

The Acquisition of Syntactical Relation Among Indonesian Children of 1.5-4 Years Old with Different Parents Background Education

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Abstract-Sentence in the language acquisition context is the utterances of two or more words which has syntactical relation. [1] states that it isn't until real two-word utterances begin so that we can say, syntactic (grammatical) constructions have started to form. According to [2] syntactical relation is the relation among constituent in a sentence. In line with this idea, the objective of this study was to describe the types of syntactical relations are acquired by Indonesian children. This study used some types of syntactical relation, they were Agent-Action, Agent-Object, Agent-Locative, Action-Dative, Action-Object, Action-Locative, Agent-Action-Object, Agent-Action-Locative, Action-Dative-Object, Action-Object-Locative, Agent-Action-Object-Locative, Agent-Action-Dative-Object-Locative [2]. To get the data from this study, the researcher used cross-sectional research design by taking 10 children with different group of ages and different parents background education as the source of data and their utterances which includes to the sentence as the data of this study.

Keywords: sentence acquisition, syntactical relation.

I. INTRODUCTION

Sentence in the language acquisition context is the utterances of two or more words which has syntactical relation. [1] states that it isn't until real two-word utterances begin so that we can say, syntactic (grammatical) constructions have started to form. He adds that until you have two words to rub together, then, there isn't any syntax, because syntax is about the relationship between words in a sentence. [3] also agrees that one word utterances is not really sentences.

Meanwhile, to know whether the child produce phrase or sentence in two word utterances, the listeners have to refers to the context when the child produces the utterances. It is supported by [3], the syntactical relation without refers to the context has not been able to use in analyzing the child's utterances. For example, "Mom, Cake", it can be phrase or even sentence. Then, the meaning of that utterance is still ambiguity, it can be the child asked the cake to Mom, or the child wanted to give a cake to Mom, even the child wanted to say that the cake has fallen down. Therefore, to make it sure in determining the child's utterances, the listeners have to refer to the context.

Furthermore, According to [2] syntactical relation is the relation among constituent in a sentence. According to [4] the syntactical relation such as *subject – of*, *predicate – of*, and *direct object – of* is universal and had by all of the languages in this world. Based on that theory, the child's knowledge about this syntactical relation is happened naturally. The syntactical relation between two word utterances can be agent patient or subject and predicate. Then, according to [2] in creating syntactical relations, there are some constituents which are omitted. That's because the child has not been produce a complete sentence like adult. So, the syntactical relations are divided into:

1. Agent-Action
2. Agent-Object
3. Agent-Locative
4. Action-Dative
5. Action-Object
6. Action-Locative
7. Agent-Action-Object
8. Agent-Action-Locative
9. Action-Dative-Object
10. Action-Object-Locative
11. Agent-Action-Object-Locative
12. Agent-Action-Dative-Object-Locative

Meanwhile for interrogative sentence especially for information questions which has been used by the children in the age of 3-4 years old, according to [2] there are seven syntactical relations in the form of interrogative sentence, they are :

1. Subject Relation
2. Object Relation
3. Verb Relation
4. Locative Relation
5. Time Relation
6. Manner Relation
7. Attributive Relation

Moreover, According to [5] Indonesian children of 1.5 years old still produced word in the case of one word utterances, meanwhile two words utterances are generally

acquired by the children of 1.8 and 2.0 years old with 8 syntactical relations, such as:

1. Agent – Action
2. Action – Agent
3. Action – Object
4. Agent – Location
5. Object – Process
6. Process – Object
7. Object – Condition
8. Object – Object

Further, Indonesian children of 3 years old have acquired three types of sentences better such as declarative, imperative, and interrogative sentences. But in this age, the children often omit subject in producing a sentence. Meanwhile for Indonesian children of 4 years old have acquired independent and dependent sentence in the case of producing complex sentences.

Moreover, in sentence acquisition, children acquire sentence in some stages, start from acquiring two word utterances until complex sentence. According to [2] there are 6 stages of sentence acquisition, they are the period of Single – Word utterances (0-1 years), Semantic Roles and Syntactic Relations (1.5-1.9 years) acquiring two word utterances, Modulation of Meaning (2.0 -2.5 years) acquiring two word utterances with inflection, Modalities of Simple Sentence (2.5-2.9 years), Embedding of One Sentence Within Another (3.0-3.9 years) acquiring complex sentence, and the last is Coordination of Simple Sentences and Propositional Relations (4.0 and up to years) acquiring adult sentence. From that theories, we can see that children have the steps in acquiring sentence based on their age.

Therefore, this study was focused on sentence acquisition in its syntactical relation in the line of what syntactical relations were acquired by the Indonesian children of 1.5-4 years old with different parents' background education.

II. METHOD

In this study, the researcher used cross-sectional research design by taking 10 children with different group of ages and different parents' background education as the source of data and their utterances which includes to the sentence as the data of this study.

Further, to get the data of this study, the researcher used passive participant observation where the researcher did not participate or interact with other people to any great extent. In other words, in this research, the researcher just listened to the children's utterances and tape recorded it without doing any interferences. Then, each sentences were analyzed based on their types of syntactical relation.

