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Phonological Study of Onomatopoeia in Children's Song

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Abstract

This paper aims to observe the phonological features of onomatopoeia in children's songs which contribute to foreign language acquisition. The study is a descriptive qualitative involving 24 full-time mothers who introduce English to their toddlers through various English songs. Data were collected through digital questionnaires followed up by semi-structured interviews to clarify what the parents had answered in the digital questionnaire. The study reveals numerous onomatopoeic words that acquired by the toddlers because of some factors, 1) the similarities of phonological features between English and Indonesian onomatopoeic words, and 2) the large quantities of language input in their listening habit.
Keywords: Onomatopoeia, Children's Song, Phonological features

1. INTRODUCTION

Onomatopoeia, naming objects that imitate their sound, seems to be an interesting topic to discuss because all people know many onomatopoeic words since they were born without knowing the existence of onomatopoeia. Onomatopoeia is considered as most noticeable in babies' earliest words (Laing, 2019) as it has simple features and forms. The ability on identifying the phonemes since the babies are in their first month, makes them start to produce their first sound by cooing between six to eight weeks and then babbling by using repeated syllables over and over, such as "*maa maa, baa baa*",

without specific meaning. Therefore, the babies can easily recognize the sounds, which often refer to iconic words. It also indicates that sounds become the most important source of language input in acquiring the first language, in which most people acquired their first language through listening (Troike, 2012). Indeed, listening will be the possible source of second language input as well, especially for young learners.

Children's songs or nursery rhymes have positive evidence to enable young learners in developing their phonological awareness in an effective but entertaining way (Wilson, 1995). Songs become the most popular media to learn languages at an early age because of the repetitive and varied language structures which provide rich language input for the learners. Furthermore, the characteristic of young learners who love to sing makes them excited in learning languages though the song is played multiple times a day (Dzanic&Pejic, 2016). The benefits of listening to songs to learn language encourage most Indonesian parents to introduce English to their kids through some songs or nursery rhymes.

Studies of onomatopoeia have been conducted by Laili (2008), Sari (2012), Eliza (2013), Istiqomah (2014), Jannah (2016), and Muin, Rauf, & Hidayat (2016). All the previous studies examined onomatopoeic words from comic series. They only focused on the origin, the types, the lexical meaning, and the contextual meaning of onomatopoeic words in the written form. They explained that studying onomatopoeia in comic series is interesting because onomatopoeic words are clearly capitalized so they can be identified easily. However, the discussion seems monotonous regarding the patterns and the meaning of onomatopoeia depend on various contexts in comic stories.

Further research of onomatopoeia has been carried out by Tohari, et. al (2016) which focused on phonological aspects. They compiled twenty animal sounds in English and Indonesian then analyzed them according to their phonetic and phonological features. They described the similarities and differences among the onomatopoeic words from the animal sounds. To expand the discussion of onomatopoeia, the present study strengthens the issue of phonological features of onomatopoeia in the wider scope on how onomatopoeic words found in children's songs influence language acquisition.

It is important to let the readers know how onomatopoeia contributes to English acquisition for children, especially for babies in their first words. A study on onomatopoeia related to the children's language acquisition has been conducted by Laing (2019) which focused on English onomatopoeic words as the first language. She argued that ten-month-olds are better able to record onomatopoeic words (*moo-moo, quack quack*) to their referents than non-onomatopoeic words (cow, duck), only if those words were familiar from the input. She lensed onomatopoeia from a production perspective, to observe whether the acquisition of onomatopoeia could be determined by their simple phonological structures. However, Laing did not discuss the significance of

onomatopoeia in the second language context, but rather the role of onomatopoeia in language development in the first language.

Considering the importance of onomatopoeia in second language acquisition, this study aims to answer the research question on "how a phonological feature of onomatopoeia in children's songs may contribute to the babies' early word production" both in English and Indonesian. The result of this study is expected to offer new perspectives on the presence of onomatopoeic words, especially in children's songs so it will be useful for parents who introduce English to their children at the earliest age.

