



Language acquisition of children aged 2 years in "Kimono mom" YouTube channel

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ABSTRACT

This research discusses the language acquisition of 2-year-old children in terms of phonology and syntax. The purpose of this study is to describe the language acquisition in terms of phonology and syntax of 2-year-old children in Kimono Mom YouTube channel episode 1 to 4. The data source of this research is "Kimono Mom" YouTube channel, episode 1 to episode 4 and the data in the study are utterances expressed by a Japanese child named Sutan who lives with his father and mother in Tokyo, Japan. In his daily life Sutan often communicates with his parents, especially with his mother named Moe. This research is descriptive qualitative research with the method of note taking method and library research. The theory used is the theory of language acquisition in terms of phonology and syntax. The results show that in terms of phonology Sutan can pronounce all vowel sounds except the vowel sound [u]. Sutan can pronounce all consonant sounds perfectly except consonant sounds [ŋ], [ʈ] and [ʈʂ], as well as consonant sound [dʒ] located at the beginning of the word. In addition, Sutan can pronounce all the special phoneme sounds of Japanese except the double vowel sound (chou boin). In terms of syntax, Sutan can pronounce declarative, imperative, interrogative, and exclamative sentences according to the context even though they are in the form of short sentences and still rarely use particles and the sentence only reaches the verb.



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The process of acquiring this first language is gradual, from cooing, babbling, one-word utterances, two-word, three-word utterances and so on. Chomsky said that there are two processes that occur when a child acquires his first language. The process in question is the competency process and the performance process. Competence is a process of unconsciously mastering

grammar (phonology, morphology, syntax and semantics). This competence is brought by every child from birth, Witdianti (2018:3)

A child can get the language presented to him from a variety of different backgrounds. This linkage is more directed to the elements of language in which the order of acquisition is absolute and some are not. The absolute nature of the phonological component appears clearer, namely that it is impossible for a child to master one sound before another sound, although this applies to all sounds in the language, Dardjowidjono (2000:21).

In the process of acquiring the language, a child often has difficulty in speaking a language. This happens when the child wants to convey meaning by using the words he hears and remembers from his mother tongue. In addition to that, at the stage when the child tries to imitate the word that the mother has just said spontaneously with the aim of repeating it, children often do reduction which reduces or eliminates words belonging to groups or assignment words, such as prepositions, conjunctions, and particles.

Mother's Language is the language used by the mother, or someone else, when speaking to the child. Mother's Language is the input received by the child. According to Moskowitz, 1981; Pine, 1994; Barton & Tomase, 1994 in Djarjawidjoyo (2000:49), that the language we use for children, Mother's Language, has special characteristics: (1) the sentences are short; (2) does not contain compound sentences; (3) pitch of voice is usually high; (4) the intonation is a bit exaggerated; (5) the rate of speech is not fast; (6) lots of redundancy; (7) use a lot of greetings

As an example, the following is a fragment of a conversation between a child named Sutan and his mother on the YouTube channel 'Kimono Mom', the first video: To the Hidden Spiritual Place | Family Travel in Japan (Saturday 2 April 2022).

Situation: Moe and Sutan just arrived at the hotel after hours of train ride. Sutan, who had just entered the hotel room, saw the refrigerator and immediately spoke to his mother. Then Sutan said "*Recoko... akete*" means "Open the refrigerator!"

In terms of phonology, the word *recokoakete* uttered by Sutan in the above conversation fragment should say *reizouko o akete*. Sutan couldn't pronounce the fricative sound (z) yet, so it was replaced with a velar stop (k). However, even though it was not pronounced perfectly, it can already be interpreted that Sutan asked to open the refrigerator.

Meanwhile, in terms of syntax, Sutan began issuing two-word utterances. The characteristics of two-word utterances are words with main categories: nouns, verbs, adjectives, or even adverbs. Apart from that, Sutan has been able to pronounce imperative sentences even though they are not complete. Because there is no visible pattern of using *kudasai* and not using 'wo' particles.

"Kimono Mom" is a 30-year-old YouTuber whose real name is Moe who previously worked as a Geiko or Geisha in Japan. Since getting married she moved to Tokyo and retired from her profession as a geisha especially after giving birth. Moe is married to Motoki Yamada and is blessed with a child in the spring of 2019 named Sutan. Her husband is the owner of an upscale restaurant in Tokyo. After getting married, Moe is now a full-time mom while creating content about cooking and family on her YouTube channel. Kimono Mom is given the name 'Kimoni Mom'. Moe just opened a "Kimono Mom" YouTube account in February 2020.

The "Kimono Mom" YouTube channel, apart from being well-known in Japan, also has many viewers from abroad who are interested in traditional, home-style Japanese cooking. In addition, the video duration in each upload, which is also short, 12-22 minutes, adds to the audience's interest in waiting for the next video update. Now the "Kimono Mom" YouTube channel has been followed by more than 1.1 million subscribers.

"Kimono Mom" has also received an award written on the Timeout website as eight Japanese women who stand out this year with their impressive achievements and their dedication that can inspire many other women to commemorate International Women's Day which falls on March 8 every year.

On the YouTube channel, there are many conversations of a child named Sutan with his mother and father which can provide an overview of children's language acquisition in the daily lives of children in Japan.

Based on the explanation above, the authors only focus on the research subject on a child named Sutan, studying the phonological and syntactic acquisition of speech sounds found on the 'Kimono Mom' YouTube channel. Research data was taken from 4 videos with a duration of 12-22 minutes each at the end of 2021 until Sutan turns 3 years old. These data can provide an overview of the language acquisition process in children at the age of 2 years in Japan. So that this study discusses "Language Acquisition in Children Aged 2 Years in the 'Kimono Mom' YouTube Channel".

Based on the background of the problems that have been described regarding language acquisition in children aged 2 years by Sutan on the Kimono Mom YouTube channel above, the following problems are formulated:

1. How is language acquisition in terms of 2-year-old children's phonology in Kimono Mom YouTube channel episodes 1 to 4?
2. How is language acquisition in terms of syntax for a 2-year-old child in Kimono Mom YouTube channel episodes 1 to 4?

