Terms for Parents Across Cultures Universally Reflecting Sounds and Words Acquisition by The Children

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Abstract: *This research is intended to reveal the universal phonemes contained in the terms for parents acquired by children living di different cultures. This descriptive qualitative research took subjects consisting of incidentally encountered Javanese and Indonesian people from different cultures and documents in forms of videos and electronic sources. The cultures were limited to Javanese, Indonesian, Arabic, and English. The data were gathered by using observation, intuition and noting techniques. Then, the comparative method and articulatory identity method were used to analyze the data. The research findings showed that the children living in different cultures in one country and in different countries acquired similar limited vowel and consonant phonemes contained in the terms for parents with some exceptions. Based on minimal vocalic system, children tend to acquire more vowels for addressing their mothers than for their fathers and they acquire various consonants for addressing their mothers and fathers. Then, the phonemes universally found in the similarly acquired words were /a/, /i/, /u/ for vowels but partially universal for consonants. It implies that in different cultures either within one country or different countries, the children acquire the sounds and the words as one unit to reflect the universal principles of language acquisition.*

Key words: *Culture, Language Acquisition; Sounds and Words; Terms for Parents*

Abstrak: Penelitian ini bertujuan untuk mengungkap fonem-fonem universal dalam istilah-istilah pengacu orang tua yang diperoleh anak dari budaya yang berbeda. Penelitian deskriptif kualitatif ini mengambil subjek yang terdiri dari orang Jawa dan Indonesia yang ditemui secara incidental dari budaya yang berbeda dan dari dokumen berbentuk video dan sumber elektronik. Budaya di sini dibatasi pada budaya Jawa, Indonesia, Arab, dan Inggris. Data dikumpulkan dengan teknik observasi, intuisi, dan catat. Kemudian, metode komparatif dan metode padan artikulatoris digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa anak-anak dari budaya yang berbeda di satu negara dan berbeda negara secara universal memperoleh vokal dan konsonan terbatas dalam istilah-istilah pengacu orang tua dengan perkecualian. Berdasarkan sistem vokal minimal, anak-anak cenderung memperoleh lebih banyak vokal pada istilah-istilah pengacu ibu daripada ayah dan mereka memperoleh berbagai konsonan pada istilah-istilah pengacu ibu dan ayah. Kemudian, fonem-fonem yang secara universal ditemukan dalam istilah-istilah tersebut adalah / a /, / i /, / u / untuk vokal, sedangkan untuk konsonan diperoleh secara parsial berdasarkan sistem konsonan minimal. Ini menyiratkan bahwa dalam budaya yang berbeda baik di satu negara atau berbeda negara, anak-anak memperoleh bunyi-bunyi dan kata-kata sebagai satu kesatuan dalam istilah-istilah tersebut untuk mencerminkan adanya prinsip universal dalam pemerolehan bahasa*a*.

Kata Kunci: Budaya; Bunyi dan Kata; Istilah Pengacu Orang Tua; Pemerolehan Bahasa

1. INTRODUNCTION

Language is a means of communication for all speakers to interact with other speakers within a speech community, different speech communities, and even different countries. Language speakers over the globe have made contact in all matters of life. So, it is inevitable that a language undergoes a contact with other languages (Sholihah, 2018). Due to this contact, speakers of different languages share certain language aspects and cultures, one of which is

related to language acquisition. Consequently, linguistic similarities among languages in the world exist in many aspects of language acquisition (Lynch, 2008).

Language acquisition is a natural process as the children live in society. By the process, the language capability develops in children who acquire and build the ability to perceive, produce and use native <u>language utterances</u>. The environment in which children are in is crucial. Interacting with this environment as growing helps the children to acquire language in a better and faster way (Yildirim, 2020). The study of language acquisition can also be influenced by the theory of generative grammar. It means, children can acquire the language in terms of the innate features. Based on Chomsky's theory (Hausser, 2004; Sudartinah, 2008) of language acquisition device (LAD), blessed by God since their birth, children are able to acquire their native language more easily although no significant experiences happen to them. In further process, female children are better than male in acquiring their native language (Prabha & Raja, 2021). Children acquire their native language without conscious process of learning since it is imposibble for especially early age children (infants) to have conscious learning. This phenomenon universally occurs to normal children wherever they are.

