LANGUAGE ACQUISITION OF CHILDREN
AGE FOUR-YEAR-OLD AT THE PHONOLOGICAL LEVEL

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Abstract

The writer analyzes the language acquisition of children aged four years old at the phonological level. The main focus of this research is that the writer wants to identify phonological aspects in the language of four-year-old children and the extent to which four-year-old children have achieved language skills. This study focused on a child named Restu Fauzi using an approach from the branch of micro linguistics, namely phonology. The researcher uses a descriptive qualitative method, where this descriptive research aims to describe the phenomena that are the focus of the author factually and accurately regarding language acquisition and is carried out by recording and note-taking techniques using the observation method to get a clear picture of the activities carried out by Restu. This research is done by paying attention to the utterances of every activity that Restu does in his daily life and there is also an interview process, where he directly dialogues with Restu. The results of the research are then translated through a detailed description of the words regarding the results of the utterances and the vowel sounds [a], [i], [u], [e], [o], and the mention of the resulting consonant sounds, by Restu, and to find out Restu's language achievement.

Keywords: Children*, Language Acquisition, Phonology, Psycholinguistics*

INTRODUCTION

Language is one of the most important things in every human's life. According to Yule (Yule, 1996), language is "a system of symbols agreed by a community, through controlled use, to communicate. This includes the organization of those symbols in patterns known as grammar, which enables the delivery of messages with clear and mutually understood structure and articulation. Language is also a communication system used by humans to convey thoughts, ideas, and emotions through symbols that have an agreed meaning. It involves the use of words, grammar, sounds, and gestures to convey messages to others. With language, humans not only interact socially but also transmit knowledge and maintain cultural identity from one generation to the next, playing an important role in intellectual development and abstract thinking in society.

Language is something we have known since we were little children when our parents or other family members first introduced us to it. Language acquisition is very important, especially in the process of acquiring a child's first language or mother tongue. Understanding children's language requires sensitivity to their developmental stage, where they often use incomplete or poorly structured sentences. Language for children is sometimes difficult to translate because they have different language characteristics from adults. Children in the early stages of language development are still learning and mastering the language. Children often use incomplete or poorly structured sentences. They use short phrases and do not adhere to complex grammar rules. Understanding context is also important in translation, but children's language may not provide clear or sufficient context to translate it accurately. Therefore, the translator must try to understand the message that the child wants to convey and express it in a way that is appropriate in his everyday language.

According to Chaer (2003:167), the process of a child's brain developing linguistic skills when learning his or her mother tongue is known as language acquisition. Language acquisition is a process of mastering language that is carried out by children naturally when they learn their mother tongue (native language) (Dardjowidjojo, 2016:225). Language acquisition refers to the procedure of obtaining a language, commonly because of immersion. Language acquisition acquires our native language just from being a human process of acquiring the ability to understand the management of words for

communication purposes. Acquisition of language starts from the age of the child. The first language a child master is the mother tongue and the stage of language acquisition in children starts from ignorance of the language to knowing it. The acquisition of phonology in children is generally based on the adult system by creating or imitating the structure itself. Khomsiyatun (2019), says that this acquisition process is achieved by learning how to pronounce some words through the process of imitation. In general, toddlers aged 2 years have obtained their phonology around the vowel sounds bilabial /b/, /m/, /p/ for example "papa" or "mama". This process shows how important the environment and social interaction are in the formation of children's language skills.

At the stage of language acquisition in children, several problems can occur at the phonological level. Some of the problems that may arise in children aged four years are difficulties in pronouncing certain sounds, replacing one sound with another, or difficulty in arranging the order of sounds in words. For example, by adjusting vowels and consonants, vowels are a type of sound or phoneme in a language that is produced by moving air out without any obstacles in the airflow. Meanwhile, consonant is a type of sound or phoneme in language that is produced by moving air out in the presence of obstacles in the airflow, this is a phonological disorder.

Phonological acquisition problems in four-year-olds can be caused by a variety of factors, including normal developmental factors, hearing limitations, lack of adequate exposure to language, or underlying developmental problems. For example, children with hearing impairments may have difficulty in distinguishing and producing certain sounds, while children who lack rich language exposure may experience delays in their phonological development. In addition, developmental disorders such as dyslexia or speech and language development disorders may also affect a child's ability to acquire proper phonology. Parents and caregivers need to monitor the child's language development at the phonological level and if there are concerns, consult a child development expert for evaluation and necessary interventions. In helping children overcome phonological problems, providing clear and correct examples of speech and support and repetition in sound and pronunciation exercises is important.

