

**PHONOLOGICAL ASPECT OF  
FIRST LANGUAGE ACQUISITION  
(A Case Study Of 3 Years Old Identical Twin Boys)**

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**Abstract**

This mini research is aimed to know the first language acquisition “Bahasa Indonesia” that acquired by three years old identical twin boys. There are 3 objectives of this research is to describe the language acquisition that acquired by the 3 years old identical twin boys in the aspect of phonology in the vowels and consonants, to describe language acquisition phenomenon of the 3 years old identical twin boys and to explain the influencing factor toward the language acquisition. This is a descriptive qualitative research in term of describing the findings and discussion of the mini research. The data collected through observation, interview and document (voice record). The data analyzed by using the matrix of Miles and Hubberman technique: data reduction, data display and data verification/ conclusion. To check the trustworthiness the researcher used triangulations on the method. The result shows that the 3 year old twin boys OAA and OAI acquired some of phonological aspects in term of front vowels, back vowels, middle vowels, diphthongs and consonants. The data showed that the influencing factor is about having stimulus and response (imitative) from the parents, close people and her environment. There are vowels and consonants that have not been produced well and have not appeared yet. The phenomenon appeared on their first language acquisition is they have high intuition or telepathy each other when producing, arguing and responding to certain topic of the talks. However, OAI is more fluent and clear in pronouncing phonemes and words rather than OAA. OAA sometimes caught on a speech delay to say something. The reason of those statement is because of their speech tools are incomplete yet. Their language acquisition device are still developing. Hopefully, this study can be continued by the next researcher in the aspect of morphology, and syntax. This research also could be valuable input for parents, practitioners and next researchers to focus of giving children various stimulus of language to support their speech development.

**Keyword:** *first language acquisition, phonological aspect, influencing factor, identical twin boys*

## **I.INTRODUCTION**

### **1.1. Background of the Research**

Language acquisition is included in the study of psycholinguistics. The term language acquisition is always distinguished from the term of language learning. Acquisition of language is when humans get their first language (PB1) which takes place naturally (Gleason & Ratner, 1998). Whereas language learning is a process to obtain a second language (PB2) after their first language or after their mother tongue (Diamanti et al., 2017) .

The language process will not be separated from the psychology of someone who is speaking. As it is stated by Chaer that language acquisition is a complex event and process experienced by children until they get the second language learning. He stressed that language acquisition is a process that takes place in the brain of a child when he gets his first language or mother tongue (Chaer, 2009). Schultz explains that language acquisition is the product of subconscious process and it is very similar to the process children undergo when they acquired reviews their first language (Schutz, 2019). In other words, language acquisition is the process of how a person can speak or the children generally acquire their first language. Then, the acquisition of the language is about being subconscious of a person who is typically not aware that he was obtaining the language, but just be aware of the fact that he was using the language for communication.

Every normal child whose mind growth, will learn his first language (B1) or mother tongue in the first year of his life. A child has his/her own language to communicate with people around them. Sometimes, his/her speech production grow independently before he/she focuses on their thoughts (Boeriswati, 2011). The process occurs until he/she will reach the age of five years. After the puberty (around 12-14 years) until he reaches adulthood (18-20 years) the child will continue to study B1. After the puberty the child's language skills do not progress much, although in some cases, for examples in vocabulary, he/she learns B1 continuously throughout his life ((Indah & Abdurrahman, 2008)

The acquisition of a first language occurs when a child or adult who has mastered the first language (his mother tongue), then learns his second language formally and planned. The acquisition of the first language characterizes continuity in the form of the series that moves from simple one word speech to complex word combination (Fromkin & Rodman, 1998) . A Child ability to receive language in line with the biological development of his body especially with the part of pronunciation. That is the reason of why the development of children's language, from a child to another child, is different even-though the age is the same (Steinberg & Sciarini, 2006). What is interesting in the development of language acquisition in the children is that the speed of its acquisition is not the same but the stages are generally applicable.

