

Phonosyntactic Acquisition of Children's Bilingualism: A Case Study in Sasak Language – Indonesia

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Abstract. Language acquisition in bilingual children is a process of transferring two languages simultaneously to children by both parents or the environment. This is what happened to Nadira (pseudonym -a Sasak child aged three years and four months), who was often taught two languages (Sasak - Indonesian) in the process of her growth and development. As a result, Nadira's speech has a distinctive phonosyntactic effect due to the simultaneous incorporation of the Sasak and Indonesian languages. This effect includes the Sasak language's Indonesianized structure, *Sasakized* Indonesian phonology, and the process of sound changes in morphs. The aim of this research is to describe various aspects of language acquisition in bilingualism in the Sasak tribe. Meanwhile, the assessment theory used was Chomsky's view. Data collection was carried out using the listening and skill method as well as basic and derivative techniques, observation techniques, and documentation. The collected data was analyzed using a qualitative descriptive method, which aims for systematic description, categorization, and patterning. As a result, a unique and distinctive reality of language acquisition occurs in the speech of children in the Sasak tribe.

1 Introduction

Early childhood language acquisition is a sort of still-imperfect language acquisition. This is a result of the children's language learning resources still being basic. However, as they grow older, children's language development gradually gets better, enabling them to speak properly in spoken language (speech act).

Children's language still has some grammatical faults and sounds basic. This can be seen in the simple and imperfectly expressed semantic, phonological, syntactic, and morphological aspects of dialogue. These symptoms are a sign that the child's brain and oral organs' Language Acquisition Device (LAD) function isn't functioning properly. Real examples of this imperfection can be seen in the pronunciation of consonants that do not match the pronunciation. For example, [r] is often pronounced [l], [ŋ], or even becomes [y], the addition of the affix [-in] in every verb vocabulary, there are other mispronunciations such as; “*steples*” is pronounced “stelpes”, “berlari” is pronounced “belrari” and many others.

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More than that, children's language acquisition cannot be separated from the influence of bilingualism, which positions children to understand and use two different languages at the same time. For this reason, this research attempts to reconstruct the linguistic structure of children who, at their age, are dominated by interrogative, imperative, and descriptive forms, as well as children's bilingual tendencies. These two main components, the internal and external aspects of children's language texts, were used as a further focus in the research with the aim of finding out the level of accuracy of the utterances with the child's context in the speech. This means whether the child's speech to the person he/she is talking to makes sense or not, so it indirectly indicates that the child understands the statement he/she has said previously.

Another interesting phenomenon to be observed is children's habits in speech activities, which tend to make statements that children like in their activities. Even if they don't understand the meaning of the language they use, like the name Angry Bird (a kid-friendly game), children tend to copy, record, and repeat the words they hear. The fact that a young child can genuinely use vocabulary that is inappropriate for his age is, therefore, not shocking. You could sing adult songs or mention movies or video games, for instance, even if you use a foreign language. This condition indicates that language acquisition in children does not necessarily come from the speech behavior of both parents,

Based on several issues of language acquisition in children above, this research attempts to describe in detail the issue of first language acquisition in children. The target of the research was the girl 'Nadira,' who was 3.4 years old. Therefore, this study aims to explain all matters related to the acquisition of morphology and syntax in the speech of children aged three years (3.4 years). In this way, we can understand the various forms of affixes, word classes, vocabulary structures, phrases, or clauses found in children's speech.

2 Literature Review

Language acquisition is a process of environmental transfer and infiltration of a person's language power or ability, in this case, the child's speech. The languages that speakers understand have gone through a long process of acquisition in the environment. This acquisition process is only carried out by humans as creatures who think and have a variety of natural abilities (innate competencies) in realizing environmental phenomena. This is different from animals; it cannot be said that these creatures can speak because of limited competence and genetic factors that do not allow them to be equal to humans. For this reason, it is emphasized that the language acquisition process (LAD: Language Acquisition Device) only occurs in humans, not in animals, and never will, even though a handful of experts have conducted research,

In line with this, Chomsky [1] and Paridi et al. [2] stated that efforts to acquire language will place experience as 'input' and provide language as 'output,' which is represented internally/brain. Chomsky also added that language acquisition cannot be separated from an individual's mental processes in language [3,4]; humans are thinking creatures and have the competence to do so (language). Chomsky firmly rejects the view that language is a commodity that can be spoken by all creatures. Only humans have the competence and performance accompanied by the creative process of language. The thoughts offered by Chomsky have the significant impact that language only belongs to humans while animals don't. Besides, the most important human language acquisition ability is biological evidence of language talent in every human being.

Bilingualism is a person's language attitude that combines their first language (B1) with their second language (B1) in conversations with other people. However, more specifically, bilingualism applies to the use of two language codes, B1 and B2. Someone who is said to be bilingual must understand and master two varieties of languages in everyday speech.

The use of two varieties of language or language codes in everyday speech results in the deletion or interpretation of the structure $B1 \rightarrow B2$ or vice versa in $B2 \rightarrow B1$. This cross-intervention shows the interaction of the two languages in a bilingual speaker. Sometimes, the codes $B1 \rightarrow B2$ and $B2 \rightarrow B1$ are used.