This study aims to examine language acquisition in four-year-old children, focusing on phonological aspects. The object of this research is language acquisition, so this research is included in psycholinguistic studies. Previously, many researchers examined language acquisition in children aged four years, but most of these studies tended to involve syntactic, semantic, or pragmatic aspects in children's language acquisition. Some of these researchers include Selsia1 and Setiawan (2022). This researcher used a qualitative research approach design. The research aims to find out the results of language acquisition data for children aged 2.5 years based on phonological and syntactic aspects in everyday life. The research subject used was a 2.5-year-old girl with the object of syntactic and phonological utterances produced. In obtaining data, the techniques used are literature, audio recording, listening, note-taking, and documentation to describe the data clearly (Selsia1 & Hendra Setiawan2, 2022). The second one is research from Perdana, et al. (2022) which aims to describe children's language acquisition during the covid 19 pandemic. The research method used is a descriptive qualitative approach. This study's data are descriptive, meaning language acquisition (phonology, morphology, syntax, and semantics) in children. The data used in this study are verbal utterances from children. The data source of this research is Mosha, a girl aged 2 years and 4 months. The data collection techniques used by researchers are listening and note-taking techniques The next is Mieske (2020) who aims to describe the language acquisition of children aged 4 years (psycholinguistic study). This research is a type of quantitative research, with a psycholinguistic approach. The research methods used are the Simak method and the Stamp method. While the data analysis technique used is the Miles and Huberman interactive model analysis technique.

The author conducted this research like previous research. This study presents a significant difference from previous studies by focusing on language acquisition in four-year-old children, particularly in phonological analysis. Unlike previous studies that explored various aspects of language at different age ranges, this study focuses on Restu Fauzi, a four-year-old child an active and cheerful child in his family environment. His parents are named Mrs. Fuji Liani and Mr. Agus Heryana. Through a more focused approach, this study aims to explore how far Restu has developed his phonological skills, including word acquisition and word variation. By using voice data recording and transcription

techniques, this study identifies language patterns, especially in terms of phonological errors that may be experienced by children his age. So, in this study, it is interesting for researchers to find out how many word acquisition and word variations are obtained and produced by children of their age. It is hoped that the results of this study will provide a deeper insight into the process of language acquisition in four-year-old children from a phonological point of view, making an important contribution to the field of psycholinguistics and the development of children's education. researchers can take two questions in this analysis, namely.

1. What are the phonological aspects in a four-year-old child's language?
2. To what extent has Restu Fauzi achieved language skills?

REVIEW OF LITERATURE
I.   Psycholinguistics

Psycholinguistics is a word formed from the words "psychology" and "linguistics" which are two different fields of science. Psycholinguistics is a combined science of psychology and linguistics. Psycholinguistics studies thoughts and mental processes which include understanding the production and acquisition of language (N. Umera-Okeke, 2012). From Umera-Okeke's explanation, psycholinguistics has three main objects of study, namely language understanding, language production, and language acquisition.

To be more specific, language comprehension is the ability to comprehend and make sense of words, phrases, and written materials. On the other side, language production refers to the way people organize and create text or speech. Language acquisition, on the other hand, focuses on how adults and children pick up first and second languages. The goal of psycholinguistics is to combine the knowledge from these two fields to paint a more complete picture of how the human brain processes language. To better understand the link between mental and linguistic processes, researchers in this discipline frequently employ a range of approaches, such as observational studies, laboratory tests, and brain imaging techniques. In this research, the study of language acquisition will be conducted by observing the phonological development of four-year-old children.

The main focus of this study is to analyze how children master the sounds of language and how they interact with their surrounding environment in the process. This research will not only provide insight into the stages of phonological development in children, but will also help in understanding the important role of social interaction and environment in language acquisition. Through a psycholinguistic approach, this research is expected to make a significant contribution to the field of children's language acquisition, especially at the phonological level.

