
Phonology for Language Learners: A Practical Approach to Improving Pronunciation at the State Islamic University of North Sumatra

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Abstract. *This research aims to investigate and overcome language pronunciation problems faced by students at the North Sumatra State Islamic University (UINSU). This research will identify the main challenges in pronunciation faced by students, develop a practical approach based on phonological principles to improve their pronunciation abilities, and improve the quality of language teaching and learning at UINSU through the effective application of phonological methods. This research uses a qualitative method with a case study approach to investigate language pronunciation problems among students at the North Sumatra State Islamic University (UINSU). The findings of this research indicate that students at the North Sumatra State Islamic University (UINSU) still face various challenges in Indonesian pronunciation. The main factors causing this challenge include varying mother tongue backgrounds among students, suboptimal teaching methods, and lack of adequate practice in pronunciation.*

Keywords: *phonology, language, practical approach, pronunciation*

INTRODUCTION

Good pronunciation is an important aspect of language learning. Good pronunciation allows language learners to be clearly understood by native speakers and increases their confidence in communicating (Siswanto & Budiawan, 2021). In the context of language learning at the North Sumatra State Islamic University (UINSU), good and correct pronunciation is crucial for improving students' understanding and communication in various academic and social situations. The main challenge faced by

language learners is difficulty mastering pronunciation in accordance with the standards of the language being studied, which can hinder their ability to communicate effectively.

An effective language learning process requires an in-depth approach to phonology, the science that studies the sound system of a language and their arrangement in words. Phonology plays an important role in helping students understand and improve their pronunciation skills (Devianty, 2016). A number of previous studies provide valuable insights regarding methods and approaches in teaching phonology, as well as the impact of the use of technology in the learning process:

Ahmad (2018) examine the effectiveness of phonology teaching methods at universities in Indonesia. This research shows that a systematic approach to teaching phonology can improve students' pronunciation.

Sari et al. (2020)) examined the influence of technology use in phonology learning, and found that technology can improve the quality of language teaching and learning by providing greater access to materials and practical exercises.

Fatimah (2019) exploring the implementation of a practical approach in teaching phonology in high schools in North Sumatra. This research highlights the importance of an integrated approach in building students' understanding of the sound system of language.

Budi (2021) conducted a case study at Medan State University evaluating the impact of a phonology training program on student pronunciation. The research results show that the training program can significantly improve students' pronunciation abilities.

Thus, teaching phonology is not only about introducing language sounds to students, but also integrating practical approaches and technology to enhance their learning experience. This has the potential to make a positive contribution to improving students' ability to communicate effectively in a variety of language contexts, both inside and outside the classroom.

Based on the facts above, the author was interested in researching *Phonology for Language Learners: A Practical Approach to Improving Pronunciation at the State Islamic University of North Sumatra*

This research aims to investigate and overcome language pronunciation problems faced by students at the North Sumatra State Islamic University (UINSU). This research will identify the main challenges in pronunciation faced by students, develop a practical approach based on phonological principles to improve their pronunciation abilities, and improve the quality of language teaching and learning at UINSU through the effective application of phonological methods.

Overall, this research is expected to provide a strong theoretical and practical basis for improving the quality of language teaching and learning at UINSU, especially in terms of correct and effective pronunciation. Thus, it is hoped that the results of this research can provide real benefits in updating the curriculum and teaching methods in the UINSU academic environment.

THEORETICAL STUDY

1. Phonological theory

Phonological theory is a branch of linguistics that studies sounds in language, how these sounds are arranged, and how they function in communication. There are two main theories in phonology that are very relevant, namely phonemic theory and phonological theory (Nasir, et, 2023c).

Phonemic theory highlights the importance of phonemes, namely the smallest phonetic units in a language that have the ability to differentiate meaning. Phonemes are the basis of all phonetic constructions in language and serve as the basic building blocks of words. For example, in Indonesian, the difference between the phonemes /p/ and /b/ can be found in word pairs such as "paku" and "baku", where changing this one phoneme results in a significant difference in meaning. Phonemic theory is very important in language teaching, especially in helping learners understand and produce the correct sounds in the target language. Understanding phonemes helps in improving pronunciation skills and also in detecting pronunciation errors that are common among language learners.