Children in the world take similar strategies to acquire their native languages without having significant difficulty (Arifuddin, 2010). It is believed that wherever children come from, they can acquire the languages exposed to them. O'Grady et. al (1996) explains with innate capacity in their brain, human babies over the world can respond to any language in the same way. This implies that there is something universal related to languages. This universal standpoint in language acquistion may involve all language components including phonological and morphological ones. Lidz (2010) explains that the theory of language universals is equivalent to the theory of the language learner is only partial. Related to acquistion of language sounds, some universal aspects of phonology are acquired similarly by the children, e.g. the acquisition of vowels and consonants. It also happens to the acquistion of the words of language. Certain types of words are more universal than other types, e.g. nouns are more natural than adjectives (Suardi et al., 2019).

The acquisition of the language components occurs in orderly processes based on the naturalness of the items in each language component (McMahon, 2002). The acquisition process of language sounds is based on the nature of vowels and consonants. In terms of here and now principle (Rice, 1989), the word acquisition process runs based on the nature of the word categories. Concrete objects referring to nouns are the most natural, and thus firstly acquired. That is why there is a universal process of acquiring the language sounds and words by the children. The acquisition of the two linguistic units can centrally be reflected in specific terms referring to children's parents.

Concerning the terms for parents, Javanese, Indonesian, Arabic, and English have different cultures in ways of expressing them. Originally, commonly, and orthographically, Javanese has "(si)mbok" and "(ba)pak", Indonesian has "(i)bu" and "(ba)pak", Arabic has "ummi" and "abi", and English has "mother" and father" respectively with certain variations depending on the culture. However, as far as phonological aspect of the terms for parents and the babies acquiring them are concerned, they actually share close similarities. The universal similarities occur because of the universal principles in language acquisition in connection with sound and word acquisition. The sound acquisition follows Jacobson's laws of irreversible solidarity (Ingram, 1999; Arsanti, 2014; Adnyani & Pastika, 2016). This law is a claim about the distribution of phonological features among the world's languages. This law can also make prediction about the order of acquisition of phonological opposition.

In the beginning step of sound acquisition, Jacobson (1971) explains that children over the globe produce vowel like sounds, contrast between vowels and consonants, and combine the

vowels and consonants which are still unclear (Fatmawati, 2015). As long as children were born neurobiologically normal, such an order of sound acquisition occurs to all children in the world, including those of Javanese, Indonesian, Arabic, and English. Related to vowel acquisition, children normally acquire the vowels which belong to minimal vocalic system, namely /a/, /i/, and /u/ (Arsanti, 2014). Similarly, concerning consonant acquisition, children normally also acquire the consonants which belong to minimal consonantal system, namely /p/, /b/, /t/, /m/, and /n/ (Arsanti, 2014; Fatmawati, 2015).

The acquisition of beginning or first words is a further step of acquisition of sounds as a result of vowel and consonant possible combinations. However, the combinations are still limited in the beginning step of acquisition. To acquire their word, as Jacobson (1971) explains, children firstly contrast the concrete and abstract nouns. In this case, concrete nouns serve as the first word category which children acquire. In acquiring the concrete nouns, children apply "here and now" principle (Jacobson, 1971; Arsanti, 2014). The children's physical environment contributes to the word acquisition ((Suardi et al., 2019).