2. LITERATURE REVIEW

2.1 Songs for Young Learners

English for young learners becomes an essential issue that triggers most Indonesian parents to introduce English to their toddlers as they know children under 13 years old have an excellent aptitude to acquire more than one language. Even people who know nothing about the critical period, a specific and limited time period for language acquisition, are certain that younger is better (Lightbown, 1999). They equip their kids with English storybooks, flashcards, and audiovisual media to make learning English become more interesting and easier. However, parents or caregivers should remember that infants, toddlers, and preschoolers have different learning styles, so they can help their children learn more effectively. Children have three learning styles, auditory, visual, and kinesthetic, which mostly auditory are dominated by the use of songs, or repeated sounds to be imitated (Imaniah et.al., 2017). Therefore, the use of repeated songs will be beneficial to promote a child's language development, since children are good imitators. The simple sound such as an onomatopoeic word can be found in children's songs also becomes one factor to help children learn English easily.

2.2 Onomatopoeia

Onomatopoeia is defined as a name for an object which is associated with its sound (Laili, 2008) since its phonological feature seems to represent its meaning (Eliza, 2016). Onomatopoeia appears in languages around the world which sound differently because every Country perceives onomatopoeic words based on their phonological system and culture. Taken for example, in Bahasa Indonesia, the sound of dog is represented by the word '*guk-guk'* while in English it becomes '*woof-woof*'. Onomatopoeia can be easily found in children's books or comics, advertisements, or in children's songs. From the origin of the sounds, onomatopoeic words can be categorized into some parts (Laili, 2008), they are the sound echoed by nature, the sound made by humans, the sound of animals, the sound of objects, and miscellaneous or everyday sound.

As imitations of the sound from a particular object, most onomatopoeic words are 'reduplicated' which are in the form of repeated words, such as *quack-quack* (the sound

of duck), *moo-moo* (the sound of cow), or *oink-oink* (the sound of pig). Non-reduplicated onomatopoeic words can also be found easily for naming several objects, such as *'brush', 'slap',* or *'splash'*.

Dealing with the meaning and the origin of the sound, Dofs (2008) divides onomatopoeia into three categories. 1) Direct onomatopoeia, in which words are similar to the actual sound they refer to, such as *'bang'*, *'cluck'*, and *'zoom'*; 2) Associative onomatopoeia, means that onomatopoeic words are from their association, such as '*whip*' is the sound made by a whip; and 3) Exemplary onomatopoeia, are onomatopoeic words which are taken from the effort of speakers in uttering the word.

2.3 Phonology Features of Onomatopoeia

Onomatopoeia has unusual phonological features since it has various combinations of consonants and vowels. In the linguistics field, phonology is known as the branch of linguistics about the sound system of language. Discussing phonology will be automatically involved the sounds of language or we call it phonetics, the study of the production, perception, and physical properties of speech sounds. The ability to recognize the sound is important in learning a language, especially English. Children have different language aptitude to master foreign language because it has different language system from their mother tongue. Therefore, recognizing the different sound systems between the first language and the target language is important for language learners.

Onomatopoeia is not only related to the sound because of its origin, but the sound shaped by the combination of consonants and vowels also affects the meaning of the onomatopoeic words. Smith (2013) explains that long vowels indicate a slower movement than the vowels. Vowels that are pronounced by opening the mouth express larger objects, while those which are made by nearly closing the lips show smaller movements or slender objects. For example, *'dong'* sounds deeper than *'ding'* (Laili, 2008). The word clusters *bl-* expresses the motion of breathing, such as *blast, blow,* or *blab*. The combination of *gr-* indicates a roar, such as *groan* and *grumble* (Laili, 2008).The end of *–mp* often shows heavier sounds, such as *jump, dump, bump,* and *thump* (Dofs, 2008), while a stop consonant of '*p'* or *'b'* relates the sound of movement suddenly topped, such as *whip, clip, snip,* and *clap.*

There are some similarities and differences between Indonesian and English onomatopoeic words (Tohari, et. al., 2016) which influence the children in acquiring the languages. As we learn about the contrastive analysis hypothesis that the similarities between the first and the target languages may facilitate learning and the differences may interfere with learning the language. Therefore comparing and contrasting between L1 and L2 to find out the similarities and the differences, is worthy to discuss.