The study of language acquisition is interesting as well as challenging. The researchers can discusses the focus on phonological, morphological, syntax and semantic acquisition (Fitriani, 2019). As one of the studies of language

acquisition, the acquisition of the phonology is important discussion because it can determine or influence linguistics theories (Dodd et al., 2003). Phonological study also discusses the complexity and the limitations of the sounds systems can generally be a support to linguistics theories produced by the experts (Fitriana & Agustina, 2019) . In other words, the appearances of the sounds for each child have variations and the acquisition of complete sounds depends on speech organ completeness, the child's surrounding people and the environment.

This mini research took the data from identical twin boys children at the age of three years old. They live next door of the researcher. OAA and OAI are cute and smart children that are friendly and responsive speakers or listeners. They frequently come to researcher's house to play and have a talk to researcher's children (2 daughters and a son). The researcher is interested in talking, responding and observing their talks with her children and their older sister. The researcher's purposes are to describe the language acquisition that acquired by the 3 years old identical twin boys in the aspect of phonology in the vowels and consonants, , to describe special first language acquisition phenomenon of the 3 years old identical twin boys and, to explain the influencing factor toward the language acquisition.

The researcher took 7 studies that discussed about first language acquisitions. **First**, the article under the title: " First Language Acquisition: A Case Study of A Three Year old Lebanese Child" written by Joel C, Maniado , published in Journal of Child Language Acquisition and development (JCLAD, 2016). His focus of research is phonological;, morphological and syntacts of the 3 years old child of Lebanese. He states that Nature and environment are significant roles in a child of language acquisition(Meniado, 2016). **The second**, the article title is "Children First Language Acquisition at Age 1-3 Years Old in Balata" written by Betharia Sohnata Hutahuruc, published in Journal of Humanities and Social science (IOSR-JHSS, 2015). This research explored about children problems in his first language acquisitions and the influencing factors in acquiring the first language (Sohnata Hutaauruk, 2015). **The third** is done by three researchers: Harun, Ritonga and Hakiki with the title "First Language Acquisition of Aitchisson"s Early Childhood Perspective (Psycholinguistic Study). It discusses about detail phenomenon in childhood acquisition in everyday life from Aichitson's Perspective. They described the acquisition from 0.3 years to 5 years in different stage of morphological constructions (Harun et al., 2019). **The fourth** is done by Garmann, Hansen, Simonsen, and Kristoffersen under the title " The Phonology of Choildrens' early words: Trends, Individual Variation and Parents' Accomodation in Child directed Speech. They described that Norwegian children's first words primarily looking at initial bilabials and word length in syllables. Their first words depends on their communicative needs (Garmann et al., 2019). **The fifth** is the research done by Ikrar and Wahyu with the title " Pemerolehan Bahasa Pada Anak Kembar" . The findings showed that twin children used telepathy or intuition to make their talks mostly have long interaction each other or with other people whom they talked to. The development of their language based on their morphological development and pattern of language

life practiced in their family. **The sixth**, the research done by Fitriana and Agustina under the title “ Phonological Acquisition”. It described 4 years old child could recite and obtain most of the phonemes in Indonesian. **The seventh**, the research done by Safiri and Nur Hakim: “The analysis of First Language Acquisition on Phonological Components of 1-3 years old child”. The result showed that The boy, /p/,/b/, /m/ consonants sounds and all vowel sounds.

While this research focusses on phonological aspect of 3 years old identical twin boys on their first language acquisition. It is a mini research study since the researcher has limited time to explore more than phonological aspects. The phonological aspects that discussed here is in the segmental sounds (vowels and consonants) that acquired by OAA and OAI as the object of the research.

### **1.2. Research Problems**

The research problems are

- a. What are the phonological aspects that acquired by the 3 years old identical twin boys?
- b. What is special phenomenon of first language acquisition of the 3 years old identical twin boys?
- c. What is the influencing factor in their first language acquisition?

