Phonology Acquisition through Hijaiyah Learning for Early Age Children

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Keywords: Arabic phonology; learning hija`iyah;   phonological acquisition

Abstract: Phonological acquisition is experienced by children up to the age of five years. The phonological ability of each child is different, one variation is the variation of the environment as the input received by children. On introducing the letters of hija`iyah in Indonesia, children begin to learn to pronounce the sounds of the symbol in accordance with makhroj and its characteristics. This study aims at examining phonological acquisition through learning the hija`iyah. The method used is qualitative method combined with phenomenology approach. The instruments of data collection include observation, interview, and documentation. Based on the research, the main point that was found is the learning of the letters of hija`iyah in Indonesia is still on the level of learning phonology, it has not reached the goal of language acquisition that unconsciously make children acquire Arabic phonology.

1   INTRODUCTION

Learning hija`iyah letters has become essential among Indonesian children. Since the age of kindergarten or PAUD, parents have flocked to invite their children to non-formal institutions such as the nearest Al-Qur`an Education Park or mosque and small mosque where the learning of hija'iyah letters is held. Based on a phenomenon in Gresik, East Java, Indonesia, Learning Hijaiyah Letters is an obligation of the children. They go to learn Hijaiyah letters since early age. Even, when the children was born, The parents had registered them to the informal school, namely TPQ Masjid Jami` Gresik. Because the minimum age to be able join learning hijaiyah there is 3,5 years old and the time of waiting is about 3,5 years (Cahyadi, 2017).

There are extraordinary developments in the reading of the Qur'an. Since the end of 1980, an iqro method seminar for teachers to recite has the effect of the emergence of TPQ or TPA. If previously the number of elementary and junior high school students who were smart in reading the Qur'an was only 10%. With the emergence of this method, the number of students who could read the Qur'an was around 30%. Until the early 2000s the number of elementary and junior high school students who read the Qur'an was 30%. Those who are smart at reading the Qur'an are those who have entered the TPQ / TPA. Meanwhile, students who have never entered TPQ / TPA until graduating from high school, even students can never read the Qur'an. It (Supriadi & Rahmat, 2002) means that learning hija`iyah letters in the early age of children is important and now, the parents have realized it.

Even today, in some formal schools, learning hija`iyah letters which then continue to read Al-Qur'an, learning has been blended into the school's main curriculum. Toward the 21st century, a new trend of Islamic education in Indonesia is rising. Integrated Islamic school. This school has the same principles and characters of Intregated Islamic School. One of them is having Al-Qur;an ability. Until now, there are about 10000 integrated Islamic schools (Suyatni, 2013).

In the early stages of learning, the child learns to pronounce the letter hija`iyah interrupted, then develops on the hija`iyah letter. The most basic thing in learning hija`iyah letters is that children are able to pronounce 28 Arabic letters starting at alif (ا) to ya '(ي) according to the place of exit (makhroj) and the character of the letter (shifat). In addition, the letters hijaiyah also play a role in composing words in Arabic as the Indonesian alphabet has a role in composing sentences in Indonesian for their meaning to be understood.

There are various kinds of terms in makhraj and shifatul surat (Dahlan, 2003; Arwani, 2012) namely:

- *Jahr,* namely the retention of the breath caused by a strong touch between the two breathing organs when pronouncing the letter, the letters are: ي و ن م ل ق غ ع ظ ط ض ز ر ذ د ج ب ء
- *Isti'la ',* in the pronunciation of the letters occurs the removal of most of the tongue, for example ق غ ظ ط ض
- *Ithbaq*, when pronouncing the letter the base of the tongue is raised towards the soft palate, the letters are: ص ض ط ظ
- *Ishmat*, the letters on the ismat are rather heavy when spoken and cannot be pronounced quickly, the letters of grace are the same as the example of the letter ithbaq
- *Syiddah*, when the pronunciation of the letters there is a temporary detention of sound on the makhraj then it is released simultaneously with the air, namely: ط
- *Midway*, when you recite the middle letter, there is a simplification of sound, namely ن م ل ع ر
- *Shafir*, the addition of sounds similar to whistling sounds, namely: ز س ص
- *Qalqalah*, the letter qalqalah when you read sukun there is a kind of vibration that sounds strong, the letters are: ب ر د ط
- *Layin*, the pronunciation of the letters is easy and rather longitudinal, namely و ي
- *Inhiraf*, which is the transfer of a letter to another letter after leaving the makhraj. There are 2 letters, namely: ر ل
- *Takrir*, the tip of the tongue vibrates when passing letters, there is only one letter, namely: ر
- *Tafasysyi*, when pronouncing the letters of air distribution in the mouth, namely: ش
- *Istithalah*, extending the sound on the letter, namely: ض
- *Khafa*, that is the loss of some letters when pronouncing them, the letters are 3, namely: ي و ه
- *Gunnah*, which is the sound that comes out of the nasal cavity in the form of echoes that are in the tidings of the م and ن letters

The first language acquisition at the age of children is the stage where children get language sound rules based on the input they receive as a process from the simplest to the most complex stage, then it will continue to be stored in its memory as a language stimuli (Indah, 2008). The acquisition of this language, then evolved from the original child experienced phonological acquisition then developed into morphological acquisition, syntactic acquisition, and the last is semantic acquisition (Indah, 2017).