English has various consonants such as voiced as in stop consonant /b/, voiceless as in /p/ or /t/, and strongly voiceless as in /ph/. While based on the manner of

articulation, consonants consist of 'nasal' which is often voiced as the consonants at the end of the words of *sum, sun,* or *sung*, 'stop' as in /b/, /p/, or /d/, 'fricatives' as in /f/, /v/, or /h/, 'affricates' which are heard from *church* or *jump*, 'aspirated' as /p/ *pat* or /k/ in *keep,* 'liquid' as /l/ from the words *clap* or *please,* and 'glides' as /w/ in *wet* or /ʍ/ in *where, which,* or *when.* English vowels consist of two types, simple vowels and diphthongs (O'grady, 2005). Simple vowels have no change in the articulation such as *fit, met, put, hat,* and *go,* while the diphthongs show changes in the articulation such as *stay, guy, loud, my,* or *boy.* The diphthongs are often longer than the simple vowels.

The characteristics of English consonants and vowels as explained above are sometimes different from Indonesian context. In English, there is no combination of consonant [tl] in which we can find in Indonesian such as *mutlak, atlit* and *potlot.* Another example is the consonant /b/ which can be used for initial, medial, and final in English words, such as *book, table,* and *crab.* However, in Bahasa Indonesia, the sound /b/ only appears in the initial syllable, such as *buku, baju,* or *bunga.* When /b/ is used in final word, it will be pronounced as /p/ such as *sebab, jawab,* and *lembab.* The previous examples indicate that sometimes the learners feel difficult to recognize the exact letters as they heard from the songs. Therefore, they tend to relate the input from the songs to their everyday sounds or vocabularies that have been familiar to them.

3. RESEARCH METHODS

3.1 Research Design

The present study is a descriptive qualitative which aims to describe how the phonological features of onomatopoeia will assist the toddlers in incidental English learning. Therefore, the onomatopoeic words from the children's songs are analyzed and presented descriptively and systematically based on related literature.

3.2 Participants

Regarding the fact that babies produce a high number of onomatopoeic words at their early age, the study involved 24 full-time mothers who have toddlers between one and four years old in which they are in the early stage of learning to speak. Mothers who have full interaction with their kids must be able to monitor and notice their child's first words since they provide more supportive input. The preliminary study has been piloted to ensure that all mothers use English songs, amid the various media to introduce English for their kids. Besides, almost all mothers use similar songs that are familiar for Indonesian people, such as *Old MacDonald, the wheels on the bus, if you're happy*, and some songs from *Badanamu* album. *Badanamu* becomes popular since its song collection was compiled in *Smart Hafizh*, an education media that is designed for Moslem kids. *Badanamu* which focuses on the idea to change the world of early learning through some educational songs and nursery rhymes has more than two billion

subscribers. Therefore, some considerations taken in selecting the songs will ensure the present study uses reliable data.

3.3 Instruments

Referring the objective of the study, two different types of research instruments were employed. The first instrument consisted of digital questionnaire and the second one involved semi-structured interview. The questionnaire contained several questions about the children development in learning English through several nursery rhymes. Indeed, it was aimed to identify how many onomatopoeic words their toddlers learn unintentionally from the song. To clarify and confirm the answer of the participants, a semi-structured interview was employed to the participants.

3.4 Data Analysis

The data collection was started when the mothers were asked to do an observation and answer the electronic questionnaire through *Google* form. The form contains some information about the methods they used in introducing English to their kids, including the media and learning activities, and a list of onomatopoeic words. Mothers should give a checklist on the list of onomatopoeic words that have been acquired by their kids. Budge (2019) explains that there are two characteristics of words acquisition, active and passive vocabulary. Active is vocabulary that children can reproduce while passive is the vocabulary that they can understand if they encounter, but they can't reproduce. Therefore, the form provides two indicators showing the success of acquiring onomatopoeic words, active and passive responses. Active response refers to the ability to pronounce the word as it is or use the conventional word to describe it. For example, when the mother shows the picture of a cow, the kid will respond to it by saying "*moo-moo"*, or "*cow"*, or when the kid watched or heard the sound of duck, *"quack-quack"*, he/she will imitate the sound *"quack-quack"* or they will mention directly by saying "*duck"*. The passive response occurs when the kids listen to the onomatopoeic word and they will respond to it by showing the picture or doing the action, or translate the word into Indonesian. Take for an example, kids who hear "*clap*" will respond it by clapping their hands without knowing how to say the word, or when they hear the sound "*baa-baa"* they will mention it "*embek"* which means a sheep in Indonesian.

