

Language Acquisition On Children Through Singing In Gunungkidul

Rochmat Budi Santosa¹, Novianni Anggraini², Fithriyah Nurul Hidayati³, Rindiani⁴
santosabudi21@gmail.com¹, noviannianggraini1983@gmail.com², fithriyahnh04@gmail.com³
dipodipo90@gmail.com⁴

^{1,2,3,4} UIN Raden Mas Said, Surakarta, Indonesia

Received: January, 12th 2022

Accepted: January 28th 2022

Published: January 30th 2022

Abstract: *Language acquisition is an unconscious process in understanding and learning language. In general, language acquisition occurs in children through exposure to those around them. One effective exposure for language acquisition is through song. This study aims to identify the role of using the singing method for language acquisition in early childhood, be it phonological, morphological, or syntactic acquisition. This research is qualitative research with naturalistic techniques. The data collection used in-depth observation and interviews. The sample of this research is the students of Early Childhood Education (PAUD) Nur Insani, Piyaman, Wonosari, Gunungkidul who are 3-4 years old. The results showed that by using the singing method, students were able to: a) acquire several phonemes and even some were able to distinguish these phonemes, b) use suffixes, and c) express simple declarative, imperative, and interrogative sentences.*

Keywords: *language acquisition; song; early childhood education*

How to cite this article:

Santosa, R.B., Anggraini, N., Hidayati, F.N., & Rindiani. (2022) Language Acquisition On Children Through Singing In Gunungkidul. *Jurnal Ilmiah Potensia*, 7(1), 99-107. doi:<https://doi.org/10.33369/jip.7.1.99-107>

INTRODUCTION

Every human being born normally carries linguistic potential with them. Over time, this potential develops along with interactions with the environment (Dewi, 2017). During this interaction, a process called as language acquisition takes place. Language acquisition itself is a subconscious process in which the one who acquires it does not realize that they acquire language (Krashen, 2009; Shakhoseini, 2017; Ginting et al, 2020). Every person has their own ability and system of contrast in acquiring language even within the same environment (Hu, 2016). Krashen (2009) also believes that children acquire language better than the

adults since language acquisition is optimal and dominant during this period.

Chomsky in Qurrata'ain and Widodo (2019) states that children, during their first language acquisition, undergo two processes: competence and performance. Qurrata'ain and Widodo (2019) further state that competence is the knowledge about the language, while performance is the way children apply the knowledge to produce utterances used to communicate in the society.

Different from language learning in which one studies language in a formal situation and focuses on theoretical knowledge, language acquisition happens in

informal situation and focuses on practical use of language. Hussain (2017) points out that language learning focuses on theoretical knowledge since it deals with rules (Alshalan, 2019). Meanwhile, language acquisition deals with how to use language in real life context (Patten & Williams, 2015). In order to optimize the language acquisition, one relies on language exposure on their environment. The more exposure one receives, the faster they acquire language (Chomsky, 1996). The exposure children get from the environment will be their native language or mother tongue (Fitriana & Agustina, 2018) and it begins as early as their birth (Ginting, et al., 2020). However, exposure transpires only when the children have plentiful and accurate models to be imitated from (Brown, 2000), and it must be done repeatedly (Patten & Williams, 2015) whether the imitation is accurate or not, as long as there is an immediate correction and consistent feedback for the latter. One way to help children acquire first language is by using song.

The phonological knowledge through songs aids children to express intentions (Oz, 2014). In expressing those intentions, since phonology acquisition occurs in the children early development, children may substitute sound they cannot produce yet with the easier one. Besides omitting consonant or dropping the final consonants, children tend to reduplicate syllables.

Meanwhile, morphological acquisition begins from the age of two, when the children are able to deliver not just a single word but also utterance (Panjaitan, 2021) through a certain morphological process (Indriyani, 2016). Further, children's innate linguistic ability helps them to combine words into larger units.

There are several previous studies focusing on young learners' language acquisition by using songs. Dzanic and Pejic (2016) find that song provides positive effects towards second graders, especially in

terms of vocabulary retention. They also find that song is motivating and has suitability for various learning styles. Schon et al (2007) also studies about the effect of song towards language acquisition. They also find that the relaxing nature of song maintain the students' emotion and make the environment supportive for language acquisition. Eventually, they state that a consistent mapping of linguistic and musical information (song) would enhance learning.

Wahida (2019) finds that two years old children are able to do morphological acquisition in terms of affixation, reduplication, and compounding. She also identifies the affecting factors of the effectiveness of the morphological acquisition. They are natural factor, input and social background.