Children naturally acquire phonology as a process that is established in conjunction with their language qualities. Children's speech has simple linguistic characteristics with a variety of accompanying forms and structures. Phonological acquisition is well immersed in various interventions in the structure of the word itself. This means that there is a tendency for words to change their sound in certain contexts; for example, at the beginning, middle, and end of a word, or even when they meet certain consonants or vowels, the morpheme experiences a sound decay. However, it is necessary to pay attention to Booij [5] and Setiawan [5], who explain that the intersection between morphology and phonology can influence the construction of the word itself. Instead, it appears that there is a clash between phonological and syntactic features in this instance, where there is a tendency for consonants or vowels to experience melting and reversal of the position of morphemes in clauses or words.

Acquisition of syntax is related to language acquisition in terms of the structural aspects of the language spoken by the child. Spoken language is a form and an entity of children's language acquisition. Syntactic aspects, according to Kridalaksana [6] and Dardjowodjojo [7], are related to the arrangement and relationship between words and words or larger units. This means that the aspects studied are focused on aspects of the child's word structure, vocabulary, or speech clauses in their social interactions.

3 Research Methods

In this research, the approach used is descriptive qualitative, meaning that the research being studied tries to explain in detail the subject or particulars of the research object. Meanwhile, the qualitative aspect is only presented in the form of words and not in the form of matrix data or numbers.

Research that focuses on language acquisition in children aged 3.4 years does not use location, population, or research samples in general, but this research examines data in the form of written text, which is then used as primary data because the data was obtained directly in the field and not previous research results/data. However, regarding research data, [8] compared with [9]; [10]; Setiawan et al. [11] for research sample data, just one person or one piece of data but representative. However, it is too risky if the sample data is only one person or one data because the data obtained cannot be cross correlated for validity. For this reason, researchers determined study data on a girl named Bq. Nadira Juliatmi (Nadira's nickname) was born on July 2, 2010. Nadira is the second child of Lalu Jayadi and Indra Rahmawati. Nadira grew up in a noble and entrepreneurial family.

Methods and techniques for data analysis were carried out using [9]; Setiawan et al. [12] observation methods (expertly involved listening to techniques and proficient non-involvement techniques), proficient methods (fishing techniques and advanced proficient techniques), and documentation to clarify the accuracy of the data itself. Meanwhile, the data analysis method was carried out using the description method and analyzed using qualitative techniques to categorize and pattern speech that stereotypes women or men in the informants' conversations. The analysis procedure was carried out using an inductive approach; data obtained in the field was analyzed with thoughts based on specific matters, and then conclusions were drawn on general matters. Thus, the data obtained can represent the entire research object.

4 Results and Discussion

4.1 Description of Research Objects

This research was conducted on a girl named Nadira (pseudonym), who was three years and four months old (3.4 years). Nadira/Diya/Iya is her nickname; the second child (two siblings) and her older brother are 12 years old.

Nadira's parents have a background as entrepreneurs and housewives. Every day, his father earns income through the basic food business and picking up school children by motorbike. The language used by Nadira's parents is Sasak, but it is a different dialect. The dialect used by his mother still uses the Jurit Village accent (identical to the dialect accents of the Suranadi and Lendang Nangke nobles, such as fon /a/→/e/, /i/→/I/, and /i/→/e/) and her father uses the dialect accent of Ketangga Village (which has a similar accent to Batu Beleq and Tanjung Teros Villages, such as /a/→/a/, /i/→/i/, there is no vowel change in each utterance).

What is unique about the informant, who is the object of this research, Nadira, is that she must be exposed to two different dialects and languages, Sasak (two variations of allied dialect accents) and Indonesian. In her family, Nadira has always been taught Indonesian since childhood, but in certain contexts, her father or mother interacts with Sasak, while the language in the area where she lives is that almost all the residents do not use Indonesian (such as neighbors, playmates, relatives, siblings, etc. in Sasak language). This means the impression of Nadira's use of Indonesian by her parents seems to be emphasized. As a result, the child always uses language code-switching between Indonesian and Sasak when speaking.

In the context of her playground, Nadira also often learns Sasak from those closest to her (except her parents), neighbors, and playmates (peers). As a result, by getting used to listening to two languages from childhood, the domain of language acquisition absorbs both varieties of language, meaning that the child understands and comprehends both languages. Furthermore, in the speech process, Nadira often uses two languages, Indonesian or Sasak only, or even both languages simultaneously (code-switching occurs).

4.2 Phonological Acquisition at Three Years Old

The acquisition of phonology in three-year-old children is identical to analyzing the phonological aspects of the child's language. This is supported by data collected in the field. Transcription of the data obtained confirms that the process of sound decay is due to the intervention of accompanying consonants and vowels, either before or after a word, phrase, or clause is uttered, so that the sound uttered by the child sounds inappropriate. Identifying this problem was carried out using two observations: 1) phonological construction on consonants and vowels that are identical and 2) phonological construction on consonants and vowels that are not identical. The description is as follows.