Phonological Theory, on the other hand, studies the overall phonological structure of a language. This includes analysis of consonants, vowels, and prosodic aspects such as intonation, stress, and rhythm. This theory is broader than phonemic

theory because it not only considers individual units (phonemes) but also the larger patterns and structures that make up the sound system of a language. For example, in English, phonological rules can include word stress patterns (two-syllable words often have stress on the first syllable) and phonological adaptations (such as simplification of consonant clusters). Phonological theory helps in understanding how sounds interact in a larger context and how they are organized in the language system. It also includes the study of allophones, i.e. sound variations of a phoneme that do not change the meaning of a word, and phonological processes such as assimilation, dissimilation, elision, and metathesis.

In the context of language teaching, a deep understanding of these two theories is very important. Phonemic Theory helps teachers and learners focus on the specific sounds that must be mastered to achieve clear and correct pronunciation. Teachers can use this knowledge to design effective pronunciation exercises, targeting phonemes that students often have problems with. For example, in teaching Indonesian to foreign language speakers, the teacher can provide special exercises on the phoneme /r/ which may be difficult for speakers of languages that do not have that sound (Rusliana, 2021).

Phonological theory helps in understanding the broader context of the use of sounds in language. It includes strategies for teaching correct rhythm and intonation, which are often more difficult for learners to understand but are essential for fluency and naturalness in speaking. Teachers can use this theory to teach students how to regulate stress on syllables in words and how to use intonation to convey meaning effectively.

Overall, a comprehensive understanding of phonological theory, including phonemic and phonological theories, is essential in language learning. This not only helps in improving the learner's pronunciation skills but also in understanding the structure and function of sounds in communication. By applying concepts from these theories, teachers can help language learners to achieve better and more natural speaking skills, which will ultimately improve their ability to communicate effectively in the target language (Megawati Puspita Dewi, 2018).

2. Language Learning Theory

Language learning theory includes various approaches and models designed to improve students' ability to master a new language. The two main theories in this context are Cooperative Learning Theory and Problem Based Learning Theory. These two theories provide an important framework in understanding how practical methods can be applied to improve students' language pronunciation and communication skills.

Cooperative Learning Theory is an approach that emphasizes the importance of cooperation and collaboration among students. In this model, students work in small groups to complete assignments or solve problems. The main goal is to develop critical thinking skills and communication skills. Cooperative learning creates an environment where students can support each other, share knowledge, and learn from each other. This approach is very effective in language teaching because it gives students the opportunity to practice speaking and listening in more natural and interactive situations. Group discussions and joint activities help students to overcome pronunciation difficulties through repeated practice and direct feedback from group mates. For example, in an English class, students can work in groups to role-play or simulate everyday conversations, which not only improves their speaking skills but also helps them understand the nuances of language use in real contexts(Nasir, et, 2023b).

Problem-Based Learning Theory (PBM), on the other hand, is a model that focuses on solving problems through a process of discussion and analysis. In PBM, students are given a problem to solve, and they work individually or in groups to find a solution. This process encourages students to think critically and creatively, as well as develop research and analytical skills. In the context of language learning, PBM can be used to improve pronunciation in a more in-depth and contextual way. For example, students can be given problems in the form of real-life scenarios in which they have to use the target language to search for information, negotiate, or resolve conflicts. During this process, they will engage in many conversations that demand clear and precise pronunciation, as well as a good understanding of intonation and word stress. Teachers can facilitate by providing the necessary guidance and feedback to help students correct pronunciation errors and improve their fluency.

Combining these two theories in language teaching provides a comprehensive and effective approach. Cooperative Learning Theory provides a strong basis for social interaction, where students can learn from each other's experiences and perspectives, while Problem Based Learning Theory provides a rich and relevant context for language application. When students engage in activities that require cooperation and problem solving, they not only improve their language skills but also develop interpersonal communication and problem solving skills that are very useful in everyday life(Hidayat, 2019).

In its implementation, teachers can design various activities that integrate elements from these two theories. For example, in one class session, students may be invited to participate in a group discussion on a particular topic (following the principles of cooperative learning), followed by a problem-based activity in which they must use the information that has been discussed to complete a specific task. In this way, students can repeatedly hone their pronunciation skills in a variety of contexts, increase their confidence in using the target language, and develop a deeper understanding of the structure and use of the language.

Overall, understanding and applying Cooperative Learning Theory and Problem Based Learning Theory in language teaching is the key to creating a dynamic and effective learning environment. By utilizing social interaction and problem solving, teachers can help students to achieve better pronunciation skills and more effective communication abilities, which will ultimately increase their competency in the target language(Audina et al., 2023).