This research is focused on language acquisition and also examines the speech sound of a 2-year-old child (Sutan) in "Kimono Mom" YouTube

channel. Sutan speech sound data is grouped based on each episode/video with a total of 4 episodes/video, namely, the first video: To The Hidden spiritual Place | Family Travel in Japan (Saturday, 2 April 2022), second video: Finally Sutan wears a Kimono! | Christmas Miracle | Roast Beef Recipe (January 2022), third video: Miso Soymilk Hotpot | Winter Recipes | Japanese Food (December 2021), and the fourth video: Mom's life in Japan | 24hours | Just Be Yourself (November 2021). The four episodes/videos were chosen because they have different titles, conditions and situations. Furthermore, the speech data was analyzed using a phonological approach (vowels, consonants and special Japanese phonemes), and an approach from a syntactical perspective, whether the sentence forms are spoken, whether they are included in declarative, interrogative, imperative or exclamative forms.

First, Hutabarat (2006) with the title "Acquisition of Indonesian Language for 2-Year-Old Children at the Syntactic Level", based on the results of her research Tasia (2 years) is already able to compose simple words, starting from one, two to four words, and finally forms sentence. The simple sentences he put forward still revolved around simple and irregular sequences. However, the meaning of the sentence can be captured properly, in the form of declarative sentences, imperative sentences or interrogative sentences.

Second, Yanti (2013) with the title "Case Study of Language Acquisition in Indonesian 3-Year-Old Children", language acquisition at the syntactic, semantic, and phonological levels of Nadya as the object of research is quite good. Language acquisition for children aged 3 years is at the stage of sentence development. The child already knows dialogue patterns, already understands when it is his turn to speak and when it is his opponent's turn to speak. The child has mastered the basic grammatical laws of adults, vocabulary is growing, and phonological development is pretty much over.

Third, Erina (2016) which discusses 'Language of Children Aged 2-3 Years in the Anime Akachan to Boku by MarimoRagawa. This research is limited to studying semantic acquisition where the researcher collects data from the child's conversation and then from that word the researcher takes the meaning of the words spoken by the child. Research using a semantic approach.

Fourth, Malayu (2010) with the title "Language Acquisition of Two-Year-Old Children". The object of research is a 2 years old child named Mia. Mia's mother's language is Indonesian, an informal variety, even though Mia's father and mother are native speakers of Sundanese. The data collection method in this study used a cassette recorder to record Mia's voice which was done by her father and mother. The result of her research is that Mia (2 years old) can already pronounce vowel phonemes [a], [i], [u], [e], [ə], [ɛ], [o], [ɔ]. Can already pronounce consonant phonemes [p], [b], [t], [d], [k], [s], [h], [m],

[n], [ŋ], [l], [w], and [y]. The consonant phonemes that have not been obtained are [g, f, sy, z, r, x]. Can already pronounce two-word utterances. And can already express declarative, imperative, interrogative and exclamative sentences.

After describing the research that has been conducted on language acquisition, it appears that no research has been conducted on the language acquisition of 2-year-old Japanese children on the Kimono Mom YouTube channel using a syntactic approach to examine declarative, imperative, interrogative and exclamative sentences from the speech of a child named Sutan. . And also used a phonological approach to study speech sounds. The data collection method is the note-taking method which is assisted by subtitles.

Chomsky in Malayu (2010: 309) also mentions that the process of language acquisition in children is when they acquire their first language. Chomsky said that there are two processes that occur when a child acquires his first language. The process in question is the competency process and the performance process. Competence is a process of unconsciously mastering grammar (phonology, morphology, syntax and semantics). This competence is brought by every child from birth.

Although brought from birth, competence requires coaching so that children have performance in language. Performance is the child's ability to use language to communicate. Performance consists of two processes, namely the process of understanding and the process of issuing sentences. The comprehension process involves the ability to observe or perceive the sentences heard, while the publishing process involves the ability to produce their own sentences (Chaer 2003:167).

Japanese is known as a language that is rich in letters, but poor in sound, because the sound in Japanese consists of five vowels, and several consonants followed by these vowels in open syllables. The number of syllables (including vowel sounds) in Japanese is only 102, and there are no closed syllables or words ending in a consonant except for the [N] sound. Besides that, in Japanese there are double consonants and extended vowel sounds (two beats) which function as differentiating meanings (Sutedi, 2003: 26).

A syllable is one of the sound units of a language, in Japanese it is called *onsetsu*. Most syllables in Japanese are represented by a *kana* (*hiragana* or *katakana*). But there are also syllables denoted by two *kana* letters such as you'on syllables which are written by combining the *kana* letters き [ki], し [shi], ち [chi], に [ni], ひ [hi], み [mi], リ [ri], ぎ [gi], じ [ji], び [bi], and ぴ [pi] with the *kana* letters や [ya], ゆ [yu], and よ [yo] which is written in small size so that it becomes syllables - syllables きゃ [kya], きゅ [kyu], きょ [kyo], しゃ [sha], しゅ [shu], しょ [sho], and so on. Syllables in Japanese, especially clearer

if they are written in Latin letters, can be divided into several phonemes. These phonemes are in the form of consonants, vowels, and some are in the form of semi-vowels. According to Sudjianto and Dahidi (2009:21-22), syllables in Japanese can be formed from the arrangement of phonemes as follows:

- a. V (one vowel), i.e. vowels - vowels /a /, /i /, /u /, /e/, and /o/.
- b. KV (one consonant and one vowel), for example the syllables /ka/, /ki/, /ku/, /ke/, /ko/, /sa/, and so on.
- c. KSV (one consonant, one semi-vowel, and one vowel), for example the syllables /kya/, /kyu/, /kyo/, /sha/, /shi/, /shu/, /sho/, and so on.
- d. SV (one semi-vowel and one vowel), namely the syllables /ya/, /yu/, /yo/, and /wa/.