4.3 Phonological Construction of Identical Consonants or Vowels

Language acquisition in three-year-old children can be observed at the level of language mastery they acquire. This examination was carried out on Nadira, a 3.4-year-old child. Field phenomenon during data collection revealed several unique features; Nadira was not taught Sasak but was taught Indonesian by her parents. Nadira only learned Sasak through family, relatives, neighbors, and playmates. Apart from that, the variations in dialect accents used by both parents are different. The dialect used by his mother was a soft accent (noble dialect),

and his father only had a regular Sasak accent. Therefore, Nadira must understand the reality of this diversity at the age of 3.4 years. The description of the analysis of data obtained in the field is as follows.

4.3.1 Use of the words *badaang* and *baraang* 'to tell'.

The use of phonologically different words occurs in the use of the identical morphological accompanying vowel [a] -[a] (a low, unrounded central vowel sound) in the words *badaang* and *baraang*. In the consonant aspect, changes occur in the consonants [d]→[r] where both of these sounds are influenced by: a) occurs at the same place of articulation, the laminoalveolar (between the tongue and gums), but the way of articulation is different, [d] in the plosive sound and [r] in the trill sound and b) is influenced by differences the dialect accents of the two regions where his parents come from, Jurit Village (mother's side) using the word *badaang*, while the dialect accent of Ketangga Village (father's side) uses the word *baraang*. The form of the data can be seen in Data 1 below.

Data 1a

Nadira : *Ayok bikin Ade, aaa badaang te. [ayok bikin ade,aaa badaaŋ tə]*
'ayo Ade buat, aaa kasitau'. Do it Ade, aaaa I am going to tell the parents.

Nadira : *Tiang te sadeq Ade baraang iye. [tiaŋ tə sade? Ade baraaŋ iyə]*
'saya dikasi ade, kasitahu dia'. Ade gave it to me, tell her.

4.3.2 Use of the word *dalem* 'in'

The use of the word *dalem* 'dalam' is phonologically different from BI because it is influenced by the local dialect (BS) accent on BI pronunciation. Another reason is that there is also the absorption of BS towards BI, especially the word '*dalem*,' whereas the process of comparing the words '*dalem*' and '*dalam*' is mainly because the child (the speaker) understands both language variations, meaning she understands the use of both language variations in communication. Identical changes occur in the vowel sounds [a] →[e], which are both unrounded low-medium central vowels, while the consonant sounds in the companion morph [l] -[m] are not identical because the fon [l] is a side sound- laminoalveolar and fon [m] including nasal-bilabial sounds. The factor that caused the change [a]→[e] was more due to local dialect intervention in the widespread use of BI in the Sasak environment. The example is in data 1b below.

Data 1b

Nadira *Aku masuk ke dalem [aku masuk ke dalem]* 'I'm going inside.'

4.3.3 The use of the word *Steples* becomes *Stelpes* 'paperclip.'

Using the word *steples* was quite difficult for Nadira, even though she had repeated it several times. The contours of foreign loanwords that are phonologically adapted to become staples are constructed from identical consonant variations. This identity is like the vowel and consonant morphemes accompanying the same word. Meanwhile, the cause of mispronunciation in the word staples is influenced: a) children aged 3.4 years are still very susceptible to making mistakes when pronouncing complex foreign words such as staples, where the place and way of articulation are very different. The sound [p] has a place of articulation in the bilabial area by means of inhibited articulation, and the sound [l] has a place of articulation in the laminoalveolar area by means of side articulation and b) the factor of not being ready for children aged 3.4 to recognize complex words, Thus, from the perspective of a language disorder it can also be considered that this child has a language disorder with slurred speech (dyslexia). The form of the data can be seen in data 2a.

Data 2a

Nadira: *Mana steples itu?* → *Steples [mana steples itu]* 'Where is the stapler?'

4.3.4 Use of the word *meneng* 'menang'

The use of the word *meneng*, which in BI and BS is called 'win', has changed. The form of change in the front [a]→[e] occurs sequentially in the words *menang*→*meneng* and is included in identical changes. The consonants [m]-[n]-[ŋ] include nasal sounds (based on the way of articulation) and bilabial, laminoalveolar, and laminoalveolar (based on the place of articulation), while the vowels [a]-[e] include unrounded vowel sounds. The factor causing the sound change [a]→[e] is due to the intervention of the local dialect accent (BS) on BI, so most words with the morph [a] BI→[e]BS, for example, are in data 2b.

2d data

Nadira: *maih... Meneng (Manang) maih [maih meneng maih]* 'come here to win'

4.3.5 Use of the word *orang-orang* → *ora-orang* 'people'

The use of reduplication in the word *people* is quite difficult for the child (Nadira), so when pronouncing it, there is an omission or Ø (zero marking in /ng/→/Ø/= *orang*→*ora*). If we look at the speaker's age, which is still 3.4 years old, it is quite difficult to reduplicate vocabulary (compared with 7,13]. Apart from the reduplication factor, which is difficult for children to pronounce at the age of three, it is also caused by the identical pairs of vowels and consonants involved, the vowels [o]-[a], which are repeated and include low-back and middle-center sounds, as well as repetition of consonants [ŋ] which is a nasal-dorsovelar sound, for example in data 2c.

Data 2c

Nadira : *Banyak juga terlambat iya ora-orang ke Bumbasari iya. [bañak juga terlambat iña ora- oranj ke bUmbasari iña]*'many people are also late going to Bumbasari, right.'

