

**THE CHILDREN'S ABILITY TO PRONOUNCE CAPITAL LETTERS IN WORDS AT THE AGE OF 2-3 YEARS IN KAMPUNG LALANG MEDAN**

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***Abstract***

This research investigated the ability of children to pronounce the capital letter in words at 2-3 years at Kampung Lalang. Toddlers at the age of 2 years and up to 3 years would usually be able to say 50 words or more although some letters will still be difficult for them to pronounce. Vocabulary may grow rapidly but pronunciation may not keep up. There would be pronunciations that were difficult for them to pronounce even though they know what they were referring to. Only a few words and letters that they were able to pronounce and pronounce. The research aimed to find out the ability of children to pronounce the capital letter in words at 2-3 years at Kampung Lalang. The research was conducted in the house of parents that have the regional Kampung Lalang. This research was conducted by using Qualitative Descriptive methods. The instruments for collecting data were observation, interview, and oral-written documentation. The data analysis was the result of research in the house of parents that have the regional Kampung Lalang. After analyzing the folklore, the researcher found some capital letters that able to produced by the children and their ability to pronounce the capital letter in words. The letters were able to be pronounced by the children are A, B, C, D, E, G, H, I, J, K, L, M, N, O, P, Q, T, U, V, W, X, Y, Z. And the letters that were not able to be pronounced by the children are R and S.

***Keywords:*** Capital letter, Pronounce, The ability, Children.

## CHAPTER I

### INTRODUCTION

From the beginning of life, there will be a process of language development in humans. Stages start with babies who do not know the language but can recognize sounds and are can on their own. Learning in language development that children have, starts from recognizing the mother's voice since she was in the womb and distinguishing other sounds after birth. The continuation of this language development is that the children will acquire the form of words, the meaning of words, and the use of words in pronunciation through linguistic input. The word words that they produce will often be repeated several times so that they develop in language acquisition. In addition, as a parent, we must always provide an example of how to speak well, slowly, and clearly and use simple words. So these children's language development become to increase faster than most children. Although not all children will experience the easy things in developing their language. This will make it easier for children to express themselves and understand others. However, their language can delay due to the lack of a combination of hearing and speech and also the cognitive impairment that can cause language delay.

Toddlers at the age of 2 years and up to 3 years will usually be able to say 50 words or more although some letters will still be difficult for them to pronounce. Vocabulary may grow rapidly but pronunciation may not keep up. There will be pronunciations that are difficult for them to pronounce even though they know what they are referring to.

Only a few words and letters can pronounce and pronounced. This is necessary for parents' role in helping children emphasize language and intonation when with children. Children's ability to recognize letters at this age will look different. In general, children can pronounce capital letters. This way of learning must be through repetition not only at the age of 2 years introduced but over time, repetition must be carried out until the next year. So in the next year, which is 3 years old, a child is can use 900 words to 100 words and say 12,000 words every day.

Another researcher, (Yoga, 2020) assessed that The child's language is formed

according to the environment in which the child lives. (Haira, 2019) argues that the development of recognizing letters for children aged 5-6 years is not much different from children aged 2-3 years. Children can recognize letters through any application media to be able to make letters, write, and read by themselves in different themes. Our research is important to study because it can determine the extent of the development of children aged 2-3 years in recognizing capital letters, then we will be able to find out how to pronounce children aged 2-3.

Our research is different from previous studies because the previous researchers investigated the ability to recognize letters in children aged 5-6, while we examined the ability to recognize letters and cover the pronunciation of children aged 2-3 years.