The onomatopoeic words which have been collected through a digital questionnaire were grouped into some categories. After that, the data were analyzed by using relevant theory of the characteristics of onomatopoeia and then described briefly according to their phonological features. Finally, the data was reported descriptively by comparing the phonological features in English and Indonesian to know which onomatopoeic words that are acquired by the kids easily and which one is difficult to spell.

4. FINDINGS

All the respondents agree that songs become reliable language sources for learning English. Some parents use audio or mp3 players and most of them play the song by video player, *youtube*, and other special devices, such as *Smart Hafizh* which is owned by most of the participants. Listening to songs from the video is more preferable because the toddlers between 1-2 years old understand language through sense or action. The toddlers listen and watch the visual word from the video so they can relate the sound and the action displayed in the video. Furthermore, all the participants believe that the frequency of listening songs will determine the success in acquiring the language. Therefore, the children were given English songs almost every day, so that they have enough language input to learn English and recognize some English vocabularies. There are numerous onomatopoeic words found in some English children's songs as described on table 1.

Table: 1 Kinds of onomatopoeic words found in children's songs

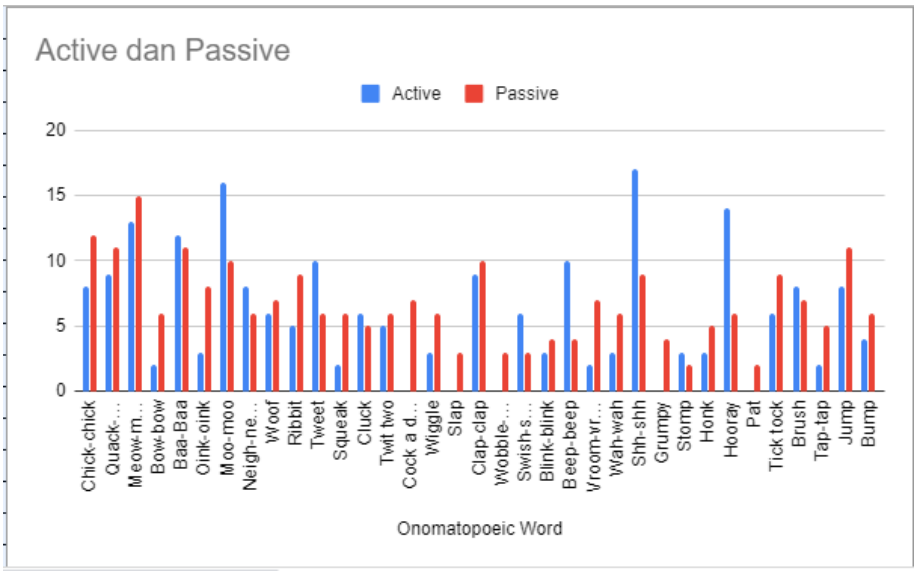
No	Song Title	Onomatopoeic Word	Meaning
1	Old MacDonald Had A Farm	*Chick-chick*	The sound of chick
2		*Quack- Quack*	The sound of duck
3		*Meow-meow*	The sound of cat
4		*Bow-bow*	The sound of dog
5		*Baa-Baa*	The sound of Sheep
6		*Oink-oink*	The sound of pig
7		*Moo-moo*	The sound of cow
8		*Neigh-neigh*	The sound of horse
9	Cock a doodle doo	*Woof*	The sound of dog
10		*Ribbit*	The sound of frog
11		*Tweet*	The sound of bird
12		*Squeak*	The sound of mouse
13		*Cluck*	The sound of hen
14		*Twit two*	The sound of owl
15		*Cock a doodle doo*	The sound of rooster
16	Party on the ocean floor	*Wiggle*	Dance or move up and down or from side to side with small rapid movements
17		*Slap*	Hit (someone or something) with the palm of one's hand
18		*Clap-clap*	Strike the palms of (one's hands) together (to applaud)
19		*Wobble- Wobble*	Move unsteadily from side to side
20	The wheels on the bus	*Swish-swish*	The sound of wiper
21		*Blink-blink*	The "sound" of light (This is a rare example of "non-auditory onomatopoeia)
22		*Beep-beep*	The sound of a vehicle horn
23		*Vroom-vroom*	The roaring sound of an engine or motor vehicle
24		*Wah-wah*	The sound of crying baby
25		*Shh-shh*	Used to call for silence

