

FLA on Toddler's Speech in Minangkabau Language: A Process of Linguistic and Psychological Aspects

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Abstracts: Chomsky (1975) explained that language to children could be through genetic or biological factors. This research discusses the process of the first language acquisition in child aged around 2.5 years in understanding the utterances of his mother tongue (Minangkabau language). In this process, a child's pronunciation imperfection is motivated by sound language mastery and the level of language production that is not yet perfect. Clark (2009) stated that deficiencies in the pronunciation of certain sounds appear when child learn his first language. The purpose of this research is to see and review how the relationship between linguistic aspects in the form of phonological levels and psychological elements in the form of competency and production level of child's utterances in the Minangkabau language. This study uses a qualitative approach with a descriptive analysis process. This research is observed the regional languages spoken directly by mothers to her child. The results of the study show that the child dominates the repetition system of the words he heard but still had problems pronouncing and sounding. The output in this study is the repetition system that the child controls has not determined the correct language sound and grammar in first language acquisition in the Minangkabau language.

Keywords: *FLA, Minangkabau Language, Phonological level, Competency level, Production level*

INTRODUCTION

First language acquisition is the process of introducing the mother tongue. It is said to be the mother tongue because the first language is the closest and first language for the children. Dardjowidjodjo (2003) stated that the first language acquisition is the children's mastery of words naturally derived by their mother tongue to communicate and interact with their social environment. This definition explains that the children can speak and understand the vocabulary passed down by their mother tongue. It is just that children need proper guidance to get their mother tongue well. In acquiring the mother tongue, the children usually have not produced and sound words ideally. The vocabulary obtained with the sound of the utterances produced by the children will sound different. When children try to make a word, the children begin to understand the word they hear. This explanation refers to the children's understanding and production in absorbing the vocabulary obtained (psychological aspects). In line with this, when the children try to pronounce the speech that has been received, the sound produced from the word will sound different because the phonological system or sounding of words in the children has not been fully formed (linguistic aspects).

Based on the explanation above, this study relates to a case seen from the youtube site on Omar Gaza Juhdan's account entitled *Anak Bayi belajar Bahasa Minang # o_g_j (Baby is learning Minangkabau language # o_g_j)*, which was uploaded on July 22, 2017. The video shows a child estimated to be 2-3 years old getting supplies counting 1-7 by his mother in the Minangkabau language. When the mother pronounces each number, the child begins to understand the numeric speech that the mother conveys and tries to repeat the utterance. From the video, the child attempts to record, understand, and produce the words he hears, but the sound of each word is not heard clearly. Based on the child's utterance, the Minangkabau language is his first language. It is also considered that his mother comes from the Minangkabau tribe and can speak Minangkabau words perfectly. Then, the stage of acquiring the first language for a child in this video is understanding and producing language (psychological aspects) and forming a phonological system from the sounds produced in each word (linguistic aspects).

The previous research was conducted by Bungan Astya Syafitri (2021). In her study, Syafitri (2021) focuses on production and perception in reviewing the first language acquisition in the speech of children aged 2.5 years. Speech variations on the word *Pantai* (beach) is the data used to determine how the roles of

perception and production can influence one another. In her study, a qualitative approach with a descriptive analysis process is used to analyze the relationship between perception and production in showing variations in speech. In her research, Syafitri utilizes the FLA theory by Clark (2009). Clark's FLA theory (2009) stated that children's perception ability is much higher than production ability. The study results show that the children can imitate the word *Pantai* (beach) mentioned by the mother even though it takes a long time to understand the phonetic sound. Hence, the children understand the word *Pantai* (beach) and reproduce several repetitions and adjustments.

By reflecting on the previous study above, this research agrees with the children's first language acquisition theory proposed by Clark (2009) as a relevant and up-to-date theory. Clark (2009) said that deficiencies in the pronunciation of certain sounds appear when children are learning their first language. However, this research has a different view in using the theory referring to the basic theory of FLA proposed by Chomsky, called the theory of nativism. This theory demands competency and performance processes to review the relationship between psychological aspects (understanding and production) and linguistic aspects (phonological) of children's first language acquisition.