What is still questionable is how children in different cultures over the globe acquire the sounds and words and how the two linguistic units are unitedly reflected. In the beginning step of acquisition, the acquired words may be similar across cultures. However, in further process of acquisition, different cultures may show different terms or words acquired by the local children. This so happens due to the children's surrounding environment, the nature of native language, and family civilization. In this case, the main concern is on the basic language acquisition in the beginning stages focusing of the universal aspect of acquiring the sounds and the words by the children. Related to the universal language acquisition, Dardjowidjojo (2003) explains that language universals are relative. language universals are divide into two types which in turn have subtypes. There are absolute universal and tendetious universal. Both absolute and tendentious universals are subdivided into implicational and non-implicational universals. For examples, in absolute nonimplicational universal it can be stated that all languages in the world have the vowels /a/, /i/, and /u/. In tendencious nonimplicational universal, it can be stated that almost all languages in the world have nasal consonants.

There have been many studies on language acquisition in different cultures over the globes. However, their focus was still various. Kelly et al. (2014) surveyed the acquisition of polysynthetic languages by the children concerning the morphological aspects. They overviewed the specific polysynthetic languages in Africa, Europe, America, and Australia. Thyab (2016) analyzed the mother tongue interference in the acquisition of English articles by L1 Arabic students in Saudi Arabia. As words, English articles are not universal aspect of language. A study on error analysis and second language acquisition was reported by Khansir (2012) informing that second language acquisition was influenced by some factors. Khansir's study could be related to acquisition any second language in the world. Another study on second language acquisition was addressed by Gömleksiz (2001) who told that motivation was the most influential factor in second language acquisition. He reported that the German learners who had completed their first language were successful in acquiring English as the second language. Meanwhile, Fitriani (2019) reported a study revealing that early age children can acquire Indonesian and English at the same time without causing confusion. Her study did not focus on phonological and morphological aspects. The aforementioned studies talked about language acquisition in different concerns from this present study which focuses on universal sounds and word acquisition in different cultures.

The studies on phonological and morphological aspects similar to this present study were shown by Arsanti (2014), Fatmawati (2015), and Anggaira (2016). Arsanti (2014) conducted a literary study concerning on language acquisition by concluding that language acquisition was

concerned with first language and language learning was related to second language acquisition. Similar to Arsanti's, Fatmawati's study showed the steps of language acquisition starting from children's birth to certain ages. Although they also touched things about phonemes and morphemes, they still showed different things from this present study. Meanwhile, Anggaira (2016) found that phonologically children acquired 18 Indonesian consonants, six vowels, and five diphthongs and morphologically they acquired 19 Indonesian words. She observed a 2.10 years old child without talking about the universal aspects of acquisition. In conclusion, it can be stated that the researches cited above still focused on different aspects from this present study. To address this gap, this study tries to explore the problems concerning the vowel and consonant phonemes contained in the terms referring to children's parents that universally reflect the language acquisition in all cultures in the world. That is why, this research is intended (1) to justify whether or not the universal principles on phonological and morphological components are applicable to all languages or cultures completely and (2) to prove that the terms for parents can universally reflect the acquisition of sounds and words by the children over the world. In addition, this study, hopefully, can contribute to encouraging the roles of parents and other entourages in the process of language acquisition by the children in a critical period. This can serve as crucial standpoints to the better further development of children's language in the following periods.

2. METHOD

This descriptive qualitative research (Sugiyono, 2013) tries to investigate the empirical and natural phenomena of language acquisition done by children focusing on the universal phonological and morphological aspects. It is limited to analyzing the vowel and consonant phonemes universally reflected in the terms referring to children's parents. As Sugiyono (2013) explains this qualitative research used inductive analysis. The data were in the forms of simple words with their phonemic transcriptions. These intended words were specific to the terms for addressing the kinship of mothers and fathers in different cultures, namely Javanese, Indonesian, Arabic, and English cultures. This descriptive qualitative research took subjects consisting of incidentally encountered Javanese and Indonesian people from different cultures and documents in the forms of videos and electronic sources. The data were gathered through observation of the use of the terms for parents in daily life and in websites and YouTube channels, intuition of Javanese and Indonesian terms, interviewing the English and Arabic scholars, and noting techniques. The collected data were analyzed using comparative method and articulatory phonetic identity method (Mahsun, 2005; Sudaryanto, 2015).