II.   Children's Language Acquisition Theory (*Theories of Language Acquisition*)

This theory of the process of how children acquire their first language has been a topic of interest to many researchers and linguists for decades. Various theories try to explain the mechanisms behind this language acquisition. Some of the main influential theories in this field include behaviorism, nativism, and interactionism theories.

a.   Theory of Behaviorism (BF Skinner theory of language acquisition)
Skinner (1957) offered one of the first scientific theories of language acquisition. According to BF Skinner's (2014) theory, children pick up language by mimicking their parents or other primary caregivers. Later, operant conditioning causes them to modify their language usage and correct them based on the response they receive. For example, when a child says a word or phrase correctly and gets praise or attention, they are more likely to repeat the use of the word in the future. Conversely, if they use a word or phrase incorrectly and do not get a positive response, they will tend to change or correct their use.
For instance, when the youngster says, "milk," and the mother offers it to her with a grin. The youngster will thus find this result satisfying, which will advance the child's linguistic development Ambridge & Lieven, 2011 in (Lemetyinen, 2023).
b.   Chomsky's Theory of Nativism

According to Chomsky (1965), children possess an innate inclination or drive to learn languages, which he refers to as the language acquisition device (LAD) . He claims that despite receiving little exposure to language outside of their immediate surroundings, children with this LAD are able to understand sophisticated grammatical rules and other language structures on an intuitive level.

Chomsky also drew attention to the flaws in Skinner's theory, which holds that linguistic input from the environment serves as the primary mechanism for language learning (Lemetyinen, 2023). According to him, learning a language involves more than just imitation and reinforcement; it also requires a basic comprehension of the language's underlying structure. In other words, children need to have an innate ability that allows them to recognize complex language patterns and use them to understand and produce sentences that they have never heard before.

Therefore, Chomsky presents the theory that language learning is influenced by an intrinsic capacity for both understanding and effectively using language, rather than being solely dependent on language experiences learned from the environment.

c. Cognitivism Theory (Jean Piaget's theory of language acquisition)

The Cognitive concept of language acquisition shows that the number one drives in the back of our moves are our mind and inner processes. According to Jean Piaget (1923), children have very limited cognitive aptitude at birth. Nevertheless, as they get older and become more engaged with the world around them, their minds develop and create new schemas—thoughts and knowledge about how the arena functions. Children not only receive language as input, but they are also active in combining their experiences with language to build a deeper understanding of the structure and function of language in everyday communication.

d. Interactionism Theory (Jerome Bruner's theory of language acquisition)

According to Jerome Bruner (1983), infants possess the capacity to learn language from birth; but, they need consistent engagement with their caretakers or educators in order to acquire and comprehend the language to the extent of complete fluency. Bruner highlights the significant impact that children's social environment has on their language development, namely the responsive and constant interactions that children receive from it. In this situation, a caregiver or teacher serves as both a language model and a facilitator, assisting kids in developing a deeper understanding of language's structure, meaning, and role in everyday interactions.

Several theories in language acquisition offer various viewpoints on how young children pick up language. Behaviorism, as put out by BF Skinner, places a strong emphasis on the role that environmental imitation and reinforcement play. In the meanwhile, Noam Chomsky's Nativism Theory emphasizes how children naturally pick up language through language acquisition devices (LADs). Jean Piaget's Cognitivism Theory emphasizes the significance of cognitive development as a precondition for language learning. Last but not least, Jerome Bruner's Interactionism Theory highlights the necessity of caregiver assistance and social interaction through language acquisition support systems (LASS). These four theories, albeit they use various methods, offer insightful information on the intricate and diverse aspects of early children's language learning process.

METHOD

In a study, it is necessary to obtain correct and accurate results, and it is necessary to have clear and accurate research methods. To that end, the authors use a descriptive qualitative research method. Creswell (2014) defines qualitative research as an investigation process that seeks to comprehend the social or human problems under investigation, based on certain methodological traditions. In this research, the human problem being explored was the language acquisition. This research was conducted to describe the language acquisition of children aged four years old at the phonological level. This qualitative descriptive method aims to describe the phenomena that are the focus of the author. The descriptive qualitative method is suitable for this study as it allows for a detailed and nuanced data

analysis, enabling the researcher to understand the words spoken by the child. The data source of this research is Restu Fauzi. Restu is a 4-year-old child. This study uses observation and interview of the activities carried out by Restu.

Data collection techniques are an important part of any form of research. According to Moleong (2006), there are three ways to acquire data: documentation, interviews, and observation. Data for this study were gathered using observation and interview procedures.

1. Observation

   In making observations, the author selects things to observe and notes things related to the research. The observations made in this research were observing observations made in this study were observing every word spoken by Restu in his daily life.

2. Interview

   Interviews were conducted to obtain what we will examine. This process is important to obtain data directly from the subject.

   This research was conducted using note-taking and recording techniques to collect accurate and detailed data. The recording device used in this study is a cell phone, which makes it easy to record conversations and language activities carried out by the research subjects. After the recordings were obtained, the voice data was then carefully transcribed into written form. This transcription process is important to ensure that every detail of the conversation is recorded clearly and completely. The transcribed data was then analyzed in depth to identify language patterns, phonological errors, and linguistic developments that occurred.