Chomsky (1975) said that children's language acquisition could be through genetic or biological factors so that the nativistic view refers to the hypothesis of conscience (Innateness Hypothesis). Chomsky (1975) assumed that (1) genetic factors are a decrease in language behavior in children; (2) the children can acquire their first language in a relatively short time; (3) the children are not able to understand the complicated grammar of the adult. In line with this, Chomsky concluded that children already have a natural language acquisition tool called the LAD (Language Acquisition Device). LAD is a particular part of the brain stored for processing language, not processing other cognitive abilities. Lenneberg (in Browns, 1980, p. 21) added that the unique processes for language processing in LAD are described as follows.

- A. The children can differentiate one language sound into another language sound
- B. The children can group language units into other language components
- C. The possibility and impossibility of the children to understand the language system
- D. The children are felt to develop a language system outside other language systems

The description above explains that children acquire their first language through genetic or biological factors. In this case, when a mother who comes from the Minangkabau area and in her social activities also uses the Minangkabau language, it can increase language skills in acquiring the children's first language. The first language acquisition involves two methods, namely competence and performance. Chaer (2003, p. 167) said that competence is a process that refers to grammar (semantics, syntax, phonology, and morphology), while performance is a process that refers to the ability to use language to communicate with others. In the performance process, children are provided with understanding and production. The understanding involves the children's ability to observe the words heard, and then production consists of the children's ability to rephrase the phrases heard. Slobin (1979) explained that children tend to pay attention and sound the last syllable of the word form at the production stage.

METHOD

In addition to applying the FLA theory proposed by Clark (2009) as a relevant and up-to-date theory, this research links to Chomsky's nativism theory model. This theory demands competency and performance processes to review the relationship between psychological aspects (understanding and production) and linguistic aspects (phonological) of children's first language acquisition. In understanding the mechanism of the first language acquisition process on the relationship between Chomsky's LAD theory and the process of competence and performance, this research presents a schematic or model image as follows:

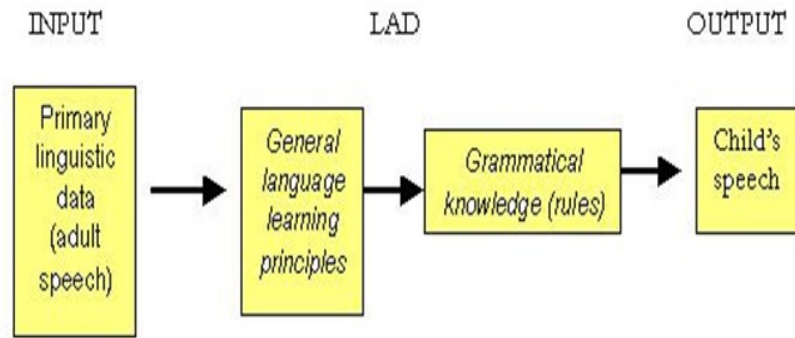


Figure 1: LAD Chomsky
Source: www.edu.glogster.com

This research utilizes a YouTube video on the Omar Gaza Juhdan account entitled *Anak Bayi belajar Bahasa Minang # o_g_j* (Baby is learning Minangkabau language # o_g_j), which was uploaded on July 22, 2017, as a source data. The child in the video is estimated to be 2-3 years old. This study also uses a qualitative approach. Analytical descriptive research aims to explain problems relating to research subjects based on the evidence or facts contained therein. Sudaryanto (1993, p. 62) said that the results of descriptive analysis research are in the form of data that is language and words. Therefore, this study also produces data in the form of comments or speech due to the research.

RESULTS AND DISCUSSION

The following is the speech data obtained from child on the YouTube video:

No	Origin Speech	Children's Speech	Translation
1	<Ciek>	[yek]	Satu
2	<Duo>	[Uwo]	Dua
3	<Tigo>	[Go]	Tiga
4	<Ampek>	[Pek]	Empat
5	<Limo>	[Mo]	Lima
6	<Anam>	[Nom]	Enam
7	<Tujuh>	[Uwah]	Tujuh

1. Linguistic Aspects (Phonological)

Based on the data findings, the mother on the video speaks all the words in the Minangkabau language, starting from the word “*ciek* (one)” to the word “*tujuh* (seven).” Data 1 shows when the mother speaks the word “*ciek*” (one), the child repeats it by saying “*yek*.” A child’s utterance on the video explains that the phoneme /i/ is removed, and the phoneme /c/ changes to /y/. This fact explains that the child on the video cannot pronounce the phoneme /c/ because when the phonemes /i/ and /e/ are combined, they form a /y/ sound.

