

Syntacticization of Mother Language in Children

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ABSTRACT

This study describes the development of the acquisition of syntactic mother tongue experienced by children R.A Mekar Mulya Koto XI Tarusan subdistrict, at the age of 4-5 years. This is caused by biological and environmental factors. This study also aims to explain the acquisition of syntactic sentences of declarative, imperative, and interactive mother tongue in R.A Mekar Mulya Koto XI Tarusan sub-district. The type in this research is qualitative with descriptive method. This research informants numbered six people. The results of this study indicate the acquisition of syntax in declarative sentences of 178 forms, imperative sentences of 86 forms, and interactive sentences of 32 forms. Based on these findings it can be concluded, that R.A Mekar Mulya's son, Koto XI District Tarusan obtained syntax dominated by declarative sentences.

Keywords: *Acquisition of syntax, first language, age 4-5 years.*

1. INTRODUCTION

Language has a position that must exist in humans, because language is one part of culture, humans cannot communicate in the absence of language. Language is a very important tool in the progress of technology and science. Communication with language can make it easier for people to adjust to the environment that uses the same language.

Language is essentially only possessed by humans while other god creatures aside from humans cannot use language. Human language is obtained from birth, because newborn children to this world already have the ability to speak. Language can be owned naturally, through daily interactions. According to Puryadi (2008: 13) states that language acquisition for children is an advantage possessed by extraordinary human beings, because humans are unique. The acquisition of children's language starts in the understanding phase until the production phase. The process of language development in children will start from a simple process of phonology, morphology, and syntax.

The social environment of children also influences the acquisition of children's language. Brown (in Pateda, 1990: 43) explains that a newborn child in this world is like white paper without any scratches. It is the environment that can shape the child's personality and shape the child's language. The environment has a large role in shaping the character and grammar of children. If the environment is good then the child's behavior is good, but if the child's environment is ugly then bad behavior.

According to Chomsky (in Chaer, 2003: 222) each child is given a tool for language acquisition (Language Acquisition device or LAD). This LAD is a physiological part of the brain that is specialized in language processing, and has no relationship to other cognitive abilities. Ellis (1994: 77) also states that one of the findings that can trace

the results of first language acquisition research is that children born to follow a pattern must be well defined. This pattern is evidence of how all the linguistic systems are obtained. Children start a word that functions as a holophrase (for example, expressing the whole thing). They gently, extending the length of their speech, passed through the stages when the bulk of their chatter consisted of the first two words, then three and four expressions.

In the field of syntax, children begin to speak by saying one word (holofrasis). This word, for the child is actually a full sentence, but he can not say more than one word, he only takes one word from the whole sentence. According to Chomsky (in Tarigan, 2009: 59), "Syntax is a principle used in constructing a sentence against that language".

Dardjowidjojo (2003: 247-248) mentions that in the field of syntax the One Word Examination (USK) is sufficiently ordinary because it consists of only one word, even in Indonesian it is just one word. The One-Word Test also has no consonants, all consonants that exist at the beginning and end of a sentence can be reduced to one consonant, such as playing and the ball to be pronounced / in / and / la /.

Bambang Kaswanti Purwo (in Maksan, 1993: 46) brings together words made by children not arbitrarily, but sequentially. Jean Piaget (in Chaer, 2003: 228) states that there is a function of the cognitive development of children. These functions are: (1) sensomotor functions, (2) preoperational functions, (3) concrete operational functions, and (4) formal operational functions.

Syntactic acquisition research has also been carried out by Syuriani (2010) who found that sentences used by five-year-old children at TK Baiturrida Lubuak Buaya include single sentences, compound, declarative, interrogative, imperative, exclamative, complete, incomplete, ordinary order, inversion, active and passive. Based on the number of clauses, the single sentence used by children is

predicated by more non-transitive verbs, while the more compound sentences are in equivalent compound sentences. Based on the form of synthesis the child uses more declarative sentences, followed by interrogative sentences, imperative sentences, and finally exclamative sentences. Nadra and Reniwati (2009: 16) also traditionally group Minangkabau languages into 4 dialects, namely the Agam dialect, Tanah Datar dialect, the Lima Puluh Kota dialect, and the Coastal dialect. The dialect used in Koto XI Tarusan subdistrict is the same coastal dialect as the Minangkabau language.

Based on these explanations, it can be explained that the acquisition of syntax against children can go through a multilevel stage, from simple sentences to complex sentences. The purpose of this research is to analyze the acquisition of syntactic mother tongue in children R.A Mekar Mulya, Koto XI Tarusan subdistrict, aged 4-5 years.

2. METHOD

This research method is to determine how the process of data acquisition and analysis can be carried out. Arikunto (1993: 310), this descriptive method explains data as it is, factual, and natural. The technique in collecting data is to use interview, observation, listening, and record techniques. Researchers looked at how the child said to the teacher and his friend while in the school environment. This research was conducted at the R.A Mekar Mulya school, Koto XI Tarusan subdistrict. The object in this study is the speech of R.A Mekar Mulya students, to be categorized as sentences. Maksan (1993: 48) states that at the age of 5.0 all normal children have mastered the contribution or syntactic forms of their mother tongue, at the age of 4.0-5.0 children who have started speaking with simple sentences and gradually gradually become complex sentences. A four-year-old can get adult sentences that he has heard.