### **1.3. Research Objectives**

The objective of this research:

- a. to describe the language acquisition that acquired by the 3 years old identical twin boys in the aspect of phonology (in the vowels and consonants)
- b. to describe special phenomenon of first language acquisition of the 3 years old identical twin boys
- c. to know the influencing factor toward their first language acquisition in the phonological aspect.

## **II. LITERATURE REVIEW**

### **2.1. First Language Acquisition**

The term acquisition is different from learning. Krashen says that gain is a conscious threshold process that is identical to the process by which the child acquires his or her mother tongue (Krashen, 1978). There are different approaches in Language acquisition. Some of linguists believe that the language ability is the result of innate knowledge. Language is the outcome nature (genes). The other claims that the ability of language is learned (nurture) through experiences extracting all linguistics information from the outside environment. These two terms play important role in Language acquisition. (Shanawaz, 2011)

Linguists has discussed further about Nature (innate) and Nurture (learned). The proponents of innateness believe that human brain develop

certain brain structured or language acquisition (Gleason & Ratner, 1998). Chomsky often calls the innate knowledge is biological system in the brain that is genetically determined. Nativist claims that the innateness of the language ability that human possess. While empiricist/behaviorists believe that children learn the language by extracting all the linguistics information from the environment (Fromkin & Rodman, 1998). Then, Language acquisition is all about habit formation and the outcome of nurture. It is called associative process. This approach is behaviorism that closely associated with psychologist, BF Skinner. They said that language acquisition is similar any other learning process related to cognitive development.

There are many theories related to the first language acquisition : Cognitive Development Thories, Heidar ((Heidar, 2012), Brown (Brown, 2007) and Fromkin & Rodman (Fromkin & Rodman, 1998) and outlined several theories on the nature of language which indirectly imply how a language (L1 and L2) is acquired. They are Cognitive Development Theory (Jean Piaget), Humanistic Approach (Abraham Maslow, Carl Rogers), Behaviorist Theory (Skinner, Bloomfield), and The Innatenes Hypothesis (Noam Chomsky). Those hypothesis could appear on children' speech development as the time goes on their life.

### **Cognitive Development Theories (Jean Piaget's)**

According to Piaget's theory (1970s) Language is a subordinate part of cognitive development. Language is mapped to an individual's previous set. First, the child becomes conscious of the concept, learns the vocabulary and patterns to express the concept. Simple concepts are articulated earlier by more nuanced concepts, even though they are grammatically more complicated. Piaget in (Fromkin & Rodman, 1998) describes four distinct childhood phases, cognitive growth, including the sensory motor stage (birth-2 years), the pre-operation stage (2-7 years), the concrete operational stage (7-11 years) and the formal operational stage (11 years and up), relate to a person's ability to comprehend and assimilate new information, while adult language learners rely on their cognitive activities for general information processing because their Language Acquisition Device (LAD) gradually becomes inaccessible to them (Steinberg & Sciarini, 2006).

**Sensory motor** stage is the stage where a child learns about himself and his environment through motor and reflex movements. The child's thoughts are derived from movement and sensation. . They learn and progress by doing simple motor movements such as looking, grasping crying, listening and touching and sucking. They will also gain a basic understanding of the relationships of cause and effect. More physical development will develop new intellectual abilities. **Pre operational Stage**, the child's intelligence is demonstrated through the use of symbols and his language use matures, advancing to basic sentence. The child's memory and imagination are developed to a certain extend but thinking is done in non-logical and non-reversible manner. **Concrete operational stage** is where the children develop seven types of conservation, namely number, length, liquid, weight, area, volume. The child's intelligent is further demonstrated through logical

and manipulation of symbols related to concrete objects. Meanwhile **formal Operational Stage** where the child developed intelligence is demonstrated to logical use of symbols related to an abstract concept. It is reflected in his/her choice of words and capability of metaphorical usage (Lignos & Yang, 2017) .

