

BABBLING STAGE CONSTRUCTION OF CHILDREN'S LANGUAGE ACQUISITION ON RURAL AREA LAMPUNG

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Abstract

The aim of this research analyzed the phonological structure of babbling by children subject in eight months age on rural area Lampung. Specifically, understanding the children's language acquisition process in order to know the best way to help the children acquire their language ability maximally. The objectives of this thesis were: to describe the phonological structure of babbling which have the dominant of phonetic in babbling stage, to describe the dominant of phonetic construction in babbling stage and the dominant phonetic on all data. This Research was qualitative research. The subject of this research was the children on different rural area Lampung. The researchers used triangulation technique and observations method in collecting the data. The result show that the dominant of phonetics construction in babbling was vowels (V), it have 30 frequency in all of data. It means that the subject more able to produce vowels in their acquisition language in babbling process.

Key words: *Babbling Stage, Rural Area Lampung, Children's Language Acquisition*

1. INTRODUCTION

The study language as a system of human communication is known as linguistics. Linguistic has a link with child language acquisition that is learned in psycholinguistics. Psycholinguistics is one of the major areas of linguistics that investigates the relationship between

languages that human cognition. It is "a field of study that combines psychology and linguistics" Hiroshi et al (2001: 132). It means that psycholinguistic is discuss about the relationship between psychology of human and their ability to achieve language (linguistics) in their language acquisition. Recently, research

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about second language acquisition had attested revolutionary furtherance since the publication Fries' book. Hence various studies have been conducted to account in process of second language acquisition (Suhono,2016:17). For instance children's language acquisition. The acquisition of language is natural (nature) and something to learn (nurture). Naturally, human being is born equipped with Language Acquisition Device (LAD).With this part, human's brain can receive the data as the input and innate these data as the output. In acquiring language process, the children's duty is determining which language they will use in this LAD. Then, the environment creates the system in language develop. Child language can develop by two factors, they are Language Acquisition Device (LAD) and environment. Both factors can influence the language acquisition process.

Before a child can use the language, she pronoun many kinds of sounds, like laughing, crying, and babbling. In that step is nothing meaning of their language, she just produce sounds in early step. Some people or parents still don't have a clear understanding of this language process. The sound looks like that they never experiance the learning process before,

just because all of babies do the sane thing in line with their physical growth, for examples, babies of about six months will start producing sound producing sounds like Babbling, syllabic word repetedly with consonant + vocal structure, for example : baba, haha.

Pre-language stages is the earliest stage of language acquisition that happen in three to ten months. In addition, in the pre-language stage there is babbling, it is happen in the six to ten months age. The sounds that can produce of this stage is contain of syllable type, such as *mu* and *da*. In the early stage is pre-language stage, this is the first stage child acquire language, they can produce sounds but nothing meaning. This stage conduct child to achieve language.

So far, child's language acquisition has been studied of second language learners on the different background of country, for instance,English foreign language learner in Saudi Arabia, entitled Prediction of child language development: A review of literature in early childhood communication disorders. His research, Al Hammadi (2017: 8) suggested that Language development is significantly influenced by environmental factors. It is important to note that the social environment is not limited to the parent only but includes

peers and other adult interactions the child encounters outside the home. Physical environments may affect language development when the child is in infancy; given that their brain is rapidly developing continuous language assessment is essential to ensure that early intervention is pursued to prevent language disorders in a child. The second research is Kornilov et al., (2016: 48) in USA and Rusia, entitled Language development in rural and urban Russian-speaking children with and without developmental language disorder. The aim of this study was obtained preliminary psychometric evidence for the satisfactory reliability, as well as evidence for the construct validity of the new Assessment of the Development of Russian Language (ORRIA). Then the second examined the contributions of urbanization and language group, as well as their interaction, to children's language development as measured by this new assessment.