There are 5 vowel sounds (boin) in Japanese, namely [a], [i], [u], [e], and [o]. Vowel sounds include voiced sounds (yuuseion), which are sounds produced accompanied by vibrations of the vocal cords. Vowels can be divided based on the position or location of the tongue, how big or small the mouth opens when pronouncing it (Iwabuchi in Sudjianto and Dahidi 2009:28). According to Sutedi (in Malayu, 2018: 30-31) the characteristics of Japanese vowel sounds are as follows:

Table 1. Characteristics of Japanese Vowels

Tyoe of Vowel	Opening of the Mouth	Part of the tongue	Lip Shape
「い」 /i/ [i]	Narrow	Front	Not Rounded
「え」 /e/ [e]	Slight Narrowed	Front	Not Rounded
「あ」 /a/ [a]	Unrounded	Center	Width
「お」 /o/ [o]	Slightly Narrowed	Back	Rounded
「う」 /u/ [u]	Narrow	Back	Not Rounded

There are two types of classification of consonants (*shi-in*) in Japanese: (1) classification of consonants based on the type of obstruction or speech organ disorder, and (2) classification of consonants based on the outflow of respiratory air (Iwabuchi in Sudjianto and Dahidi 2009:33).

(1) Classification of consonants based on the type of obstacle, hindrance, obstruction, or speech organ disorder:

1. Bilabial or *ryooshin'on*. That is consonant [m] in sialabels ま[ma], み[mi], む[mu], め[me], も[mo]; consonant [p] in syllables ぱ[pa], ぴ[pi], ぷ[pu], ぺ[pe], ぽ[po]; consonant [b] in the syllables ば[ba], び[bi], ぶ[bu], べ[be], ぼ[bo] and consonant [ɸ] ふ[fu].

2. Dental-alveolar or *shike'ion*. Namely the consonant [s] in the syllables さ[sa], す[su], せ[se], そ[so]; consonant [dʒ] at the beginning of syllables in syllables

ザ[ɖa], ず[ɖu], ぜ[ɖe], ぞ[ɖo]; consonant [z] not at the beginning of a syllable in syllables ザ[za], ず[zu], ぜ[ze], ぞ[zo]; consonant [ɾ] in syllables ら[ra], リ[ri], る[ru], れ[re], ろ[ro]; consonant [n] in syllables な[na], ぬ[nu], ね[ne], の[no]; consonant [t] in syllables た[ta], て[te], と[to]; consonant [ʈ] in the syllable つ[tʃu]; consonant [d] in the syllables だ[da], で[de], ど[do].

3. Alveolar - palatal or *shikeikookoogai'on*. Namely consonants [ʃ] in syllables し[ʃi], しゃ[ʃa], しゅ[ʃu], しょ[ʃo]; consonant [ɖʃ] at the beginning of syllables in syllables じ[ɖʃi], じゃ[ɖʃa], じゅ[ɖʃu], じょ[ɖʃo]; consonant [ʒ] not at the beginning of a syllable じゃ[ʒa], じ[ʒi], じゅ[ʒu], じょ[ʒo]; and consonants [tʃ] in syllables ちゃ[tʃa], ち[tʃi], ちゅ[tʃu], ちょ[tʃo].

4. Palatal or *kookoogai'on*. Namely the consonants [ç] in the syllables ひ[çi], ひゃ[ça], ひゅ[çu], ひょ[ço]; consonants [ɲ] in syllables に[ɲi], にゃ[ɲa], にゅ[ɲu], にょ[ɲo].

5. Velar or *nankoogai'on*. Namely the consonant [k] in the syllables か[ka], き[ki], く[ku], け[ke], こ[ko]; consonant [g] in the syllables が[ga], ぎ[gi], ぐ[gu], げ[ge], ご[go]; consonant [ŋ] in syllables が[ŋa], ぎ[ŋi], ぐ[ŋe], げ[ŋe], ご[ŋo]; as well as the consonant ん[N] which is used at the end of words.

6. Glotal or *seimon'on*. Namely the consonant [h] in the initial and final syllables は[ha], へ[he], ほ[ho] when pronouncing the vowel あっ[aʰ].

(2) Classification of consonants based on the ways of exhaling airflow.

1. Consonant stop or *haretsu'on*. Namely consonants [p], [b], [t], [d], [k], and [g].

2. Nasal consonants or *bi'on*. Consonants [m], [n], [ɲ] and consonant sound [N].

3. Fricative consonants or *masatsu'on*. Namely consonants [s], [ʃ], [h], [ç], [ɸ] and consonants [z], [ʒ] which are used in the middle of the word .

4. Fricative or affricative stop consonant or *hasatsu'on*. Namely consonants [tʃ], [ʈ] and consonants [ɖʃ], [ɖʈ] which are used at the beginning of a word.

5. Snap consonant or *hajiki'on*. Namely the consonant [ɾ].

The first phonemes used in the syllables *yes*, *yu*, *yo*, and *wa* are also considered consonants. These two consonants in Japanese are called semi-vowels (*hanboin*).

In addition to the consonants mentioned above, consonants are called special phonemes (*tokushuuonso*), consisting of double vowels (*chou-boin*), double consonants (*sokuon*), *you-on*, and n nasal sounds (*hatsuon*). In Japanese the vowels in hiragana are あ、い、う、え、お. Double vowels as phonemes in phonetic marks (IPA) are written with the symbol [:] (Sutedi, 2008:240). Example: せんせい [sense:] 'teacher'; ぎゅうにゅう [gyu:ɲu:] 'cow's milk'. In

addition, there are also double vowels that differ in meaning, for example: おばさん [obasaN] 'aunt';おばあさん [oba:saN] 'grandmother'.

Another feature of Japanese sound is the presence of multiple consonants (*sokuon*). Double consonants as phonemes are denoted by the letter /q/ and occur when followed by the following sound (Koizumi in Sutedi, 2008:240).

