

HE PROBLEMS OF 3 YEARS OLD CHILDREN IN PRONOUNCING CONSONANT (A CASE OF DAMAR'S PHONOLOGICAL ACQUISITION)

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Abstract

The objective of this research entitled *The Problems of 3 Years Old Children in Pronouncing Consonant* was to describe the phonological process of an infant and to describe the reason why he produces [r] sound becomes [l] sound. This research applied the descriptive qualitative method. The subject of this research is a child in three years old, namely Damar. In collecting data, Damar is asked to pronounce some words which contain "r" in it. After he pronounced the words, the researcher recorded it and transcribed it. The results of this research showed that A child is not born being able to produce all the sounds and sound patterns of his/her language. As a child is learning how to speak English, he will simplify sounds and sound patterns. For this research, Damar has disorder in producing the sound. And the sounds deviate to the other sounds which are produced in the same area, that is "r" and "l."

Keywords : *Phonological processes in infants and phonological acquisition.*

INTRODUCTION

Human being can interact in giving information each other by language. Language is a means of communication, is a central fact of human existence and social process. all human acquire language. Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. When the children acquire his/her native language, it is called first-language acquisition.

Generally, the children language acquisition will develop slowly as long as his/her growth. Although they are not able to use language directly, but they have competence to use language from the birth.

Language acquisition is one of the most fascinating facets of human development. Children acquire knowledge of the language or languages around them in a relatively brief time, and with little apparent effort. All children pass through similar stages of linguistic development, as they go from infancy through middle childhood. Language acquisition is a natural developmental process; all children progress through similar milestones on a similar schedule.

Before children acquire language, they passed the phonological stage. Mastery of the phonological rules of the native language presumably facilitates the acquisition of the lexicon by constraining the sound patterns that are entertained as candidate words. Eve V. Clark said in her book "Most infants begin to babble between six and eight months, though some don't start until as late as ten months or so. The earliest babbling tends to consist of a single "syllable" repeated, for example, babababa or gagagaga, where the syllable consists of a consonant-like sound (here a b or g) combined with a vowel-like sound produced with an open vocal tract, some kind of a. Canonical babbling consists of short or long sequences containing just one consonant-

vowel (CV) combination that is reduplicated or repeated. As these babble sequences become longer and more frequent, infants may display a preference for one consonant-type over others, with some favoring mainly m- sounds, others b- sounds, and others still g- sounds. They soon vary the intonation contours of babble sequences too, matching rises and falls of intonation patterns in the language around them. They also start to vary the syllables within a babble sequence, for example, bababa-mamama, mememe-dede, baba-dadada. It is harder to tell whether infants vary vowel-like sounds systematically because there tends to be more variability in these than in consonant-like sounds. Since they are in 6 months, they begin to babbling.

Further, Berko Gleason stated that child in 12-24 months will learn to produce phonemes, that is Babbling shades into early speech. Toddlers produce those sounds they babbled. Babbling is dominated by stops, nasals, and glides, with a few of fricatives and affricates and no liquids. Children take a few years to learn to articulate correctly the phonemes, with better performance on vowels than consonants.

In 36-48 months, Preschool children are sensitive to some phonological rules. Children at this age have undergone roughly a year of rapid lexical development. During this period, they have established a sizable lexicon over which to draw phonetic and phonotactic regularities. Older children were also included to examine developmental trends in repetition accuracy. These older children 188 J.A. Coady, R.N. Aslin / Journal of Experimental Child Psychology 89 (2004) 183-213 have experienced an additional year of lexical growth and, therefore, have a larger corpus over which to draw generalizations. Furthermore, this is the age at which children begin to consistently use consonant clusters (Templin, 1953), and this is a relevant milestone

in the acquisition of phonotactic structure. Importantly, bothages are well below the onset of literacy, at which point holistic lexical representations are said to become segmental (e.g., Walley, 1993).

My nephew named Damar is 36 months now. The writer always pay attention toward him from he was born until now especially in language development. Damar in this age,acquire his language well. Producing some sounds, but he can't produce 'r' sounds correctly. In his language, 'r' becomes 'l'. To say 'rambut' he said ' lambut', robot becomes 'lobot' and even his name ' damar' becomes ' damal.' From his sound's production which is different with the theory of phonological stage. So, the writer is interesting to conduct a mini research about the phonological acquisition of a child at the age of 36 months old: "The Problems of 3 Years Old Children in Pronouncing Consonants (A Case of Damar's Phonological Acquisition)

REVIEW OF LITERATURE

1. Phonological Acquisition

Children initially appear to regard the entire word as if it were a single sound. However, as their vocabulary expand between fifteen and twenty one months of age, this become very difficult for them to manage (Nick Cipollone, 1998:277). Phonology is the study of how sounds are organized and used in natural languages.

The phonological system of a language includes

- an inventory of sounds and their features, and
- rules which specify how sounds interact with each other.