4.3.6 Word usage

The use of the word *dododol* for the word *dor* (imitation of the sound of a gunshot). In this word, reduplication occurs (as is the case in data 2c above), and the sounds /r/→/Ø/ and [r]→[l] are formed in the word *dor*→*do*→*dol* because of repeating the word at one time. Apart from being a result of reduplication, it is also caused by the influence of the identical place of articulation of the sounds, both laminoalveolar sounds (in the sound [r] → [l]), meaning that this is an influence on sound changes. Example data can be seen below.

Data 3a

Nadira: *Door ..dododol [door dododol]* 'bang/sound of a gunshot.'

4.3.7 Use of the words *coreq-coriq* 'cross out'

The use of the word *coreq* 'cross out' with variations of the *coreq* 'cross out' dialect is a form of intervention from the BS Ketangga dialect towards the BS Jurit dialect, because in Jurit Village the word *coreq* is used and the BS Ketangga dialect uses the word *coriq*. Another factor that causes this change is because the forms in the vowel morph [e]→[i] are identical;

context of certain words, but it is very difficult in complex words, and instead of saying [r], it is often said with the sounds [ɾ] and [ɲ]. As is the case in the word gratis→peluma, the different utterances of the triil [r] sound are pronounced [l]. These two consonant sounds are identical: the [r] sound is trill-laminoalveolar, and the [l] sound is hook-laminoalveolar. This means that these two consonant sounds are both pronounced at the same place of articulation. This consonant sound change factor also has a similar pattern in previous data, the sound [r] → [l] at the beginning of a word (compare with Dardjowidjojo, [13]). The example data is as follows.

4d data

Nadira: *Naik kreta api..tut tut tut siapa hendak turun ke Bandung – Surabaya naiklah dengan pelcuma ayok kawan ku lekas naik. Keretaku ndaq berhenti lama.* ‘Take the train...sounds of train... who are getting down at Bandung – Surabaya (name of city)... free to take a train, let’s go friends, I am going to take the train, the train will not stop any longer’.

4.3.11 Use of the word *Ailrnya* 'water'

The use of the sound [r] in the word water is different from the use of [r] in the word search, even though it coincides with the vowel [i]. This change occurs in the middle of the word, with the vowel [i] at the beginning changing to the consonant [l], but the sound [r] is still heard in Nadira's speech (compare the previous vowel [i] after [r] to [y]). The consonants [r]→ [l] (the sound [r]) are identical because they are both in the laminoalveolar place of articulation, and the vowels [a]-[i] are both unrounded sounds, so they are considered identical changes. The example data is as follows.

Data 4e

Nadira : *Apa onangkatnya tiq-tiq....tiq tiq bunyi hujan di atas genting.... Ailrnya turun tidak telrkira..cobalah tengoaq pohon dan naik, pohon dan jagung basah semua..* ‘What does it mean? (sound of rains), the sound of rain on the roof.. The rain is so heavy, look at the tree and get up, tree and corn are getting wet’.

Data 6b

Nadira : *Mau buat lrumah .. ayo kita buat rumah di sini.* ‘I am going to build a house...let’s build a house’.

Data 11

Nadira : *Pelrmainan bebek ... Ntalr dulu .’* Duck game... hold on’.

4.3.12 Use of the word *belrari-lari* 'running around.'

The use of the word *belrari-lari* 'running' means the consonant [l] is heard in the utterance, which then makes the consonant [r] sound dimmed. This indicates that Nadira's pronunciation of the word started with the pronunciation [r] but was weak because of the dominance of the consonant [l] at the beginning of the word. The pronunciation of these two consonants is very identical due to the same place of articulation of the consonants [l]-[r], the laminoalveolar, and the occurrence of reduplication as a trigger for the possibility that a child at the age of 3.4 years may make a mistake in pronunciation, whereas for the vowel morph [a]-[e]-[i] are both non-rounded sounds. The examples are as follows.

Data 5

Nadira : *ku beri nama Heri (Hely), dia senang bermain-main, sambil belrari-rari, Heri gugu guk, ayok lari-lari, kemari gugu-guk ayo lari-lari.*
' I give him the name Heri (Hely), he loves playing games while running, heri (sounds of dog), let's run, come here (sounds of dog), let's run.'

Nadira : *Lihat kebunku, penuh dengan bunga, ada yang putih da nada yang merah, setiap hari kusiram semua, mawar melati semuanya indah.*
Look at my garden, full of flowers, they are white and red, I am watering all of them every day, rose and jasmine are all beautiful'.

4.3.13 Use of the word ental 'later'

The use of the word *ental*'later' is a form of consonant change [r]→[l] which occurs at the end of a word. The consonant [r] does not change to the consonant [y] because it is not followed by the vowel [i] at the end of the word, whereas in this word, the position of [r] is the final morph of the word. This is the reason why consonants can change [r]→[l]. These two consonants are both in the same place of

Articulation: the laminoalveolar and the accompanying vowels [e]-[a] are unrounded sounds, so this identical factor is possible as a cause of patterned changes. The data is below.

