



Pemerolehan Bahasa Indonesia Pada Anak Usia Dini : Studi Kasus Di TK Siwi Kencana Kota Langsa

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Abstract

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Language development in children begins when the child is born until the child in 5 years old. At this age, children can acquire a large vocabulary. This is what children get from their parents or from people around their environment, with different social backgrounds, so children can use appropriate language. Based on this statement, this study aims to analyze the acquisition of Indonesian in early childhood at Siwi Kencana Kindergarten, Langsa Baro District, Langsa City in the categories of phonology, morphology, syntax and semantics. This study uses a qualitative descriptive method because research want to describe the results of research that occurs want to describe the results of research that occurs in every day life which are fact in the acquisition of Indonesian in early childhood. Meanwhile this data was obtained through observation. The data contained in this study are utterances in the form of words, phrases, clauses or sentences produced by early childhood. The data sources is early childhood and the research location is Siwi Kencana Kindergarten, Langsa Baro District, Langsa City. The results of this study indicate that there is a change in the phoneme /r/ to /l/ at the age of 5 years. Meanwhile, the there are some children who clearly pronounce vowels and consonants. At the age of 4-5 years, children are able to pronounce vowel letters such as /a/, /i/, /u/, /e/, /o/, and other consonant letters.

Keywords: *Mother Tongue, Language Acquisition, Early Childhood*

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INTRODUCTION

Golden Age or commonly called the golden age is a period of growth and development of children who are at their best. It was during this Golden Age that children's brains grew rapidly and formed patterns of behavior, expression of emotions, and also children's language skills. Language is a gift for humans because it has been obtained from birth and is used to communicate. However, initially when the baby is born he does not yet have the ability to speak. The process of mastering the first language by humans is called language acquisition which is called the mother tongue. The process of language acquisition is a very long process since the child does not know a language until he is fluent in the language. Language acquisition usually occurs naturally, unconsciously, and is obtained within the scope of everyday life. Age does not affect a child's language development but his motor skills are triggered by the environment. (Sentosa & Apriliani, 2020).

Language acquisition is a very long process because they acquire language starting when children do not yet understand language until they are able to communicate language. Children up to six years of age acquire language by listening to family, friends and the surrounding community. (Syaprizal, 2019). The development of children's language acquisition can be divided into three stages, namely preschool development, combinatory speech development, and school development. The pre-school developmental stage consists of three developmental stages, namely pre-linguistic development, the one-word stage, and initial combination speech. In pre-linguistic development, children try to develop their self-concept and try to distinguish themselves from subjects, themselves from other people, and relationships with objects and actions. In the word one stage, the child is constantly trying to collect the names of objects and people he encounters.

In the pre-school period, many parents send their children to the Early Childhood Education (PAUD) level. According to UNESCO, PAUD is included at the pre-school level, which is children aged 3-5 years. PAUD can take the form of formal or informal education. PAUD has the main function to improve children's development, both in terms of cognitive, language, physical-motor, and social-emotional. Brain development in early childhood is considered the most vital development because it reaches 80%. (Wulandari, 2018).

Early childhood is generally able to develop speaking skills through conversations with other people. They can apply language in various ways, such as asking, speaking, and singing. From about 2 years of age, children begin to show an interest in saying the names of objects, colors, animal names, and other names that catch their attention. This interest continues to grow with age and shows an increase in vocabulary. In language studies, language acquisition can be seen through aspects of phonology, morphology, syntax, and semantics. The first words children commonly use are adjectives, nouns, and actions. (Suardi et al., 2019). Children aged two to three years are already able to converse with adults (Mudopar, 2009).

Based on this explanation, this study aims to analyze the acquisition of Indonesian in early childhood at Siwi Kencana Kindergarten, Langsa Baro District, Langsa City in the categories of phonology, morphology, syntax and semantics.

METHODS

The method used in this research is descriptive-qualitative. Qualitative descriptive method is used to examine the condition of natural objects where the position of the researcher is as a key instrument (Sugiono, 2017). The purpose of qualitative descriptive research is to describe, describe, explain, explain and answer in more detail the problems to be studied by studying the individual, a group or an event maximally. The researcher is an instrument in qualitative research and the results of the writing are in the form of words or statements that are in accordance with the actual situation.

Data collection techniques used in this study were free listening techniques, recording techniques and note taking techniques. Free speaking technique or tapping technique, the position of the researcher is only as an observer or listener. (Sudaryanto, 2011). Researchers do not participate in

conversations with data sources. This technique is commonly used to research mother tongue. Furthermore, researchers used recording techniques using recording tools that had been provided by researchers. The recording technique is done so that the data can be documented as a phonetic transcript. After recording, the researcher can perform note-taking techniques and then classify the data. After the data is classified, the researcher then conducts data analysis by describing the language acquisition of early childhood at Siwi Kencana Kindergarten and then draws conclusions based on the results of data analysis.

The data contained in this study are utterances in the form of words, phrases, clauses or sentences produced by early childhood. The data source is early childhood and the research location is Siwi Kencana Kindergarten, Langsa Baro District, Langsa City.

RESULTS & DISCUSSION

Researchers have conducted research on language acquisition in early childhood. In this study there were several children who would be used as samples in the study. From several samples there were different cases, therefore this can be seen from the differences in the family environment and the child's first language, namely the mother tongue.

Results

The research was conducted at Siwi Kencana Kindergarten which is located at Paya Bujok Tunong, Langsa Baro District, Langsa Aceh City. the research was conducted for about two months from September 2022 to. November 2022. The research sample is children aged 3-5 years. data obtained through observations made while the child was at school both in the classroom and outside the classroom.