In language, the phonological word consists of Fon and Logi, Fon means sound, while Logi means Science. In the study of the field of science, phonology can be interpreted as a science in the field of Linguistic studies that study, discuss, and discuss and analyze the kinds of sounds of language derived from the human sensory instruments, namely oral (Chaer, 2009).

Syllable or syllable is a unit consisting of several sequences of sounds which are indicated by the loudest sound unit, which is in front of it, behind it, or in front of and behind it, this peak of loudness which is usually called a vowel sound, which can be interpreted as sound produced from the oral cavity without any obstacles (a, i, u, e, o).

Phonology consists of two parts, phonetics, and phonemes (Rafiek, 2014). Phonetics is a branch of phonology that discusses the sounds of language without regard to the origin of the word, whether or not the sounds can distinguish meaning (words). Phonetics learns about how the sounds of the language are produced by human utensils, such as the position of the lips and tongue in uttering a sound and sound waves.

Phonemes are a branch of phonological studies that discusses the sounds of language by focusing on the function of letters as distinguishing meanings (words), such as the example in words (tun) and (run), the sounds "t" and "l" cause the two words to have different meaning. The smallest unit of sound which is the object of study of phonetics is called phon (sound of language). While phonemes are the smallest sound units that are used as objects of phonemic study.

The study uses the Clark & Clark phonology acquisition theory (1977) which says that mastery of the child phonetic segment uses hypothesis testing theory or discovery procedure. Children will try to use various hypotheses to say the correct sound (Indah, 2017). As when he will say the word "baru". At first, he could only say "lu", then "halu", only then could you say "balu" and later on "baru". A child will be able to speak better when he is able to master many new segments and is able to correct himself when an error occurs. This situation can certainly occur when there is a "model", namely the exposure he gets from what is exemplified by the adults around him (Indah, 2017). The phonetic acquisition will further support the next phases of language acquisition (Nurjamiaty, 2015).

The stages in the process of acquiring language in a child are interesting. Therefore, linguistic experts are interested in researching about the acquisition of these languages. So from the past until

now there have been many researchers about language acquisition. This study of language acquisition is one way to find out how the human brain works.

According to Chomsky (in Dardjowidjoyo, 2000) humans have what is called faculties of the mind that is a kind of intellectual (abstract) plot in their brain. Among these plots is intended for language acquisition. When the baby is bitter to the world, he has the provision to grow the language. The language acquisition device (LAD). The device receives input in the form of sentences from people around it. Then Input from the environment is accepted and filtered by language acquisition tools. So, the child will filter all entries in the language acquisition tool in the form of hypotheses. Language acquisition includes syntactic, semantic, and phonological acquisition. The language component is acquired or developed together. But in its assessment the linguistic component must be done separately (Eviyanti, 2008).

In acquiring phonology, each individual has: (1) variations in performance arising based on heredity in different forms of choice or different types of learning. Thus, determining differences between children; (2) environmental variations caused by differences in input for different children; (3) linguistic variations that arise from the number of different choices. On language acquisition tools that provide acquisition, especially types of structures, the types of individual variations in phonological acquisition are influenced by these three variations (Ingram, 1987).

There are several studies that discuss the acquisition of child phonology, including discussing about the acquisition of phonology of children consisting of obtaining a minimal consonant and vocal pair and different phonemes of the child's language distribution in each child according to their abilities (Rafiek, 2014). There are also findings about several factors that influence the ability of children to recognize hija`iyah letters, including: (1) environmental factors, namely the family environment and social abilities of each child and (2) psychological factors namely children's interest and motivation. In teaching hija`iyah letters the teacher uses two methods, including: (1) musyafahah method or tongue fighting and (2) 'ardhul qira'ah or reading deposits (Iqromah, 2018). The research focuses on the study of phonological acquisition through learning hija'iyah letters in early childhood.

This research is deemed necessary because there are still not many who have conducted studies on phonological acquisition through learning hija`iyah letters. In fact, the phenomenon of reciting at the age of a child seems to have helped many children to recite sounds that eventually form language.