Based on the statements above, the researcher feels how important to understand the children's language acquisition process in order to know the best way to help the children acquire their language ability maximally. In doing so, this research tell an analysis of pre-language stage acquisition. That is

based on the observation in the real use of language by child, for example what kinds of phonetics that appear in certain situation.

In the scope of child's language acquisition, especially the researchers in Indonesia, studying pre- language stage acquisition on rural area Lampung are rarely done by the researchers. Hence, the aim of this research analyzed the phonological structure of babbling by children subject in eight months age. That is based on the observation in the real use of language by child, for example what kinds of phonetics that appear in certain situation. In this study, the researcher would like emphasize three points, they are the phonological structure of babbling which have the dominant of phonetic in babbling stage, the dominant of phonetic construction in babbling stage and the dominant phonetic on all data. The first step child get the language is from what they hear, so anything around her have influenced of her language acquired.

Language Acquisition Process

Language acquisition process happens in along human's live , so it's wrong if there is somebody who say that language acquisition process happens only in a young people. Language acquisition process is a suddenly process.

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It happens out of body mind's. It because the human's brain is complicated by language acquisition device, which given for human since the born.

Language acquisition process also passes through a long way, up to the children getting language knowledge (linguistics) maximally. Language acquisition process happens fast on the children in the place who is using the same language with the children. This statement supported by Yule (1996 : 173), who say that language acquisition is remarkable for the speed with which it takes place. From that Yule said, it shows that the speed of children's language acquisition process depends on the society culture around of them.

Some researchers have examined child's language acquisition for instance Minh et al (2017: 171), entitled a review of neighborhood effect and early child development and or whom, do neighborhood matter? They suggest that neighborhood mechanisms are related to the differences in children's family environments. In the majority of studies that examined family-level variables, such as the learning environment at home or parenting practices, family-level variables were found to explain all or part of the association between neighborhoods and children's

development (Minh et al, 2017: 171). It can be inferred that the environment was important to child.

All normal children develop their language acquisition process in the same schedule even though, they sometimes are not in the same time. According to Fromkin (2006: 313), "observation of children acquiring different language under different culture and social circumstances reveal that the developmental stage are similar, possibly universal." Every child will always pass through the physical steps such as sitting up, standing, walking and the language steps such as crying, babbling, and naming. But the children do not pass those steps in the same age. It will be happen automatically.

Language acquisition can be said as creative process which walks automatically. The learners begin learning a language from their mother tongue will encounter some mistake or error much of the time (Suhono, 2015:6). Even though language acquisition walks automatically, it also influenced by biological foundations and the linguistics environment of the children. This is accordance with the statement below :

The important point is that children develop language as they develop other cognitive abilities by actively trying to

make sense of what they hear and by looking for patterns and making up rules put together the Jigsaw Puzzle of language. (Woolfolk, 1995:53)

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Before a child can use the language, child utters many kinds of sounds, like laughing, crying, and babbling. Babies of about six months will start producing sounds like Babbling, syllabic word repeatedly with consonant + vocal structure, for example : baba, haha. According to William (2005:149),“Most early babbling consists of repeated (or “reduplicated”) syllables such as *dada*, *mama*, *baba*, and the like”. And babbling increases in frequency and complexity until the age of about twelve months. But, Singleton and Ryan (2004 : 12) states, “Normally developing children can begin to produce canonical babbling i.e. meaningless consonant-vowel strings – anywhere between six and ten months”. It indicated that children produced vocalization are mostly language independent between 1 – 12 months and more influenced by ambient language between 9 – 19 months.

Every child start their acquisition of language with babbling, According Singleton and Ryan (2004 : 09) states, “all children (coined by the first author Jacob) begin to babble at approximately

the same age and start by babbling a set of unmarked phonetic contrasts that are present in every language” and from that explanation found every successive stage of phonological development follows a universal markedness hierarchy, with the most complex sounds coming last.