### **Humanistic Approach (Abraham Maslow, Carl Rogers)**

Maslow has suggested a humanistic approach as a means of language acquisition and learning. It's about the concerns of a person's emotions, motivation levels and trust. Rogers claims that if people have a good self-esteem, they will fulfill their potential for growth. While Maslow believes that those who have fulfilled all their needs can become self-actualizers (Fromkin & Rodman, 1998). Humanistic approach aims to promote positive emotions that support the acquisition of language, such as self-esteem, motivation, emphatic and risk-taking. It also aims to dampen negative feelings such as low self-confidence, nervousness, and mental inhibition.

### **Behaviorist Theory (BF Skinner, Bloomfield)**

Skinner describes that learning as a behaviour that produced by learners' response to stimuli which Skinner's behaviorist focus on the children learn language through imitation, be reinforced with positive or negative feedback to environmental stimuli. Skinner added that learning can be observed, explained and predicted through observing antecedent and consequences (Diamanti et al., 2017).

Skinner's Behavioral approach focuses on children learning the language by imitation, repetition and reinforcement of successful linguistic attempts. A child with a fun learning experience (such as reward and praise) is positively improved. A child's cognitive ability is activated by a positive boost to stimulation. However unpleasant experiences (punishments) serve negative reinforcements and make the learners avoid undesirable responses to stimuli. In conclusion, behaviorism gave birth of stimulus-response (S-R) theory which sees language as a set of structures and acquisition as a matter of habit formation. (Larsen-Freeman & Cameron, 2008) stated that S-R models offers little promises as explanations of SLA except for perhaps pronunciation and the rote memorization of formula (Flege et al., 1999). This view of language learning gave birth to research on contrastive analysis, especially error analysis with the main focus is the the interference of one first language in the target language.

### **The Innateness Hypothesis (Noam Chomsky)**

Chomsky believes that children are born with a Language Acquisition Device (LAD) which encodes the major principles of a language and its grammatical structures into the child's brain and inherited ability to learn any human language. Chomsky points out that a child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular- adult's speech is often broken up and even sometimes ungrammatical (Fromkin & Rodman, 1998). In short Chomsky defends the innate hypothesis in terms of an elaborated linguistic theory: not only general

ability in humans to acquire the language, but also the ability that comes from a specific language acquisition device in brain, equipped already at birth with specific grammatical rules and principles.

## **2.2. Phonological Aspect of the Acquisition**

Phonological acquisition is part of language acquisition. There are two factors that can be applied if one wants to understand the development of childhood phonology Dale in Dardjowidjojo says that there are two factors that can be explored to understand the development of childhood phonology. First, focus on the set of the sounds and secondly by examining the relationship between the production of the child's speech (phonetic representation) and also to the word that the child wants to pronounce. For this work, the researcher recorded the 2.8 years old girl's speech production. (Dardjowidjojo, 2012). Dale continues his view that a word that the child produces in a certain communication situations and those could be understood by his environment, it can be concluded that the child has mastered the sounds of the language.

Meanwhile, Jacobson in Dardjowidjojo says that the acquisition of language in children is inline with the universal concept of phonological acquisition. The acquisition of sounds run in harmony in the nature of the sound it self and is obtained by the child in a consistent way. The first sound the child mastered was the contrast of vowels and consonants. In terms of vowels there are three main vowels that appear first, namely [i], [u], dan [a]. Such a contrast system is called minimal vocal system (minimal vocal system) and is present in all languages. That is, in any language the three vowel sounds must exists. In the event that the first contrasting consonant sounds appear is between the oral and the nasal sound ([p-b], [m-n]) and then followed by the contrast between the bilabial sound and the dental sound ([p], [t]). Such a contrast system is called a minimal consonantal system. Jacobson further said that the relationship between one sound and the other is universal.(Dardjowidjojo, 2012). Minimal vowels will be obtained earlier than other vowels, whereas bland consonants will be obtained earlier than will be obtained earlier than fricative consonants and fricative consonants will be obtained earlier affricative consonants. The contrast between bilabial [b] and dental [d] is controlled earlier than between bilabial [b] and velar [g] or dental[d] with velar [g] (Ikhar & Wahyu, 2019).