Table 2. Double Consonants (*Sokuon*)

[p]	杯 (いっぱい)	[ippai]
[s]	切 (いっさい)	[issai];
[k]	回 (いっかい)	[ikkai]
[t]	体 (いったい)	[ittai];
[ʃ]	生 (いっしょう)	[iʃʃo:];

Syllables in Japanese are generally depicted with two kana. *Yoo'on* is formed from a combination of two syllables, namely the syllables き [ki], し [shi], ち [chi], に [ni], ひ [hi], み [mi], リ [ri], ぎ [gi], じ [ji], び [bi], and ぴ [pi] with the syllables や [ya], ゆ [yu], or よ [yo] written in lowercase kana. From this combination, you'on syllables such as き + や, ゆ, よ become きゃ [kya], きゅ [kyu], きょ [kyo]; ち + や, ゆ, よ becomes ちゃ [cha], ちゅ [chu], ちょ [cho] and so on (Sudjianto and Dahidi, 2009: 35).

Hatsuon is a nasal sound expressed by hiragana ん or katakana ン, consisting of one consonant sound, not containing a vowel sound. Used in the middle or the end of a word, not used at the beginning of a word. This hiragana ん sound can change into [m], [n], [ɲ], [ŋ], and [N] sounds when influenced by consonant or vowel sounds in the next section (*Katoo*, in Sudjianto and Dahidi 2009:45).

Irmayanti in Kindaichi (2022: 216) explains that originally Japanese sentences were divided into four, namely declarative sentences (*heijobun*), interrogative (*gimonbun*), imperative (*meireibun*), and exclamatory (*kandoubun*). According to Kindaichi (2022: 218), Japanese declarative sentences are sentences that express the speaker's attitude about something that he wants to say. This declarative form is divided into several types, namely as follows.

1. Generalization by decision. Example: *Hana wa utsukushii*. 'The flowers are beautiful.'
2. Indecision. Example: *Ame ga furi sou desu* 'Looks like it's going to rain.'
3. Conjecture + feelings. Example: *Ame ga furu darou naa!* 'Oh, want rain!'
4. Determination. Example: *Nido to kaumai*. 'I will not buy it again.'
5. Decisions + feelings. Example: *Ame da!* 'Rain!'

6. Feelings. Example: *Ara!* 'Oh!'

Nitta in Kasmawati and Harisal (2021:27) states that the form of imperative sentences is included in the type of *hatarakikake* 'requesting' which consists of *meirei* 'order' and *sasoikake* 'invitation'.

1. *Ishoni ikimasenkan.* 'Let's go together'

2. *Amari tabesugiru nayo.* 'Don't eat too much okay'

3. *Yonde kudasai.* 'Please read'

Question word positions in Japanese have different functional categories. The functional categories of question words in Japanese that form interrogative sentences, refer to complements and complements, including *nani* 'what', *dare* 'who', *itsu* 'when', *dou* 'how', *doushite* 'how', *dokoni* 'where', *doko e* 'where to', *doko kara* 'from where', and *ikura* 'how much' (Budiman and Mulyadi, 2020:38). Example :

1. *Dare to ikimasu ka?* 'Go with whom ?'

2. *Doko de kaimashita ka?* 'Where to buy?'

Exclamatory sentences are also called exclamatory sentences or sentences made to express a feeling of awe. In Japanese, exclamatory sentences/*kandoubun* are sentences that function to express feelings (Iwabuchi in Sudjianto and Dahidi, 2009:141). Example: *Totemokirei da naa* 'It is very beautiful, isn't it?'

Based on the formulation of the problem that has been described, it can be seen that the research objectives are (1) Describe how language acquisition in terms of 2 years old children's phonology in Kimono Mom YouTube channel episodes 1 to 4 and (2) Describe how the language acquisition of the syntax of a 2-year-old child in Kimono Mom YouTube channel episodes 1 to 4.

Based on the presentation of the problem formulation and research objectives, there are several benefits in this study. The benefits of this research, namely: (1) Can add new insights and information for the wider community and students, especially for Japanese Literature students who study language acquisition in children aged 2 years. (2) It can be a useful source of scientific knowledge for readers, especially for readers who are interested in knowing more about children's language acquisition in the lives of children aged 0-2 years in Japan. (3) Can be used as reference material for academics and researchers.

METHOD

Research Design

This research uses library research and is descriptive qualitative research. Data collection is in the form of words, sentences, statements or in-depth descriptions, not numbers (Moleong, 2011:11). The data is the sound of the child's speech "Sutan" in the "Kimono Mom" YouTube channel.

Instruments and Procedures

Survey questionnaire

The data collection technique in this study used the note-taking method. Mahsun (2005: 242), the listening method is a method used to obtain data by observing the use of language. This method has an advanced technique, namely the note-taking technique. Mahsun (2005:243), in this technique, the researcher acts as an observer of the use of language by the informants. The researcher is not directly involved in the events of the speech whose language is being studied. So, the researcher only listened to the dialogue that occurred between the informants.

Data Analysis Procedures

The object of this study is the "Kimono Mom" YouTube channel as a data source. The data that is listened to in this method is in the form of video and audio shows from the "Kimono Mom" YouTube channel and assisted with dialogue subtitles from the video. After listening to the research object, the speech sound data was collected by recording it.

The steps of data acquisition carried out are as follows:

1. Listen to the words of a child named Sutan which is contained in the Kimono Mom YouTube channel episodes 1 to 4 by watching the video with the help of dialogue subtitles contained in the video.
2. Record every story of a child named Sutan which is found in episodes 1 to 4.
3. Collect references related to research such as books, theses, journals, articles and websites.
4. Analyzing every speech of a child named Sutan contained in the Kimono Mom YouTube channel episodes 1 to 4 to find out the development of language acquisition for children aged 2 years in terms of phonology and syntax.
5. Make conclusions from the research results.