3. FINDING AND DISCUSSION

Before presenting the discussion in detail, it is necessary to explain that language acquisition can be understood universally by considering the language components, namely phonological, morphological, syntactic, and semantic components. Among the components, phonological component is thought to be the most universal because all children in the world disregarding their locational origins and parents produce similar sounds with the same strategies. The other components share only specific aspects of language. In the beginning step, children produce unclear sounds (cooing), vowel-like sounds, and vowel and consonant contrast consecutively in different ages. Infants are able to exploit the functional differences between consonants and vowels at an age when they start acquiring the lexicon (Hochmann et al., 2011).

Based on the observation through various sources and the research subjects' explanation, the following terms for parents are presented for consideration. On the one hand, some terms were culturally specific and some others were more generally usable. On the other hand, some

terms were basic and some others were used in terms of the politeness and modernized lives of the family.

Table 1. The Terms for Parents Factually Used in Different Cultures or Languages

Language	Terms for Mothers	Phonemic Transcription	Terms of Fathers	Phonemic Transcription
Javanese	Simbok*	/simbɔʔ/	Bapak*	/bapaʔ/
	Mamak*	/mamaʔ/	Ayah*	/ajah/
	Ibu*	/ibu/	Romo	/rɔmɔ/
	Bunda	/bunda/	Papa	/papa/
	Mama	/mama/	Papi	/papi/
	Mami	/mami/		
Indonesian	Ibu*	/ibu/	Bapak*	/bapaʔ/
	Bunda	/bunda/	Ayah*	/ajah/
	Mama	/mama/	Papa	/papa/
	Mami	/mami/	Papi	/papi/
	Ummi*	/umi/	Abi*	/abi/
	Amati*	/amati/	Abati*	/abati/
Arabic	Muya	/muja/	Buya	/buja/
	Umma	/uma/	Abah	/abah/
	Ummun*	/umun/	Abun*	/abun/
	Mother	/maδə(r)/	Father	/fa:δə(r)/
	Mama*	/mama/	Papa*	/papa/
English	Mummy	/mami/ or /mʌmi/	Dad	/dæd/
	Mommy*	/mami/	Daddy	/dædi/
	Mamma	/məma/ or /mæmə/	Pop*	/pa:p/

Note: *culturally specific/basic/general

3.1. Acquisition of Vowel Phonemes

Naturally, as stated in the previous paragraph, in the very beginning stage of phonological acquisition children's clear sounds are vowel like contrasted to consonants. This happens to all children over the world in all languages including Javanese, Indonesian, Arabic, and English. The clear vowels which are produced by the children are categorized in minimal vocalic system (Anggaira, 2016) which consists of /a/, /i/, and /u/. The universal hierarchy on vowel phoneme acquisition shows /a > i > u/ (Macken & Ferguson, 1981). This is in line with the Jakobson's theory of phonological acquisition which indicates that there is a universal hierarchy of structural laws that determine the inventory of phonemic systems and the relative frequency, combinatorial distribution, and assimilatory power of particular phonemes.

Referring to table 1 above, it can be understood that most children in those cultures acquired the three vowels belonging to minimal vocalic system. By considering the original or basic culture, it can be concluded that the complete vowels /a, i, u/ were found in Javanese and Arabic terms for mothers. They can be seen in the terms *simbok, mamak, ibu* 'mother' in Javanese and *ummi, amati, ummun* 'mother' in Arabic. *Umi* is the basic term used by Arabic children to address their mothers (Maulidya. 2020). Meanwhile, the basic terms for mothers only showed the vowels /i, u/ in Indonesian from the term *ibu* 'mother' and /a, i/ in English from the terms *mama* and *mommy*. However, disregarding the basic or original acquired terms for mothers, all the vowels belonging to minimal vocalic system could be found in all the observed cultures, except English which missed the vowel /u/. It does not mean that English children did not acquire the vowel phoneme /u/. It is most likely that they did acquire through other words, not terms for parents. In conclusion, it can be clearly stated that the children over the world acquire

all the vowels which belong to the Jacobson's concept of minimal vocalic system (Macken & Ferguson, 1981; Anggaira, 2016).