The stage of children language acquisition till babbling according to Singleton (2004:11) draws like table bellow :

Table 1. *Ages associated with early speech milestones*

Age Months	Stage
0	Continuous phonation with no articulation
2	Interrupted phonation with no articulation.
3	
4	
5	Continuous or interrupted phonation with no articulation
6	
7	Phonatory variants with or without articulation
8	
9	
10	
11	
12	Continuous or interrupted phonation with reduplicated babbling

From the table, its mean that babbling accure in 8th-12th months, and babbling is the earlier stage where children can reduplication the sounds.

In the babbling stage, there are common and uncommon consonant which produced by child. William (2005:150) defines the common and uncommon consonant are :

Table 2. *Common and uncommon sounds during the babbling phase*

Infrequently found consonants	Frequently found consonants
p b m	f v
t d n	shch j
k g	l r ng
s h	
w y	

There's quite a bit of similarity among children the world over in terms of the sounds that are most likely to show up during babbling. From table above, that is the experience from many languages, and get the result which in babbling stage the consonant produced by child similarity among the children. Nonetheless, babbling doesn't seem to be crucial for the later development of real speech. Children who are unable to babble (because they have to breathe through a tube in their throat during the babbling stage) subsequently acquire normal pronunciation. Moreover, even deaf children babble, although not as

much or as fluently as children with normal hearing.

Generally, child's language development on 12 months are the phase of the development in terms of understanding the object word, including formal word. Other research from Hyden-Wade (2016 :550), entitled children: stages of growth and development have declared that the language skill development of child are acquired of age 3 years, including use of preposition, adverb, and adjectives. It indicates that the response of child' language development to understanding the word are started at 3 age years.

2. RESEARCH METHOD

This Research was qualitative research. The subject of this research was the children on different rural area Lampung. The first was Akmal, eight months seven days years old. He come from Pringsewu. The second was Citra, eight months years old. She come from Kota Bumi. The data was obtained from Interview and observation learning process as well as document analysis. The procedure of the research was planning, application, and reporting.

3. FINDING AND DISCUSSION

The types of children's phonological observed from phoneme and phonetics structure in babbling stage construction

The types of child's phonological observed from phoneme and phonetics structure in babbling stage child. The children produce some phoneme and phonetics in the ways they. In the babbling stage, they still more difficult to produces some phonetics. Then, the type of children's phonological observed from phonetics structure in babbling stage child is that child may using some same phonemes in different context. The use of some phoneme by child is caused by the limitedness of child's phonetics

In the Research finding of types of children's phonological, there are some kinds of vowels and consonants. To make easy the analysis, the researchers make category of each vowels and consonant of Citra's utterance and Akmal's utterance. The complete explanation will show in the table below.

Table 1. The Category of Cotra's vowel and consonant

No	Person	Types	Category	
			Vowel	Consonant
1	Citra	V ₁	a	-
2	Citra	V ₂	e	-
3	Citra	V ₃	ə	-
4	Citra	V ₄	o	-
5	Citra	V ₅	u	-
6	Citra	V ₆	i	-
7	Citra	C ₁	-	M
8	Citra	C ₂	-	H
9	Citra	C ₃	-	N
10	Citra	C ₄	-	G
11	Citra	C ₅	-	C
12	Citra	C ₆	-	B
13	Citra	C ₇	-	P
14	Citra	C ₈	-	R
15	Citra	C ₉	-	W

Table 2 The Category of Akmal's vowel and consonant

No	Person	Types	Category	
			Vowel	Consonant
1	Akmal	V ₁	a	-
2	Akmal	V ₂	e	-
3	Akmal	V ₃	ə	-
4	Akmal	V ₄	o	-
5	Akmal	V ₅	u	-
6	Akmal	V ₆	i	-
7	Akmal	C ₁	-	d
8	Akmal	C ₂	-	h
9	Akmal	C ₃	-	N

10	Akmal	C ₅	-	G
11	Akmal	C ₆	-	B
12	Akmal	C ₇	-	P
13	Akmal	C ₈	-	C
14	Akmal	C ₉	-	M

The research finding of types of children's phonological and the frequency of phonetics produce by children were described below.