FINDINGS

The language acquisition under study is language acquisition in terms of phonology and syntax in terms of the speech of a child named Sutan aged 2 years. There are 79 speech data taken from the "Kimono Mom" program, YouTube channel episodes 1 to 4, with the following details: - Episode 1 contains 18 stories with the title "To Hidden Spiritual Plane" The context of the 'Family Travel in Japan' situation. Sutan's story situation with Moe (mother) and Motoki (father) on a family trip in Japan (uploaded Saturday 2 April 2022). Claim data as follows:

Table 3. The Story in the Title "To Hiden Spiritual Plance"

1. 今日もうあちゅいね 'today is also hot'	10. じゃ夜ご飯に行ってきます 'if so, we will eat first tonight'
2. こうえ行こ 'let's go to the park'	11. お話する 'tell stories'
3. こうえみな 'let's all go to the park'	12. さくらんぼ 'cherry'
4. みなブランクしているかな 'is all empty?'	13. ドキンちゃん 'dokinchan'
5. よしょ 'allright'	14. すちゃん 'Sutan'
6. ねむたい 'sleepy'	15. パパ見せて上げる 'show to papa'
7. じゃあくるくるしょ 'spinning around'	16. ありがと 'thank you'
8. 気持ちかた...気持ちよか 'I feel good'	17. これすちゃんのハピバデのとき 'this is when it is Sutan's birthday'
9. うん、味見した 'hmm I tasted it'	18. 帰るちょ 'let's go home'

Episode 2 contains 20 stories in the title "Finally Sutan Wears a Kimono". The context of the 'Christmas Miracle' situation. The situation in the story of Sutan is wearing a kimono by Moe for the first time then having dinner with Moe and Motoki on Christmas Eve (uploaded January 2022). Claim data as follows:

Table 4. The story in the title "Finally Sutan Wears a Kimono"

1. これすちゃんのお着物 'this is Sutan's kimono'	8. ジャンバ 'jamba!'	15. お着物着たよ 'already on kimono'
2. お着物きる! 'wear kimonos!'	9. 見てるよ 'am looking'	16. はずかし 'shy'
3. 着よ、着よ! 'wear it!'	10. ジャンバ 'jamba!'	17. いやだ 'troublesome'
4. おしまい 'all done'	11. 東京のじじ 'Grandpa tokyo'	18. もう一かい着る 'I'll wear it again'
5. あちゅい 'so hot'	12. 東京のおバチャ 'Aunt tokyo'	19. いいは置物だよ 'good kimono'
6. ママなにちゅいているの 'which one will mom wear.?'	13. じいじでるかな 'is grandpa coming out.?'	20. パン食べる 'I am having some bread'

- | | |
|---|-------------------------------|
| 7. お花ちゅいてるの
'the one with flowers on it' | 14. びっくりするよ
'what a shock' |
|---|-------------------------------|

Episode 3 has 18 stories in the title "Miso Soymilk Hospot" The context of the "Winter Recipe Japanese Food" situation. Sutan's story with Moe shows how to make miso soymilk. Family favorite winter meal (uploaded December 2021). Claim data as follows:

Table 5. Speech in the title "Miso Soymilk Hospot"

1. みず 'water'	7. まる 'circle shaped'	13. これいっぱい入る 'fill it up'
2. 入れましす 'put it in'	8. こういうとこ 'it's like this'	14. でき上がりです 'all done'
3. お団子すいて 'put the dango in'	9. これくらい 'somewhat like this'	15. 卵入る 'put the egg in'
4. こちにいえて 'put it in here'	10. これ野菜とにんじん 'these are veggies and carrots'	16. これ卵入れてる 'put this egg in'
5. 札てる 'labeled'	11. きのこ、ケベツ 'mushrooms, cabbages'	17. スプもうここに(キャビツ) 'also in this soup, some cabbages, pour these onions'
6. とき入れます 'time to put it in'	12. 玉ねぎ、これ玉ねぎ? 'onion, is this onion?'	18. にんじあない 'not the carrot'

Episode 4 contains 23 stories under the title "Mom's Life in Japan 24 Hours". The context of the 'Just Be Yourself' situation. The situation tells the daily life of a mother named Moe in taking care of her child (Sutan) and her husband (Motoki) (uploaded November 2021). Speech data as follows:

Table 6. The story in the title "Mom's Life in Japan 24 Hours"

1. 早く食べて 'eat fast'	9. 2つ読むこあけるね? 'read me 2 books?'	17. こわ? 'afraid?'
2. 持って行く 'bring along'	10. ポラベア読む びっくりした 'read well'	18. すちゃんも 'Sutan is shocked too'
3. すちゃんおバック 'Sutan's bag'	11. ノタン 'notan'	19. いなかた 'there is none'
4. おいしそう 'looks good'	12. 行かないの 'not going?'	20. だっこしたあげる 'hug me'
5. これは?(れこ) れんこん 'this one?renkon'	13. おはようは 'good morning'	21. よくがんばてね 'do it well'

6. ここに入れたのよ 'already in here'	14. なに 'what'	22. こわくないよ 'not afraid'
7. 先生とお山ちゅくったよ 'teacher and Mr.Yamada, already put it on'	15. のどはいて飲む 'drink'	23. サラダ 'salad'
8. ごちそうさまでした ' thanks for the meal'	16. 大丈夫? お友達? 'all good? the friend?'	

Phonological data was taken from 79 speech data, including phrases that said by Susan. The following is the acquisition of vocal phonemes spoken by Sutan.

1. Sutan is already able to pronounce the vowel sound [a] clearly, such as:

ありがとう [arigato:] 'thank you' (episode 1 no 15)

パパ [papa] 'father' (episode 1 no 14).

2. Sutan is already able to pronounce the vowel [i] clearly. In this case Sutan has been able to produce words such as: 行かないの [ikanai no] 'don't go' (episode 4 no 12) おしまい [oshimai] 'end' (episode 2 no 2).