Data 7

Nadira *Ntal liatin, ndaq dia kelep no no. [ental liatin, nda? Dia kelep no no* 'You'll see, it will not fly.'

4.3.14 Use of the word semplort 'spray'

The use of the word *semplort* for the word *spray* is a form of change that occurs as a result of several factors. Firstly, the change in [r]→[l] is identical because it occurs at the same place of articulation; secondly, the change in these two consonants occurs in the vowel morph [e]-[o], which is identical because both sounds are pronounced in the middle of the mouth. , and the third factor is that the tools for language acquisition in children aged three years are not yet perfect, resulting in unstable pronunciation of consonants and vowels in children, while other accompanying factors are due to the intervention of two different dialect accents and two different languages in children's speech so that speech coding often occurs by the child. The example data is as follows.

Data 9

Nadira: *Semplort dia Ade maeh. [semplort dia ade maeh]* 'spray him Ade, here!'

4.3.15 Use of the word sugul→sugun 'come out.'

The use of the word *sugul*→*sugun* is a result of the intervention of two types of dialect accents in the child's BS acquisition. BSj and BSk have several different dialect accents, in which BSj changes /n/→/l/, /a/→/e/, /e/→/ə/, and /i/→/e/, while The BSk form of change in BSj does not occur because /i/-/i/, /a/-/a/, etc. In this way, the changes that occur in word variations in BS intervene in speech, as in the case of the 3.4-year-old child speaker, Nadira. Another factor that causes the change in [n]→[l] is that the two consonant morphs are included in the same place of articulation; the laminoalveolar and the accompanying vowel morph [u]-[u] are included in the high round back vowel sound. The data example is below.

Data 10

Nadira: *Kudung entan bareh sugun bareh* [kudUŋ əntan bareh sugUn bareh] 'close it is the way, or it will come out'

4.3.16 Use of the word *tetu*→*detu* 'correct'

The use of the word *detu* → *tetu* in which there is a change in the consonant [t]→[d] is identical. This identity can be observed in the consonants [t]-[d], which both have the same place of articulation and method of articulation, halo-laminoalveolar, while the vowel morphs [e]-[o] both have middle sounds, meaning the sound produced in the middle of the speaker's mouth. This consonant change is possible because the intervention of pronouncing identical consonants and accompanying vowel sounds are uttered in the same place, meaning that there is an opportunity to pronounce [t]→[d]. Examples can be seen below.

Data 13

Nadira: *Pelit detu* [pelit dətʉ] 'really stingy'

4.4 Phonological Construction of Consonants or Vowels Are Not Identical

The formation of sounds in words that change occurs is not identical at the consonant and vowel levels. These two aspects of change are also the result of other interventions in speech, such as changes in words with identical consonants and vowels, the influence of the BSj accent with BSk and BI intervention on BS, so it is possible that changes will still occur in Nadira's rules. In a more specific aspect, accompanying consonants and vowels are pronounced in different places and ways of articulation as a unique feature of the distinctive changes in consonant and vowel morphs, so it is possible that changes can also be triggered due to the lack of established language acquisition tools in three-year-old children for recognizing various words.

4.4.1 Use of the word *begambar* →*begambang* 'drawing'

In the use of the word *begambar*→*begambang* 'drawing,' there have been two processes of change; first, changes occurred at the stage of absorption of BI into the BS where language intervention occurred so that the consonant /meng-/ in '*meng+gambar*' was changed to /be-/ '*be+gambar*' and secondly, changes occur in the consonants [r]→[ŋ] which are not identical, both of which are vibratory-laminoalveolar and nasal-dorsovelar sounds, so it is a sign that the change is not caused by the proximity of the pronunciation of the consonants, but rather by the child's language acquisition tools, which is not perfect. Example data is as follows.

Data 1c

Nadira: *Ane te begambang* [ane te begamban] 'let's draw'

4.4.2 The use of the word *finger* becomes *jayi* 'thus.'

The use of the word *jayi* for the word 'jadi' as a form of changing the consonant is not identical, but the accompanying vowel is identical. Identical accompanying vowels are marked with the vowel [a]-[i], which is an unrounded sound, so it can affect the sound production in the word. This can be observed in children's speech with the consonant change [r] →[y], which both include vibratory-laminoalveolar and nasal-laminopalatal sounds. Another factor that could be the cause of the change is the tendency to pronounce the word

finger at the end of the clause, while in the middle of the clause (compared with conversation 1), there is no change. An example of the data can be seen in data 2b below.

Data 2b

Nadira: Ade ndeqman bae jañi [ade nde? man bae jañi] 'Ade isn't finished yet.'

4.4.3 Use of the word *Hungry Bird* → [aŋñi bild] 'hungry bird'

The use of the word *angyi bild* in the word hungry bird is a language that children imitate and acquire due to the influence of game media and cartoons on television. The imitation results are somewhat like the pronunciation in English. The form of change is considered not to be identical because the consonant sounds [r]-[ñ] include vibrating and nasal sounds, and [b]-[d] include a blocked sound, while the accompanying vowel sound [u] includes a high back round vowel sound. The aspect change occurs in the fonts [r] →[y] and [y]→[i] = *angry*→*angyi* 'hungry,' for example, in data 2c.