Phonology is just one of several aspects of language. It is related to other aspects such as phonetics, morphology, syntax, and pragmatics.

Scientific studies show evidence that language development is maturationally brain-controlled, regardless of modality (speech or signal). Phonology is the study of how the smallest units of language (i.e. phonemes in speech and primes in signal) are organized in a language and how they are learned. There are about 40 phonemes or sound units in English speech. They are the building blocks of the language (English). On the other hand, there are five sets (parameters) of primes (the smallest units of language) in sign language: handshape, movement, location, palm orientation, and non-manual marker. Each parameter has a number of primes: over 40 handshapes, a number of movements, a number of locations, palm orientations, and a number of non-manual marker. Below explains some ASL phonological processes in infants compared to speech.

2. Phonological processes in infants:

A. Natural Phonology Process Theory

David Stampe (1969, 1972) assumed that: " *The phonological system of language is largely the residue of an innate system of phonological processes, revised in certain ways by linguistics experience*" (Stampe 1969: 443). The process of the children's acquisition works mechanically.

0-6 months

For the first few months of life, babies produce vegetative sounds and later cooing sounds in speech. Likewise, they produce cooing visues in signlan.

6-12 months

Canonical (reduplicated) babbling begins to emerge at 6-7 months. Manual babbling stages occurs on the same timeline as vocal babbling (from marginal and canonical to variegated babbling). Babies babble similar units all over the world. But, at 8 months, they babble a patterned set of units that are characteristic to a native language (whether ASL, English or any other language). The reduplicated syllabic units "babababa" is a typical example in vocal canonical babbling. This parallels to "bababa" (opening-and-closing movement of the hand) in manual babbling. Another common movement is batting -- moving up and down repeatedly.

The manual babbling sequence 'bababa' is often mistook for the first ASL word "milk". Manual babbling follows its own syllabic organization of a signed language. The first handshapes in manual babbling that predominate in infants's early ASL productions are 5, index finger, b, and a fist (or in a linguistic term: 5, g, b, a, s respectively). Whereas, the early syllabic units (phonemes) in speech are: a, p, b, d. Transition from manual babbling to first words occur at around 10 months, or as early as 8 months or as late as 16 months.

12-24 months

Toddlers begin with a small number of phonemes (sounds) in speech or primes (visues) in signlan to form a word. For example, toddlers, who are exposed to a native signed language from birth, use these handshapes to form ASL words: b, c, o, a, s, l (index finger), and 5 (open handshape). In speech, the consonant sounds are well established at this stage: m

n p b t d w.

24-36 months

The following ASL handshapes of increasing complexity emerge at this stage: l, g, f, q, d, z, y, i, j.

36-48 months

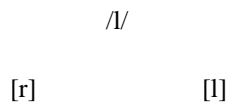
More handshapes increase complexity as follows: v, h, w, u, t, h, k, p, x, y, r, e, m, n.

B. Consonants of English and Their Phonetic Notation

Place of articulation		
Manner of articulation		alveolar
Approximant	Lateral	l
	Retroflex	r

In describing the place of articulation for consonants, it is traditional to list the active and then the passive articulator. Consonants involve a rather large number of discrete places of articulation. Alveolar : the tip of the tongue makes contact with the alveolar ridge. In this study, the researcher takes the problem of production alveolar sound in child, that is production [r].

Kenneth L. Pike also stated that [r] and [l] are allophones of the same phoneme. We can see the diagram below:



From the table previously, we can see that [r] is produced in alveolar, likewise the [l]. Therefore, the disorder production of [r] becomes the other sound which also produce in the same area, i.e [l].

RESEARCH METHODOLOGY

The Data Source

The subject of this study were named Damar Noor Al- Jannah, daily called Damar. He was born at the dr. Musbar’s clinic of elderly couples, Ali Amran, S.P and Nina Nurbaidah, S.Pd..

Damar’s father comes from Padangsidempuan and his mother also. Damar’s

father is as agriculture advisor and his mother is a teacher. Actually everyday they use Bahasa Indonesiaas the language in their daily life.

Data collection techniques used a techniques and participant observation, were used to collect data on acquisition phonology children during the process of acquisitionphonology, the conversation between Damar with his mother.And the researcher takes another child, i.e Gibran to see the ability of 3 year olds child in producing [r].

The Design of the Study

Qualitative content analysis method is used in this study. Qualitative content analysis is defined as an approach of empirical, methodological controlled analysis of text within their context of communication, following content analytic rules and step by step models (Mayring, 2000). Therefore, the objective content analysis can basically be any kind of recorded communication, such as; transcript of interviews/discourses, protocols of observation, video tapes, written documents in general.

This study is done by using descriptive qualitative content analysis, it is because this research is concluded kind of recorded communication such as interviews/discourses, while data of this study consist of the pronunciation list of Damar’s phonological.

The technique of data collection

Making interview with both of children that is Damar and Gibran. They are asked to produce some words that [r] are placed at front, at the middle and at the end of words.