## **2.3. Language Development of TWINS**

There are some studies discussed about speech development on Twins. Those studies have tracked development on longitudinally for only short periodes such as from 2 years old to 7 years old. Twin children have high intuition or telepathy to have the same language to be produced or conveyed, have similar opinion or argument regarded to certain discussion or topic and even support each other to say the words (Thorpe, 2006); (Fitriani, 2019).

The twins first language acquisition have almost the same as other singleton child's speech development. They are willing to communicate their

feelings and thoughts in line to their basic relationship needs, like talking to parents, close friends, and siblings (PalenKahu, 2007). One potential explanation for mean differences in language development between tweens and singletons is that it is attributable to placentation effects. Monozygotic twins who share a monochorionic placenta may experience an inter twin transfusion which result in one having a blood over supply and the other is under supply. It will affects to create speech delay to one of them (Thorpe, 2006); (Fitriana & Agustina, 2019); (Garmann et al., 2019).

Based on the description above, it can be concluded that the acquisition of language sounds in children takes place in sequence, from easy sounds to difficult sounds. The more difficult the articulation is, the later the sound is mastered.

### **III.METHODOLOGY**

The method used in this research is qualitative method with case study approach. The data was taken from 3 years old identical twin boys while they are talking with the people around them and their older lovely sister. The supporting data source is OAA and OAI' parents. Their first language acquisition is Bahasa Indonesia. The data was collected in 14 days through observation, interview (mother, grandmother and older sister) and documentation (voice record). Furthermore, the data analyzed by using the matrix of Miles and Hubbermen technique: data reduction, data display and data verification/ conclusion(Matthew B. Miles, 2014). To check the trustworthiness the researcher used triangulations on the method (Moleong, 2011)

### **IV. FINDINGS AND DISCUSSION**

OAA and OAI live next to the researcher's house. They are the second child in the family. Her first sister is 8 years old. OAA and OAI were born on May 30<sup>th</sup> 2019. OAA (Oza) is called 'Abang" and OAI (Ozi) is called "Adik". Every afternoon Oza and Ozi follow their older sister to the researcher's house. They like to play around with the researcher's youngest son who has the same age as their older sister. The mother always takes OAA and OAI to see her older sister study Math takes with researcher's first daughter, twice a week. For collecting the data, the researchers approached OAA and OAI and talked to them as well as to her mother. Some questions also conveyed to her mother. OAA and OAI grow well, physically and mentally. They often wear the same costumes everyday. Their mother is a staff in a private company and the father is a private labour. OAA and OAI are so close to her older sister YNR . OAA and OAI also have good communication to her sister. parents, relatives and the surroundings people in their neighborhood.

#### **4.1. Phonological Aspects of First Language Acquisition**

##### **A. The Vowel Acquisition**

The vowels sounds that appear based on the observation over 2 weeks are as follows:

*The vowel sound [a] produced clearly by OAA and OAI whether the*



*position of [a] is in the initial, middle or final:*

- Initial position [a] = [ada] 'ada' and [Ayah] 'Ayah'
- Middle position [a] = [mana] 'mana' and [Tatak] 'Kakak'
- Final position [a] = [buta] 'buka' and [tsuka] 'suka'

*The vowel sound [i] produced by OAA and OAI whether initial, middle or final position:*

- [i] initial = [itu] 'itu'
- [i] middle = [bibi] 'Bibi' and [bita] 'bisa'
- [i] final = [beli] 'beli' and [pelgi] 'pergi'

*The vowel sound [u] produced by OAA and OAI whether initial, middle or final position*

- [u] initial = [ular] 'ular'
- [u] middle = [butan] 'bukan' and [buta] 'buka'
- [u] final = [itu] 'itu' and [mau] 'mau'

*The vowel sound [e] produced by OAA and OAI whether initial, middle or final position*

- [e] initial = [emang] 'memang'
- [e] middle = [boneka] 'boneka' and [dedek] 'dedek'
- [e] final = [beyes] 'beres'