The researchers have the initiative to choose and conduct this research because they would like to know the skill of children in the pronunciation of capital letters at 2 to 3 years old, and what capital letters they can pronounce in words at 2-3 years old. Because some children have some background in how the way they get to know and pronounce capital letters. The researcher will be able to research the children at 2-3 years old, It will be conducted at Kampung Lalang because the researcher stays in that region. So that it can be easy to conduct the research. Based on the background of the study above, the research will conduct the ability of children to pronounce the capital letter in words at 2-3 years at Kampung Lalang. From the background above, the researcher formulates the problem as follows: 1. How do children aged 2-3 years recognize the pronunciation of capital letters? 2. What media are used to conduct the research? 3. What causes children to have difficulty developing in recognizing the pronunciation of capital letters?

## **CHAPTER II**

### **RESEARCH METHOD**

This study uses a qualitative descriptive research method. According to (Sugiyono, 2016) Qualitative descriptive method is a research method that relies on the philosophy of Postpositivism which is used to examine the natural state of an object where the researcher as a key technique pen instrument by collecting data carried out triangulation (combined).

In this study, the main subjects were 20 children aged 2-3 years, besides the parents of 20 children aged 2-3 years accompanying us as researchers because this is very important so that good communication is maintained. Researchers will get a sample of data from the child's ability to pronounce capital letters. This research was conducted directly in every house of 20 children aged 2-3 years who have an area, namely Kampung Lalang. The time of this research was carried out for one week, starting in September 2022. This study focused on the pronunciation of capital letters. The object of this study was to find out and describe children's pronunciation skills.

Interviewing and observation are the technique of collecting data to collect and analyze documents which were oral and written documentation. It is done to acquire the oral and written data related to this research. The researcher will use documentation in collecting the data. Researchers use documentation in collecting data. The researcher documented the children's ability in pronunciation. The steps for collecting data are as follows:

- a. Finding. The researcher finds the data from conducting the survey on the location of the region (Kampung Lalang Medan).
- b. Interviewing. The researcher will conduct the interview with the children's this step, then will analyze the interview to conduct the next step is observation.
- c. Finding out and identifying all the happening. The researcher conducts the observations on the children. The researcher will pronounce them one by one word to the children. And the children will follow the pronunciation as following the researcher.
- d. Taking notes and identification. The researcher took notes based on identifying and analyzing of what the capital letter they were children able to pronounce.
- e. In the first part of this research, the researcher focuses on the pronunciation of

children. Lastly, the researcher concluded.

The data analysis technique used by the researcher is in the form of stages of data collection from start to finish. Similar to the interview process which was conducted with 20 children aged 2-3 years, there were several questions that the researcher asked to be answered by the 20 children. If the research satisfies the researcher, then the researcher proceeds to the next stage, namely making conclusions that are easily understood by themselves and others. Therefore, the data analysis in this study is divided into several parts, namely Data Reduction, Data Display, and Conclusions.

### CHAPTER III

#### *RESULT AND DISCUSSION*

In this section, we will discuss the results of the research entitled “THE CHILDREN'S ABILITY TO PRONOUNCE CAPITAL LETTERS IN WORDS AT THE AGE OF 2-3 YEARS IN KAMPUNG LALANG MEDAN”. Starting with looking for children aged 2-3 years in Kampung Lalang and is expected to be used as research results.

##### *Letters in Early Childhood Language Aspects*

Letters are symbols of language. For children, letters will only have meaning if they are needed in the language. Children recognize letters because they are attracted to reading fruit names, animal names, and picture stories. Children also need to know letters because they are interested in writing their names, writing a message, or writing anything kids like. So, writing and reading must start from the desires and needs of children because at the age of 2-3 years children are in the stage of fine motor development in speaking.

Media is a tool for channeling communication or information so that it can be conveyed properly. The media, especially in learning, it really helps researchers in conducting research activities in order to add insight for researchers. Media that supports researchers to conduct research is very simple media in the form of alphabetical posters that are very easy to obtain. and researchers hope that the media used can help researchers to get good research results.

