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LANGUAGE DEVELOPMENT IN A 1-YEAR-7-MONTH-OLD CHILD BASED ON PHONOLOGICAL AND SEMANTIC ASPECTS

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ABSTRAK: Penelitian ini bertujuan untuk menganalisis perkembangan bahasa anak usia 1 tahun 7 bulan pada subjek Ary, dengan fokus pada aspek fonologi dan semantik. Penelitian dilakukan melalui observasi selama tiga bulan dengan merekam interaksi antara Ary dan orang-orang di sekitarnya, khususnya ibunya. Hasil penelitian menunjukkan bahwa dalam aspek fonologi, Ary telah mampu memproduksi berbagai kata, meskipun terdapat kesalahan pelafalan seperti pada huruf "L" dan "R" (*puyang* untuk *pulang*, *kokok* untuk *rokok*). Kesalahan ini wajar dan mencerminkan proses perkembangan artikulasi anak seusianya. Dalam aspek semantik, Ary mulai menunjukkan kemampuan memahami dan menggunakan kata-kata dengan makna yang lebih kompleks, seperti *api* untuk *panas* dan *amen* untuk *doa*. Penelitian ini juga menemukan bahwa strategi komunikasi seperti *motherese*, *recasting*, *echoing*, dan *expanding* berperan penting dalam mendukung perkembangan bahasa Ary. Strategi ini memberikan stimulasi bahasa yang membantu Ary memperkaya kosakata, memperbaiki pengucapan, dan membangun struktur kalimat sederhana. Kesimpulan penelitian ini menegaskan bahwa interaksi sosial, terutama peran orang tua, sangat krusial dalam perkembangan bahasa anak. Hasil penelitian sejalan dengan teori perkembangan bahasa Vygotsky dan Brunner, yang menekankan pentingnya dukungan lingkungan dan konteks sosiokultural dalam mencapai perkembangan bahasa yang optimal.

Kata Kunci: perkembangan bahasa, fonologi, semantik, interaksi sosial, anak usia dini.

ABSTRACT: The objective of this study is to analyze the language development of a 1-year-7-month-old child named Ary, with a focus on phonological and semantic aspects. The research was conducted through a three-month observation period, during which interactions between Ary and his surroundings, particularly his mother, were meticulously documented.The findings indicate that, in the phonological aspect, Ary has demonstrated the ability to produce various words, although there are pronunciation errors such as with the letters "L" and "R" (puyang for ennen, kokok for rokok). These errors are typical and reflect the articulation development process at his age. In the semantic aspect, the child has begun to demonstrate an understanding and use of words with more complex meanings, such as api for "hot" and amen for "prayer."The study also found that communication strategies such as motherese, recasting, echoing, and expanding play a crucial role in supporting the child's language development. These strategies provide linguistic stimulation that helps the child enrich his vocabulary, improve his pronunciation, and build simple sentence structures. The study's findings underscore the pivotal role of social interaction, particularly that of parents, in facilitating children's language development.These findings resonate with the theories propounded by Vygotsky and Brunner, which accentuate the significance of environmental support and the sociocultural context in attaining optimal language development.

Keywords: *language development, phonology, semantics, social interaction, early childhood*.

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INTRODUCTION

Language is a vital medium of communication employed by humans across the lifespan, from infancy to advanced age. It plays a pivotal role in various forms of interaction, ranging from intimate family interactions to broader societal contexts.As Amelin et al. (2019) assert, language stands as the preeminent medium of communication in human life, facilitating seamless communication among individuals through written language, spoken discourse, or specific symbols. Additionally, Urška (2014) asserts that language is a system comprising of the construction of word formation and grammatical sentence construction functioned for facilitating communication which is understandable as the fundamental element in children's cognitive development.

Furthermore, Mutiyawati (2017) posits that language acquisition is contingent upon the ability to articulate ideas verbally. The process of acquiring language is intricate and protracted, necessitating the child's capacity to employ language forms that are meaningful to their interlocutor and to comprehend the language used by others. As reviewed by Bloom (cited in Musbikhin, 2010), between the ages of 2 and 10 years, children develop cognitive abilities comparable to adults, including language skills *(listening, speaking, reading and writing)*. This underscores the pivotal role of the environment in shaping a child's language acquisition process.

Language acquisition is the process that occurs in a child's brain as they learn their first language or mother tongue (Chaer, cited in Sebayang, S.K., 2018). According to the definition provided, the process of language acquisition refers to the development of fluency and proficiency in the mother tongue, which is often influenced by the environment in which the child is raised. This process contributes to the development of fluency in speech in children. Concurrently, the development of language in early human life commences with the acquisition of language through speech and mimicry. The progression of language development is characterized by a shift from rudimentary to sophisticated forms. Infants are born devoid of language skills; however, by the age of four months, they commence the process of lip-reading and begin to differentiate between various language sounds (Wardhana, 2013).

According to Kennison (2013), language development is comprised of four primary components: phonology (the study of speech sounds), morphology (the study of the internal structure of words and the types of word formation), syntax (the study of sentence structure consisting of...), and pragmatics (the study of the use of language; e.g., the use of greetings, requests, adjusting language depending on the audience, and maintaining a proper flow of conversation). According to Kennison (2013), the four primary components of language development are as follows: phonology (the study of speech sounds), morphology (the study of the internal structure of words and the types of word formation), syntax (the study of sentence structure, consisting of phrases and clauses), and semantics (the study of the meaning of language and concepts for expressing words). Pragmatics involves rules for appropriate and effective communication, such as greetings, requests, adjusting language depending on the audience, and maintaining a proper flow of conversation. The purpose of this study is to examine the process of language development in a child aged one year and seven months, and to identify the factors that influence this development. Thus, based on the conceptual understanding of language, communication, language development, language acquisition, and linguistic understanding, this study addresses two main questions:

1. How does language development occur in a 1-year-7-month-old child?
2. What factors influence language development in a 1-year-7-month-old child?