Concerning the terms for fathers, based on table 1 above in the beginning stage of acquisition only Arabic children could acquire the complete vowels which belong to minimal vocalic system. It can be seen in the terms *abi, abati,* and *abun* 'father'. The other languages show incomplete minimal vocalic system. It means the related children only acquired limited vowels contained in the terms for fathers. Based on the basic terms, Javanese, Indonesian, and English children acquired /a/ in the terms for fathers. However, it does not mean that they really missed the other vowel phonemes, /i/ and /u/. It was just due to the limited terms which were used to measure. When considering the further process of acquisition, Javanese, Indonesian, and English children acquired the vowels /a/ and /i/ and missed /u/. Since the terms used to assert were limited, this is still an open statement. That is why by ignoring the specific terms, all children did acquire all the three vowels as long as they are universal.

3.2. *Acquisition of Consonant Phonemes*

Subsequent and similar process to vowel acquisition is the acquisition of consonants. This is in line with Jakobson's (1971) predictions which include the order of acquisition of minimal consonant and vowel inventories (e.g., p>t>m>n and a>i>u) (Macken & Ferguson, 1981). Consonants are acquired after the acquisition of vowels due to the fact that vowels are easier to produce because producing vowels is just like breathing when someone lives. Only modification in the moth cavity occurs when producing the vowels. Meanwhile, consonants are a bit more difficult because in producing the consonants obstructions somewhere in the vocal tract have to be taken (McMahon, 2002). It means acquiring the consonant phonemes takes later time after the acquisition of vowels.

Concerning the acquisition of consonants, the children over the world took similar strategies following the Jacobson's principle of minimal consonantal system (Macken & Ferguson, 1981; Anggaira, 2016). The initial consonants firstly acquired are the contrast between oral and nasal consonants: /p – t/ vs. /m – n/, then the contrast between labial and dental: /p/ - /t/ (Anggaira, 2016). Based on the principle of irreversible solidarity, Jakobson's theory formulated several acquisition predictions related to consonants: (a) stops are acquired before nasals, with fricatives next and liquids late; (c) voiceless consonants are acquired before voiced; (c) front consonants are acquired before back; (d) in the early stages, fricatives will be replaced by stops and back consonants by front consonants. Jakobson's theory is by far the most influential of the various universalist models (Macken & Ferguson, 1981). Realizing the principle, at the phonological level, the Arabic children have not been able to test phonemes /r/ and /s/ correctly (Salnita et al., 2019).

Referring to table 1 above, it can be clearly inferred that different cultures showed different number of consonants referring to the terms for parents. Either the terms for mothers or fathers, they show different phenomena. In terms of the terms for parents, the concept of minimal consonantal system was partially realized. In the terms for mothers and by considering the basic terms, Javanese showed more consonants, namely /b/ and /m/. This phenomenon nearly met the acquisition principle of oral and nasal contrast for consonants. In the same case, Indonesian only showed the consonant /b/, while Arabic and English showed the consonant /m/. Contrastively, in the terms for fathers, Javanese and Indonesian showed more number of consonants, namely /p/ and /b/. Then, Arabic showed the consonant /b/, while English showed the consonant /p/.

In addition, by considering the general and further process for consonant acquisition, in the terms for mothers, Javanese and Indonesian showed the consonants /b/ and /m/ partially

representing the minimal consonantal system. Then, Arabic and English showed the same consonant, namely /m/. A bit more contrastively, in the terms for fathers, still Javanese showed more consonants, namely /p/, /b/, and /m/ which can be assumed to represent the acquisition principle on the contrast between oral and nasal consonants. In the same case, two different consonants were showed differently by the other languages. Indonesian showed the consonants /p/ and /b/; Arabic showed the consonants /b/ and /t/; and English showed /p/ and /d/.