2 METHOD

This study uses a phonology approach to language acquisition and qualitative comparison methods. The phenomenology approach aims to find the meaning contained in a phenomenon or phenomenon that occurs in society (Raco, 2010). The study aimed to capture the meaning of language acquisition in the phenomenon of learning hija'iyah letters of kindergarten children.

This research was carried out on early childhood in two TPQ in Jombang Regency namely TPQ Hidayatu Qur`an Tambakberas and TPQ Nurul Qur`an Ploso, Indonesia. These children are classified between children who often go to the Koran and who rarely recite the Koran. Then a few words are provided which are a collection of words from the phoneme distribution for them to say. The techniques used in data retrieval are through observation, interviews and documentation. Observations on the phonological abilities of kindergarten-aged children at TPQ were conducted, interviews with teachers and parents, and documentation in the form of video recordings, photographs, and recording of children's phonological abilities. Video recording is done using a mobile camera then analyzed comprehensively with other data sources and described through writing.

The data analysis in this study goes through the following stages: (1) collecting sounds in Indonesian; (2) group them into vowel phoneme distributions, diphthong phoneme distributions, and consonant phoneme distributions; (3) observing the object of research in pronouncing these words; (4) analyze the data obtained based on these observations supported by information obtained during the interview; and (5) conclude the results of data analysis.

3 RESULTS AND DISCUSSION

There are three types of phoneme distributions, namely: (1) distribution of vocal phonemes; (2) distribution of diphthong phonemes; (3) the distribution of consonant phonemes. This distribution was chosen because it felt more

appropriate to the phonological abilities of children in kindergarten age.

3.1 Distribution of Vocal Phonemes

The distribution of vowel phonemes is as shown in table 1.

Table 1. Vowel distributions

vowel	initial	middle	final
/ a /	air (water)	rasa (taste)	kita (we)
/ a /	atas (at the top)	kata (word)	luka (injury)
/ i /	ikan (fish)	lihat (see)	tani (farming)
/ i /	indah (beautiful)	sikat (brush)	kami (we)
/ u /	usil (annoying)	lupa (forget)	palu (hammer)
/ u /	udah (already)	rumah (home)	ratu (queen)
/ e /	erat (strictly)	benar (correct)	pare (vegetable that taste bitter)
/ e /	enak (delicious)	lelah (exhausted)	sate (satay)
/ o /	obat (medicine)	robot (robot)	ayo (come on)
/ o /	obor (torch)	kotor (dirty)	opo (what)

3.2 Diphtong Phoneme Distribution

Phoneme distribution of diphthongs can be seen in table 2.

Table 2 Diphtong distribution

diphtong	initial	final
/ai/	air (water)	pantai (beach)
/ai/		sungai (river)
/au/	aurora	pulau (island)
/au/		hijau (green)
/oi/		amboi (amazing)
/oi/		ikan koi (koi fish)

3.3 Consonant Phoneme Distribution

Phoneme distribution of consonants can be seen in table 3.

Table 3 Consonant distribution

conso nant	initial	middle	final
/ b /	bawah (bottom)	robot	kebab
/ b /	bentuk (form)	ubah (change)	sebab (because)
/ c /	cantik (pretty)	kucing (cat)	jelek (bad)
/ c /	cari (find)	kecil (small)	-
/ d /	depan (in front of)	padat (solid)	-
/ d /	dari (from)	roda (wheel)	-
/ f /	forum	sofa (couch)	aktif (active)
/ f /	film	limfa (limph)	pasif (passive)
/ g /	goyang (move)	ragam (various)	kemenag (religious ministry)
/ g /	gaya (style)	raga (body)	-
/ h /	harus (must)	lihat (see)	bawah (bottom)
/ h /	hasil (result)	bahan (material)	sawah (ricefield)
/ j /	jangan (don't)	tajam (sharp)	bajaj (traditional vehicle)
/ j /	jadi (done)	haji (hajj)	unej (jember univ)
/ k /	kucing (cat)	ikan (fish)	cantik (pretty)
/ k /	kuda (horse)	tukar (change)	bentuk (form)
/ l /	lupa (forget)	palu (hammer)	usil (annoying)
/ l /	lava	sulap (magic)	kapal (ship)
/ m /	mata (eyes)	zaman (era)	ragam (various)
/ m /	makan (eat)	cuma (just)	seram (terrifying)
/ n /	nasi (rice)	benar (correct)	teman (friend)
/ n /	nama (name)	panah (arrow)	akan (would be)
/ p /	palu (hammer)	lupa (forget)	asap (smoke)
/ p /	pada (of)	rupa (form)	usap (wipe)
/ q /	quran	-	-
/ r /	rasa (taste)	harus (must)	bayar (pay)
/ r /	rupa (form)	keruh (murky)	sabar (patient)
/ s /	sate (satay)	rasa (taste)	atas (at the top)
/ s /	sabar (patient)	pasir (sand)	harus (must)
/ t /	tani (farming)	sate (satay)	robot
/ t /	tikar (mat)	batu (stone)	lalat (flies)
/ v /	vas	lava	-
/ v /	venus	diva	-
/ w /	waktu	bawah (bottom)	-