III. DATA ANALYSIS

After getting the data and analyzed them, it shows that ten children with different group of ages had different acquisition

in syntactical relation based on their ages. Not only in different age but the children who had same age also had different acquisition which are seen in the table below:

TABLE I. CHILDREN ACQUISITION IN SYNTACTICAL RELATION

No.	Children	Types of Syntactical Relation
1.	S (2thn)	Agent-Action, Agent-Object, Action-Object, Action-Locative
2.	S (2thn)	Action-Object
3.	A (2.5thn)	Agent-Action, Agent-Object, Agent-Locative, Action-Object, Agent-Action-Object
4.	F (2.5thn)	Agent-Action, Agent-Object, Agent-Locative, Action-Object
5.	R (3thn)	Agent-Object, Action-Object
6.	Z (3thn)	Agent-Action, Agent-Object, Agent-Locative, Action-Object, Action-Locative
7.	K (3.5thn)	Agent-Object, Action-Dative, Action-Object, Action-Locative, Agent-Action-Object
8.	N (3.5thn)	Agent-Object, Action-Object, Action-Locative, Agent-Action-Locative
9.	A (4thn)	Agent-Action, Agent-Object, Agent-Locative, Action-Dative, Action-Object, Agent-Action-Object
10.	N (4thn)	Action-Object

From the table above, it clearly shew that every children have different syntactical relation even though they have same age. But if it was seen from all of syntactical relations which the children get, action-object existed in each children. It was proven from some data above:

Data 1

S : Eeemmmm minum tutu (Baru bangun tidur)
 Mom : Apa nak?
 S : *minum tutu*
 Mom : Minum susu? Haus dia berarti. Ante bilang bo. Ante bilang bo. Ante bilang, bilang bo

Data 2

Aunt : Lagi apa sila?
 S : Tulis
 Aunt : Tulis? Tulis apa sila?
 S : *Tulis lapian*
 Aunt : Apa?
 S : Tulis lapian
 Aunt : Udah makan sila? Udah makan? Sila? Apa itu? Rusak?

Data 3

Brother : Mau kemana?
A : Tempat tulang
Brother : Ngapai?
A : *Beli picang clispi*
Brother : Berapa? Uang berapa? Dua puluh ribu?
A : Iya

Data 4

F : Payung, payung, payung. Ei bi si di es ai jei
em ou pi kyu ar es. Tabita tabita tabita
(menjerit) *telepon udak*

Data 5

Sister : Siapa namamu
R : Rapi
Sister : baru
R : mau pigi papa aku
Sister : kemana
R : kenja
Sister : kerja apa?
R : *naik obin.*

Data 6

Aunt : Siapa itu?
Z : Ayakku telepon
Aunt : Dimana ayak?
Z : Ditempat teljanya
Aunt : Di?
Z : *Coba telpon ayak*
Aunt : Coba telpon lagi ayak

Data 7

K : *Beli eskim*
Mom : Adek kemana tadi sama atok?
K : Beli eskim
Mom : Beli eskim? Dimana?
K : Disitu
Mom : Disitu mana?
K : Disitu, di Alfamaret
Mom : Di Alfamaret iya? Es krim? Terus beli apa
aja?
K : Beli jajanan, beli mainan
Mom : Oh, beli mainan juga?
K : Iya
Mom : Mainan apa? Mainan apa? Mobil- mobilan?
Apa? Mobilan atau robot-robotan?

Data 8

N : Ambilkalah
Mom : Hah? Ambilkah apa?
N : *Ambilkan tisulah*
Mom : Buat?
N : Buat lap mulut nuha
Mom : Lap mulut nuha? Kenapa mulutnya?
N : Bercemong
Mom : Bercemong? Kena apa? Kena nasi?
Janganlah bercemong

N : Ambilkan tisunya
Mom : Tolong bunda

Data 9

A : *Koyak koyak kak*
Sister : Iyalah. Nyah, koyak kan
A : Kek mana? Kek gini?
Sister : Bukan gitu. Jadi, arkan pilih hari apa
A : Yang ini, ini dia ni

Data 10

Sister : Nanda tadi datangkan nanda pesawat, baru
ngapainnya kau itu
N : ooh datang dia pesawat, ooh
Sister : pesawat apa?
N : Pesawat heyikopter
Sister : baru...?
N : *baru lewat dia*
Sister : baru...?
N : baruu...ai nobil dia
Sister : baru, habis itu?
N : abis itu.....

From some data above, the researcher found that all of children with different group of ages pronounced action-object, such as:

1. Data 1 (*minum tutu*) : Drink milk
2. Data 2 (*Tulis lapan*) : Write eight
3. Data 3 (*Beli picang clispi*) : Buy Crisp Banana
4. Data 4 (*telepon udak*) : Call uncle
5. Data 5 (*naik obin*) : Get on car
6. Data 6 (*Coba telpon ayak*) : Try to call daddy
7. Data 7 (*Beli eskim*) : Buy ice cream
8. Data 8 (*Ambilkan tisulah*) : Take tissue
9. Data 9 (*Koyak koyak kak*) : Tear sister
10. Data 10 (*baru lewat dia*) : pass it

IV. FINDING

Children acquisition in syntactical relation with different group of ages were different. Even children in the same age also had different syntactical relation and it was shown in table I. Further, from ten children which have been observed, the syntactical relation which they often produced was syntactical relation in two word utterances, such as agent-action, agent-object, action-object, and so on.

Then, from all of data which got from them, the syncatical relation which was produced by all of children was action-object relation, and the researcher found it in almost all of the data.

V. DISCUSSION

This study has found that, the types of syntactical relation which were gotten by ten children with different group of ages were different but all of them even though in 2 years old or 3

to 4 years often produced syntactical relations in two words utterances.

The previous study which got by [5], stated that children in 2 years old have produced syntactical relation in two words utterances.

But in this study, the researcher found that, even though the children in the age of 2.5 to 4 years old have been able to produce syntactical relation in three words utterances or simple sentences even complex sentence, they still often use syntactical relation in two words utterances.

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