However, it does not mean that the children in those four cultures did not really acquire the consonants belonging to the minimal consonantal system. In fact, when it deals with common terms they did acquire those consonants. To complete and show the realization of the principles concerning the contrast between oral and nasal consonants and the irreversible solidarity for the acquisition of consonants, the following tabel can be used for the consideration.

Table 2. The Additional Consonant Acquisition across Languages in Various Terms

Language	Words (and gloss)	Phonemic Transcription	Consonant content
Javanese	Pacul 'hoe'	/paʧul/	/p/, /ʧ/ and /l/
	Moto 'eyes'	/mɔtɔ/	/m/ and /t/
	Bebek 'duck'	/bɛbɛʔ/	/b/ and k/
	Dolan 'go out for'	/dəulan/	/d/, /l/, and /n/
Indonesian	Mandi 'bathe'	/mandi/	/m/, /n/, and /d/
	Bulan 'moon'	/bulan/	/b/, /l/, and /n/
	Pergi 'go'	/pəgi/	/p/ and /g/
	TV 'television'	/teivei/ or /teipei/	/t/ and /v/ or /p/
	Jamal 'camel'	/ʤamal/	/ʤ/, /m/, and /l/
Arabic	Ta'akul 'eat'	/taʔakul/	/t/, /l/, and /l/
	Bait 'house'	/bait/	/b/ and /t/
	Eat	/iːt/	/t/
English	Book	/buk/	/b/ and /k/
	Car	/kaː(r)/	/k/ and /(r)/

Table 2 above is just used to give an evidence that the principle of minimal consonantal system and irreversible solidarity of consonant acquisition occurred. To tell entirely by considering all the terms that are still valid in the process of words in the beginning stage, it could be stated that all the languages have already showed the aforementioned principles, except Arabic. Arabic children did not acquire the phoneme /p/ since this language has no such a consonant in its phonological system. The words in table 2 used to illustrate the acquisition belong to content words, most of them were concrete nouns and few were verbs. Those terms were still related to the principle of *here and now* in the acquisition of lexicon and word meaning. In short it can be concluded that universally, the children over the world acquire similar consonants in the beginning process of phonological acquisition.

By considering the discussion presented in points 3.1 and 3.2 above and based on the hierarchical process of language acquisition of the phonological aspect focusing on vowels and consonants, the following picture shows what children over the world similarly do when acquiring the phonemes. They began with producing unclear sounds in their early age; then proceeded to the contrast between vowels and consonants; vowels were acquired and produced clearly; and finally consonants were acquired after the vowels.
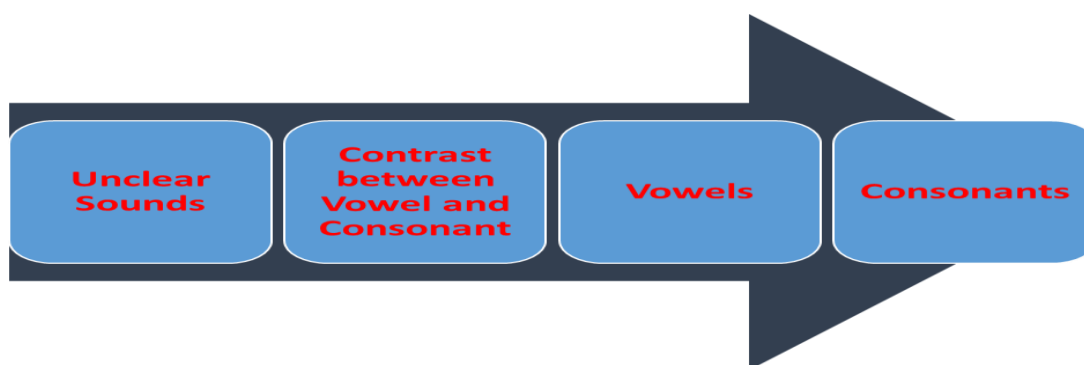
Figure 1. The Order of Phonological Acquisition by the Children