Table 3 The Types of children's phonological

No	Structure		Data	frequency
	Pattern	Phonetics		
1	V ₁	A	A	5
2	V ₂	E	E	17
3	V ₃	Ə	Ə	7
4	V ₄	O	O	1
5	V ₅	U	-	0
6	V ₆	I	-	0
7	V ₁ .V ₂	a.e	Ae	3
8	V ₁ .V ₅	Au	Au	2
9	V ₂ .V ₁	e.a	Ea	6
10	V ₆ .V ₂	i.e	Ie	1
11	V ₅ .V ₂	u.e	Ue	1
12	V ₂ .V ₂	e.e	Ee	2
13	V ₂ .V ₄	e.o	Eo	1
14	V ₃ .V ₂	Ə.e	Əe	2
15	V ₁ .C ₁	a.m	Am	2
16	V ₂ .C ₁	e.m	Em	10
17	V ₂ .C ₂	e.h	Eh	1
18	V ₃ .C ₁	Ə.m	Əm	1
19	V ₂ .C ₄	e.g	Eg	1
20	C ₁ .V ₁	m.a	Ma	3

21	C ₅ .V ₁	c.a	Ca	2
22	C ₇ .V ₁	p.a	Pa	6
23	V ₅ .V ₁ . C ₂	u.a.h	uah	1
24	V ₁ .V ₅ . C ₂	a.u.h	auh	1
25	V ₂ .V ₁ . C ₁	e.a.m	eam	2
26	V ₂ .V ₂ . V ₂	e.e.e	eee	1
27	V ₂ .V ₁ . V ₄	e.a.o	eaο	1
28	V ₂ .C ₅ . V ₁	e.c.a	eca	1
29	V ₅ .C ₉ . V ₁	u.w.a	uwa	1
30	V ₁ .C ₈ . C ₄	a.r.g	arg	1
31	V ₂ .C ₃ . C ₄	e.n.g	eng	1
32	C ₆ .V ₁ . C ₆	b.a.b	bab	1
33	C ₁ .V ₁ . .V ₂ .C ₁	m.a.e.m	maem	3
34	V ₂ .V ₂ . V ₂ .V ₁	e.e.e.e.a	eeeee	1
35	V ₃ .V ₃ . V ₃ .V ₃ . V ₃ .	ƏƏƏƏ ƏƏƏƏ Ə	ƏƏƏƏ ƏƏƏƏ Ə	1
36	V ₃ .V ₃ . V ₃ .	ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ	ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ ƏƏƏƏ	1

37	V ₃ .	V ₃ .	ᑲᑲᑲᑲ	ᑲᑲᑲᑲ	2
	V ₃ .	V ₃ .			
38	V ₃ .	V ₃ .	ᑲᑲᑲ	ᑲᑲᑲ	1
	V ₃ .				
39	V ₃ .	V ₃ .	ᑲᑲ	ᑲᑲ	2

The researcher presents the example of the subject and her caretaker's conversation during the researcher:

Data activities 1

Father : a..a.. ayaheya.. mintaya.. ayahemintaya..ya..

Father :aem (looking the subject) mana dot-nya, ini dot-nya (give a bottle) janganinisakitnanti

Subject : əe.... (hold the toy)

Father :janganpegangini, sakitntar

Subject : (just silent till the record has been finished)

Data activities 3

Father : adek, yayaLia

Mother :itu lo bolanya (pointed at the ball)

Itu lo, ambilambilambil

Subject :ea... (hold the ball)

e .e .e a (pointed at the camera)

Father :adekLiatet tot... he..

Subject : (just looking)

(just silent till the record has been finished)

Data activities 7

Mother : Mau mandi, maumandiLepasbajudulu,

Subject : ə... (length vowel ə)

Mother : Bissmillah, hmm

Researcher : Akmal, pagi-pagimandi,

Subject :eo, e.. (smile)

Researcher :Akmalganteng

Mother :enggeh - enggehwek

Subject :ea...

