Abstract

This article aims to determine phonetic abilities in improving language development in early childhood. This research is a qualitative descriptive study. Data processing uses documentation and library studies. The research subjects were children aged 0-6 years. In general, phonetic development in children can be seen from the ability of receptive language and language production. When a child has been able to produce sounds in language (phonetics) correctly, begins to try to relate them to the meaning to be conveyed and uses the right arrangement of words in their expressions, the child is able to use expressive language forms in conveying ideas. By using expressive language to express the will to the other party, the child is able to receive a response from the interlocutor by using his receptive ability. One party uses expressive language and the other party uses receptive language and vice versa is a reciprocity which is often referred to as communication. The process of developing phonetic knowledge in early childhood starts from the infant, toddler, preschool, and kindergarten stages. Language development in children shows a specific character at each stage of its development. Language development in early childhood may vary, but naturally language development in children tends to have the same stages. These developments must be balanced to obtain optimal results. There are children aged 10-14 months who can say one word while there are children who cannot pronounce one word clearly. On the other hand, there are children aged 3 years who cannot understand simple instructions from their parents while on the other hand there are children who are able to understand the language spoken according to their parents' instructions.

Keywords: Phonetics, Language Development, Early Childhood

INTRODUCTION

According to Chaer (2012: 103), phonetics is a field of linguistics that studies the sound of language without regard to whether the sound has a function as a differentiator of meaning or not. Sound waves, so that they can be received by the human ear. The three scopes of phonetics discussed are:

1. Organic/Articulatory Phonetics is a branch of phonetics that studies the mechanism by which speech organs work in producing speech sounds and how these sounds are classified.
2. Acoustic phonetics studies the sound of language as a physical event and investigates it in terms of vibration frequency, intensity amplitude, and timbre (quality/form of sound). The main concern of this study is the sound waves generated during speech activity and the transmission of these vibration waves through the air.
3. Auditory Phonetics reveals the mechanism of receiving language sounds by the ear. His main concern is on the perception of sound waves by the listener's ear, both with regard to the physiology of the ear and related hearing instruments as well as with regard to the psychology of perception (Dhanawaty, et al, 2017, p. 29).

The definition of early childhood according to law no. 20 of 2003 concerning the national education system, which is called early childhood is children aged 0-6 years, while according to experts are children aged 0-8 years. The process of language acquisition is a child's natural learning when he learns the language of his mother. The definition of early childhood according to law no. 20 of 2003 concerning the national education system, which is called early childhood is children aged 0-6 years, while according to experts are children aged 0-8 years. Language development is the process of developing a person's ability to understand and pronounce words. Over time and interactions, a person's vocabulary or language skills also develop. Language...
Phonetic Ability in Improving Language Development in Early Childhood

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Phonetic ability in improving language development is important because it supports various other aspects of development, such as cognitive, social, and literacy.

Language development can support children's ability to communicate, express and understand feelings, think and learn, solve problems, to develop and maintain relationships.

METHOD

This research is a qualitative descriptive study. Qualitative descriptive research is a form of research aimed at describing existing phenomena, both natural phenomena and man-made phenomena which can include activities, characteristics, changes, relationships, similarities and differences between one phenomenon and another (Sukmadinata, 2017, 2017, p.72). Data processing uses documentation and library studies. The subjects of this study were children aged 0-6 years.

Phonetics in children is a very interesting phenomenon to study. Many researchers are competing to find out how the actual process of an individual is able to develop the articulation apparatus from infancy to adulthood. When I was a baby, by using a limited articulation tool, communication between the baby and the mother was already running. Until the baby is an adult and has been able to process words into a structured sequence, it can't be separated from what he got when he was a baby. Along with the many findings that the ability to speak or communicate can be trained since childhood, more and more children or toddlers are able to speak two languages, even in more than two languages.

RESULTS AND DISCUSSION

Results

Children's speech acquisition is one of the most important stages in a child's language development. Children play an intelligent and creative role in responding to their language. Children's language develops and is influenced by the surrounding environment. Children not only imitate, but also develop their own language. The main issue in the acquisition of a child's sound system is the reciprocal relationship between the perception they feel and what they produce (the speech produced). This raises the question of whether the perception that children have is the same as the resulting speech or vice versa. Parents are obliged to take care of their children by educating, instilling good character, teaching them noble morals through the example of their parents, and also trying to meet the needs of children both physically and mentally in proportion to the level of development and condition of the child. Educating and providing guidance is the best gift and the most beautiful jewelry given by parents to their children. It is a must for parents and educators to work together to contribute actively and positively in shaping the quality of children who are intelligent both intellectually, emotional and spiritual.
Table 1. Descriptive Statistic

<table>
<thead>
<tr>
<th>No.</th>
<th>Age</th>
<th>Children’s Language Development</th>
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<tbody>
<tr>
<td>1.</td>
<td>3-12 Month</td>
<td>Children aged 3 months usually produce sounds that are not in the form of words and in the next few months the child may be able to say the words papa or mama even though they do not understand the meaning. At the age of 10 months the words used have a specific purpose such as asking for something or greeting people. Children begin to speak with the intended meaning and purpose and children this age already understand the words papa and mama.</td>
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<tr>
<td>2.</td>
<td>12-18 Month</td>
<td>Children also recognize the names of objects around them such as dolls, pants, clothes and so on. Your little one begins to understand simple commands and explanations. He will come when his name is called and gradually understand the word 'T'. Children at this age the words that are known will increase. He began to be able to ask using the words ‘who’, ‘what’ and ‘where’. By the third year he will be able to compose sentences with 3 or 4 years. At this age, children use almost all tones in speaking and begin to understand the rules of speech, so they will listen when others speak and speak when their turn comes.</td>
</tr>
<tr>
<td>3.</td>
<td>2-3 Year</td>
<td>At the age of 3 years, children begin to use complex sentences. Children are able to use the words I and you correctly. He also began to understand the basic rules in composing sentences, so he was able to tell stories with his own friends. Then at the age of 4 years the child is able to combine sentences so that he will be more proficient in speaking in turns.</td>
</tr>
<tr>
<td>4.</td>
<td>3- 5 Year</td>
<td>Children are able to use tone emphasis in sentences at this age, children are able to give ideas or opinions and are even able to tell their friends like adults. He is able to tell stories well as the child’s language knowledge increases.</td>
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<td>5.</td>
<td>5-6 Year</td>
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Discussion