   In this analysis, the researcher also pays attention to the social and situational context in which the conversation takes place, as these factors can influence children's language use and development. In addition, the researcher used a qualitative approach to understand the nuances and complexities of children's language use. The analysis was conducted by looking at each utterance produced by the subjects, as well as how the utterances changed and developed over time.

   In addition, the researcher used data analysis software to assist in organizing and interpreting the data obtained. Thus, this study is expected to make a significant contribution to the understanding of language acquisition in four-year-old children, especially in the phonological aspect. The results of this study are also expected to provide practical insights for parents, educators, and professionals in the field of child development to support children's language development optimally.

FINDINGS AND DISCUSSION
Language acquisition of children aged four years old at the phonological level

In the phonological analysis, the researcher transcribed the data into phonetic form and text to describe the utterances expressed by the children. This was done to gain an in-depth understanding of the language development of Restu Fauzi, a four-year-old child. Furthermore, the data will be written down to show the utterances spoken by the subject of this study, a four-year-old child named Restu Fauzi.

The language used by Restu is mostly Indonesian, but sometimes he also uses Sundanese, especially when reading hijaiyah letters and reciting shalawat. The researcher noted that Restu's use of Sundanese may be influenced by his social environment and bilingual family. In the data documentation, to facilitate the understanding of the presentation of this research, the researcher used the abbreviated terms "P" for the researcher and "R" for Restu as the subject.

During the analysis process, the researcher also paid attention to various aspects such as intonation, stress, and rhythm used by Restu. Any variations and changes in pronunciation were carefully recorded to get a comprehensive picture of his phonological development. The researcher also considered the situational context in which the utterances occurred, such as interactions with parents, playing with peers, or during learning activities.

With this approach, this study aims to make a significant contribution to the understanding of language acquisition in four-year-olds from a phonological perspective, as well as to complement the

knowledge of the influence of bilingual environments on children's language development. Below are some of the data that researchers obtained when conducting research on Restu.

1. **Transcribe Data 1 "Dialogue with Restu"**

   The following is a transcription of a conversation between the researcher and the research subject, a four-year-old child named Restu Fauzi. In this conversation, the researcher asked Restu about the names of his parents, and their location, and identified objects around him. Restu used a mixture of Indonesian and Sundanese, showing the influence of his bilingual environment. This data was collected to observe Restu's language development and phonological abilities in the context of everyday conversation.

   Novi : "Hallo Restu!" - (Hello Restu!)
   Restu : "Hallo bibi" - (Hello bibi)
   Novi : "Namanya siapa?" - (what is your name?)
   Restu : "Nama aku lestu fauzi" - (my name is lestu fauzi)
   Novi : "Mamahnya siapa?" - (who's mom?)
   Restu : "Mamah fuji" - (my mom is fuji)
   Novi : "Bapak?" - (dad?)
   Restu : "Bapanya babah" - (my dad babah)
   Novi : "Babah siapa namanya?" - (what is his father's name?)
   Restu : "Babah agus heilyana" - (agus heryana)
   Novi : "Mamah dimana?" (where is your mom?)
   Restu : "Gewing" - (Gelewing)
   Novi : "Kalau Babah?" - (where is your father?)
   Restu : "Banung" - (Bandung)
   Novi : "Emm, OK, ini apa?" - (Emm. OK. what is this?)
   Restu : "Susu coklat" - (chocolate milk)
   Novi : "Ini?" - (this?)
   Restu : "Ciki" - (ciki)
   Novi : "Ya, ini ciki kriss Bee" - (yes, this is a Kriss Bee snack)
   Restu : "Kelisbi, mau" - (Kriss Bee, want)
   Novi : "Ya, tapi ini apa?" - (Yes, but what is this?)
   Restu : "Celmin" - (mirror)
   Novi : "Cermin siapa?" - (Whose mirror?)
   Restu : "bibi lovi" - (Aunt Novi)
   Novi : "Ini?" - (this?)
   Restu : "Lomali" - (cupboard)
   Novi : "lemari siapa ?" - (Whose cupboard?)
   Restu : "lomali lestu" - (Restu's cupboard)
   Novi : "Kalau itu siapa?" - (If that's who?)
   Restu : "mamang liyan" - (Uncle Ryan)
   Novi : "siapanya mang Ryan itu?" (Who is mang Ryan?)
   Restu : "mamangnya lestu" (Restu's uncle)
   Novi : "Restu mau kemana?" (Where are you going?)
   Restu : "ikut mamang iyan, dadah bibi" - (want to come to uncle ryan, bye aunty)

