

CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Children imitate what they heard from their environment. They imitate anything from what they see and hear in their family, whether it is good or bad for them. Children learn to recognize sounds or words from the language of the people around them (from their father, mother, sister, brother, grandparents or care giver), they attempt to reproduce what they heard received, called positive reinforcement (Lightbown and Spada, 2006). For example, Lyla (21 month), who speaks Javanese just follow as their environment that also speaks Javanese. Yet, normal children cannot acquire language if there are no people to invite them to communicate. They need interlocutor who responds their interaction. Therefore, when their language develops, they are able to produce and understand language in more complex and larger form. Later, they are continuing to learn and improve their skills in whatever language they use, until their speech becomes more understandable. This allows them to become better communicator (Piccini, 2004).

The way children acquire their language is very amazing. According to Ingram (cited in Fletcher and Garman, 1986) the young children between the ages of 18 month to four year old, they undergoes considerable development in phonological ability. Starting with a small vocabulary of approximately 50 words, the children proceed from single word utterances of very simple phonological form to multiword utterances that are relatively high in intelligibility. Related to

the phenomenon, children develop their phonology based on the age of the children. According to Gleason (2008), there are some stages of phonological development that happened in the age of 1 to 2 year. First, learning to produce phonemes, in this stage children are able to: babbling shades into early speech, babbling is dominated by stop, nasals, and glides, with a few of fricatives and affricates and no liquids, and children take a few years to learn to articulate correctly the phonemes with better performance on vowels than consonants. Second, children in the age 1-2 year old are learning to produce sound sequences by imitation, repetition, and practice. They learn to approximate their pronunciation of sound sequences to that of adults. In this stage children simplify complex syllable structure by dropping: the final C in CVC: boot /bu:t/ →/bu:/; one C in C cluster: drum /dram/→ /dam/; an unstressed syllable: banana /bəˈnana/ →/nana/; the final syllable while repeating the initial CV syllable: water /watə(r)/ →/wawa/. Children also substitute sound from a difficult one to an easy consonant, they may mispronounce sound that they can correctly perceive.

That is why the writer feels the need to give more description of how sounds are developed in the speech of a one year old Javanese child, especially in the age of 21 month. It is impressive to observe a child, whose age is 21 months because on that age most children reliably produce at least fifty different words and some produce many more. About this time, they begin to combine words into simple sentences such as 'Mommy juice' and 'baby fall down'. These sentences are sometimes called 'telegraphic' because they leave out such things as articles, prepositions, and auxiliary verbs. Thus, are also recognized as sentences because,

even though function words and grammatical morphemes are missing, the word order reflects the word order of the language they are hearing and because the combined words have a meaning relationship that makes them more than just a list of words (Lightbown and Spada, 2006).

Based on the phenomenon, in the age of 21 months children try to imitate word that is pronounced by adult, but then they get difficulties and try to simplify the pronunciation. Such phenomenon is known as phonological alternation which results from phonological process. Ingram stated that phonological process is considerable development in phonological ability to produce adult sound and combine them into more complex phonological structure. As the example in Ingram (cited in Fletcher & Garman, 1986) English child pronounce 'ting' [tɪŋ] for 'sing' [sɪŋ], 'jek' [jek] for 'leg' [leg], 'nana' [nana] for 'banana' [bəˈnɑːnɑː]. Romanian child pronounce [ʃɪna] 'the car' for *masina*, [sapɔ] 'the towel' for *prosopul*, [nin:ə] 'light' for *lumina*. French child pronounce [pɛp:e] 'doll' for *poupee*, [vava] 'cow' for *vache*.

The writer also ever saw her niece pronounced 'doong' [dɔ:ŋ] when she imitated to the sound of fireworks 'door' [dɔ:r], such as alternation of phonological process of substitution process, "tupu" [tupu] when she wanted to speak 'kupu-kupu' [kupu-kupu] such as alternation of phonological process of substitution process, and 'odok' [ɔ:dɔ:ʔ] when she wanted to speak 'kodok' [kɔ:dɔ:ʔ] such as alternation of phonological process of syllable structure process. The way the writer's niece speaks Javanese is very unique and interesting to be

learned. She wants to speak like adult, but then she replaced or deleted the sound in every place in her words.

Children, in the early years of their life, are still limited by their biological growth in producing sounds. Therefore, they are often inconsistent in how they produce their words, and make it different from the target's speech form (Ingram in Clark, 2003). Thus, in producing the words children usually simplify it based on their phonological acquisition ability.

The writer thought that children have their own word to simplify adult's word, which they catch as the input of their phonological system, whenever they got a difficulty in pronouncing well the adult's word. Though child's word is different with target's, yet they share the same meaning, so that adult and child are still able to communicate to each other in some ways. The writer, then, believes that investigating these phonological alternation and process issue through the speech production of a child of 21 month old is interesting to do. Thus, that kind of case is the main background for the writer to raise her study.

1.2.STATEMENT OF THE PROBLEM

The writer attempts to answer the questions:

1. What kind of phonological alternations occur in the speech of 21 month old Javanese child?
2. What kinds of the phonological processes cause the alternations?

1.3. OBJECTIVE OF THE STUDY

The writer conducts this study with the aims to find out:

1. Phonological alternation which is caused by the phonological process.
2. Phonological processes which occur in the speech of 21 month old Javanese child.

1.4. SIGNIFICANCE OF THE STUDY

This study was conducted to reveal the phonological alternation and processes in Javanese child speech, especially in the age of 21 month. The writer hopes that the result of her study would give contribution to the theory of children's phonological alternation and process. Hopefully, this study also can give many advantages as to be an additional reference for other related studies of psycholinguistics, especially phonological acquisition of Javanese child, and for those who want to make further study in this field. Through her study, the writer also can improve her knowledge about the child's language speech of phonological alternation and process.

1.5. SCOPE AND LIMITATION

The writer conducts this study on the scope of first language acquisition in the phonological alternation and process. She studies 21 month old Javanese child, because at this age a child usually begins to learn and produce several dozens of words. The writer conducts her research only on the situation in which the child speaks or produces language naturally in their daily conversation. The study is limited to the use of the subject that the writer only takes one child for her subject, because she uses a case study for her research.

1.6. DEFINITION OF KEY TERMS

In order to help the readers to understand more about what the writer wants to observe on her study, the writer would like to give the definition of key terms. They are:

- **Phonological Alternation:** the changing of sound in terms of being caused by, or being due to, some phonological process (Davenport and Hannahs, 2005)
- **Phonological Process:** considerable development in phonological ability to produce adult sounds and combine them into more complex phonological structures (Ingram in Fletcher and Garman, 1986).

CHAPTER II

LITERATURE REVIEW