Phonetic knowledge does not develop alone from other aspects of language knowledge but develops simultaneously with aspects of semantic, syntactic, morphemic, and pragmatic knowledge.

Development of Phonetic Knowledge in Babies

Babies acquire language starting from hearing the sound of speech from the people around them. Babies learn to listen to speech sounds that sound almost the same but have different meanings. A baby’s phonetic knowledge in receptive language develops when he hears speech sounds in his environment (Ulfa, 2011). The researchers conducted research on the ability to understand the sound of the fetus during the final period before birth. The power of sound comprehension in the fetus shows that the ability to hear has begun to develop from 25 weeks of gestation to receive sound and 35 weeks of age for hearing acuity like adults (Beverly Otto, 2015). This fact is evidenced by the results of research on the power of understanding sound in the fetus.

The way to measure the power of sound comprehension in the fetus is to observe the fetal heart rhythm when listening to speech sounds. From the results of this study, it can be seen that the fetus who heard the sound of new speech, decreased heart rate. But when the sound is repeated again, the fetal heart rate returns to normal. This shows that to hear the second sound and so on, the fetus is used to the sound of the speech.
Development of Phonetic Knowledge in Toddlers

At the age of toddlers, the child's ability to understand and produce phonemes becomes clearer. Children at this age avoid or process the pronunciation of words that have speech sounds that cannot be pronounced. Children have a variety of ways to make speech sounds that are difficult to pronounce. One way is to replace or eliminate and duplicate letters that are difficult to pronounce with other letters that sound similar (Samsunuwiyati Mar’at, 2011). For example, a child who wants to say "buka" is pronounced "bupak" and the word "kakak" with "tatak". Toddlers also tend to refuse to say words that adults ask them to imitate if they are difficult to pronounce. The role of parents is very important in imitating the sounds of speech spoken by toddlers. For example, the child says "boa" for the word "ball". Stimulation that can be done by parents is that parents can imitate the word completely and clearly.

Development of Phonetic Knowledge at Preschool Age

At the preschool age children’s awareness of phonemes is growing. This awareness is called phonemic awareness, namely metalinguistic awareness that words are formed from various separate sounds that can be used (Anne M Bocher, 2012). Preschoolers begin to focus on using certain phonemes when speaking and realize that children can produce words that sound similar. Sound games for preschoolers are stimulating activities that develop phonemics, for example, the similarity of sounds to words in songs. In addition, reading stories and poems that have the same rhyme supports phonemic development in children. Metalinguistic knowledge of phonemes also develops when children begin to focus on written language in their environment. Preschool-aged children interact more often with written language formally when adults read a story and informally, for example in environments such as traffic signs and restaurants, begin to associate initial letters with specific sounds.

Kindergarten Children's Phonetic Knowledge Development

Kindergarten-age children are increasingly able to understand the similarities and differences of sounds in the form of games. Children can focus on rhymes and verbal rhythms when playing with friends. Games that can increase sound awareness regarding sound patterns and sound differences are singing, rhyming, poetry reading, and word games. The acquisition of phonetic knowledge is seen when children can distinguish similarities in the initial and final sounds (Beverly Otto, 2015). Children's understanding of the similarity of initial sounds (alliteration) and rhymes indicates that children are able to distinguish phonemes, and are able to see similarities in speech patterns.

CONCLUSION

The development of phonetic knowledge in early childhood has different characteristics at each stage. The child's ability to distinguish the sounds of speech, to the knowledge of sound-symbols directs the child to the development of his language.

The study of the development of children's phonetic knowledge is useful to assist educators in developing children's language skills in the form of language stimulation which includes listening, speaking, reading, and writing activities. The theory of language development based on the stages of development of phonetic knowledge in children needs to be understood by educators to help develop appropriate stimuli for children of the right age. The process of language acquisition is a child's natural learning when he learns the language of his mother. Language learning is related to the processes that occur when a child learns a second language after he has acquired his first language. The acquisition of the first language is obtained gradually starting from cooing, babbling, one-word speech (holophratic), two-word, three-word speech and so on. Early childhood language development includes:

1. Children's language knowledge is increasingly developed during the preschool period.
2. Increasing language skills provide greater convenience for children to interact with their environment.
3. Preschoolers continue to explore language in five aspects of language knowledge, such as: how to pronounce, how to order words, what meanings a word has.
4. The process of language exploration in children occurs simultaneously with the process of exploring children in their environment.
5. Exploration of language and environment influence each other.
6. The child's ability to ask questions and use as a follow-up in a conversation to clarify other people's communication can broaden the exploration of language and his world.
7. Preschool children have not been able to do what is called private or internal.
8. Language acquisition for children is instilled in an environment where children interact, especially in the home and school environment.
9. Speech Children's language is a reflection of what they think, because children have not been able to process and store information in their hearts, children cannot delay expressing what they think.

BIBLIOGRAPHY