Israel (2013) conducts a literature review on the effects of music and song in enhancing language learning. One of the discussions is that by using song, four types of language acquisition: phonological, morphological, syntactic, and semantic; can be acquired. However, she does not mention in detail, how song helps young learners in acquiring those four types of acquisition.

Although there are plenty studies discussing children acquisition through song, yet many of them are segregative, which means the phonological, morphological, and syntagmatic analyses were conducted and expounded separately. Therefore, this research provides integrated morpho-syntagmatic analysis, that hopefully brings new insight on this theme.

RESEARCH METHOD

This research uses qualitative research method with naturalistic techniques because it focuses attention on real life situations done focus on object conditions What is natural, about the social situation in the class, the issue of foreign acquisition,

morphology, and syntax in children aged 2-3 years through the singing method in Early Childhood Education Nur Insani Piyaman, Wonosari, Gunungkidul.

Sugiyono (2013: 15) explains that the qualitative research method is the research method based on philosophy of positivism, used to research on the condition of natural objects, (as opponents is an experiment) where researchers are key instruments. The location in this study was conducted in the playground Early Childhood Education Nur Insani Piyaman, Wonosari, Gunungkidul. Data collection is done by interaction through singing to obtain data on phonology, morphology, and syntax.

The researcher does deep interaction with the students as the subjects of the study. This observation is also done to obtain the deep data, a data containing meaning. The instrument is observation checklist. It covers among others how children detect different phonemes, produce vowel sounds, differentiate between short and long vowel, and identify syllables. The data source in this study are students in Early Childhood Education Nur Insani Piyaman, Wonosari, Gunungkidul. The data are collected through observation and documentation which are conducted altogether during the children's singing song. The recordings are then transcribed and analyzed by concerning the data collected from the observation as well to reduce and display the data; and eventually, from which the conclusion can be drawn.

RESULT AND DISCUSSION

Language learning methods through songs on Early Childhood Education Nur Insani students can also increase the language acquisition by students. In singing a song *Ayo baris teman-teman*, students learn to sing as genital in the morning of the sign of learning. The steps of the teacher in the deployment of the singing method at

the age of 3-4 years old in the group of Early Childhood Education Nur Insani, Piyaman, Wonosari, Gunungkidul.

Based on the results of interviews and observations performed, there are two steps of the implementation of the singing method in the student aged 3-4 years in the playground of Early Childhood Education Nur Insani, Piyaman, Wonosari, Gunungkidul. The first step begins with the marching of school at marching along and signs with the teacher's gym golfing, and the teacher asked the question and answer around the song lyrics *Ayo baris teman-teman*. The second step, followed by forming a circle and the teacher guided the student to sing together, asked the answer about the lyrics *Ayo baris teman-teman* and ended with repeating the song with the movement in groups in the circle. Based on the results of the study, as many as 70% of teachers use the first step, while 30% of second steps are used only to train the acquisition of language through the lyrics of songs *Ayo baris teman-teman*. That is, in applying the song *Ayo baris teman-teman* teachers greatly prepare students so they can show their psychomotor's ability to maximal.

Song is seen as a helpful and anxiety-free aid (Dzanic & Pejic, 2016) for children to acquire language. According to Schon (2007), there are three main reasons why song encourages language acquisition. It is stated that song is more attractive since it involves emotional and motivating aspects (Dzanic & Pejic, 2016). The musical and lyrical aspect surely affects or even grabs listeners' attention and mood (Nurvia, 2000). Another reason is that song contains pitch contour, rise and fall of the voice, which improves phonological discrimination. Therefore, it aids the children to distinguish similar sounds. Consistent music and linguistic structure (Nurvia, 2016) is the last reason on how song aids language acquisition as they boosts learning

mechanism. Moreover, in the first place, children, naturally, love playing, singing songs, and experiencing language with their own senses.

The Ability of The Children in Repeating The Song Lyrics

Based on the results of interviews, the teacher's class Mrs. Mym, S.Pd. said that the ability of the child in repeating the lyrics of the song *Ayo baris teman-teman* is good enough. But it needs to be developed again to achieve learning objectives. The ability of the child memorize and repeat the lyrics of the song, as seen in the theory of the child's language acquisition include acquisition of phonology, morphology, and syntax.

Phonological Acquisition

At age 3-4 years, generally children have acquired and produced many phonemes that can distinguish the words of spoken words. One of the acquisition of the child through the method of singing *Ayo baris teman-teman*. Lyrics Songs *Ayo baris teman-teman* consists of 15 words that can help students in obtaining language through the singing method. Here's lyrics *Ayo baris teman-teman*, which teachers use to add phoneme of Early Childhood Education Nur Insani.

