different sounds phonetically in the same environment, which affect to distinguish different words. For example, [l] and [r] are different phonemes in English because it distinguishes pairs of words for example: *light and the right words, lots and rot*, and so on. In the Indonesian language can also found out like *buku and kuku*, and so forth.

In the age of 2 years up to 2.5 years of Ratih has been obtained and produce various phonemes that can distinguish the meaning of the spoken word. It's just that in expressing these words at the age of 2.5 years, the phonological abilities of Ratih was still in vocal sounds such as / r /, / p /. Form more detail can be clarified as follows:

1. The word / m /, / p /

/mama / and / papa/.

These words are often uttered by Ratih. These words were uttered in any situation such as Interlocking eating, sleeping and cried all of which were uttered spontaneously.

Phoneme / p / appear once in a while and not as often appear like phoneme /n/.

2. Other vowels like /u/ and /i/ or the sound of and /e/ is sometimes spontaneously

- For example sounds like *u* and *e*

/ue / which means / kue/ or

/ men/ in the word of / permen/,

- For example sounds the phoneme /i/ in the word

/iki/ that means of ciki (a kind of snack that much-loved by the kids).

- Similarly, the sound /u/ in the word */uyung/* which means the bird (*burung*),

- and / a / in the word of */ambing/* which means goat (*kambing*),

- the sound of the lot on the word /*odok* / which means the *frog* (*kodok*).

In addition to the sounds of the above, the development of Ratih are also other noises as the acquisition and the additional production of the sounds in words before. The production of these sounds appear in words like these:

- / r / : *uyung* (buyung) means the Birds
- /o/ : *onyet* (Monyet) means the monkeys
- / A / : *Ambu* (Jambu) means Guavas
- /i/ : *isang* (Pisang) means *banana*
- /e/. : *Eyuk* (jeruk) means the orange

In the utterance of vowel to the children aged 2.5 years old, the vowels are acquired and consistently used to multiply as shown in the example below:

By considering to the pronunciation of the vowels as in the example above, it can be said that Ratih at the age of 2.5 years almost to pronounce all the vowels and this can be seen in the words was produced as follows:

- /o/ : *odok*: (*kodok*) means frog
- /a/ : *ayam* (*ayam*) means chicken
- /a/ : *ambu* (*jambu*) means guavas
- /i/ : *itan* (*ikan*) means fish
- /a/ : *angga* (*mangga*) means Mango
- /o/ : *opi* (*topi*) means the hat
- /e/ : *Ebo* (*kerbau*) means buffalo
- /i/: : *ikus* (*Tikus*) means mouse
- /u/ : *ubi* (*ubi*) means sweet potato
- /e/ : *embang* (*kembang*) means flower
- /u/ : *upu, upu* (*kupu-kupu*) means butterfly
- /d/ : *des* (*pedes*) means *spicy*.

In addition to vocal sounds that have been mastered, at the age of 2.5 years, Ratih also can produce a variety of consonants as shown below:

Ratih has been able to pronounce the consonant bilabial and alveolar consonants such as: consonant / p / and / t / precedes another consonant. velar

consonants / k / and /g/ unheard of except / k / at the end, for example the word *'abang jelek* (ugly brother) and the word of *'jeyuk* (orange), *naik* (go up), and soon . At the beginning of a word, the consonant / k / "sound, but in the middle of a word also sounds like the word \ k \ (ciki = a type of snack). While the consonants /p/ sound every so often. For example the word *pait* (bitter), consonants /d/ in the word *dawai* (string), consonant /b/ in the word of *beci* \ (*besi*), *belli* (buy), the consonant /m/ in the word *ayam* (chicken), *main = bernain* (playing), the consonant /n/ in word *tepon* (telephone), *naik* (ride), the consonant /k/ and /b/ in the word of *kambing* (goat) and *burung* (birds), consonant /g/ in the word *aget=kaget* (surprise), the consonants /i/ in the word of *beli* (buy), *tuyis* (write), the consonant /i/ in the word of *agi* (again), the consonant / g / in the word *guya* (sugar), the most consonant /y/ and /l/ are often found out in the children spoken for example: *ayam* (chicken), *guya* (sugar), *beling* (glass), *Bayon* (balloon), *burung* (bird), but the consonant / w / almost no sound.

Consonant sounds are other often appears many are replaced by other consonants in words. As the example above, the consonant /i/ in the word was replaced with a consonant /y/ become *tuyis* (write). Similarly, the consonant /b/ in the word *bebek* was replaced with a consonant / p / become *pepek*.

In addition some consonants mentioned above, it appears that at the age of 2.5 or more, like the age of her cannot disclose the consonant / r /. It can be seen by changing the consonants with other consonants such as in the word of *buyung* (bird) is replaced by the word /ay/ and so forth.