3.3. *Acquisition of words*

Referring to the Jacobson's (1971) theory on the acquisition of morphological (lexicon) component, it could be stated that the children over the world started acquiring the words by contrasting content and function words. Between the two categories of words, the content words are firstly acquired. Among the content words, the nouns are acquired before the others, i.e. verbs, adjectives, and adverbs (Hidayah, n.d.). In acquiring the nouns, the children contrast concrete and abstract nouns in which the concrete ones are acquired first. Macken & Ferguson (1981) assert that such a process of word acquisition is based on *here and now* principle and holophrastic principle (one word utterance). In beginning stage of word acquisition, the one-word utterance takes the simplified form into parts of word (syllable) with consonant-vowel (CV) pattern (Salnita et al., 2019). Children commonly started to acquire one word at about one years old (Dardjowidjojo, 2003). In this age, the words acquired the children are related to the objects seen and experienced directly by them in their environment with *here and now* principle (Suardi et al., 2019). In the process of word acquisition, babies first acquire language abilities in the environment where they live with their families. Every time a baby says the word "mama", then the mother smiles and becomes happy and gives a positive reaction, the baby keeps saying the word "mama". They cannot produce words or word-like sounds since they are not phonologically developed (Yildirim, 2020).

Based on the discussion of the acquisition of contextual phonological acquisition in the previous sections, it could be understood that the children universally, though still with exception, acquired the words referring to terms for parents and more general objects. In table 1, it is understood that, disregarding the different uses and functions of the words, Javanese children acquired six terms for mothers and five terms for fathers. Indonesian Children acquired four terms both for mothers and fathers. Meanwhile, both Arabic and English children acquired five terms either for mothers or for fathers. The terms were acquired by considering different ages in different cultures because the morphological system of different languages was different For example, most Javanese and Indonesian words are polysyllabic, while many English words are monosyllabic. In addition, based on the uses and functions some terms for parents were used for the sake of politeness and solidarity, e.g. *umi, ummun, abi, abati* in Arabic (Maulidya. 2020) and *dad, Mom(my)* in English.

Universally, after the acquisition of sounds in the process of acquiring the words, the children in the world applied two principles, namely *here and now* principle and holophrastic principle. The term *here* refers to the object which is close to the children in their environment and *now* refers to the object which is seen and experienced directly by them. Based on this principle, it is understood that the terms covered in *here and now* principle refer to the terms for parents as they can be seen in table 1 above. This so happens because "mothers" and "fathers' are the first objects (persons) that the children see and experience very firstly.

In addition, as far as holophrastic principle is concerned, it is also understood that the one word successfully uttered by the children also refers to the terms for parents with various forms. However, seen in the very beginning process, actually the children over the world acquire the same terms for parents universally. All children in the world started acquiring their language by cooing then babbling. In clear cooing, the children produced the vowel-consonant contrast. The most universally acquired vowel was the low vowel /a/, while the most universally acquired consonants were the bilabials /p/, /b/, and /m/. This cooing process proceeded to babbling process in which the children combined the universal vowel and consonants, and thus produced and acquired the possible combinations into *pa, ba,* and *ma*. In further process of acquisition, these results of combination were repeated over and over with parents' feedback. In consequence, the children acquired the terms *papa, baba,* and *mama* two of which refer to the terms for parents.