3. In pronouncing the vowel [u], Sutan has not been able to pronounce it clearly. When pronouncing the vowel [u] both lips still round [u], and the back of the tongue should be raised towards the soft palate. Sutan was able to pronounce it like: あげる [ageɾu] 'give' (episode 1 no 14) and スプ [supu] 'soup' (episode 4 no 6)

4. Sutan is already able to pronounce the vowel sound [e] in the middle and at the end of the syllable. However, there is no data on the use of the phoneme [e] at the beginning of the syllable. Words that can be said are かえる [kaeɾu] 'go home' (episode 1 no 17) and これ [koɾe] 'this' (episode 1 no 16)

5. Sutan is already able to pronounce the vowel sound [o] clearly. Namely the word お話する [ohanasuɾu] 'story' (episode 1 no 10) and おきもの [okimono] 'kimono' (episode 2 no 1)

Bilabial Consonants. Sutan can already pronounce the bilabial consonants [p], [m], [b] and [ɸ]. Namely in the word:

Table 7. Bilabial Consonants

Consonant Voicings [p]			
パン	[paN]	'bread'	(episode 2 no 2)
パパ	[papa]	'daddy'	(episode 1 no 14)
パーティ	[pati]	'party'	(episode 1 no 16)
Consonant Voicings [m]			

もって行く	[motte iku]	'carry over'	(episode 4 no 2)
ねむたい	[nemutai]	'sleepy'	(episode 1 no 6)
よむ	[yomu]	'reading'	(episode 4 no 9)
みんな	[minna]	all'	(episode 1 no 4)
Consonant Voicings [b]			
ブランク	[buɾaŋku]	'is it empty'	(episode 1 no 4)
食べる	[tabeɾu]	'eat'	(episode 2 no 20)
だいじょぶ	[daiʒobu]	'are you okay'	(episode 4 no 16)
Consonant Voicings [ɸ]			
ふたっちゅ	[ɸutatchu]	'two'	(episode 4 no 9)

Dental-Alveoral Consonants. Sutan can already pronounce consonant sounds [s], [z], [n], [d], [t], [ɾ] clearly. But Sutan could not yet pronounce the dental-alveolar consonant [ʈ], as a result, the consonant was replaced with a consonant sound that is closer to [ʈ], namely [ɸ]. Sutan's words were like:

Table 8. Dental Alveoral Consonants

Consonant Voicings [s]			
サラダ	[saɾada]	'lettuce'	(episode 4 no 23)
おいしそう	[oiɸiso:]	'looks delicious'	(episode 4 no 4)
Consonant Voicings [t]			
たまご	[tamago]	'egg'	(episode 2 no 20)
みてるよ	[miteɾuyo]	'seeya'	(episode 2 no 10)
よかった	[yokatta]	'I'm grateful'	(episode 1 no 8)
Consonant Voicings [z]			
はずかし	[hazukaɸi]	'Embarrassed'	(episode 2 no 16)
帰るぞ	[kaeɾuzo]	'Let's go home'	(episode 1 no 17)
みず	[mizu]	'water'	(episode 3 no 1)
Consonant Voicings [d]			
でき	[deki]	'Can'	(episode 3 no 14)
おだんご	[odaŋgo]	'danggo'	(episode 3 no 4)
Consonant Voicings [n]			
のど	[nodo]	'throat'	(episode 4 no 15)
たまねぎ	[tamanegi]	'onion'	(episode 3 no 11)
Consonant Voicings [ɾ]			
れんこん	[ɾeŋkoN]	'lotus root'	(episode 4 no 5)
くるくる	[kuɾukuɾu]	'swirling'	(episode 1 no 7)
入れた	[iɾeta]	'has entered'	(episode 4 no 3)

Alveoral-Palatal Consonants. Sutan can pronounce the alveoral-palatal consonants [ɲ], [ʒ], [ʝ] clearly. However, Sutan has not been able to pronounce

the dental-alveolar consonants [ts] and [dʒ] as a result, the consonants are replaced with a consonant sound that is close to [ts], namely [tʃ]; and [dʒ] is replaced by a consonant [ʒ]. Sutan's words were like:

Table 9. Alveoral - Palatal Consonants

Consonant Voicings [ʃ]			
よしよ	[yoʃo]	'Come on'	(episode 1 no 5)
おしまい	[oʃimai]	'finished'	(episode 2 no 2)
おいし	[oiʃi]	'nice'	(episode 4 no 4)
はずかし	[hazukaʃi]	'Embarrassed'	(episode 2 no 16)
The consonant sound [dʒ] that cannot be pronounced is replaced with the consonant [ʒ]			
じゃ	[ʒa]	'all right'	(episode 1 no 9)
ジャンバ	[ʒamba]	'jamba'	(episode 2 no 9)
じじ	[ʒiʒi]	'grandpa'	(episode 2 no 13)
Consonant Voicings [ʒ]			
だいじよぶ	[daiʒobu]	'does not matter'	episode (4 no 16)
あじみ	[aʒimi]	'feels'	(episode 1 no 8)
にんじん	[ninʒin]	'carrot'	(episode 3 no 11)
じじ	[ʒiʒi]	'grandpa'	(episode 2 no 13)
Consonant Voicings [tʃ]			
きもち	[kimoʃi]	'feeling'	(episode 1 no 8)
ともだち	[tomodaʃi]	'Friend'	(episode 4 no 16)
こっち	[koʃʃi]	'here'	(episode 3 no 2)
Consonant sound [tsu] which changes to [tʃu]			
ちゅいて	[tʃuite]	'use'	(episode 2 no 8)
あっちゅいね	[aʃʃuine]	'hot huh'	(episode 1 no 1)
ふたっちゅ	[futaʃʃu]	'two'	(episode 4 no 9)
ちゅくった	[tʃukutta]	'use'	(episode 4 no 7)

Palatal Consonants. No data was found whether Sutan was able to pronounce the palatal consonants [ç] and [ɲ] or not. Meanwhile as for Velar consonants, Sutan can already clearly pronounce velar stops [k], [g], and [ŋ] at the end of syllables. But can't pronounce the consonant sound [ɲ]. Words that Sutan can already say are:

Table 10. Veral Consonants

Consonant Voicings [k]			
いこ	[iko]	'go'	(episode 1 no 2)
おきぶり	[okibuɾi]	'get up'	(episode 4 no 14)
びっくり	[bikkuri]	'startled'	(episode 2 no 14)
着よ	[kiyo]	'use'	(episode 2 no 5)

Consonant sound [N] at the end of a syllable			
ごはん	[gohaN]	'rice'	(episode 2 no 9)
パン	[paN]	'bread'	(episode 2 no20)
れんこん	[ɾen̩koN]	'lotus root'	(episode 4 no 5)
Consonant Voicings [g]			
ながねぎ	[naganegi]	'onion'	(episode 3 no 12)
The consonant [ŋ] sound that Sutan cannot yet pronounce			
ありがとう	[aɾigato]	'Thank You'	(episode 1 no 15).