Data 2c

Nadira: Ooo that... Angyi Bild [ooo that...huŋrñi bild] 'ooo that..Hungry Bird'

4.4.4 Use of the word *Indonesya (Indonesia)*

The use of the word *Indonesia*→*Indonesya* can be heard when Nadira speaks it. Changes in these words are a result of non-identical changes, and this is influenced by the speech apparatus, the pronunciation process, and the language acquisition process, which is not yet perfect at the age of three. The morpheme /i/→/y/, which is shown changing a vowel to a consonant, is considered not identical; the vowel /i/ is pronounced with a high, unrounded front vowel, and the consonant /y/ is pronounced with a nasal/approximant-laminopalatal. The gap in the identification of the two morphemes has been emphasized that the change factors lie in the speech apparatus, the pronunciation process, and the language acquisition process. The data example is below.

Data 3b

Nadira: A.. *Indonesya* 'Indonesia'

4.4.5 Use of the word *Diya 'Dira' (speaker's name)*

The change in pronunciation in pronouncing her name *Dira*→*Diya* 'Nadira' occurs in the use of the consonant /r/-/y/. This change is considered not identical because the place and way of articulation of the consonants are not the same, while the accompanying consonants are not identical either, because /i/ and /a/ are high front and low center sounds, even though they are both unrounded sounds. Another factor is more contextual in that utterances with a /r/→/y/ sound more acceptable to the speaker because utterances with a complete /r/ cannot yet be uttered by Nadira; thus, the interlocutor also uses *Diya* as Nadira's nickname. The example data is as follows.

Data 6a

Nadira: *Diya (Dira) pileq ini.*

Data 13

Nadira: *Diya (Dira) punya anggur*

4.4.6 Use of the word *entiq*→*enten* 'hold'

The use of the word “*enten*” to refer to the word *entiq* 'hold' is caused by several factors. Firstly, the change in the consonant [ʔ]→[n] in consonant morphs which are not identical; secondly, the pronunciation process factor, which is influenced by the intervention of different BSj and BSk accent variations (the use of the word *entiq* is used by BSj speakers and *enten/tegen* is used by BSk speakers), and thirdly due to the context of the speech process in children aged 3 years which is still simple, thus it is possible that these changing factors can occur. The data example is below.

Data 8

Nadira: *Wah ne enten (tegen/entik) batu [wah ne enten batu]* 'I've been holding the stone'

4.5 The Acquisition of Syntax at Age Three

The acquisition of syntax in children aged 3 years occurs in the recognition and understanding of phrases and clauses that are still simple. This can be observed in the acquisition of words, phrases, and clauses in Nadira's conversation transcripts, which have been previously recorded and documented. Several aspects studied in the process of acquiring syntax in Nadira's speech are as follows.

4.6 Word Construction

The construction of the words spoken by Nadira is based on the results of recordings carried out by researchers, such as nouns, verbs, adjectives, and adverbs. An example of the data can be seen as follows.

4.6.1 Noun

In obtaining syntax for aspects of noun or noun construction based on recording data obtained by researchers as follows.

Data 1: in the first data, we obtained several uses of KN in speech, such as *tiang*

'me', *aku* 'me', *tempat* 'place', Ade 'name of the speaker', and *supir* 'driver'.

Data 2: in the second data, we obtained several uses of KN in speech, such as *Steples* 'paperclip', *orang-orang* 'many people', Bumbasari 'name of a village', *dia/diya/dira* 'name of the speaker', kaset. 'CD/cassette', *tiang* 'me' [polite form], and *mamiq* 'father's nickname for the Sasak nobles.'

Data 3: in this third data, KN is obtained, such as *daraq* 'blood', *Indonesya* 'Indonesia', *puteq* 'white', *kuning* 'yellow', and *bilu* 'blue.'

Data 4: in the fourth data obtained by KN in conversation, such as *Diya* 'Dira=name of the speaker', *ilmu* 'knowledge', *sekolah* 'school', *bunyi* 'sound', *hujan* 'rain', *air* 'water', teet 'gigi', *ibu* mother, *ayah* 'father', *kakaq* brother, and *-nya* 'third person pronoun.'

Data 5: in the fifth data obtained by KN in conversation, such as *aku* 'me', *anjing* 'dog', *nama* 'name', Hery/Hely 'name of a pet', *lrumah* 'garden', *bunga* 'flower', *putih* 'white', *merah* 'red', and *hari* 'day.'

Data 6: in the sixth data obtained by KN in conversation, such as *kita* 'we,' *kaki* 'feet,'

kakaq 'brother', *Irumah* 'house', and Ade 'name of the person speaking'.

Data 7: in the seventh data obtained by KN in conversation, such as Ade is 'the name of the opposite person,' Dia/Dira is the name of the speaker, *peles* 'plus,' *dia* is the third person pronoun, and Putra is the name of the opposite person.

Data 8: in the eighth data, obtained by KN in conversation, such as *botal* 'bottle,' *obat* 'medicine,' Yes, 'Dira=name of the speaker', and *batu* 'stone'.

Data 9: in the ninth data obtained by KN in conversation, such as *dia* 'third person pronoun,' *Ade* 'name of the person speaking,' *botal* 'bottle,' *aku* 'me,' and *tiang* 'me'[polite form].