26	If you're happy	*Grumpy*	Make inarticulate noises showing displeasure
27		*Stomp*	Stamp or trample noisily
28		*Honk*	The sound of pushing the nose
29		*Hooray*	Exclamation used to express joy
30		*Pat*	Strike lightly
31	Hickory Dickory Dock	*Tick tock*	The sound of a clock
32	Brush Brush	*Brush*	Cleaning or scrubbing using bristle
33	Five Little Friends	*Tap*	Strike lightly especially with a slight sound
34		*Jump*	Moved off the ground
35		*Bump*	Knock into someone or something

The table shows that there are thirty-five onomatopoeic words found in eight song titles. The number of onomatopoeic words in one song title is different from another. However, for similar onomatopoeic words found in the different songs are combined in the previous song. Therefore, the last songs have fewer onomatopoeic words.

5. DISCUSSION

The onomatopoeic words found in children's songs consist of the sound of animals, such as *neigh, oink, cluck, or squeak,* the sound of objects, such as *vroom, swish, beep,* or *blink,* and the sounds indicating body movements or actions, such as *slap, clap, wiggle,* and *stomp.* Generally, the onomatopoeic words in this context are reduplicated, such as *baa-baa, moo-moo, and meow-meow* which mostly refer to the sounds of animals, and some others are non-reduplicated, such as *brush, stomp, jump, honk,* which represent the action. The following diagram shows onomatopoeic words acquired by the toddlers of participants.



The diagram shows that some onomatopoeic words in some children's songs have been understood actively and passively, and some others are not. The words *shh-shh, moo-moo, meow, and hooray* are the easiest words to produce and comprehend while *slap, pat, wobble-wobble, grumpy*, and *cock a doodle do,* seem to be the most difficult word to pronounce. The followings are some categories of onomatopoeic words found in children's songs:

5.1 The Final *k*

There are several onomatopoeic words that have phonological features of final *–k,* such as *chick-chick, quack-quack, oink-oink, squeak, cluck,* and *tick-tock.* English /k/ is aspirated but the Indonesian /k/ is not. Besides, the English /k/ phoneme appears in three positions in the word – initial, medial, and final, such as '**k**ey' [kiː]**, '**blan**k**et' [ˈblæŋ.kɪt], and 'par**k'** [pɑːk]. However, the Indonesian /k/ phoneme emerges only in initial and medial positions, such as '***k**ami'* (we) and '*fa**k**ta'* (fact). Even though there are some words which have final 'k', there are two differences in the way to pronounce it, some articulations are as a regular /k/ aspirated and most of them replace *-k* with a voiceless glottal stop [?], such as *'masa**k**' (cook), 'ana**k**' (child),* and *'bapa**k**' (father)* (Pallawa, 2013). Consequently, some toddlers have difficulty to pronounce onomatopoeic words with final *-k* accurately and tend to replace it with a voiceless glottal stop, though they can get the meaning of the word, and respond to it passively.

1. Chick-Chick [tʃɪk- tʃɪk]

This word was acquired by 17 of 24, which mean that many toddlers know about the meaning of *chick-chick* since it has a similar form as the sound of chicken in the Indonesian context. Therefore, they can respond the word *chick-chick* actively and passively. However, some toddlers only pronounce it with *'ckck'* without producing air or sound since the vowel [*a*] is more familiar for the babies than vowel [*i*].

2. Quack-quack [kwæk-kwæk]

The appearance of language features is not only the final *–k* but also the initial cluster of [*kw*].which makes the word rather difficult to pronounce properly. However, the word *quack-quack* has a similar sound as Indonesian onomatopoeia of duck '*wek-wek'* that can be pronounced by most toddlers, though it still has a slight difference in the pronunciation. They tend to pronounce by spelling [w] rather than [*kw*].