Data 2 shows when the mother speaks the word “*duo*” (two), the child repeats it by saying “*uwo*.” A child’s utterance on the video explains that the phoneme /d/ is removed, and the phoneme /w/ is added between /u/ and /o/. This fact explains that the child on the video cannot pronounce the phoneme /d/ because when the phoneme /u/ and the phoneme /o/ are combined, they form a sound /w/ and eliminate the phoneme /d/.

Data 3 shows when the mother speaks the word “*tigo*” (three), the child repeats it by saying “*go*.” A child’s utterance on the video explains that the child only pays attention and sounds the last syllable.

Data 4 shows when the mother speaks the word “*ampek*” (four), the child repeats it by saying “*pek*.” A child’s utterance on the video explains that the child only pays attention and sounds the last syllable.

Data 5 shows when the mother said the word “*limo*” (five), the child repeats it by saying “*mo*.” A child’s utterance on the video explains that the child only pays attention and sounds the last syllable of the word.

Data 6 shows when the mother speaks the word “*anam* (six), the child repeats it by saying “*nom*.” A child’s utterance on the video explains the phoneme /a/ is removed for a letter, and the change in phoneme /a/ becomes the phoneme /o/. This fact explains that the child turns off the phoneme /a/ for the letter at the beginning of the word so that it does not have trouble with the same phoneme /a/ in the middle of the word, then replaces it with the phoneme /o/ to make it easier to pronounce so that the sound you hear is phoneme /o/.

Data 7 shows when the mother speaks the word “*tujuh*” (seven), the child repeats it by saying “*uwah*.” A child’s utterance on the video explains that the phoneme /t/ is removed, replacing /j/ with the phoneme /w/. This fact explains that the child cannot pronounce the phoneme /t/. The child replaces the phoneme /j/ becomes /w/ because when the phoneme /u/ and the phoneme /a/ are combined, a sound /w/ is heard. The child on the video turns off the phoneme /j/ by replacing it with the phoneme /w/ to make it easier to pronounce so that what we hear is the phoneme /w/.

2. Psychological Aspects (Comprehension and Production)

In this case, the psychological aspects of a child on the video in his first language acquisition refer to the competency and performance processes. Based on the data findings on the video, the child's competency process involves a phonological component of grammar. This process becomes knowledge for a child to master the grammar of his mother tongue (Minangkabau language) directly and unconsciously. Mastery of grammar (phonology) is obtained gradually. This fact explains that the process of potential becomes a means of understanding and knowing a child on the video in analyzing the phonological components of grammar in acquiring his mother tongue (Minangkabau language).

In applying children's knowledge and understanding of the grammatical (phonological) components, competence needs to be driven by performance to solve deeper grammatical problems. The child on the video is constantly encouraged by the mother to say the words he has heard. This fact explains that the performance process becomes a means of production for a child on the video to encode or speak the phonological components of grammar in acquiring his mother tongue (Minangkabau language).

CONCLUSION

Based on the findings and discussion above, this research concludes that acquiring a child's first language on the video involves two aspects, namely linguistic aspects and psychological aspects. The data show that achieving the first language in a child refers to the linguistic element's phonological level. When a child on the video pronounces words in the Minangkabau language, there is removal and change of phonemes. Some phoneme sounds are lost and changed in a child's utterances and the omission of the prefix syllable so that the child only speaks the last syllable. Furthermore, in the psychological aspect, what is seen is understanding and production, in which comprehension and production refer to the competency and performance processes. In these findings, Competence functions as a collection of material of grammatical components. Performance functions as a driving force or tool that connects the group or material with phonological application to acquire the first language (Minangkabau).

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