Data 10: in the tenth data obtained by KN in conversation, such as *aku* 'me,' *Oki Jely* 'the name of a drink', and *side* 'you'[polite form/older person].

Data 11: in the eleventh data obtained by KN in conversation, such as; *Ade* 'name of the speaker,' hungry bird 'name of a video game', *Iya* 'Dira=name of the speaker,' gorilla 'gorilla,' and *korsi* 'chair'.

Data 12: in the twelfth data obtained by KN in conversation, such as *side* 'second person pronoun,' *Ade* 'interlocutor,' *balang* 'grasshopper,' and *laba-laba* 'spider.'

Data 13: in the thirteenth data obtained by KN in conversation, such as *saya* 'me,' *De/Ade* 'interlocutor,' *sidah/side* 'you,' *Ka/Eka* 'interlocutors,' *baling* 'grasshopper,' and *diya* 'Dira=name of the speaker.'

4.6.2 Verb

In obtaining syntax for aspects of verb construction or verbs based on recording data obtained by researchers as follows.

Data 1: KV obtained, such as *bikin* 'make', *badaang* 'tell', *begambang* 'draw', *terbang* 'fly', *stop* 'stop', *masuk* 'enter', *ambilin* 'help take', and *jari* 'done.'

Data 2: KV obtained, such as *jayi* 'thus', *maem* 'eat', *temenin* 'accompany', *makan* 'eat', *beli* 'buy', *nyobatin* 'try', *nonton* 'watch', *ngomong* 'talk', and *stel* 'play'.

Data 3: KV obtained, such as *bedaraq* 'bloody'.

Data 4: KV obtained, such as; *coriq* 'cross out', *bisa* 'can', *pinaq* 'make', *cayi* 'look for', *belsekolah* 'going to school', *bangun* 'get up', *lupa* 'forget', *menggosok* 'rub', *mandi* 'shower', *sampai* 'until/arrive', *tengok* 'look', *naik* 'go up', and *tolong* 'please'.

Data 5: KV obtained, such as *punya* 'have', *beri* 'give', *bermain-main* 'play around', *lari-lari* 'running around', and *siram* 'flush/water'.

Data 6: KV obtained, such as *awas* 'be aware' and *buat* 'make'.

Data 7: KV obtained, such as *liatin* 'look', *kelep* 'fly', *ketangkep* 'caught', *punya* 'have', *hilang* 'lost', *hantuaq* 'to pull', and *dating* 'come'.

Data 8: KV obtained, such as *enten* 'hold'.

Data 9: KV obtained, such as *semprot* 'spray', *bitang* 'help take', *lepas* 'take off', *membau* 'to take', *ngepe* 'own', and *bau* 'catch'.

Data 10: KV obtained, such as *sugun* 'to go out', *epe* 'to own', *ngembun* 'to pick up', and *bitang* 'take'.

Data 11: KV obtained, such as *permainan* 'game', *kruan* 'out', and *mauq* 'get'.

Data 12: KV obtained, such as *kadu* 'use', *tangkap* 'catch', *mauq* 'get', and *peta/meta* 'search/search'.

Data 13: KV obtained, such as *minta* 'ask', *nembaq* 'shoot', *tegen* 'hold', and *semprot* 'spray'.

4.6.3 Adjective

In obtaining syntax for aspects of adjective or adjective construction based on recording data obtained by researchers as follows.

Data 2 : K- adj acquired, such as *banyak* 'a lot', *lucu* 'funny', *demen* 'like',

Data 4 : K- adj acquired, such as *senang* 'happy', *pintalr* 'smart', *basah* 'wet', and *saying* 'love'.

Data 5 : K- adj acquired, such as *kecill* 'small' and *senang* 'happy'.

Data 6 : K- adj acquired, such as *berat* 'heavy.'

Data 7 : K- adj acquired, such as *bohong* 'lie'

Data 12 : K- adj acquired, such as *lueq* 'many'.

4.6.4 Adverb

In obtaining syntax for the construction aspect of adverbs or adverbs based on recording data obtained by researchers as follows.

Data 2 : K-Adv obtained, such as *meleq* 'want'.

Data 4 : K-Adv obtained such as *dapat* 'get', *amat* 'very.'

Data 13: K-Adv obtained, such as *pelit* 'stingy',

4.6.5 Numeralia

Data 4 : The KNum obtained, such as; *satu, dua, tiga, empat, lima, satu-satu, dua-dua, dan tiga-tiga*

Data 6: KNum obtained, such as; *Satu, dua, tiga, empat, lima, enam, tujuh, delapan, sembilan, sepuluh,sebelas, dua belas, tiga belas, empat belas, lima belas, enam belas, tujuh belas, delapan belas, sembilan belas, dua puluh, dua puluh satu, dua puluh dua, dua puluh tiga, dua puluh empat, dua puluh lima, dua puluh enam, dua puluh tujuh, dua puluh delapan, dua puluh Sembilan, tiga puluh, tigah puluh dua, tiga puluh tiga, tiga puluh empat, tiga puluh lima, tiga puluh enam, tiga puluh tujuh, tiga puluh delapan, tiga puluh sembilan, empat puluh, empat puluh satu, empat puluh dua, empat puluh tiga, empat puluh empat, empat puluh lima.*

4.7 Phrase Construction

The acquisition of phrases in three-year-old children was obtained from recording the object of research, Nadira (NJ), who was shown to have good speech or utterances. Several utterances obtained in the data transcripts recorded by researchers included noun phrases (FN), verb phrases (FB), adjective phrases (FAdj), and adverbial phrases (FAdv). The description is as follows.