3. Oink-oink [ɔɪŋk ɔɪŋk]

Oink-oink is a little bit difficult to pronounce because there is no final *–nk* in the Indonesian context. Moreover, the diphthong *oi* in Indonesian comes out only in the final word, such as *'amboi* (wow)*' and 'convoi' (convoy),* so for Indonesian people, it is uncommon to spell [*oi*] in the initial of word. Therefore, the sound of pig in Indonesian which is transcribed as '*ngok-ngok'* will be little bit different from the sound of pig in English.

4. Squeak [skwiːk]

Indonesian context does not have an initial cluster of [*skw*] so it will be difficult for the toddler to pronounce *squeak* properly though few of them can get the meaning of it. The sound of mouse in Indonesian is simpler and easier, *'cit-cit'* thus the toddler will prefer to use it than *'squeak'*.

5. Tick tock [tɪk tok]

Tick-tock is the example of ablaut reduplication, onomatopoeic words which its vowel changes while the consonants are similar. Other examples are *flip-flop, ding-dong, tip-top* etc. More than half of toddlers know the meaning of *tick-tock* since it is similar to the sound of clock in the Indonesian context, *tik-tok.*

5.2 The diphthong -*au*

In Bahasa Indonesia, the final diphthong *–au* can be found in several words, such as *kerbau (buffalo), kau (you),* and *danau (lake).* Therefore, some onomatopoeic words listed from the children's songs above can be acquired actively and passively.

1. Meow-Meow [ˌmiːˈaʊ miːˈaʊ]

The appearance of final -aʊ eases the toddler to recognize it than the sound of cat in the Indonesian context, *"meong-meong"*. Therefore, the word *meow-meow* dominates the diagram though it has the final phoneme / ŋ / which is in Bahasa Indonesia is represented as 'ng'. The toddlers only recognize the sound of -aʊ because pronouncing 'ng' is considered hard for their first words.

2. Bow-bow [baʊ baʊ]

Although the sound of dog, *bow-bow,* is easy to pronounce, it still not familiar as the sound of a dog in Indonesian, *guk-guk.* Some toddlers prefer to use the conventional word of '*dog'* with Indonesian accent which is shorter than both Indonesian and English onomatopoeic words *'guk-guk', 'woof'* or '*bow-bow'*. Therefore, the diagram shows that no more than five toddlers know the meaning of *bow-bow.*

5.3 Multiple Vowels

1. Baa-Baa [ba: ba:]

Baa-baa becomes familiar for Indonesian toddlers since vowel [*a:*] is initiate sound produced by a baby. Besides, when babies start babbling, they enjoy producing repeated sounds produced at the front of the mouth using the lips such as '*ma-ma', 'baa-baa',* and '*pa-pa'* or at the back of the mouth where the tongue touches the throat such as '*kaka'* and '*gaga'.* Therefore, *baa-baa* is easier to recognize than the word "*embek"* which represents the sound of sheep or goat.

2. Moo-moo [mo: mo:]

The phonological feature which comes up from the word *moo-moo* is multiple vowels [*–oo*]. The initial [*m*], which has the same articulation between Indonesian and

English, enables the kids to pronounce. Moreover, the word *moo-moo* can be acquired by the toddlers since it has a similar sound as a cow in Indonesian, *mo-mo*, or *muu-muu*.

3. Neigh-neigh [neɪ neɪ]

Although it has simple a phonological feature, the sounds *neigh-neigh* seems strange for Indonesian people. Toddlers tend to use the Indonesian word '*daaa'* which refers to '*kuda'* or horse.

5.4 Initial Consonant Blend

English has a consonant cluster or consonant blend in which two consonants are placed together, such as [–*l*] blends *cl, bl, sl,* or [–r] blends such as *br, vr, gr*. Toddlers tend to learn letter sounds first before they learn to combine letters into consonant, vowel, and consonant. Therefore, some of them have difficulty pronouncing the blend words accurately, though the meaning often seems understandable.

