

Three-Year-Old Child Sentence Acquisition

Case Study on Rumaysha

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ABSTRACT

This study aims to describe the sentence acquisition of three-year-old children: a case study on Rumaysha seen from sentences based on completeness of elements, namely complete sentences and incomplete sentences (ellipses, additions, sequences, and minors). This type of research is a qualitative research with descriptive method. The source of this research is the data used in this study is the speech of children aged 3 years in Bariang III G, Anduriang Padang City. Data were obtained from oral sources obtained when children did with their families and parents. The techniques used in data collection were fishing rods, conversational engagement listening techniques, tapping techniques, note-taking techniques, and recording techniques. The results of the sentence acquisition research based on the number of clauses in complete sentences based on the clause structure, found a of 142 data from There are 400 data consisting of, 127 data for single sentences, 6 data for compound sentences, and 9 data for compound sentences, in incomplete sentences found a total of 258 data, including ellipse sentences with 112 data, side sentences with 39 data, sequence sentences with 9 data, and minor sentences with 98 data. There are 11 data for minor sentences, 8 data for greeting and greeting minor, 1 data for exclamation minor, and 78 data for expression. From the findings above, it can be concluded that the sentence acquisition of a child named Rumaysha is more dominant using incomplete sentences.

Keywords: *acquisition, syntax, children, rumaysha*

1. INTRODUCTION

Along with the development of knowledge and technology, children's language acquisition will also be different. Children who grow and develop in an affluent family environment will get a good and optimal language because children can know various things from the technology, while children who are far from technology will experience obstacles and obstacles in acquiring vocabulary. This is in accordance with the results of Hard and Risley's [17] research which explains that children with low or lower socio-economic backgrounds are in weakness because their parents or caregivers rarely invite them to communicate. As a result, these children are poor in vocabulary and their communication skills will be lower than children who have high socioeconomic status. Children's early education comes from the family. It's a place where they can produce their first language. A child will learn their mother tongue as their first language.

Language is the most important joint in the life of every human being. Apart from being a medium for action, language is also a reflection of the culture of its speakers. As language users and as social beings, humans must be able to understand and provide information to each other through a language that is understood, without understanding the language a person will not be able to interact with others. A person does not suddenly have a complete grammar with all the rules in his brain. The first language is obtained by a child in several stages until finally acquiring a language like the language of adults [9].

Language acquisition is an amazing thing that is experienced by children because children acquire language naturally without any learning process for them. This is in line with the opinion of [16] that language acquisition or acquisition is a process of mastering language that is carried out by a person unconsciously, implicitly, and informally. [2] states

that language acquisition is a language acquisition process that is carried out by children naturally when they learn their mother tongue. Information about the stages of language development and speech of a child at first glance seems the same from one child to another. However, it should be noted that there is a distinct uniqueness of each of their language development in accordance with their psycholinguistic development [10]. As language users and as social beings, humans must be able to understand and provide information to each other through a language that is understood, without understanding the language a person will not be able to interact with others. A person does not suddenly have a complete grammar with all the rules in his brain. The first language is obtained by a child in several stages until finally acquiring a language like the language of adults [17].

There are two processes in the acquisition of the first language in children, namely the process of competence and performance. Competence is a process of mastering grammar that takes place unconsciously. This process is a requirement for the performance process which consists of two processes, namely the process of understanding and publishing the sentence that is heard. Performance is related to the ability to understand and publish new sentences [1] [12].

Children are able to speak with the development of the child's age. Every child, regardless of biological disorders, is born into a language acquisition device called the Language Acquisition Device (LAD). However, because every child has a different biological development, usually language acquisition is also relative. That is, it cannot be ascertained that at a certain age the child has acquired a certain language as well. However, children will acquire language according to the order of language acquisition, such as children will master one word first, then two words and so on. Chomsky in [19] states that children's ability to learn language is due to genetically programmed organs located in the brain. Once children are born and involved in environmental linguistics, they will immediately develop language.

The first three years in a child's development are a golden period or a window of opportunity/critical period for optimizing the growth and development process. Parents must have awareness that developing children's language skills is the task of parents. Parents are also expected to have sufficient knowledge in

helping children to acquire language skills optimally. The ability and growth of children need to be stimulated by parents so that children can grow and develop optimally and according to their age [18]. Parental support and the family environment are very influential in increasing and adding to the vocabulary of children because the more often children interact, the richer the vocabulary will be. The importance of mother involvement in facilitating children's language needs and development in the first five years of their life. This shows that the home environment is very important for a child's early development [11].