3. Psycholinguistic Theory

Psycholinguistic theory is a branch of science that studies the relationship between cognitive processes and language. One important aspect of psycholinguistics is the Pronunciation Process Theory, which studies how the process of language pronunciation occurs, including the role of the brain, nervous system, and vocal system. This theory provides deep insight into the internal mechanisms involved in speech production, as well as how practical approaches can be used to improve language pronunciation.

Pronunciation Process Theory emphasizes that language pronunciation is the result of complex interactions between various components of the nervous system and vocal organs. This process begins in the brain, where the idea or concept to be expressed is planned and programmed. Broca's area of the brain, located in the left frontal lobe, plays an important role in speech planning and production. Once planning is complete, nerve signals are sent via motor nerve pathways to the muscles involved in pronunciation, including the muscles in the larynx, tongue, lips, and jaw. The coordinated activity of these muscles produces vibrations and changes in the shape of the oral cavity that form sounds that can be recognized as speech (Fatma Amiqotul Aqidah, 2022).

Understanding Pronunciation Process Theory is very important in the context of language teaching, especially when focusing on improving students' pronunciation. For example, knowledge about the role of the brain and neural pathways can help teachers identify and treat pronunciation problems that may stem from neurological or developmental disorders. Additionally, an understanding of vocal mechanics allows teachers to provide more precise instruction regarding tongue position, lip movement, and breath control, all of which are important for correct sound production.

In language teaching practice, approaches based on Pronunciation Process Theory can include a variety of techniques and strategies. One approach is articulation exercises, where students are invited to practice the production of specific sounds by focusing on the movements of the articulatory muscles. This exercise can help students to develop better control over their vocal organs and correct pronunciation errors. Examples of these exercises include practicing repeating difficult vowels and consonants, as well as using a mirror to visualize and adjust articulatory positions (Adirinarso, 2023).

Another useful approach is phonetic exercises, which combine auditory and production techniques. In this exercise, students are invited to listen and repeat the sounds of the target language with a focus on subtle phonetic differences. Teachers can use audio or video recordings to demonstrate correct pronunciation and provide immediate feedback on student performance. This approach not only helps students

produce correct sounds but also improves their ability to differentiate similar sounds, which is important for auditory comprehension.

In addition, technology-based approaches can also be applied, such as using applications and software designed to train pronunciation. These apps often come with sound analysis features that provide visual feedback on aspects of a student's pronunciation, such as intonation, word stress, and sound duration. This technology allows students to practice independently and get objective, immediate feedback.

Overall, Pronunciation Process Theory in psycholinguistics provides an invaluable framework for understanding and improving language pronunciation. By applying this knowledge to language teaching, teachers can help students overcome pronunciation challenges and achieve greater fluency. A practical approach based on this theory, including articulation drills, phonics drills, and the use of technology, can provide effective and comprehensive support for students on their journey towards better language mastery (Nasir, et, 2023a).

METHODS

This research uses a qualitative method with a case study approach to investigate language pronunciation problems among students at the North Sumatra State Islamic University (UINSU). The research population includes all UINSU students, with the sample selected using a purposive sampling technique based on active criteria, there are 5 resource persons who attended lectures and were willing to participate. Data collection techniques include semi-structured interviews with students, lecturers and language experts, observations in lecture classes to see phonology teaching interactions, as well as document analysis of lecture materials, curriculum and related research. The research was conducted on the Uinsu campus. The collected data will be analyzed using thematic analysis to identify and interpret emerging themes, as well as case analysis to explore the individual experiences of students who experience language pronunciation difficulties. This research aims to provide comprehensive insight into language pronunciation challenges and effective teaching methods, which are ultimately expected to help students improve their pronunciation skills.

RESULTS AND DISCUSSION

Based on the results of interviews with five sources, several main findings were found regarding Indonesian pronunciation among UINSU students:

1. The main challenge in pronunciation

The main challenges in pronunciation among students at the North Sumatra State Islamic University (UINSU) include several important aspects that influence their ability to speak Indonesian correctly. First, the issue of pronunciation is a significant challenge. Students often have difficulty pronouncing certain words, especially those with the letters 'r', 's', 'l', 'ng', and 'h'. This is due to phonetic differences in their regional languages or a lack of understanding of how each sound is supposed to be produced. For example, the letter 'r' is often not pronounced with enough vibration of the tongue, or the letter 'ng' is often not pronounced correctly at the end of a word.