In this research, children's speech is obtained and divided into phonological, morphological, syntactic, and semantic levels. From the results of the study it was found that children aged five years were able to pronounce sounds correctly but there were still some words that were not appropriate. At the morphological level, there are affixation errors caused by phoneme errors such as /r/. Besides that, there is an error in the ending /-kan/ which is often pronounced /-an/. At the syntactic level, five year old children are able to compose simple sentence patterns such as S-P and S-P-O. At the semantic level, children first begin to understand nouns, adjectives and then verbs.

Discussion

1. Acquisition of Indonesian in Children at the Phonological Level

In the phonological analysis, the researcher has described the data in text form. This can be useful for explaining the results of speech in children aged 3-5 years. The following is the result of explaining the acquisition of Indonesian to children at the phonological level.

Data 1.

[ansa] [kalinci] [lingkalan] [ayan] [gak nampak ibuk]

Angsa. Kelinci. Lingkaran. Ayam. Tidak Nampak ibu.

In data (1) it shows that children aged 5 years can pronounce phoneme sounds correctly, but there are still some words that are not in accordance with the correct rules. An example is [ansa] which should be [angsa] in this case there is

the omission of the phoneme [g]. There is also a phoneme unit that is experiencing deletion, namely [lingkalan] which should become [lingkaran], [r] which changes to [l]. This is very natural at the age of a child who is still 5 years old and is usually done in children. At this age level the child is also not sufficient for fluency in speaking. By changing the phoneme [r] which becomes [l], the child does not always experience the “celat”, when the child gets older, the child cannot experience the “celat” again.

Data 2

[sampeng tu] [saket] [ambek] [kambeng] [pakek] [ibuk ambel pajel]

samping itu. Sakit. Ambil. Kambing. Pakai. Ibu ambil puzzle.

[bu guru kami suka nulis buk]

Ibu guru kami suka menulis ibu.

In data (2) it is the speech of a 5 year old child. In this utterance, it is almost clear that the child has acquired the correct sounds of language. There is no change in phoneme sounds, while the child experiences a reduction in the phoneme, namely [tu] which should be [itu], the reduction of the fonem is [i].

From the results of the presentation regarding the acquisition of Indonesian in children aged 3-5 years it is clear that children simplify the sounds of language that are not complex to be spoken. There are several phoneme changes, namely phoneme [r] which children often pronounce becomes [l] and there is also a reduction in phonemes [g] and [i]. At this age level, children often experience phoneme changes when they want to speak, this is normal because when children get older, the disengagement in phoneme sounds will decrease. This is also due to the habits of parents or people in their environment who say the same words. There are several stages in children when communicating, but these are the child's stages in the process of acquiring the correct Indonesian language.

2. Acquisition of Indonesian in Children at the Morphological Level

In the order of the Indonesian language, morphemes are divided into two, namely free morphemes and bound morphemes. Free morphemes can stand alone as words and have the potential to become sentences, while bound morphemes cannot stand alone and cannot become sentences because they do not have meaning. (Putri et al., 2017).

Language Acquisition At the morphological level, researchers found several errors in language, especially in the use of affixes. This is due to the mispronunciation of some letters in the phonological order. In addition, the -kan suffix often changes to -in.

[beldili] ; [ditimpan] ; [masukin] ; [simpanin] ; [dibanyakin] ; [dibeliin]

The data is the speech events of children aged 4-5 years. at the age of four, the morphemes ber- and MeN- have begun to appear, although some children experience errors in pronunciation due to phonological errors. In children aged five years, suffix morphemes begin to appear even though they have changed from -kan to -an.

3. Acquisition of Indonesian in Children at the Syntactic Level

Language acquisition in children at the syntactic level, researchers found several errors in language, which included sentence errors;

[Ibu-ibu itu dia puzel] [ini semua] [ini mobil aku] [ayo main yok] [aku capek]

[kunci mobil ayah abang pakek] [cantik kali warna coklat]

In this data, the speech events of children aged 4-5 years, at that age, children are able to pronounce sentences consisting of S-P and S-P-O. the construction of sentences in children aged 4-5 years is still influenced by language structure, for example "kunci mobil ayah abang pakek," which should be "mobil ayah abang pakai " and " ayo main yok " which should be " ayo main." Using the correct Indonesian language is sometimes not realized by children, this can be seen from the use of language by parents, the area where the child lives and several social background factors. The better the level of social interaction between parents and children, the higher the chance for children to acquire language. Vice versa, the lower the level of social interaction between parents and children, the slower the child acquires language. Therefore there are fast and slow factors in language acquisition in children.

4. Acquisition of Indonesian in Children at the Semantic Level

Before the child is able to say the words, the child must first gather information about his environment. Children will arrange simple words (semantics) against words they know. This is what will become the child's understanding of the meaning of the words he hears. The first time the child will master the form of nouns, then adjectives and then verbs that are close to their environment. In this study, the first subject that children know is the form of nouns related to the family environment. In this study, they are also able to pronounce nouns around them, namely "mobil". Furthermore, the increasing age level of children will understand verbs in general and then verbs in a complicated way. After that the child will understand words that are in the form of adjectives like "pink warna yang cantik" . At this age level, children already understand nouns and adjectives.

CONCLUSION

Based on the results of the research that has been described, it can be concluded that when a child is 4-5 years old, language acquisition in children is the processes that apply to children in interacting. Acquisition of a child's first language occurs in his first language, namely the mother tongue, and therefore it is very important in the environment where the child lives so that the child can easily acquire the correct language acquisition. Then along with the age development and development of the child, the child will acquire another language. At the age of 4-5 years, children are able to pronounce vowel letters such as /a/, /i/, /u/, /e/, /o/, and other consonant letters.

These children can acquire language in stages according to their age level and ability to get their utterances from simple to complex forms. In children who are at an early age, children should often be invited to interact in order to train children's vocabulary to be many and varied.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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