In addition, there are several causes of difficulties in the development of children in recognizing capital letters, namely the lack of exercise from parents because speaking is an ability that must be diligently honed and practiced. Furthermore, communication and interaction between children and parents are not appropriate. Parents often invite their children to talk but rather to command or order children. And parents give their children less time to talk and express themselves. Then what is most often found is that there are problems with the mouth in pronouncing words, which can be caused by problems with the mouth, tongue, or mouth sky. A condition called ankyloglossia (tongue binding), this condition can complicate to pronounce the word for example mispronunciation, especially for the letters "R" to "L", "S" becomes "C" because the word 'susu' becomes 'cucu'. And the last is the lack of interaction with the environment because many parents do not allow their children to leave the house

and go anywhere. staying at home and rarely talking to their parents, can cause children not to have wide vocabulary so that children have difficulty in communicating. Parents must bring children to interact with children around them so that children can acquire new vocabulary and practice being able to say words because if we often invite children to talk they can practice pronunciation.

Based on the research results obtained from interviews and observations that the capital letters A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z to several words such as the name of objects, names of fruits, names of people and so on which were conveyed through the alphabet poster media, there were differences in the results of each child interviewed and observed by the researchers. which we have summarized in the table below.

**Table 1.** List of Children for Research

No.	Name and age Of Children	Example of Sentences or Words	What they said	Discussion
1	Vanderlin Tambunan 2 years 8 months	Vanderlin main kelereng.	Vandelin main keleleng.	He can say the letters A to Z, except for F, M, Q, R, and Z. He says F becomes P. He says M becomes N. He says Q becomes Ku. He says X becomes S.
2	Fransisco Tambunan 3 years	Futsal.	Putsal.	He can say the letters A to Y, except for F, R, and Z. He says F becomes P.
3	Vionna Marpaung 3 years	Viona makan stroberi.	Viona makan stlobeli.	She can say the letters A to Z, except for H, and R. She says R becomes L.

<b>4</b>	Azizah 3 years	Azizah suka rambutan.	Azizah cuka lambutan.	She can say the letters A to Y. except for L, S, and Z. She says S becomes C. She says R becomes L.
<b>5</b>	Anin 2,5 years	Aku mau minum susu.	Aku mau minum cucu.	She can say the letters A to Z, except R, N, X, and S. She says S becomes C. She says R become L.
<b>6</b>	Atala Riski 3 years	Kelereng, Lari, Lurus.	Keleleng, Lali, Lulus.	He can say the letters A to Z. except for Q, R, and X. He says R becomes L.
<b>7</b>	Ibra 3 years	Korek api, Listrik, Parabola.	Kolek api, Listik, Palabola.	He can say the letters A to Z, except for R. He says R becomes L.
<b>8</b>	Aisyah 3 years	Permen, Rambutan, Pasir, Susu, Rumput, Kereta, Setrika, Ember.	Pelmen, Lambutan, Pasil, Cucu, Lumput, Keleta, Setlika, Embel.	She can say the letters A to Z, except for R and S. She says R becomes L. She says S becomes C.
<b>9</b>	Agisa Trinayana Ginting 3	Yana minum susu.	Yana minum cucu.	She can say the letters A to Z, except for S and X. She says R becomes L. She says S becomes C.
<b>10</b>	Rani Angelica Sihombing 3 years	Semua, samasama.	Cemua, camacama.	She can say the letters A to Z, except to S. She says S becomes C.



<b>11</b>	Rio Pamungkas 3 years	Lari lurus.	Lali Lulus.	He can say the letters A to Z, except for R. He says R becomes R with vibration.
<b>12</b>	Athar Mubarok 3 years	Fani, Viva.	Pani, Pipa.	He can say the letters A to Z, except for F and V. He says F and V becomes P.
<b>13</b>	Sopia Siregar 3 years	Korek api.	Kolek api.	She can say the letters A to Z, except for F, G, K, and R. She says G becomes Di. She says K becomes Ta. She says R becomes L.
<b>14</b>	Alip Siregar 2 years	Kakak, Kaki.	Tatak, Tati.	She can say the letters A to Z, except for F, H, J, and K. She says F becomes E. She says H becomes Af. She says J becomes Zet. She says K becomes Ta.
<b>15</b>	Zahra 3 years	Rambutan, Kelereng.	Lambutan, Keleleng.	She can say the letters A to Z, except for R and X. She says X becomes S. She says R becomes L.
<b>16</b>	Tumalona 3 years	Listrik, Kereta.	Listik, Keleta.	She can say the letters A to Z, except for F, L, Q, and R. She says F becomes S.