B. Morphology Acquisition

Most of the words spoken by Ratih in age of 2.5 years old is the monomorfemik words for example: /uit/: *duit* (money) / men/: *permen* (candy) / atu/: *satu* (one) / egang /: *pegang* (holding) /ue/: *kue* (cake) / ate /: (*sate*) broil / ukan /: *bukan* (instead of) / Uju : *tujuh* (seven) / ndok /: *sendok* (spoon) the spoken words as mentioned above was monomorfemik only one word, and yet look at all morpheme that can distinguish the meaning of those words. They are common words only stand-alone and in the morphology of words as it are called free morphemes. In addition to free morphemes that appear in the speech there is also morpheme bound Ratih which is still difficult to distinguish in any speech regardless of the context and the situation when the word was spoken.

Although rarely heard the spoken bound morpheme by Ratih, but it does not mean that all the spoken words cannot distinguish the meaning. There are some words spoken by Ratih which is already included category bound morpheme, for example: *Bayu Bapa* (Baju Bapak)

Batu Ratih → *Batu Ratih*,

Apung → *Capung*

Ayung → *Payung*

Phoneme /y/ in the word *bayu* (*baju*) (clothes) and *batu* (stone) can actually be categorized as bound morphemes.

When Ratih stepping over the age of 2.5 years old, the words uttered more words that can almost be said in the context of the meaning of the sentence, and Ratih was able to pronounce the words more than one syllable. For example: *Atu lagi* (*satu lagi*), *mam nasi* (makan nasi), *byung eyang* (burung elang), *ikan upa-upa* (*ikan lumba-lumba*), *beli iki*, (beli ciki) *beli oklat* (beli coklat) and *beli bayon* (beli balon),

Such words are also interspersed with various monomorphemes as in the example above. In addition to word of monomorphemes, the Ratih also have been able to pronounce the prefix /d/ for example:

Dianbil abang kue Atih → *diambil abang kue Ratih*

Dimakan ayam ma → *kunya dimakan ayam*

Odok dibuang ono → *kodok dibuang di sana*

The words pronounced in conjunction with the prefix is often reversed or not sorted. By considering the clause or series of spoken words, this shows that Ratih has been able to construct a sentence on a regular basis according to the level of meaning in the context of where and when the phrase was uttered. At the age of 2.5 years old, Ratih appears to have been able to pronounce the suffix on certain words. For example, "When her mother closed the cupboard which she opened and say:

Ma, buka kuncinya = buka kunci lemari ma

Itu kan susu Atih → *itu susu Ratih kan*

The word meaning of '*bukain*' actually Ratih have been able to reveal the suffix though in word of *in* here is influenced by the language of Jakarta. For adults, it said it could be expressed in words opened, but the adults were saying Jakarta was still *bukain*, because the suffix in the language of Jakarta is a suffix is pasted on every word you want pressed. In addition, the effect was suffix in Ratih indicates that the language is heavily influenced by the surrounding environment. While the word '*kan*' in that sentence indicates that *itu kan susu Ratih* showed that Ratih have actually been able to express the interjection words, even if it's just spontaneous expression alone.

C. *Syntactic Acquisition*

Analysis of language acquisition to Ratih covers how the development of language to be produced including becomes the sentences. The resulting sentence was still very simple, and requires an understanding that was sometimes difficult to understand. Sentences they produced many incomplete

and sometimes fragmented and combined with unperfected phoneme. But from the acquisition of language can still be understood. In discussing the sentences was generated by Ratih will be seen starting from the utterances of two words, three words and multi words

1) *Declarative sentences*

Entering the age of 2.5 years, Ratih has actually been able to say a lot of simple sentences expressing the full meaning sentence. To find out how the form of declarative sentences that expressed by Ratih, the following conversation shapes can give the sentences.

Ratih : *Mama atih mau mom*

Mama: *makan pakai apa*

Ratih : *pake ikan ama ayu (makan pakai ikan dan sayurr)*

On another occasion in the phone, Ratih was asked by her father

Father: *Ratih sedang apa*

Ratih : *mom es, bapa beliuccu (bapak belikan susu)*

Father: *apa lagi Ratih*

Ratih : *oti baka ama men (roti bakar sama permen)*

From the sentence was spoken sentences above, it can be seen that the sentence was spoken not perfectly. But in the side of grammatical, the sentences are to be classified to the complete sentences. It is characterized by Subject (S) + Verb (V). In general, form S + V for the initial acquisition of language can already be classified in a complete sentence because it means almost perfect. Similarly in the sentence: *Pake ama ayu. Pakai ikan sama sayur* (Use the fish and vegetables) can also understandable grammatically; to see the previous set of questions or sentences. So the answer could be categorized as a complete answer. Similarly, in both the above conversation, grammatical elements were already almost perfect, although the speech phonemes were still imperfect.