Apart from pronunciation, intonation and speech rhythm are also big challenges. Students often show difficulty in regulating intonation, word emphasis, and correct speech rhythm. They tend to speak with a flat intonation and monotonous rhythm, which can make it difficult for listeners to understand the context or emotion they want to convey. Correct intonation is very important in Indonesian to differentiate between statements, questions and commands, as well as to emphasize important words in a sentence.

Combining words is also a challenging aspect for students. They often have difficulty combining words fluently, which causes unnecessary pauses and affects speech fluency. Poor word combinations can make communication disjointed and difficult for listeners to understand.

Lack of adequate speaking practice and pronunciation practice is also an important factor. Students often do not get enough opportunities to practice speaking directly. This lack of practice may be due to a lack of time in the curriculum, or a lack of access to additional programs that focus on developing speaking skills. Consistent and structured practice is very necessary to improve pronunciation and increase confidence in speaking.

Apart from that, the influence of regional languages and foreign languages also influences students' Indonesian pronunciation. Many students use regional or foreign languages in daily life outside of lectures, which can cause interference in their pronunciation. This interference often appears in the form of a strong accent or the use of phonetic structures from another language, which makes Indonesian pronunciation less clear and less up to standard.

Teaching methods that place less emphasis on correct pronunciation are also a problem that needs attention. Many teaching methods focus more on grammar and vocabulary aspects, while pronunciation aspects are often neglected. In fact, correct pronunciation is very important for effective communication. Teaching methods that are more interactive and focus on pronunciation practice can help students improve their pronunciation significantly.

Overall, challenges in pronunciation among UINSU students require a comprehensive and structured approach to be addressed effectively. This involves increasing practical exercises, adapting teaching methods, and providing additional support to help students overcome difficulties with pronunciation, intonation, speech rhythm, word combination, and the influence of regional and foreign languages. With the right approach, students can improve their pronunciation skills and communicate more effectively.

2. Efforts to overcome difficulties

To overcome challenges in pronunciation among students at the North Sumatra State Islamic University (UINSU), there are several efforts that can be made:

First, practicing with classmates and lecturers can be an effective way to improve your speaking skills. Practicing directly with others provides the opportunity to get direct feedback and correction from those with more experience.

Second, recording your own voice while speaking and listening back to the recording can help identify errors in pronunciation. This allows students to focus more on details such as the pronunciation of certain letters or inaccurate intonation.

Third, reading texts aloud regularly can practice pronunciation and intonation. Students can choose challenging texts to read, thereby strengthening their speech muscles and familiarizing their ears with the various sounds in Indonesian.

Fourth, using available pronunciation apps to improve pronunciation is also a good option. These apps often offer specially designed exercises to help users improve their pronunciation through interactive exercises.

Fifth, watching learning videos about Indonesian pronunciation can provide good examples and help students understand the correct way to pronounce words and sentences.

By combining these strategies, students can improve their pronunciation skills gradually. A structured and consistent approach will help overcome the challenges faced and improve their communication skills in Indonesian.

3. Assessment of Indonesian pronunciation teaching at UINSU

An assessment of Indonesian pronunciation teaching at the North Sumatra State Islamic University (UINSU) indicates several areas that need to be improved to increase learning effectiveness:

In general, Indonesian pronunciation teaching at UINSU is considered quite good, but there is still room for improvement. One aspect that needs improvement is a greater emphasis on live speaking practice and group discussions. This activity allows students to practice speaking in a more real context, receive feedback from classmates and lecturers, and develop their communication skills directly.

Teaching methods also need to be more varied and interesting. The use of various learning techniques, such as role-playing, simulations, or conversation-based projects, can make learning more interesting and interactive for students. This approach can also help maintain students' interest and motivation in improving their pronunciation.

Apart from that, lecturers need to pay more attention to students' pronunciation in lectures. Providing feedback that focuses on aspects of pronunciation that need improvement can help students correct their mistakes more effectively. Lecturers can also facilitate direct pronunciation practice in class and provide time for group discussions about pronunciation.

Overall, by increasing speaking practice, varying teaching methods, and paying attention to pronunciation in lectures, Indonesian pronunciation teaching at UINSU can be more effective in helping students overcome pronunciation challenges and improve their Indonesian communication skills. This holistic and integrated approach will support the achievement of better learning outcomes for students.