*The vowel sound [o] produced by OAA and OAI whether initial, middle or final position*

- [o] final = [om] 'Om' and [ora] 'orang'
- [o] middle = [bobok] 'tidur' and [boneka] 'boneka'
- [o] final = [kado] 'kado'

*The vowel sound [ɨ] produced by OAA and OAI whether initial, middle or final position*

- [ɨ] initial = [bɨm] 'belum'
- The vowel sound [ɨ] produced by RR
- [ɨ] middle = [meda] 'meja'

*Vowel sound [ɨ] produced by OAA and OAI*

- [ɨ] final = [ij] 'hijau'

*Diphthongs [au], [ai], [ue], and [ua]*

- [au] = [tau] 'tau' and [mau] 'mau'
- [ai] = [naik] 'naik' and [baik]
- [ue] = [kue] 'kue'
- [ua] = [ua] 'uang'
- [au] = [piso] 'pisau' (changing sound)
- [ai] = [pake] 'pake' (changing sound)

Based on the description and sample data above, it can be said that OAA and OAI have mastered all Indonesian vowels. Vowels [a], [i], [u], [e], and [o] are well pronounced even if they are at the initial, middle, or final position of the word (Fitriana & Agustina, 2019); (Fitriani, 2019). However, the sounds [o] and [e] and diphthongs in [au] and [ai] are not perfect yet to be produced by OAA and OAI (Harun et al., 2019). All Indonesian vowels have been mastered by OAA and OAI the minimal vowels, namely [a], [i], and [u] as described by Dardjowidjojo (Dardjowidjojo, 2012), then developed mastering the front vowels [i], [e], [ɪ], back vowels [u], [o], [ɔ], and middle vowels [ɛ], [a].

## B. Consonants Acquisitions

- Plosive Bilabial [p] and [b] are pronounced clearly as in these words=  
[p] [peldi] 'pergi' and [dapat] 'dapat' [b] [Bunda] 'Bunda' and [bilu] 'biru'

- Nasal bilabial [m] and lamino-alveolar [n] are pronounced clearly as in these words=

[m] [mana] 'ke mana' and [mau] 'mau', [lumah] 'rumah'  
[n] [boneta] 'boneka' and [Bunda] 'Bunda'

- semi vowels consonants bilabial [w] dan lamino palatal [y]. are pronounced clearly as in these words=

[w] [walna] 'warna' and [awas] 'awas', [y] [Ayah] 'Ayah'

- Plosive-alveolar [t] dan [d] are pronounced clearly as in these words=

[t] [telus] 'terus' and [nanti] 'nanti'

[d] [Dedek] 'Dedek' - Velar [g] are pronounced clearly as in these words=

[d] [badus] 'bagus'

[g] [gajah] 'gajah'

- Velar [k] are pronounced clearly as in these words=

[t] [tamu] 'tamu' and [tuda] 'kuda' [tue] 'kue' [buta] 'buka'

[matan] 'makan' and [k] [takak] 'Kakak'

- Affricate palatal [c] in the initial position OAA and OAI could produced well, but if [c] is in the middle position, OAA and OAI pronounced it to [t]=

[t] [cutup] 'cukup' and [celita] 'cerita' [c] and [kuting] 'kucing'

- Affricate palatal [j] is sometimes RR pronounced to [d] but another way RR pronounced clearly to [j]=

[j] [juda] 'juga' and [ijo] 'hijau' and [d] [da an] 'jangan'

- Frikatif -alveolar [s] is sometimes pronounced to [t] and [z]=

[s] [masih] 'masih'; [t] [tsuka] 'suka' and [tekolah] 'sekolah'

- *Frikatif glotal [h] in the initial position=*

[h] [udah] 'sudah' and [lumah] 'rumah' [melah] 'merah' and [tuh] 'tuh/itu' [nih] 'nih/ini'

- *Frikatif glotal [h] did not appear in the initial position=*

[itam] 'hitam' and [ampil] 'hampir' also [abis] 'habis'