2) *Imperative Sentences*

Considering the sentences that have been uttered in the example before in the disclosed of morphology acquisition on the above, it can be seen the imperative sentences such as: *Ma, bukain kunci!* (mom ope the key), *pakein baju ma!* (mama put the clothes), *abang ambilin bangku Atih!* (brother get me a small chair), then the imperative sentence expresses a complete meaning is having. Like the previous phrase, phoneme utterances was still imperfectly, while the logic of imperative sentences are not sometimes sequentially in accordance with the rules of imperative sentences, however, from the construction of a sentence, it can be said that in conversations or in

certain situations, such as the common phrase especially in the range of less formal, especially in children language acquisition.

3) *Interrogative sentence*

The Interrogative sentence sometimes appears sporadically. One day, Ratih take a nap and wake up already late in the afternoon. When the weather was cloudy. When she woke up from the bed. she immediately asked to his Father.

Bapa mana ma?.

This phrase is usually uttered during waking in the morning. But because the weather was cloudy, and She thought it was early evening hours, so she asked to his Father. This sentence was not revealed because father was not near her. Her mother replied, your father was in the office. From the situation on the conversation between mother and Ratih, it appears that the acquisition and production of Ratih in the interrogative sentence that can be pronounced without thinking. This suggests that such a sentence has been obtained and easily produced.

4. *Language Acquisition Linked to Islam*

The process of producing the sounds by Ratih when taking reference to Islamic teachings, at the time a child born, he or she have already equipped by language acquisition device to acquire his or her mother language to know the objects names of his or her surroundings. This process in Al Quran describes in verse 31 of Al-Baqara

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ
فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

*"And He taught Adam the names (objects) completely, then bring to (objects) completely, then bring to the angels and said,"
Tell me the names of these things if you spot the right people "*

According to Umar bin Ali: 513-514 As Allah taught Adam the names (الأسماء) Such as the introduction of nouns and verbs according to Ibn Abbas, Mujahid and Qatada, Allah taught Adam the names up, القصعة, عة القصعة الجف, and الوحلب whereas the meaning of sentences is: القصعة means a large bowl,

القصة means a small bowl, العنق means vine (Atabik dan Ali Ahmad Zuhdi Mudhor 2016 1456) and الوحلب, the name of the plant. Qattara added that Referred to الاسماء, are also the names of God's creatures, unknown angels (Abi Hafis Umar Bin Ali Al Lubab fi Ulum al-Kitab: 514)[5]

Thus, we can conclude that the acquisition of language by a child can be done by introducing of sound, words and short sentences and then be spoken by a child after going through a process of imitation of knowledge that have been acquired from his or her parents. The acquisition device of language in a child will work when he or she began to form the sound of the word that he or she has heard from the parents and people around him or her. This is precisely what experienced by Ratih, where at the age of 2.5 years she can speak two nouns and verbs and allowed her to express them

IV. DISCUSSION

Articles submitted to IJoASER should normally up to 6,000 words with single space, font size 10. IJoASER drives two blind review process and will delete the author's names, affiliation, and the email address for review assignment. Articles must be written in English. The title should be up to 12 words, capitalized, centered with font size 10. The introduction should consist of the background, literary review, and objectives. The method section consists of description concerning the research design, data collection, data analysis. The results section consist of description of the data analysis to answer the research question. The discussion should bridge between the literature review in the introduction and the results. The conclusion section consists of the summary of the discussion. Put table number and the title of the table on top of it and locate the figure number and the title on bottom of it. Every citation in text should appear in the list of references. The references should be at least 80% in the forms of journal articles and published in the last ten years. Citation follows the IEEE style.

V. CONCLUSION

After analyzing the language acquisition to Ratih was started from the acquisition and production of phonological, morphological and syntactic have already been found can be concluded that: At the age of 2.5 years old, a normal child is able to pronounce the phonemes, and words are limited in accordance with the environment and objects that exist around it. In addition, the words that come out are still imperfect and his words still slip. At the age of 2.5 years, the words that they produced have started to grow and started from nouns and verbs. The vocabulary development has begun with the words of nouns. While nouns and verbs are also increasing due to the repetition of the acquisition of either from friends, sister, or her parents knowingly or unknowingly. In the syntax analysis of the capability of speech production like declarative, imperative and interrogative sentences this research found that Ratih in the age of 2.5 years old, she was able to

assemble the simple words, from one, two or three words to make a sentence. She presented a simple sentence always revolves around the simple yet ordered sequence. Ratih in the age of 2.5 years old approved that she has already had the ability of speaking an imperative sentences and interrogative sentence. The process of sounding production by Ratih was the power of Allah as human creator that had equipped the man by the complex brain structure and physic that enable them to get function of all their language acquisition device to acquired he or her language from his or her mother and family by introduction all the objects name of him or her surrounding. It had explained in Al Quran of verse 31 of Al-Baqara.

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