The Technique of Data Analysis

The data has been analyzed through of Miles and Huberman (1994) models. There are three models of data analysis, such as;

(1) Data reduction is the process of selecting the data, in this study writer has selected the utterances of Damar and Gibran, while data reduction can be done through sheer selection which is called as carefully selecting the data which are relevant to this study. In this data reduction, researcher has been done carefully to interview both children.

(2) Data display is the process of organizing the data; the display of this study is in the form of matrix. Therefore in this study, writer has been displayed the features of phonological production, different ways of communication between Damar and Gibran.

(3) Conclusion drawing can be done through deciding what the data means or finding after reading the display or matrix in this study.

DATA ANALYSIS AND FINDINGS

The data were found in observation the children and the researcher describe the data at the table below:

Damar’s phonology

Words	Disorder sound
Rambut	[Lambut]
Merah	[Melah]
Pintar	[Pintal]
Rindu	[Lindu]
Marah	[Malah]
Sabar	[Sabal]
Robot	[Lobot]
Parit	[Palit]
Pasar	[Pasal]
Riang	[Liang]
Keras	[Kelas]
Datar	[Datal]
Rapi	[Lapi]
Kerah	[Kelah]
Besar	[Besal]
Suka	[Suka]
Pasar	[Pasal]
Lepas	[Lepas]
Sampai	[Campai]
Besar	[Becal]
Cerdas	[Celdas]
Sehat	[Cehat]
Damar	[Damal]

While Gibran’s phonology can we see at this table below:

Words	Sound
Rambut	[Rambut]
Merah	[Merah]
Pintar	[Pintar]
Rindu	[Rindu]
Marah	[Marah]
Sabar	[Sabar]
Robot	[Robot]
Parit	[Parit]
Pasar	[Pasar]
Riang	[Riang]
Keras	[Keras]
Datar	[Datar]
Rapi	[Rapi]
Kerah	[Kerah]
Besar	[Besar]
Suka	[Suka]
Pasar	[Pasar]
Lepas	[Lepas]
Sampai	[Sampai]
Besar	[Besar]
Cerdas	[Cerdas]

Sehat	[Sehat]
Damar	[Damar]

The Findings

The researcher found that young child in 3 years old can produce the [r] but in this study the researcher get the problem on Damar’s phonology who has disorder in producing the sound. And the sounds deviate to the other sounds which are produced in the same area.

So, the researcher tries to give some treatments toward this problem. In conversation with children, we as adult should be do the repetition to young children. By repeating, that speaker accept and ratifies the expression proposed by the other speaker.

There are two important point here, repetition and imitation. McTear (1978:295) distinguish between imitation and repetition. In Imitation, the observer perceives a preceding utterance as a model intends to copy it and manifest the novel behavior in the process. Repetition in his view, serve as communicative speech act, in addition their nature changes as children acquire more of the rules of conventional interaction.

Child utterances that repeat part of a previous utterance have often been characterized as imitations.

Repetition, then, appear to have at least two functions for children, namely

1. they connote acceptance or ratification of the adult term.
2. they offer children an opportunity to try to produce the target term in a recognizable fashion and thus practice the as yet unfamiliar term.

McTear looked at three functions of repetition in conversation, all found in children’s speech, namely:

1. Repetition as Agreement, the ability to engage in conversation assumes a capacity for joint attention and action.
2. Repetition as Verbal Play, is common with the return or repeat of an insult
3. Repetition of Question

In conclusion, repetition can have many roles in conversation. An important one is to acknowledge and ratify what the speaker has said.

As children add to their first words, they add specificity and detail to how they express what they want and what they are interested in. This all entails including more information, and hence more complexity, in each utterance. from single-word utterances to longer utterances, the emergence of multiword combinations, and the meanings children use these combinations to express. In doing this, do children begin from formulaic forms that they then analyze into the component parts, much as they try whole words and only later extract the segmental details.

CONCLUSION

Almost all human beings acquire a language (and sometimes more than one), to the level of native competency, before age 5. How do children accomplish this remarkable feat in such a short amount of time? Which aspects of language acquisition are biologically programmed into the human brain and which are based on experience? Do adults learn language differently from children? Researchers have long debated the answers to these questions, but there is one thing they agree on: language acquisition is a complex process.

Most researchers agree that children acquire language through interplay of biology and environmental factors. A challenge for linguists is to figure out how nature and nurture come together to influence language learning.

Children acquire language from their mothers or caregivers. How they acquire language will be the focus of this essay. I use the word "acquire" I do not use the word "learn". New born children can not speak any languages. They only cry and coo to express their feeling. When their mothers or caregivers talk to them they listen, distinguish the voice then they store all those sounds and voice in their brain. This is not a learning process but this is an acquiring process. Children will acquire all words addressed to them. Those words, types of syntaxes and intonations will be the foundation to their language competence in the future.

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