- *Nasal -palatal [ɲ] pronounced to Nasal-alveolar [n] as in=*  
[puna] 'punya' and [nani] 'nyanyi'

- *Nasal -velar [ŋ] in the final position is pronounced clearly=*

[ŋ] [walu ŋ] 'warung' and [kuni ŋ] 'kuning'

- *post alveolar-roll [r] is pronounced lateral [l] =*

[balu] 'baru' and [bilu] 'biru' [lumah] 'rumah'

OAA and OAI have mastered well and pronounced clearly; there are also consonants that have been mastered but still fluctuate with other sounds and there are even sounds that have not been mastered at all. However, in pronouncing certain phonemes, the observations showed that OAA and OAI pronounced in substitution patterns. The substitution pattern that appears is as follows:

Vibrate to lateral, for example

[rumah] [lumah] [lari] [lali]

Alveopalatal nasal to dental nasal

[ñañi] [nani] [ñaɲu] [napu]

Velar to bilabial

[bagus] [badus] [gatal] [data]

Velar nasal to dental nasal, misalnya

[bu a] [bunga] [umpet] [numpet]

OAA and OAI have mastered the consonant sounds [p], [b], [t], [d], [h], [m], [n], [l], [w], [y], [k], [s], [ŋ]. The sounds [k], [s], [ŋ] could be pronounced well by OAA and OAI if they are located in the final position. OAA and OAI have not mastered yet the sounds of light velar (voiceless velar stop), [k], if it is located in the middle and final position of the words. OAA and OAI pronounced voiced velar stop [g] to [d] like in [badus] 'bagus'. In addition, OAA and OAI have not been able to pronounce consonant clusters

#### **4.2. Special Phenomenon of First Language Acquisition Produced by OAA and OAI (3 years old Identical Twins Boy)**

OAA and OAI are smart and handsome twin boys. Every afternoon they come to the researcher's house to play with the researcher's youngest son. They often wear the same costumes, from the top like hats to the shoes they wear. Most of the costumes are in

the same colour. The twins Language (Idioglossia) either verbal or non verbal language are almost the same production.

**Verbally (here is short conversation on 17<sup>th</sup> of June 2021, afternoon):**

OAA :“Abang mau tiup pano” ( Abang mau tiup piano)”

OAI: “Adik mau duda tiup payano (Adik mau juga tiup piano)”. Adik badus

tiupna, Abang jeyek “ (Adik bagus tiupnya, Abang jeyek)

OAA: “ Adik tanah puyang duyu, mandi. Abang ditini ajah, main tama aa Api (Adik sana pulang dulu, Abang disini ajah, main dulu sama aa Rafli)

OAI:” Atu da mau puyang, ditini ajah mau tiup payano, main boya sama

Aa Api. Abang ajah yang puyang, janan main pano, nanti yusak loh”. (Aku ga mau pulang, disini ajah mau tiup piano, main bola sama Aa Rafli. Abang ajah yang pulang, jangan tiup piano, nanti rusak loh)

From that conversation, OAI produced more words than OAA. It means OAI has high morphological development based on the vocabulary needs. According to her grandmother (Who sometimes accompany them to researchers' house), OAI produced more words, clear and fluent words than OAA (Abang). There is a peech delay encountered by OAA (Thorpe, 2006), (Ikrar & Wahyu, 2019).

### **Non-Verbal Language**

Based on their mother's and the grand-mother, also their older sister, OAI also walks and runs faster than OAA. OAI also can hold the pencil better than OAA. It was proven when the researcher gave them pencils and papers. OAI directly held the pencil and drew something. While OAA, had difficulty in holding the pencil. Amazingly and suddenly, OAI helped OAA held the pencil and they drew the same picture, “a circle”. It indicate that the have telepathy or intuition to do the same activities, to help each other, to like or to wear the same costume in the same day. (PalenKahu, 2007); (Ikrar & Wahyu, 2019); (Garmann et al., 2019)

### **4.3. The Influencing factors toward First Language Acquisition of 3 years old Identical Twin Boys**

OAA and OAI acquired their first language is because of getting the stimulus from the family or the surrounding environment. Based on the data, OAA and OAI acquired her first language through imitation (immitative speech) from their older sister, father, mother and people who are closed to them.