4. The effect of pronunciation difficulties on self-confidence

Pronunciation difficulties can have a significant impact on students' confidence in communicating in an academic environment. Students often feel nervous, anxious, and lack confidence when they have to speak in front of many people, especially when they realize that they have difficulty with their pronunciation. These feelings can make things worse, making them feel unsure about their speaking abilities and preventing them from actively participating in class discussions or presentations.

However, with the right practice and support, students continue to strive to increase their self-confidence. Practicing consistently with classmates or lecturers, getting constructive feedback, and improving pronunciation techniques are steps that can help them overcome fear and anxiety. This process allows them to feel more confident in dealing with challenging communication situations.

The importance of support from lecturers and the academic environment cannot be ignored. Lecturers who understand students' pronunciation challenges and provide positive support can go a long way in building their confidence. In addition, a supportive and inclusive classroom atmosphere can also give students space to grow and learn without fear of making mistakes.

Overall, although pronunciation difficulties can interfere with students' confidence in communicating, continued efforts to practice and get support from lecturers and classmates can help them overcome their fears and improve their overall speaking abilities. In this way, students can feel more confident and ready to face communication challenges in an academic context.

The findings of this research indicate that students at the North Sumatra State Islamic University (UINSU) still face various challenges in Indonesian pronunciation. The main factors causing this challenge include varying mother tongue backgrounds

among students, suboptimal teaching methods, and lack of adequate practice in pronunciation.

To overcome this challenge, continuous efforts are needed from students, lecturers and the university. Students need to be more active in practicing pronunciation and utilize various available learning resources, such as self-voice recordings, pronunciation applications, and speaking practice with classmates. Lecturers also need to pay more attention to students' pronunciation in lectures by providing constructive feedback and creating a supportive environment for practicing speaking.

Apart from that, teaching methods need to be more varied and interesting. The application of various learning techniques, such as conversation simulations, role plays, or conversation-based projects, can make learning more interactive and help students overcome difficulties in pronunciation. Universities also need to improve the quality of teaching Indonesian pronunciation through training lecturers in effective teaching methods, developing curricula that pay attention to aspects of pronunciation, and providing adequate infrastructure to support this learning.

With this directed and sustainable effort, it is hoped that UINSU students can improve their Indonesian pronunciation skills significantly. This will help them become more effective communicators in academic and community settings, as well as increase their confidence in communicating in Indonesian. In this way, better learning outcomes can be achieved, and students can be better prepared to face challenges in the world of work and social life after graduation.

CONCLUSIONS AND RECOMMENDATIONS

This research reveals that students at the North Sumatra State Islamic University (UINSU) face various challenges in Indonesian pronunciation. The main challenges include problems with pronunciation, intonation, speech rhythm, word combination, and the influence of regional and foreign languages. Apart from that, a lack of speaking practice and teaching methods that do not emphasize correct pronunciation are also the main factors that influence students' ability to communicate.

Various efforts can be made to overcome these challenges, including increasing practical exercises, adapting teaching methods, and additional support to help students improve their pronunciation. With a holistic and structured approach, students can improve their communication skills in Indonesian.

This research also shows that teaching Indonesian pronunciation at UINSU has shown some success, but there is still room for improvement. A greater emphasis is needed on direct speaking practice, a variety of teaching methods, and greater attention to pronunciation in lectures.

Overall, this research provides a strong theoretical and practical basis for improving the quality of language teaching and learning at UINSU, especially in terms of correct and effective pronunciation. Thus, it is hoped that the results of this research can provide real benefits in updating the curriculum and teaching methods in the UINSU academic environment.

THANK-YOU NOTE

I would like to express my thanks to all parties who have participated in this research. First of all, I would like to express my deepest gratitude to my supervisor, for their guidance, direction and constant support during this research process. His guidance meant a lot to me in completing this research well.

Next, I would like to thank my parents for the prayers, moral support and motivation they always provide. Their presence and support meant a lot to me in going through every stage of this research.

Thank you also to my friends who have provided support, encouragement and practical assistance during this research process. We have shared moments and challenges together, and that means a lot to me.

Don't forget, thank you to all the sources who agreed to participate in this research. The contribution of knowledge and insight that you have provided has become a strong foundation for this research.

I will never forget all the contributions, support and guidance given. Hopefully the results of this research can provide real benefits and positive contributions in related fields. Once again, thank you very much for all the help and support you have provided.

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