conso nant	initial	middle	final
	(time)		
/ w /	*warna* (color)	*awas* (beware)	-
/ y /	*yang* (which)	*bayar* (pay)	Roy
/ y /	*yaitu* (namely)	*dayung* (row)	
/ z /	*zaman* (era)	*bazar*	-
/ z /	*zakat* (zakah)	*lezat* (delicious)	-

Based on observations to the objects in two TPQ in Jombang, Indonesia, there are two kinds of phonological acquisitions found: (1) the children are able to recite all phonology presented in various phoneme distributions; (2) only some still cannot pronounce the phoneme distribution of the letter "r". Of these two types, children who are able to recite all phonology presented are kindergarten children of grade A, both on the group who are diligent in recitation and those who rarely attend the TPQ. The later are those who have reached the age of 5 years or less. While those who still cannot recite the "r" consonant phoneme distribution are those who also frequently recite, but their age is still 4 years or 4 and a half years. They change the consonant "r" to "l". The word robot becomes *lobot*. The similar finding is also shown in antoher research on preschool children (Wulandari, 2018; Faldy, 2018). This is in accordance with the view that the acquisition of mother tongue will occur in a normal child up to about 5 years of age (Indah, 2017). Clark and Clark (1977) also argued that the process of language acquisition of a child at the age of approximately 5 years was able to resemble adult language both in terms of phonology, word form, sentence, and discourse organization (Sukartiningsih, 2010; Maharany, 2016).

However, based on the phenomenon that shows no difference in phonological acquisition of children who are diligent in recitation and who rarely recite, it can be concluded that learning hija`iyah letters of children or commonly known as recitation activities can not be categorized as environmental factors that influence the acquisition of child phonology. As Krashen's theory states that language acquisition is a process that occurs naturally where a child has learned a language without him knowing. Whereas language learning has the opposite meaning, namely language is learned consciously (Herlina, 2016). In this case it can be seen that the learning of the letter hija`iyah which is actually the first stage of the acquisition of second language phonology namely Arabic is still at the level of purpose to be able to read the Qur'an correctly. Whereas according to Ingram (1970) each individual or child is different in obtaining phonology (Nasution, 2013). Among these variations are: (1) performance variations based on learning type abilities; (2) environmental variations, because the input received by children varies; (3) linguistic variations namely differences in language acquisition devices (Herlina, 2016; Setiyadi, 2013).

4 CONCLUSIONS

Based on the division of the structure of children's language in terms of aspects phonological acquisition, the phoneme distributions of children's language are as follows:
1) Distribution of children's language vocals which includes / a /, / i /, / u /, / e /, / o / takes place in all positions. It is similar to the finding of other study on children aged below five (Yuliawan, 2016).
2) Child language diphthong distribution which includes / ai /, / au /, and / oi /. / ai / and / au / at the beginning and end. Whereas / oi / place only at the end
3) The consonant distribution includes / b /, / c /, / d /, / f /, / g /, / h /, / j /, / k /, / l /, / m /, / n /, / p /, / q /, / r /, / s /, / t /, / v /, / w /, / y /, / z /. Consonant / b /, / f /, / g /, / h /, / j /, / k /, / l /, / m /, / n /, / p /, / r /, / s /, / t /, / y / occupies all positions. Whereas consonant / c /, / d /, / v /, / w /, / z / occupies the initial and middle positions and / q / occupies the initial position. This is also supported by the finding in the context of preschool children (Eviyanti, 2008).

From the research on phonological acquisition of kindergarten children in two TPQ in Jombang, Indonesia, it shows that kindergarten children around 5 years of age who often and rarely recite are able to recite all phoneme distributions presented. While kindergarten children who are less than 4 years old and often go to the Koran still cannot pronounce the "r" consonant distribution. based on this, it can be concluded that learning hija'iyah letters in Indonesia is still at the level of phonological learning, not reaching the level of phonological acquisition.

As the implication, the result of this study can be an evaluation for teachers who teach hija`iyah letters to make the learning process of hija'iyah as a means to support children's phonological acquistion complemented by habituation as articulation training (Chiang, 2003) and exposure for optimum result of acquisition. The researcher also suggested to the next researchers to be able to examine the phonology acquisition through learning hija'iyah

letters with larger and more diverse samples so that more accurate data can be obtained.

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