There are vowels and consonants that have been produced well by OAA and OAI. However, there are also phonemes that have not been produced well and have not appeared yet on their speech.. The reason of those statements were because of their speech tools are incomplete yet. Their language acquisition device are still developing.

OAA and OAI have mastered single vowels/ mono vowels well but not all diphthongs produced well, like, [a], [i], [u], [e], [o], [ɔ], [ɛ], [ɜ], [a], and [ɪ]. . The first vowels that mastered were minimal vowels, namely [a], [i], and [u], then developed mastering the front vowels [i], [e], [ɛ], [ɜ], back vowels [u], [o], [ɔ], and middle vowels [ɛ], [a]. Double vowel sounds, for example [au] on [tau] 'tau' and [ai] on [baik] 'baik'; [ue] on [kue] 'kue'. However, They have not mastered yet in pronouncing double vowels (diphthongs) such as [au] and [ai] in the word if, 'kerbau', that pronounced [kebo], 'kalau' to [kalo], and 'pakai' to [pake].

OAA and OAI have mastered the sounds of consonants such as: [p], [b], [t], [d],[s], [h], [c], [j], [m], [n], [l], [w], and [y]. The sounds of bilabial [p] and [b], the nasal bilabial [m] and lamino-alviolar [n], the almost bilabial [w] and palatal lamino [y], and the lamino-alveolar [t] and [d] are clearly pronounced. Consonants that have appeared but still need to be practiced and learned are [t], [s], [c], [j], and [s]. OAA and OAI will pronounce If the fricative sound of lamino-alviolar [s] well if the sound is located at the final position of the word. However, if the sound is at initial position, it is often pronounced [t] or [ts], e.g. [abis] at [abis] 'habis'. The africative sound [j] is also pronounced as [d], e.g. [da an] in [ja an] 'jangan'. The velar sound [g] is still pronounced as labio-dental [d], and the velar [k] bland is pronounced to [t], e.g. [badus] on [badus] ' bagus", [tamal] on [kamar] 'kamar'.

The fricative sounds [f] and [v] have not appeared. OAA and OAI pronounced [p] such as [patah] on [fatah] 'fatah'. The fricative sound [x] is not found in the data. Vibrating [r] sounds that have not yet appeared are pronounced with the lateral [l], e.g. [bilu] on [biru] 'biru'. OAA and OAI have not pronounced phonemes [f], [v], [z], and [x] yet. In In general, the acquisition of OAA and OAI in phonological aspects follows a universal order in accordance with the theory of language acquisition. Jakobson's universal concept (in Dardjowijojo, 2012)

## **V.CONCLUSION**

There are vowels and consonants that have been produced well by OAA and OAI. However, there are also phonemes that have not been produced well and have not appeared yet on their speech.. The reason of those statements is because of her speech tools is incomplete yet. Their language acquisition device is still developing.

Based on the cognitive approach (Piaget theory) OAA and OAI are categorized in the pre-operation stage (2-7 years), so their acquisition are related to memory and imagination are developed to a certain extend. The

acquisition of OAA and OAI first language is not only because of physical factors but also it is determined by the stimulus from the family and the environment (behaviorist theory by Skinner). Therefore, for parents who want to obtain their children language in accordance with physical development, even beyond should always be given stimulus by parents and the environment. Thus, the influence of external factors plays an important role.

This study is still widely open conducted by other researchers, because the language acquisition of each child has a unique way in language aspects. So other researcher can explore the identical twin boys of their first language acquisition on morphological, semantic or syntax discussion. The next researcher also can do research focus on "speech delay" on the twins first language acquisition. This research also could be valuable input for parents, practitioners and next researchers.

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