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Atur barisan

Rentangkan tangan,

Marilah kita senang gembira

Gerakan badan ikut irama....."

Senam gembira kita bersama

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Ayo baris teman-teman, ayo baris.

Because language acquisition requires exposure to transpire, it means that teacher has to repeatedly play the song during the teaching and learning process. According to Dzanic and Pejic (2016), song has to be played at least four times in order to make the acquisition takes place. During the first play, students do not do anything but simply listen to the music and the lyric. When they listen to the second time, they begin imitating the teacher's gestures and other actions related to the song. During the third play, students try to sing along with the teacher. Eventually, during the fourth play, students sing along with the teacher as well as do the actions the teacher shows. After the fourth play, the teacher can repeat how many times they think it is needed for the student to acquire language, though too many repetitions can make them bored as well. After playing and repeating the song, the teacher can give follow up activities to optimize the language acquisition.

Based on observation results, in memorizing or repeating lyrics of the song row, students still tend to get rid of and replace existing phonemes.

Table 1. Children's Vocal Sound of 3-4 years in Early Childhood Education Nur Insani

Vocal	/ayo/	[ayo]
	/atul/	[atur]
	/ntangkan /	[rentangkan]
	/enyam/	[senam]
Consonant	/balis/	[baris]
	/itut/	[ikut]
	/gembila/	[gembira]
	/kita/	[kita]

	/angan/	[tangan]
	/malilah/	[marilah]
Reduplication	/eman-eman/	[teman-teman]

In the table 1, at the age of 3-4 years, the students almost master all the vocal phonema in the lyrics of *Ayo baris teman-teman*, though not yet perfect. In addition to the vowel sounds, the children are also produced various consonants as in the table below.

Table 2. Children's Consonant Sounds of 3-4 Years in Early Childhood Education Nur Insani

Point of Articulation	Bilabial	Alveolar	Alveolar Palatal	Velar	Glottal
Hambat				k	
Frikatif			s		
Nasal	m	n			
Getar					
Lateral		l			
Semivocal					

Based on the data obtained from the subject of researcher, the vowel sound has appeared on the consonant sound, but not all itself and sometimes there is a consonant sound at the beginning of the sentence removed. There is also a consonant sound replaced by other consonants. The above data shows the development that in children

3-4 years old, has already learned a lot and producing a phoneme that can distinguish the various siblings.

The consonant of the velar [k] has appeared when saying the word [kita]. The sentence appears when the teacher expands the lyrics of songs ... *Kita gembira*.

The Nasal sound [m] has sounded like the word [mailah] marilah, [eman] teman. Vibrate sounds [r] has not appeared and often replaced with lateral [l] as the word [atu;] atur, [balis] baris, [gembila] gembira, [malilah] marilah. The Nasal sound [n] begins to be clear.

The phonological acquisition on the lyrics of the song *Ayo baris teman-teman*, especially the nunal bilabial (m) appears at the beginning of the word, and believed to be this nasal sound has been raised at the beginning, middle and end of the word. The shakes [r] have not heard and the chiefs are often replaced with lateral [l] as the word [atu;] atur, [balis] baris, [gembila] gembira, [malilah]., marilah, middle and end of the word.

The use of song aids children to acquire language in terms of phonological, morphological, and syntactic acquisition. As language acquisition occurs through several stages, phonological acquisition marks the beginning of it (Fitriana & Agustina, 2018; Aliyah, et al., 2018) and keeps growing together with the other aspects as well (Fatmawati, 2015). Fitriana and Agustina (2018) further state that phonological acquisition deals with the process of acquiring the speech sounds covering vocal, diphthong, and consonant. Dresher (2004) proposes *the Continuous Dichotomy Hypothesis* in which the process of phonological acquisition is stated that at the beginning of acquisition, all sounds are assumed to be variants of a single phoneme. That single phoneme divides all sounds using one of the universal distinctive features, and this process continues until all distinctive sounds have been differentiated.

Acquisition of Morphology

There are free morphemes that appear in the pronunciation of the child of the childhood of Early Childhood Education Nur Insani, and there are also bound morphemes that are still difficult to distinguish in every speech without regard to the context and the situation when the word is spoken. Although the bound morphemes is rarely heard, but it does not mean that they can not distinguish the meaning of all the words. There are some words that they say that are already included in the bound morphemes, eg: enam bersama => senam bersama, angan => rentangan.