3. RESULTS AND DISCUSSION

Based on the results of observations and interviews with R.A Mekar Mulya's teacher, it is known that the acquisition of syntactic mother tongue in the conversation conducted by students to the teacher in the form of declarative sentences, interrogative sentences, and imperative sentences. In this study, data can be obtained from students who are active in class, active children or children who like to ask questions in the learning process totaling 6 people. These six students are high achieving students or active students in their class. The informants were 18 students of R.A Mekar Mulya, but only 6 people were used as informants by researchers. Based on research conducted in April 2019, researchers found the acquisition of mother tongue in R.A Mekar Mulya children in syntactic form consisting of as many declarative, interrogative, and imperative sentences.

Table 1. Research Transcription Results

No.	Sentences in syntactic form	Amount
1.	Declarative sentence	178
2.	Introgative Sentences	86
3.	Imperative sentences	32

Information: Declarative sentence = news sentence

Interrogative sentence = question sentence

Imperative sentence = command sentence

Data can be grouped based on the division of sentences, then in the division of sentences in the form of each sentence division in terms of the utterance of the sentence. The division of a single sentence is based on the syntactic form contained in the declarative, introgative, and imperative sentences. The types of interrogative sentence students R.A Mekar Mulya Koto XI Tarusan subdistrict, namely answering questions such as 5W + IH. Type of imperative sentences from students of R.A Mekar Mulya, Koto XI Tarusan District, Pesisir Selatan District. In the imperative sentence there is a form of speech that has one word to eight words.

This study is explained in accordance with the division of sentences that were taught to students R.A Mekar Mulya, namely:

Declarative sentences

This declarative sentence is what explains a story to someone else. This sentence contains an explanation of the Subject, Predicate, Object, Complement, and Description. Examples that were taught to students R.A Mekar Mulya in a declarative sentence were as follows.

Student: Awak ndak adoh pensil do, buk.
(I don't have a pencil, ma'am)

Based on the conversation above it can be seen that a student named Chalif told his teacher that he did not have a pencil to write. The information provided by students is clear and easy to understand by researchers.

Student: Mode iko caronyo a.
(He puts together a game like this.)

Based on the conversation above it can be seen that the student named Rifki tells and practices to his friend that he can arrange the game. The information provided by students is clear and easy for researchers to understand.

Student: Sakik kaki awak a,
(Hurts my legs)

Based on the conversation above it can be seen that a student named Fani told the researchers that his leg hurts because one of his classmates kicked his leg when he walked. The information provided by students is clear and easy to understand by researchers.

Student: Adel talambek.
(Adel is late).

Based on the conversation above it can be seen that a student named Chalif told the researcher that his friend

named Adel was late. This information provided by students is clear and easy to understand by researchers.

Student: ibu, kalam bu, ndk nampak doh bu.
(my mother did not see what she made).

Based on the conversation above, it can be seen that the student named Yogi told his teacher that he did not see what the desert made. The information that Yogi gave was easy to understand.

Interrogative Sentences

This interrogative sentence is a sentence that supports each other to a request so that it can function in explaining something that is owned by rising intonation. An example is said to R.A Mekar Mulya's students in the interrogative sentence as follows.

Student: A buek, Bu?
What for, mom?

Based on the Chalief utterances, it can be seen that the child's interrogative sentence contains about wanting to know what kind of assignment will be made. Chalief asked this question to his teacher. Therefore, through this sentence Chalief expects an answer from his teacher.

Student: Rancak kan?
It's good, is not it?

Based on Yogi's words it is known that the child's interrogative sentence contains about wanting to ask his friends that the picture he made is good.

Student: Rifki, ma pengapus tadi?
Rifki, where was the eraser?

Based on Rifki's utterance, it can be seen that this interrogative sentence explains who his eraser is. Fani asked this question to his friend Rifki. Therefore, through this sentence Rifki expects an answer.

Student: ko angko ampek, Bu?
Is this number four, ma'am?

Based on these utterances, it was found out that Putri's interrogative sentence was about wanting to find out what number was made by her teacher. Because the numbers made by her teacher are less clear by Putri. Therefore, through this sentence Putri expects an answer from her teacher.

Imperative Sentences

The imperative sentence is a sentence that explains the existence of a reaction that can be in the form of the behavior of the person being spoken to.

Examples that were taught to students R.A Mekar Mulya dalam imperative sentences include the following.

Student: hapus papan tu a.
Remove the board!

Based on these words, it can be seen that the sentence spoken by Adel is an imperative sentence which means the child tells one of his friends to erase the board.

Student: Agihan baliak yo.
Give me the pencil later!

Based on this conversation, it can be seen that the sentence Yogi is speaking is an imperative sentence which means that the child tells one of the parks if his task is finished, please return the pencil.

Student: Agihan ka ibuk yo!
Give it to me!

Based on the conversation, it can be seen that the sentence that Putri is speaking is an imperative sentence which means that the child tells one of her friends what the teacher has.

Student: Ibu, caliak Chalief ko buk a!
Mother, see this Chalief, ma'am?

Based on this conversation, it can be seen that the sentence that Adel said was an imperative sentence which meant that the child told his teacher to scold one of his friends named Chalief, because he was disturbing.

4. CONCLUSION

Based on the results of research conducted on students of R.A Mekar Mulya Koto XI District Tarusan can be explained to children aged 4-5 years who still get the syntax of the mother tongue spoken to his friend when speaking. Not all of these children have the ability to communicate in vocabulary. Based on these findings the authors suggest that parents who have children should interact by using good Indonesian language which is good because the acquisition of a second language is also very important for a child. In addition, internal factors and external factors also affect the acquisition of children's language so that children more often interact with the surrounding environment.

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