Mother :wek !

Subject :a... (cough)

Mother :hemmmm

Subject :uah.... e

Mother :enggeh

Subject :auh...

The Phonological Structure of Babbling

This first discussion part taken about the phonological structure. Those phonological analyzed from the phonetics and phonemes in data. The phonological structure analysis was only analyzing on the child's phonology deviances.

The first table of this sub-chapter consists of the phonetics and phonemes in the phonological items, where the children produced the sounds in every domain. The phonetics described in consonant (C), and vowels (V).

Table 4 The Phonological Structure

N	Children's Language	Frequency	Structure
1	A	5	V
2	E	17	V
3	Ə	7	V
4	O	1	V
5	U	0	V
6	I	0	V
7	a.e	3	V + V
8	Au	2	V + V
9	e.a	6	V + V
10	i.e	1	V + V
11	u.e	1	V + V
12	e.e	2	V + V
13	e.o	1	V + V
14	Ə.e	2	V + V
15	a.m	2	V + C
16	e.m	10	V + C
17	e.h	1	V + C
18	Ə.m	1	V + C
19	e.g	1	V + C
20	m.a	3	C + V
21	c.a	2	C + V
22	p.a	6	C + V
23	u.a.h	1	V + V + C
24	a.u.h	1	V + V + C
25	e.a.m	2	V + V + C
26	e.e.e	1	V + V + V
27	e.a.o	1	V + V + V

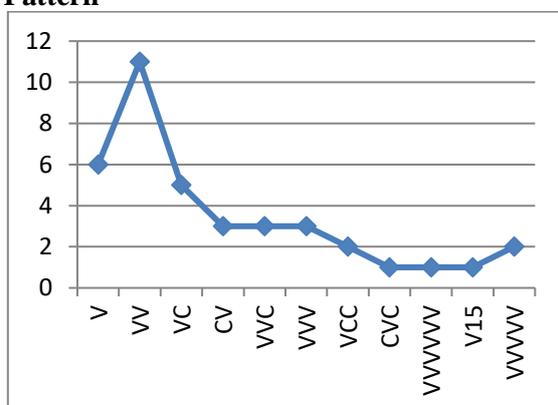
28	e.c.a	1	V + C + V
29	u.w.a	1	V + C + V
30	a.r.g	1	V + C + C
31	e.n.g	1	V + C + C
32	b.a.b	1	C + V + C
33	m.a.e.m	3	C + V + V + C
34	e.e.e.e.a	1	V + V + V + V
35	ƏƏƏƏ Ə	1	V + V + V + V + V
36	ƏƏƏƏ ƏƏƏƏ	1	V + V + V + V + V + V + V + V + V + V
37	ƏƏƏƏ	2	V + V + V + V
38	ƏƏ	1	V + V + V + V
39	Ə	2	V + V

From the table above, the researcher discussed about the dominant pattern, the dominant phonetics of the pattern, and the dominant phonetics itself in babbling stage.

1. The Dominant Pattern of Phonetics in Babbling Stage

From the data of phonetics' pattern above, there was the dominant pattern which child more produce that pattern than other, that was vowel vowel (VV), from 11 pattern in the data, vowel vowel (VV) have 11 Frequency. And lowest pattern is consonant vowel consonant (CVC), vowel five times (V⁵), and vowel fifteen times (V¹⁵), each of those has one frequency. All of frequency showed in graphic below:

Graphic 1 The Frequency of Phonetic's Pattern



The construction in pattern vowel vowel (VV) was dominant in [ea]. There were 6 frequency. and the lowest pattern in consonant vowel consonant (CVC) is [bab]. And in V⁵ and V¹⁵ is [ε].