Table 1

Corrects word	Restu	Missing Phonemic Units	Phoneme Change
Restu	Lestu	/r/	/l/
Heryana	Heilyana	/r/	/il/
Kriss Bee	Kelisbi	/r/	/el/
Cermin	Celmin	/r/	/l/

Lemari	Lomai	/e/ /r/	/o/
Gelewing	Gewing	/l/ /e/	
Bandung	Banung	/d/	
Novi	Lovi	/n/	/l/
Ryan	Liyan	/r/	/iy/

In the data above, several words experience consonant changes. The change of the letter /r/ to /i/ in the word (Restu) becomes lestu and there is an addition of the letter /il/ in the word (Heryana) to become heilyana and in the word (Ryan) to liyan. The word kelisbi (Kriis Bee) has additional letters namely /e/ and /l/ which are combined. Then in the word celmin (cermin "mirror"), there is a change in the initial letter /r/ to /l/, the word lovi (Novi "Name"), there is a change in the initial letter /n/ to /l/, and in the word lomai (lemari "cabinet") there is a change in the letter, namely /e/ to /o/ and the omission of the letter /r/. In the word gewing (gelewing "place") there are the letter /l/ and /e/ which are not mentioned. Then the word banung (bandung "city") there is the letter /d/ is not mentioned.

2. **Transcibe Data 2 "Eat Prayer"**
This transcription describes a meal prayer recited by Restu.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ، اَللُّهُمَّ بَارِكْ لَنَا فِيْمَا رَزَقْتَنَا وَقِنَا عَذَابَ النَّارِ

Bismilajilohmanilohim allohuma baliklana kina lojaktana wakina ajabanal.

Table 2

Corrects word	Restu	Missing Phonemic Units	Phoneme Change
Bismillahirohmanirahim	Bismillajilohmanilohim	/h/ /r/	/j/ /l/
Pima	kina	/p/ /m/	/k/ /n/
Rojaktana	lojaktana	/r/	/l/
ajabanar	ajabanal	/r/	/l/

In the data above, several words experience consonant changes. There is a change in the letters /r/ to /l/ in words (bismillahirohmanirahim, rojaktana and ajabanar). Then, in the word pima there is a change in the initial letter, namely /k/ becomes /p/, and in the letter /m/ becomes /n/.

3. **Transcibe Data 4 "counting"**
In this transcription, the researcher documented the process of learning to count in the language spoken by Restu Fauzi, a four-year-old child. Restu expressed his ability to pronounce numbers from one to fifteen, with variations and pronunciations carefully noted. This process provides an insight into how children of this age hone their numerical language skills, reflecting language acquisition at the phonological stage of development.

1. Catu - (one)
2. Dueu - (two)
3. Tigeu - (there)
4. Empat - (four)
5. Lima - (five)
6. Enam - (six)
7. Tujuh - (seven)
8. Delapan - (eight)
9. Semilan - (nain)
10. Sepuluh - (ten)
11. Semelas - (eleven)
12. Wa belas - (twelve)
13. Gabelas - (thirteen)
14. Patbelas - (fourteen)
15. Mabelas - (fifteen)

Table 3

Corrects word	Restu	Missing Phonemic Units	Phoneme Change
Dua	dueu	/a/	/eu/
Tiga	Tigeu	/a/	/eu/
Sembilan	semilan	/b/	
Dua Belas	Wa belas	/d/ /u/	/w/
Tiga Belas	Gabelas	/t/ /i/	
Empat Belas	Patbelas	/e/ /m/	

In the data above, there are several words that experience vowel and consonant changes. There is a change in letters in words dueu (dua "two") and tigue (tiga "three"), namely a change in the letter /a/ to /eu/. In the words tiga belas (thirteen), (dua belas) twelve and empat belas (fourteen) letter phonemes used only wa (two), ga (three), pat (four), and ma (five).

From the results of the research described above, the sounds uttered by Restu at the age of 4, Restu has acquired many phonemes that can distinguish the meaning of the words that can be spoken. The consonant and vowel phonemes mastered by Restu at the age of 4 years are [a], [b], [c], [d], [e], [g], [h], [i], [j], [k], [l], [n], [o], [p], [s], [t], [u]. Several consonants are still not pronounced clearly, namely [r], and [m]. Some are always interchanged in the pronunciation of long words or in long sentences between one another, namely [j], [h], [b], [d], [l], [t], [g]. Some consonants cannot be pronounced, namely [f], [q], [x], [z]. In addition, the consonant [m] is still difficult to pronounce only one letter, but if it is put together in a word, Restu can pronounce it. Restu also often omits the initial consonant in his pronunciation.