The example above can be categorized by bound morphemes. When a child step up with 2 years or more, the words he speak can almost be said in the context of the meaning of the sentence, they can already say words more than one syllable. for example:

/enam bersama eman-man/ (senam bersama teman-teman)

/ayo balis eman-man di cana/ (ayo baris teman-teman di sana)

/maililah ita enang gembila/ (marilah kita senang gembira)

The phrases of these words are often also interspersed with various mono morpheme, they also have prefix /di/. For example:

/Balis cama dinda di sini/ (baris sama adinda di sini)

/Di cana bu dulu uduk/ (di sana bu guru duduk)

The words that are pronounced equivalent to their prefix are often thrown or uninstalled. By observing the clause or network of words they said, this shows that the child is capable of compiling the

sentences in order in accordance with the level of meaning in accordance with the context where and the phrase is spoken. At age 3-4, they seem to be able to pronounce suffixes on certain words. For example:

/Rentangin angannya./ (rentangin tangannya)

/Ita kan enam duyu/ (kita kan senam dulu)

In the word /rentangin/ the act of Early Childhood Education Nur Insani children are already able to express the suffix. In addition, the effect of suffixes shows that their pronunciation are often affected by its environment. In addition to the suffix there is also on the sentence /ita kan enam duyu/, which indicates that the 3-4 year old children are able to reveal the words of exclamation, although the phrase is only spontaneously expressed.

Morphology is the science related to the smallest grammatical units of language, morpheme, and the rules in forming it into words (Oz, 2014; Panjaitan, 2021). Arjulayan (2018) points out that morphology has something to do with words inflection and it is time-bound. When it comes to morphological acquisition, there is a cognitive process involved (Gerken, 2015; Wilson & Lewis, 2015) with which children perceive, store, and deliver the information. Regarding with the first acquisition of morphological knowledge, children are considered to acquire it when they are able to have full understanding on inflection and derivation.

The Syntax Acquisition

Analysis of Language Acquisition in Early Childhood Education Nur Insani covers how language development in sentence construction. The sentences produced are still very simple and requires an unauthorized interface to understand.

The sentences that are produced are still many incomplete and sometimes cut and add more to unfairly construction. However, the results of the language production are still understandable. In the discussion of the sentences produced by the subjects can be seen from the words of two words, three words and also multi-words.

1. Declarative Sentence

Entering the age of 3-4 years, Early Childhood Education Nur Insani children have considered a simple sentence that can contain complete meaning. To find out how the declarative sentence is expressed by one of the children in Early Childhood Education Nur Insani, the following conversation form can give the picture of the sentence.

Raya: *bu dulu, aya balis dicini. (Raya ingin berbaris disebelah sini)*

Teacher: *iya boleh. Rentangkan tangannya*

From the spoken sentence, the words spoken are still cut off and the words are still not perfect. However, grammatically, the sentence can already be classified in the form of complete sentences. It is characterized by the subject (s) + verb (v). In general, S + V for language acquisition has been classified in full sentence because of its meaning is almost perfect.

2. Imperative Sentence

Based on the previously disclosed sentence in the morphology section above, there are some imperative sentences such as: */Bu dulu, ayo balis. eman-man ayo balis/ [bu guru, ayo baris, teman-teman ayo baris], /ntangkan tangan/ [rentangkan tangan], /gelakan*

badanmu/ [gerakan badanmu], /ayo ita puk angan/ [ayo kita tepuk tangan], The imperative sentences that are generally spoken by the children of the Early Childhood Education Nur Insani already have complete meanings. However, from the arrangement of the sentence, it is already able to be said that in the the conversation or in a particular situation, such sentences are commonly in a formal situation.

3. Interrogative Sentence

Interogative sentences sporadically appear during children of Early Childhood Education Nur Insani learn to sing *Ayo baris teman-teman*. While dancing, one of the children immediately sang *ayo baris teman-teman* spontaneously. The sentence was pronounced when the sound of the bell was heard. From the above disclosure situation, it appears that the acquisition and production of the sentence have apparently can be pronounced without thinking. This shows that such a sentence has been obtained and easily in the process of being.

Another example of such sentences is also expressed when he wants something, for example when the sound is heard but at that lesson day there is no learning singing. Spontaneously, after the child hears the bell to release the occasion they ask: */bu, ndak balis? [Bu, kita tidak berbaris?]*. Of these sentences expressed, it can be undertaken that children aged 3-4 years can reveal the same sentence with the heavy exploration.

From the exposure the children imitate, they acquire how words are arranged, during morphological acquisition (Panjaitan, 2021); which then continues for them to acquire something more complex like sentence types, such as declarative,

imperative, interrogative, negative, and the others. During this time, the children now begin their syntactic acquisition. Similarly, Chomsky (2002) states that first of all children start acquiring how to form simple sentence first before mastering the complex one. In this research, the syntactic acquisition is focused more on the declarative, imperative, and interrogative sentence.