Onomatopoeic words found in English songs consist of *–l* and *–r* are *cluck [klʌk], clap-clap [klæp], slap [slæp], blink-blink [blɪŋk], wobble- wobble [ˈwɒb.l̩ ˈwɒb.l̩], wiggle [ˈwɪg.l̩]vroom-vroom [vruːm], and grumpy [ˈgrʌm.pi].*

5.5 Final -*p*

A 'stop' consonant like *p* or *b* at the end of the word suggests a sound or movement suddenly stopped, such as *clap[klæp], slap* [slæp], *beep-beep* [biːp], and *tap* [tæp]. Although *p* has different articulations between Indonesian and English when it is positioned in the initial or medial words, it still has a similar sound when it is on the final word. Therefore, the kids know the meaning some onomatopoeic words with the final *–p* although some of them cannot pronounce it like native.

5.6 Final -*mp*

Words ended by –mp, like *bump, dump, slump, thump*, convey the sense of duller heavier sounds (Laili, 2008). However, onomatopoeic words found in this context mostly refer to action verbs, such as *bump [bʌmp], jump[dʒʌmp],* and *stomp [stɒmp]*. Therefore, most toddlers have no idea how to pronounce it correctly though they may imitate the action showed by the songs, for example *jump* as the easiest word to know.

5.7 Final -*t*

The English / t / is alveolar but the Indonesian / t / is an apico dental (Pallawa, 2013). Usually, Indonesian final */ -t /* is unreleased. Therefore, it is slightly difficult for the toddlers to pronounce / t / when this phoneme appears in English words with aspiration. There are some onomatopoeic words which represent the sound of animals, such as *ribbit* [*ribit*], *tweet [twiːt], twit two [twɪt tuː]* and *pat* [*pæt*].

5.8 Final *-sh*

The sound of *–sh* indicates the air sound, such as *shh-shh* represents the exclamation of asking others to keep silent by producing a hissing sound. Another example is *swish-swish* [swɪʃ] as the sound of wiper and brush [brʌʃ] indicates removing dust by swiping or scrubbing. The word *shh-shh* gets the highest responses from the participant since it has simple sound word, as the earliest sound produced by a baby. Besides, Indonesian also use *shh-shh* for the same purpose.

5.9 Miscellaneous

1. Woof [wʊf]

Less than half toddlers can utter the word "*woof"* though it has a simple phonological feature of final –f and medial *–u-*. Indeed, some words in Indonesian which have final *'-f'* can be replaced by '*p'*, such as '*khilaf*' sometimes becomes '*kilap'*. Furthermore, *–u-* in English sometimes articulated longer than *–u-* in Indonesia.

2. Honk [hɒŋk]

The English / ŋ / appears only in medial and final positions but the Indonesian /ŋ/ can emerge in word initial, medial, and final positions (Pallawa, 2013). In *Bahasa Indonesia* /ŋ/ is represented as [*ng*]. Only five toddlers who know the word '*honk'* passively and less than five who respond it actively. It means that *honk* is not as familiar as the other words.

3. Cock a doodle doo [kɒk eɪ ˈduː.dl̩ duː]

Having complex and long features, this sound word can be easily recognized by children without knowing how to pronounce it. It is different from the sound of a rooster in Indonesia which is spelled *kukuruyuk.* However, both have similar intonation so that the word sound becomes familiar.

4. Wah-wah

It represents the sound of crying which is in the Indonesian context symbolized by the word '*oek-oek'.* Toddlers can recognize it as long as the expression used in uttering the word *'wah-wah*' show the feeling of sad.

5. Hooray [hʊˈreɪ]

Hooray becomes the easiest onomatopoeic words that can be acquired after *shh-shh, moo-moo,* and *meow* since it has a similar word in Indonesia, '*hore*'. Therefore, toddlers are familiar with the use of the word in expressing joys.

6. CONCLUSION

There are some onomatopoeic words emerge in children song which can be acquired by the children due to some factors, 1) the repetition of the listening habit, and 2) the similarities of phonological features between Indonesian and English of onomatopoeic words. Therefore, it is important for the parents or caregivers to select an

appropriate media to assist their kids in learning language, for example by using songs as the source of language input. Concerning the importance of onomatopoeia in the study of earliest language development, a further study needs to be conducted investigating not only on the onomatopoeic words but also the conventional word that can be acquired by a baby or young learner.

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