This shows that although Restu has made significant progress in phonological acquisition, there are still some challenges to overcome. Rudimentary pronunciation and errors in pronouncing certain sounds are common in children of this age, and with age and guidance from the surrounding environment, his phonological skills will continue to improve. Support from parents and caregivers is essential to help Restu improve his pronunciation and further develop his language skills. Through positive and corrective interactions, children like Restu can overcome their phonological difficulties and achieve fluency in language.

In addition to the phonological aspect, this study also looks at how the social environment and daily interactions affect Restu's language development. Restu's active and talkative behavior indicates that she receives sufficient language stimulation from her surrounding environment. The presence of parents and other family members who always interact with Restu is an important factor in the language acquisition process. They not only model language for Restu, but also provide feedback that helps Restu improve and enrich his vocabulary. This interaction is very important because children learn language through a process of imitation and repeated practice.

Language Achievement of four-Year-Old Children

Based on the results of the study, there is a phonological acquisition that can be seen in children aged 4 years where the acquisition that occurs experiences simplification of words when the pronunciation is carried out by Restu. Some letters have changed, such as letters /r/ changed to /l/, /s/ changed to /c/, and /m/ changed to /n/. These changes are common in Restu and are common in children her age. But as you get older, this will disappear, and the pronunciation of the language will become smoother.

In addition to consonant changes, the study also found that Restu experienced vowel sound changes, such as /a/ which turned into /eu/, and /e/ into /o/. These changes are common in four-year-olds and are part of the natural language acquisition process. Children at this age are still exploring and

adjusting to the phonological system of the language they are learning. However, with guidance from loved ones and a supportive environment, these phonological changes will diminish over time.

A good environment and positive interactions are very important in the process of language acquisition in children. Children learn by imitating and modeling the speech of those around them. Therefore, the role of parents and caregivers is very important in providing good and correct language examples. If the language that has been acquired can be spoken fluently without the need to change letters or reduce and add letters, then the child can be given directions to learn more languages. Mastery of more than one language at an early age can provide significant cognitive and social benefits.

Children of Restu's age also have an extraordinary ability to memorize and imitate. They can memorize shalawat or other chants just by listening to those closest to them. Therefore, as parents or people around children, it is very important to provide good and correct language. Positive and constructive language use will help the child develop strong and effective language skills. The age of four is a critical period for language development, during which children absorb a lot of information from their environment. Thus, providing the right support and stimulation will help children achieve optimal language achievement.

In conclusion, this study confirms that language acquisition in four-year-olds involves normal and natural phonological changes. With proper guidance and support from parents and the environment, children can develop good language skills and be ready to learn additional languages. This language acquisition process is not only important for daily communication but also plays a role in the child's overall cognitive and social development.

CONCLUSION

Based on the results of the study, the researcher can conclude that Restu can already name many vowel sounds [a], [i], [u], [e], [o] even though there are still people who like to reverse the pronunciation and pronounce the sound. -consonant sounds [b], [c], [d], [g], [h], [j], [k], [l], [n], [p], [t]. While some consonants are still mispronounced, namely [m], and [r], consonant [r] is often consonant [l], and consonant [s] is often replaced by consonant [c] in long pronunciations. Not only that, the consonant [h] is also often replaced with [j]. Restu cannot pronounce the consonants [f], [v], [q], [x], and [z]. Restu also often adds words like vowels [a] to [eu], or [a] to [o].

This phenomenon is common in children of this age, and over time, these errors will decrease with proper guidance. The surrounding environment is also one of the important factors that will help the language acquisition process in children. This is based on the theory of BF Skinner (1957) which states that children learn language first by imitating their caregivers (usually parents) and then adjusting their language through operant conditioning. Therefore, it is important to provide guidance and good language examples from the surrounding community.

In conclusion, Restu shows a good ability to pronounce vowel and consonant sounds, although there are still some common mistakes that usually occur in children his age. With proper support and guidance from the surrounding environment, Restu's language skills are expected to continue to develop and become more perfect. Behaviorism theory, which emphasizes the role of imitation and reinforcement from the environment, emphasizes the importance of a positive social environment in children's language acquisition process.

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