Glottal Consonants. Sutan can already pronounce the glottal consonant [h] syllable は[ha], へ[he], ほ[ho] start words. Sutan's words like:

Table 10. Glottal Consonants

はずかし	[hazukaʃi]	'Embarrassed'	(episode 2 no 16)
はいる	[haiɾu]	'enter'	(episode 3 no 13)

In addition to vowels and consonants, in Japanese there are also special phonemes. In Sutan's speech data in Kimono Mom, YouTube channel episodes 1 to 4, it was found that many contained special phoneme elements. The words that contain special phonemes are as follows:

Table 11. Special Phonemes

Double Vowel (Chou Boin)			
きよ	[kyo]	'Today'	(episode 1 no 1)
も	[mo]	'Again'	(episode 3 no 17)
おいし	[oishi]	'nice'	(episode 4 no 4)
せんせ	[sense]	'Teacher'	(episode 4 no 7)
おはよ	[ohayo]	'Good morning'	(episode 4 no 13)
Double Consonants (Sokuon)			
行って	[itte]	'go'	(episode 1 no 9)
がんばって	[ganbatte]	'Spirit'	(episode 4 no 21)
びっくり	[bikkuri]	'startled'	(episode 4 no 18)
持って	[motte]	'bring'	(episode 4 no 2)
ちゅくった	[chukutta]	'make'	(episode 4 no 7)
とって	[totte]	'take'	(episode 3 no 5)
You on			
じゃ	[ja]	'Okay'	(episode 1 no 9)
おばちゃん	[obachan]	'grandma'	(episode 2 no 3)
だいじょぶ	[daijobu]	'does not matter'	(episode 4 no 16)
よしよ	[yosho]	'Okay'	(episode 1 no 5)
Nasal Voicings (Hatsuon)			
ブランク	[buɾaŋku]	'swing'	(episode 1 no 4)

ノタン	[notaN]	'note'	(episode 4 no 11)
がんばって	[gambatte]	'Spirit'	(episode 4 no 21)
さくらんぼ	[sakuɾampo]	'cherry'	(episode 2 no 11)

Of the 79 data that have been analyzed, the acquisition of syntax in Sutan's speech. Syntactic data is taken from words and sentences.

Sutan often makes declarative sentences or declarative sentences as a way of conveying the situation around him. Here are some quotes that Sutan can already say:

1. *Kyou mou acchui ne !* 'today is also hot' (episode 1 no 1).

Analysis

Sutan was on vacation with his father and mother and stayed at a hotel. After breakfast Sutan sat in a chair near the window. Seeing the light coming through the window she spontaneously said *kyou mou acchui ne* 'today is also hot'. Sutan's speech is a declarative sentence because he assumes/suspects that the weather will be hot/sunny today. Besides that, Sutan also uses the *mopartikel* in the quote *kyou mou acchui ne* correctly.

2. *Kimochi yokatta!* 'feels good' (episode 1 no 8)

Analysis

Sutan was playing cooking with his mother, while stirring the empty bowl. Then pretending to taste it, he said *kimochi yokatta* 'tastes good' then he gave it to his mother. His mother responded 'um' with an expression of liking Sutan's food. On *kimochi yokatta* quotes! Sutan has been able to pronounce past tense sentences.

3. *Mizu iremasu* 'water input' (episode 3 no 2)

Analysis

Sutan was helping his mother cook *miso*. At first his mother took a bowl and then filled it with water taken from the sink. Sutan also said as if explaining what his mother *Mizu iremasu* was doing 'put in the water'. In the excerpt of the sentence it appears that Sutan has not been able to use the particle *o* in the word after *mizu*. the perfect sentence should be *mizu o iremasu*.

4. *Kore kurai* 'like this' (episode 3 no 9)

Analysis

Sutan who watched his mother who was cooking *miso* softmilk, cut mushrooms with floral motifs. In front of the camera Sutan said *kore kurai* 'this much'. Sutan's sentence is a simple declarative sentence that aims to tell how the shape of the mushroom pieces will be put into the *miso* sauce.

5. *Kore yasai to ninjin, kinoko, kebecchu, ninjin to, soshite kore omegi, kebecchu, sarada.*

'Here's vegetables and, carrots, mushrooms, cabbage and, carrots, then here's cabbage, lettuce.' (episode 3 no 11)

Analysis

Sutan who was helping his mother put vegetables into the pot to cook *miso*. He took the vegetables one by one while mentioning the names of the vegetables he was holding, *kore yasai to ninjin, kinoko, kebecchu, ninjin to, soshite kore omegi, kebecchu, sarada*. In this quote, it can be seen that Sutan occasionally uses the particle *to*.

Imperative Sentences are often uttered by Sutan in the form of requests or solicitations and orders. Here are some inviting sentences that Sutan can say in Kimono Mom, YouTube channel episodes 1 to 4:

1. *Koe iko* 'let's go to the park!' (episode 1 no 3)

Analysis

Mother asked where they would go after they had breakfast. Sutan answered *koeiko* 'let's go to the park'. In this sentence, Sutan has not been able to pronounce the particle *e*. In addition, Sutan is also able to pronounce inviting sentences like *ikou*.

2. *Kaeruzo* 'let's go home' (episode 1 no 17)

Analysis

In the quote above, Sutan and mother are getting ready to return from the hotel. Sutan spontaneously said *kaeruzo* 'let's go home' in front of the camera while being carried by his mother. In this sentence, Sutan seems to be inviting his mother to go home.