				She says L becomes M. She says Q becomes U. She says R becomes L.
<b>17</b>	Hasiando 2 years 5 months	Kelereng, Lari.	Keleleng, Lali.	He can say the letters A to Z, except for R. He says R becomes L.
<b>18</b>	Rezvan Antarez 2 years 9 months	Lagi, Allah, Rusak.	Laki, Allaf, Lusak.	He can say the letters A to Z. except for G, H, and R. He says G becomes K. He says H becomes Af. He says R becomes L.
<b>19</b>	Zidan Saki 3 years	Mandi, Minum.	Nandi, Num.	He can say the letters A and Z. except for M. He says M becomes N.
<b>20</b>	Jihan Aurora 3 years	Gusi, Gigi.	Kusi, Kiki.	She can say the letters A to Z, Except for G. She says G becomes K.

Pronounce is the pronunciation, pronunciation of a word, or sound spoken by someone. Pronunciation is very important to learn, especially in speaking skills. Because of the way people say words. However, there are still quite a lot of children who find it difficult to pronounce or say a word. Children who have good pronunciation will be easier to understand and vice versa, if the child has bad pronunciation, must be difficult to understand. Child's pronunciation ability is very important to pay attention to so that we know the development of the child's pronunciation in speaking precisely in the pronunciation of capital letters.

The main finding obtained from this study is that researchers can determine the ability of children aged 2-3 years in pronouncing capital letters. In this study, researchers can also compare the pronunciation of each child aged 2-3 years and find out the difference in the quality of children aged 2-3 years in pronouncing capital letters. This research is expected to be able to contribute to helping certain parties to determine the child's pronunciation ability. This research is also expected to be a reference for other people, especially researchers and readers.

This research is relatively new and different from others because previous studies only examined children aged 5-6 years. Therefore, this research is expected to be well received by other parties. This research is expected to be an illustration for researchers and readers to pay attention to the development of children aged 2-3 years in pronouncing capital letters.

## CHAPTER IV CONCLUSION AND SUGGESTION

From the research results and findings that have been researched, the researcher concluded that the Children's Ability to Pronounce Capital Letters in Words at the Age of 2-3 Years in Kampung Lalang, Medan are better and children can say some words and sentences that are relevant to everyday life so that they can interact with other people, especially with their parents. First, some capital letters can be pronounced according to the child's ability, such as; A, B, C, D, E, H, I, J, K, L, M, N, O, P, T, U, V, W, X, Y, and Z. Second, there is a capital unpronounceable letters such as; R, S, F, Q, and G.

Then, the researcher would like to give some suggestion as follow:

1. Capital Letters are more important to teach to children in age 2-3 years by their parents.
2. Parents should recognize some capital letters in their children at age 2-3 years and duplicate some letters to them so that they follow what their parents pronounce. It can be called communication between the children and the parents.
3. Parents usually read some story books to the children so that they can recognize the sound of the letters and add some new vocabulary.
4. Use some songs for helping the children practice the pronunciation of capital letters in words or sentences.
5. Criticize the style of pronunciation's children that have mistakes. So that they can pronounce some words and sentences well.
6. Let the children listen to some words by their parents' pronunciation to imitate themselves.
7. Repetition some words that the children know.
8. Separate the word become some syllables. For example "Lari" become "La"- "Ri"
9. More interaction with the children's mates to fix and add some words.
10. Invite the children to retell again what their activities are in a day.

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