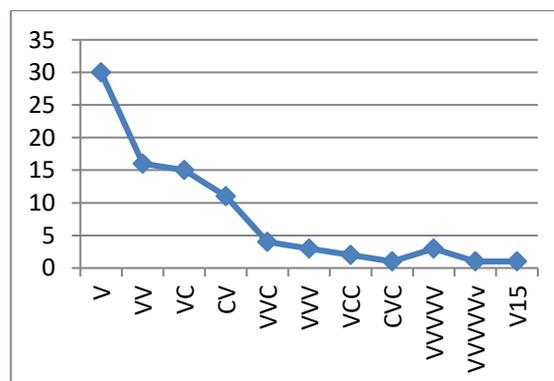
From the findings above, it can be concluded that the dominant pattern of phonetics in babbling was vowel vowel

(VV) where in [ea] construction. So, vowel vowel (VV) was dominant that other. Based on the theory, the construction [ea] was part of front vowels and the low vowels. That sounds or construction produce within the mount cavity. So, in the babbling stage, child more produce the sounds within mount cavity in front vowels.

2. The Dominant of Phonetics Construction in Babbling Stage

The dominant of Phonetics construction to know what the dominant construction among the pattern which child use. From the data, the dominant of phonetics construction was single vowel (V), and the lowest was consonant vowel consonant (CVC) was [bab], in V⁵ and V¹⁵. The frequency of the dominant phonetics of the pattern will show above:

Graphic 2 The Dominant phonetic of the Pattern



From the analyze above, it can be conclude that the dominant phonetics of

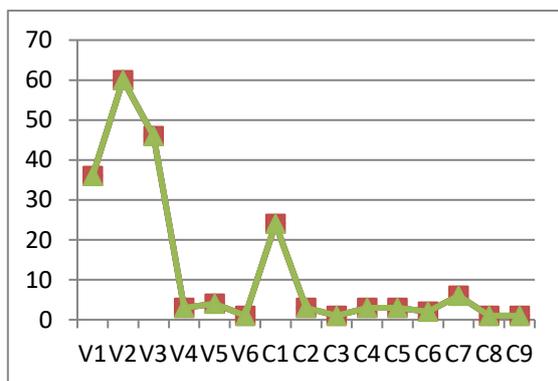
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the pattern was single vowel (V) which have 30 frequency in the speech, and the lowest was consonant vowel consonant (CVC) was [bab], in V⁵ and V¹⁵. So, in the babbling stage the dominant was single vowel (V).

3. The Dominant Phonetics of All Data

In this discussion, it want to analyze about the dominant phonetics of all the data. It divided in two categories, vowel and consonant. Based on the explanation before, there were kinds of vowels and consonant, and the identity each of those. The dominant phonetics will be showed in the graphics below:

Graphic 3 The dominant phonetics



From the graphic above, the dominant vowel was V2 or [e], and the dominant consonant was C1 or [m]. Based on the theory of articulation place, vowel [e] was kind of front vowels. It is more to produce than other vowel in front vowels. So, in the babbling stage, the

dominant vowel they get [e] vowel. And the dominant consonant was C1 or [m]. In the theory, consonant [m] was part of bilabial, which produced by the cooperation of the lower and upper lips.

4. CONCLUSION

From the analyzed data above, the subject produce some phonemes in babbling stage. And the researchers divide in three analyses. The first was the dominant pattern of phonetics in babbling stage: The dominant pattern of phonetics in babbling stage was vowel vowel (VV) with the phonetic [ea]. It has 9 frequency of the data. The phonetic [ea] was kind of front vowels. So, in dominant pattern of phonetics the subject more produce phonetics [ea], this pattern easy to say because it was part of front vowels. The second was the dominant of phonetics construction in babbling. The dominant of phonetics construction in babbling was vowels (V), it have 30 frequency in all of data. It means that the subject more able to produce vowels in her acquisition language in babbling process. The third was the dominant phonetics of all data. The dominant phonetics of all data was vowel [e], the frequency of vowel [e] was 60. So, in babbling stage the

acquisition language is vowel [e] because it is more dominant.

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