The terms *papa* and *mama* as words also contain the vowel /a/ and the consonants /p/ and /m/ both of which represent the principle of the contrast between oral and nasal consonants and irreversible solidarity for consonant acquisition. As stated previously in Jacobson's prediction, the consonants produced using the organs of speech in front position are the easiest ones. The front organs of speech are the lips which then result in the consonants called labials or bilabials. They refer to /p/, /b/, and /m/. This phenomenon occurs to all children in the world as the same human creatures. The following figure can be used how the terms for parents, specifically *papa* and *mama* can reflect the acquisition of sounds and words universally.
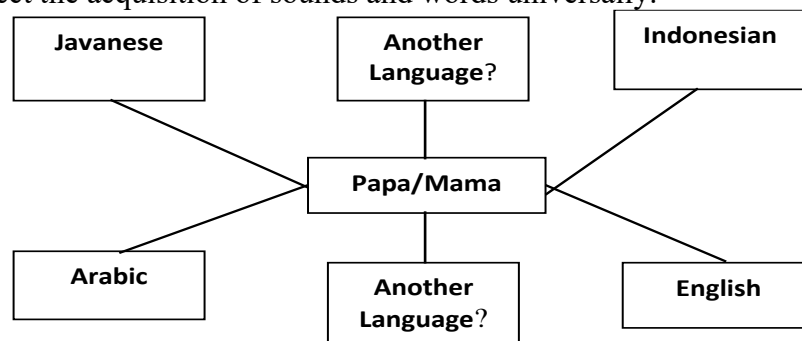

Figure 2. The Reflection of Universal Acquisition of Sounds and Words as One Unit

Figure 2 shows that the terms for parents represented with *papa/mama* can universally reflect the acquisition of sounds and words by the children over the world. The existence of various terms for parents used by the children served as the development of this universal basic term. The development was influenced by the social background of the family life. Based on table 1 above, Javanese showed the highest number of terms for parents due to the more various social background of the parents of family. Javanese culture also adopted the English and Arabic cultures in using the terms for certain families. The same was true for Indonesian culture. It also adopted Arabic and English cultures. But, the reverse did not happen. This indicated that there was a kind of assumption on the existence of more and less prestigious languages.

4. CONCLUSION AND SUGGESTION

Based on the discussion presented in the previous sections, some conclusions can be drawn here. It is a proof that the terms for parents can be used to understand the universal acquisition of sounds and words by the children over the world. In phonological component, the acquisition of vowels in the terms for mothers in Javanese, Indonesian, and Arabic showed complete vowels based on minimal vocalic system, namely the vowels /a/, /i/, and /u/. In this case English missed /u/ and added /ə/. In the terms for fathers, Arabic showed a complete vowel property.

In other languages, only the vowels /a/ and /i/ as a part of minimal vocalic system appeared. Javanese, Indonesian, and English missed /u/, but Javanese added /ɔ/ and English added /æ/. Related to the consonant acquisition, in the terms for mothers, Javanese and Indonesian showed more same consonants, namely /b/, /d/, /m/, and /n/. This was assumed to partially represent the minimal consonantal system. Arabic only showed /m/ and /j/, while English showed /m/ and /δ/. In the terms for fathers, the acquired consonants were more various. Indonesian and Javanese showed similar property, namely /p/, /b/, /j/, and /h/ with additional /r/ di Javanese. Then, Arabic showed /b/, /j/, and /h/; while English showed /b/ and /d/. Meanwhile, in morphological (lexicon) component, Javanese showed six terms for mothers and five terms for fathers. Indonesian showed four terms either for mothers or for fathers. Then, both Arabic and English showed five terms for both mothers and fathers. However, other vowel and consonant phonemes and other terms may possibly appear based on the local culture and social background of the family. In short, without distinguishing the terms for mothers and fathers, the minimal vocalic system was completely universal and reflected in the terms for parents, while the minimal consonantal system was partially universal and reflected in the terms for parents. Meanwhile, the terms for parents can reflect universally reflect the acquisition of sounds and words by the children over the world with certain exceptions. Based on the conclusion, the parents are suggested not to necessarily adopt the terms for parents from other cultures although they come from developed and civilized family. They should naturally show and use the terms based on their own culture without feeling inferior.

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