3. *Okimono kiru* 'wear kimono' (episode 1 no 2 no 15)

Analysis

Sutan was sitting in the living room singing, saw his mother take a box and put it on the table. He knew the contents of the box were his *kimono*, he spontaneously said *okimono kiru* 'wear kimono'. Sutan is already able to use simple command sentences, even though at the end of the word it only reaches the verb.

4. *Kiyo, kiyo* 'Use it, use it' (episode 2 no 5)

Analysis

In the quote above, Sutan is already wearing a *kimono* and showing it off to his father and grandfather. When the *kimono* was removed, Sutan's grandmother called and said that Grandma really wanted to see Sutan

wearing a *kimono*. At that time Sutan said *kiyo, kiyo* 'wear, wear' with the intention of asking his mother to put on a *kimono* again. In this speech, Sutan uses a simple word meaning 'wear' with the aim of ordering/asking his mother to put on a *kimono* again.

5. *Hayaku tabete* 'eat fast' (episode 4 no 1)

Analysis

Dad said, after breakfast took me for a jog. Because he couldn't wait to go jogging, Sutan said *hayaku tabete* 'eat quickly' while smiling. In that sentence, Sutan was able to use simple imperative sentences and these sentences used the *te* form.

Interrogative sentences or interrogative sentences are often asked by Sutan to the people around him, this is because Sutan is a smart child and has high curiosity. Here are some interrogative sentences that Sutan can already pronounce in *Kimono Mom*, YouTube channel episodes 1 to 4:

1. *Tamanegi, kore tamanegi?* 'Onion, is this onion?' (episode 3 no 12)

Analysis

In the quote above, Sutan's situation is helping his mother cook. While adding the ingredients one by one, Sutan explained what ingredients were included while showing them in front of the camera. When he held a Japanese onion he asked *tamanegi, kore tamanegi?* 'onion, is this onion?'. In this sentence, Sutan does not use the *wa* particle after the word *kore*.

2. *Nani? Daijōbu?* 'What? Is it okay?' (episode 4 no 16)

Analysis

Sutan was in the room with his mother, Sutan read a fairy tale before going to bed. When mother was about to close the window suddenly insects entered. Mother screamed, Sutan who was surprised spontaneously said *nani? Daijōbu?* 'what? Are you okay?'. In this sentence, Sutan can already use the sentence to ask what, and ask about the condition of other people (his mother).

3. *O-tomodachi?* 'Friends?' (episode 4 no 16)

Analysis

Sutan was watching his mother who was frightened because insects had entered the room, and again asked *o-tomodachi?* 'Friend?'. In this quote, Sutan can mention the pattern *o* in front of a noun which makes the sentence seem polite.

Exclamatory sentences or exclamatory sentences are sentences made to express a feeling of admiration. The following are exclamative sentences that Sutan has been able to pronounce.

1. *Oishiso* 'It looks delicious' (episode 4 no 4)

Analysis

In the words of the quote, Mother's situation is preparing dinner. Sutan spontaneously said *oishiso* 'looks delicious' while looking at the food that was being arranged by mother. In this quote, Sutan seems to admire the food that his mother has cooked.

2. *Yoku ganbatte ne*. 'You did a good job' (episode 4 no 21)

Analysis

In this quote, the mother's situation has succeeded in expelling the cockroaches that entered the room. His mother hugged Sutan because she was still scared. Sutan returned his mother's hug and said *Yoku ganbatte ne* 'you did a good job'. From this sentence, Sutan was amazed by the efforts made by the mother in driving away the cockroaches.

DISCUSSION

The process of acquiring a child's first language starts from cooing, bubbling, one-word utterances, two-word, three-word utterances and so on. Language acquisition is related to the development of the child's brain.

The author is fascinated upon seeing Sutan, a child from the YouTube channel "Kimono Mom". Even though Sutan is only 2 years old, he is able to help his mother cook while communicating. Seeing Sutan's intelligence and behavior, the author's desire arose to examine Sutan's language acquisition.

In terms of phonology, there are phonemes that Sutan can already pronounce and some that Sutan cannot pronounce correctly. Likewise in terms of syntax, Sutan is already able to pronounce sentences with various expressions even though the sentences are grammatically incomplete.

Referring to Malayu (2010) which discusses the language acquisition of Indonesian children aged 2 years, it turns out that children's language acquisition occurs according to the stages and it depends on the surrounding environment.

The author hopes to continue the research by comparing the language acquisition of Indonesian children and Japanese children in a more in-depth manner

CONCLUSION

Based on the results of an analysis of the language acquisition of children aged 2 years (Sutan) in "Kimono Mom" YouTube channel in terms of phonology and syntax. In terms of language acquisition, a child named Sutan has mastered the process of acquiring vowel sounds [a], [i], [e], and [o]. But he has not been able to perfectly master the process of acquiring the vowel [u] sound.

Sutan is only able to pronounce the vowel [u] with round lips. In addition, Sutan has also mastered the acquisition of bilabial and glottal consonant sounds well. But for dental-alveolar consonants, Sutan cannot pronounce the [tsu] consonants yet. Then for alveolar-palatal consonants Sutan cannot pronounce the consonant [dʒ] at the beginning of a syllable. Likewise for velar consonants Sutan can already pronounce all velar consonants except [ŋ]. While the classification based on the way Sutan can already pronounce everything except affricative consonants [tʃ], [dʒ] at the beginning of a syllable. In the special phonemes of Japanese, Sutan has mastered everything except long vowels (*cho'on*).

Meanwhile, in terms of syntax, Sutan has been able to use declarative, imperative, interrogative and exclamative words and sentences. But Sutan still rarely uses particles and sentences spoken by Sutan only come to verbs.

The author hopes that this research can be developed into supra segmental research. This aims to obtain the results of acoustic characteristics, especially for special phonemes (*tokushuu onso*) so that the duration, intensity and frequency of children's speech can be accurately measured.

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