METHODOLOGY

The research employed a descriptive method with a qualitative approach, as described by Arikunto, who defined it as a means of explaining data or objects in a natural, objective,

and factual manner (Tussolekha, 2015).As asserted by Sugiyono (2017), this constitutes a "scientific way to obtain data with specific purposes and uses". Consequently, the selection of an appropriate research method is imperative to obtain data that will be examined in a study (Sugiyono, 2017). As one of the qualitative data processing techniques, it is defined as a technique that combines various existing data collection techniques and data sources. This approach was selected because it offers the most accurate depiction of individuals, conditions, languages, phenomena, or groups.The subject of this study is Ary, a child aged 1 year and 7 months. Data collection techniques included observation and documentation, the latter of which comprised recordings of daily conversations involving Ary and his family members.

FINDINGS AND DISCUSSION

Finding

Kennison's (2013) taxonomy of language development is predicated on a multifaceted approach, encompassing phonological, semantic, syntactic, and grammatical dimensions. In alignment with the findings of this study, the researcher's focal point was directed towards two specific facets of language development: the phonological and semantic aspects. Drawing upon the researcher's meticulous observations spanning a period of three months, a comprehensive array of phonological elements was identified in Ary's linguistic evolution.

Table 1: Example of Word Pronunciation

Ary's Word Pronunciation	Actual Word Pronunciation
Puyang	Pulang
Mambut	Jambu
Pewawat	Pesawat
Waut	Laut
Kokot	Rokok
Lali	Lari
Koket	Tokek
Tebaik	Terbalik

In addition, the following semantic aspects were also found:

Table 2: Example of Word Pronunciation

Ary's Word Pronunciation	Actual Word Pronunciation
Api	Panas
Dot	Susu
Amen	Doa
Mimi	ASI
Anong	Gendong

Factors in Language Development

As is widely recognized, the acquisition of language cannot be undertaken in isolation; it necessitates interaction with others. A number of pivotal factors must be considered when examining the development of language, including cultural shifts and the sociocultural context of language, as well as factors that promote language development.

Cultural Change and Sociocultural Context of Language

Social forces have been demonstrated to motivate humans to devise effective methods of communication with others so that the meaning of language can be comprehended (Smith,

2019).The sociocultural context has been demonstrated to play a significant role in language development (Jones, 2021).Vygotsky proposed that the role of adults is crucial in assisting children's language development (Vygotsky, 1978). Conversely, other psychologists have posited that adults or parents' linguistic abilities significantly influence children's early communication skills and learning processes (Brunner, 1999). This assertion is further substantiated by the pivotal role attributed to teachers in the school environment. Consequently, parents or teachers play a pivotal role in facilitating children's language development to ensure optimal growth, particularly in the domains of pronunciation of language sounds, word form changes, sentence structure, and language meaning (Brown et al., 2022).

Social Support for Language Development

According to Trevor (2010), the following social support elements are present in children's language development:

a) Motherese or Baby Talk - The manner in which a mother communicates with a baby using simple words and sentences. Motherese is challenging to employ without a baby, yet it plays a pivotal role in facilitating language development in early childhood.
b) Recasting: This involves rephrasing the same sentence in a different way, potentially by transforming it into a question.
c) Echoing: This involves repeating what the child says, particularly if the child's words are inaccurate.
d) Expanding: This involves restating what the child said with enhanced language use.

Discussion

Human language development commences at birth, marked by the initiation of vocalization. The initial language acquired by a child is the mother tongue. Through daily exposure to conversations among family members and others in their environment, a child automatically records and replicates the utterances they perceive. In the context of phonology, by the age of 1 year and 7 months, Ary's linguistic development is evident in the evolution of the words he utilizes, particularly in his use of "puyang" when requesting to his mother to return home, which is phonetically "pulang." His pronunciation of words containing the letter "L," such as "laut" and "terbalik," reflects his ongoing struggle with the articulation of this sound. Other words, such as "mambut" (for "jambu") and "pewawat" (for "pesawat"), also reflect Ary's phonological development.

Semantics is a field of linguistics that deals with the meaning of words and how they are used in different contexts. In this study, the focus is on the linguistic development of a child named Ary. Through observation and interaction, it was noted that Ary began to show an understanding of the meaning of certain words, even if his pronunciation was not yet accurate. This suggests that he is beginning to grasp the concept of language, which is an important step in its development.One factor that plays a significant role in Ary's language development is the social support provided by his mother. The interaction between mother and child is characterized by various forms of social support, which align with the theoretical framework proposed by Trevor (2010). These forms of support include motherese, where the mother employs language that is tailored to the child's level of understanding, such as using the word "bulan" instead of "moon." Another form of support is recasting, where the mother corrects the child's language, for example, replacing "wotrel" with "wortel." Echoing involves repeating the child's utterances enthusiastically, while expanding entails adding descriptions to a word, such as "cold" to "susu." This supportive social interaction enables optimal progression in Ary's language development according to his developmental stage.

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CONCLUSION

The study examined the influence of parental interaction on the language development of children aged 1 year and 7 months, focusing on phonological and semantic aspects. The findings indicated that these aspects of language development are significantly influenced by sociocultural factors in the interaction between parents and their children. The results underscore the pivotal role of social interaction, particularly parental interaction, in promoting children's language development. This finding aligns with the theories proposed by Vygotsky and Brunner, which underscore the significance of environmental support and the sociocultural context in attaining optimal language development.

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