4.7.1 Noun Phrases

Phrases indicating objects or objects, which are also called noun phrases spoken by NJ in the researcher's recorded data, are divided into two categories: coordinating noun phrases (FNK) and subordinate noun phrases (FNS). The description is as follows. Coordinating noun phrases (combining equivalent grammatical units), for example.

Data 2: phrases obtained; The FNK obtained is metaphorical and idiomatic, such as *Angyi* Bird 'name of a video game Angry Bird.'

Data 4: phrases obtained; FNK which has an appositive structure, such as at *Nurul Iman* 'name of a preschool'.

Data 7: acquired phrases; FNK which has an appositive structure, such as *Bajang Putra* 'the name of the interlocutor'.

Data 10: phrases obtained; FNK which has an appositive structure, such as *oky jelly* 'a drink product name'

Subordinating noun phrases (combining two grammatical elements in such a way that one is tied to the other), an example is as follows.

Data 1 : The phrases obtained are: FNS with N + V structure, such as; *tiang te sadeq* 'I was given' *aku masuk* 'I entered', and *Ade ambilin* 'Ade help take'.

Data 2: the phrases obtained are; FNS with the structure N + Adv (*Ade ndeqman* 'Ade not yet', *Dia udah* 'He already', and *Ade mau* 'Ade wants/willing to'), N + Adj (*Ade bejulu* 'Ade first'), and N + V (*Ade maem* 'Ade eats', *De liat* 'Ade looks at', *Ade nonton* 'Ade watches', and *mamiq stelang* 'mamik help play').

Data 4: the phrases obtained are FNS which has the structure N + V (*Diya bisa* 'Dira can')

Data 5: the phrases obtained are FNS which has the structure N + V (*aku punya* 'I have' and *ku beri* 'I give').

Data 6 : The phrases obtained are: FNS has the structure N + N (*kita anuq* 'we so-and-so' and *Diya pileq* 'Dira flu').

Data 7 : The phrases obtained are: FNS with N + V structure (*mamaq hantuaq* 'mother pull')

Data 8 : The phrases obtained are: FNS which has an N + N structure (*botol sirup* 'syrup bottle').

Data 9: the phrases obtained are FNS has an N + V structure (*aku membau* 'I catch', *aku ngepe* 'I own', and the *tiang bau* 'I catch').

Data 10: the phrases obtained are FNS has the structure N + V (*aku epe* 'I have' and *side epe* 'you have') and N + Adv (*aku mauq* 'I get').

Data 11: the phrases obtained are FNS which has the structure N + Adv (*Ade di korsi* 'Ade on the chair').

Data 13: the phrases obtained are FNS which has the structure N + V (*aku isiang* 'I help fill', *sideh tege* 'you hold', *balang songkoq* 'songkok grasshopper', and *Diya punya* 'Dira got').

4.7.2 Verb Phrases

Phrases indicating a verb or job are also called verb phrases. The FV uttered by NJ in the conversation transcript data was recorded and collected previously. The data obtained is in the form of subordinate verb phrases (FVS) which are described as follows.

Data 1: the phrases obtained are FVS, which has a V + N structure (*jari supir* 'becomes the driver' and

Ambilin dia 'help get Dira') and V + Adv (*masuk ke dalam* 'go inside').

Data 2: the phrases obtained are FVS, which has a V + N structure (*nemenin Dia* 'accompany Dira' and *stelang kaset* 'play the cassette').

Data 4: the phrases obtained are The FVS is structured V + Adv (*bangun pagi-pagi, ada lima, berhenti lama*) and V + N (*tengok pohon, menggosok gigi, membersihkan tempat*).

5 Conclusion

Based on the discussion above, it can be concluded that language acquisition in bilingual children aged three years and four months takes place through various processes. First, the phonological pronunciation process is carried out by expressing identical and non-identical phonological constructions as well as the tendency for changes in [a]→[e], [l] -[m], and frequent changes in consonants [r] →[l] at the end of words, [r] →[y] in the middle of a word, and [r] →[ʁ] at the beginning or middle of a word. Second, the syntactic construction of clauses or sentences uttered at the research object found several syntactic forms, which are KN, KV, Kadj, Kadv, and KNum, and phrase construction which included the forms FNK (coordinating noun phrase) and FNS (subordinating noun phrase) with syntactic forms in the form of FNS: N+V, FNS: N+Adv, FNS: N+N, and FNS: N+Adv,

Thus, it is hoped that the results of this research can provide a review of first language acquisition (in the phonosyntactic aspect) in children who are faced with two forms of language constructions, Sasak and Indonesian. For this reason, the variety of phonosyntactic acquisition in children's language is something that is very interesting to observe and study further.

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