CONCLUSION

At the age of 3-4 years, a normal child pronounces a limited phonem and a word in accordance with the school's environment and in accordance with what is learned in singing even though the pronunciation is still cut off and the pronunciation is still slipped.

It appears that the words produced by children Early Childhood Education Nur Insani have begun to increase ranging from nouns and verbs. The development of the language of the language is already with abstract names. While the words of objects and verbs also increase by the repetition of the acquisition of the teacher, friends and the home environment. They are stringly simply, starting from one, two to three words, and finally forming sentences.

Simple sentences that a child put forward still in the simplest order. The children of Early Childhood Education Nur Insani has been able to be produce at the age of 3-4 years. Besides the words and sentences that are obtained as it is proposed above can also be disseminated that a normal child will be able to get the first language if the nerves and the brain's network is not disturbed during its growth. The development of psychiatrics and nutrition and environment, both at home and school in play of an important role in motor growth in particular in the acquisition of child language production.

REFERENCES

- Aliyah, V., Nashiba, S. and Indah, R. (2018). Phonological Acquisition of First Language in a Child with Speech Difficulty. Proceedings of the 1st International Conference on Recent Innovations (ICRI 2018), 68-73 ISBN: 978-989-758-458-9
- Alshalan, K. (2019). Theories of Language Learning. American Journal of Humanities and Social Sciences Research (AJHSSR), 3(8).
- Arjulayana, A & Emir, E. (2015). Acquisition of Morphological and Syntactic Knowledge for Early Childhood. International Journal of English Literature and Social Sciences (IJELS), 3 (5).
- Brown, H D. Principles of Language Learning and Teaching. White Plains, NY: Longman, 2000. Print.
- Chomsky, N. (1996). Powers and Prospects, Madhyam Books, New Delhi.
- Chomsky, N. (2002). Syntactic Structures (2nd ed.). Berlin: Walter de Gruyter.
- Dewi, E. (2017). Phonological Acquisition Symeea (Children the Age of 2 Years). International Journal of Linguistics, Literature and Culture. 3. 45. 10.21744/ijllc.v3i1.363.
- Dresher, B. E (2004). On the acquisition of phonological contrasts. Proceedings of GALA, 1, 27-46.
- Dzanic, D. & Pejic, N. A. (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. NETSOL: New Trends in Social and Liberal Sciences, 1 40-54.
- Fitriana, R.A & Agustina. (2018). Phonological Acquisition (Case Study

- on Indonesian Child). *Advances in Social Science, Education and Humanities Research*, 301.
- Ginting, D. S., Husein, R., & Pulungan, A. H. (2020). First Language Acquisition in Sentence by Three Years-Old Child: a Case Study of a Karonese Child. *Advances in Social Science, Education and Humanities Research*, 488.
- Hu, R. (2015). The Age Factor in Second Language Acquisition. *Theory and Practice in Language Studies*, 6(11).
- Hussain, I. (2017). Distinction between Language Acquisition and Language Learning: A Comparative Study. *Journal of Literature, Languages and Linguistics*, 39.
- Indrayani, N. (2016). Language Development at Early Childhood. *International Conference on Education (IECO) Proceeding*, 1.
- Israel, H. (2013). Language Learning Enhanced by Music and Song. *Literacy Information and Computer Education Journal. Special 2*. 1360-1366.
- Krashen, S. (2009). *Principle and Practice in Second Language Acquisition*. Oxford: Pergamon Press Inc.
- Nurvia, S. (2016). Using Song in Teaching English Speaking Skills for Young Learners. Thesis.
- Oats, J., & Grayson, A. (2004). *Cognitive and Language Development in Children*. The Open University. London. Blackwell Publishing Ltd.
- Öz, H. (2014). Morphology and Implications for English Language Teaching. In A. Saricoban (Ed.), *Linguistics for English language teaching studies* (pp. 83-120). Ankara: Ani Publishing.
- Panjaitan, J. S. B. R. (2021). A Morphological Acquisition for the Children 3-4 Years Old. Thesis. University of Sumatra Utara.
- Qurrata'ain & Widodo, P. (2019). A Review of the Interlanguage on Performance and Competence Representation: Universal Grammar. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1)
- Shahhoseini, H. (2017). Investigation of Early Vocabulary Development of a Persian Speaking Child At Age 2 Years Old in Iran. *Investigation of Early Vocabulary Development of a Persian Speaking*.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Wahida, W. (2019). Language Acquisition of Two Years Old of Child on Batak Morphological System. Thesis. Universitas Muhammadiyah Sumatera Utara.