The stages of language acquisition in children all over the world are basically the same until some linguistic complexities that arise in early childhood are found. This similarity, according to mentalists, is a natural provision at birth. Given the importance of the golden age in children, namely the age of 0-6 years, at this time brain growth is experiencing very rapid development, so children need a stimulus that can increase all the potential that exists in themselves. The potential in question includes language, ethical, social, cognitive, artistic and physical abilities [7]. Brain development at an early age experiences very rapid development so that this period is called the golden age. Research in the field of neurology proves that 50% of children's intelligence is formed in the first four years of a child's life, after a child is eight years old, a child's brain development reaches 80% and when a child is 18 years old, brain development reaches 100%.

In this study, three-year-old children's sentence acquisition: a case study on Rumaysha was studied. This research is focused on syntactic acquisition in terms of sentence acquisition based on its clause structure. The subject of this study was a 3-year-old child named Rumaysha. Rumasyha was born on April 19, 2017. The reason the researcher is interested in researching the subject is because Rumaysha is an active child, likes to tell stories, is diligent in asking questions and has a high curiosity, making it easier for researchers to carry out the process of collecting data on the child. In addition, researchers want to know the development and acquisition of sentences in Rumaysha because the family, especially parents and the environment have an important role in mastering the first language for a child.

Rumaysha is physically and mentally healthy. Rumaysha is able to use sentences optimally and what

she conveys can be understood well. However, sometimes there are some words that are a bit difficult to understand because of the slurred factor. Rumaysha grew and thrived in a crowded environment, so that her vocabulary was already large because she interacted with people, both her age and adults.

Data collection was carried out for approximately three months, starting at the beginning of March until the end of May 2020. Data collection was carried out by provoking children to talk smoothly about events or events that they experienced every day for at least 10 minutes in one recording. The researcher recorded the children's conversation with their parents, namely the researcher himself as the child's mother, father, grandmother.

2. METHOD

This research is a qualitative research using descriptive method. Qualitative research is research that aims to produce descriptive data in the form of spoken sentences from the people being observed Bodgan and Taylor in [2]. This research instrument uses a recorder to record children's speech to get accurate results. Researchers used tools in the form of voice recorders and cellphones to record. This instrument is used to record so that the data is not easily lost and can be repeated to get more accurate results. Researchers use the above instrument with the aim that the data complement each other so that the data obtained is correct.

The subject of this research is Rumaysha, a child who is 3 years old. The data used in this study is the speech of children aged 3 years in Bariang III G, Anduriang, Padang City. Data were obtained from oral sources obtained when children did with their families and parents. The utterance is obtained by provoking the child to tell or tell something related to what the child is experiencing or the events experienced by the child. From these utterances, the researcher will classify the utterances based on the type of sentence. This research was conducted from the beginning of March to the end of May 2020.

The techniques used in data collection are fishing rods, listening and speaking techniques, tapping techniques, note-taking techniques, and recording techniques [20]. The tools used in this data collection are recording devices, namely voice recorders and

cellphones used to record children's speech. In addition, observation sheets are also used. Observation sheets are used to record everything related to the collected research data.

3. RESULTS AND DISCUSSION

3.1 Types of Sentences

3.1.1 Complete Sentences

A complete sentence is a sentence that contains a complete clause. This sentence has at least a subject and a predicate, and even an object, complement and adverb element if the predicate requires its presence. This sentence is also called a major sentence or a clause sentence [15]. Complete sentences consist of single sentences, compound sentences, and compound sentences.

3.1.2 Single Sentence

A single sentence is a sentence that consists of one independent clause. Single sentences can be classified into news sentences, interrogative sentences and imperative sentences. The single sentence in this study found 127 data from 400 data. Based on these findings, the following will present an example of the acquisition of sentences for children aged 3 years based on the structure of the clause.

- (1) Rumayhsa: Caca Yagi plays tuda tuda.(2;d10)
"Caca is playing horses."
- (2) Rumaysha : Mr. Uonya brought a car. (p2:d22)
"Uncle brought the car"
- (3) Rumaysha: Umi peji tuiyah. (p29;d186)
"Umi is going to college."

In data (1), there is a single sentence because it contains a complete clause, marked by the Caca pattern as the subject, playing as the predicate, and the horse as the object. This sentence is spoken by the speaker when the speaker wants to play horses with his interlocutor (Abinya). Data (2) contains a single sentence because it contains a complete clause, marked by the pattern of Pak Uo as the subject, carrying as the predicate, and the car as the object. Data (3) contains direct sentences because it contains complete clauses, marked with Umi as the subject, going as the predicate, and lecture as the explanation.

3.1.3 Compound Sentences

Constructed sentences are sentences that consist of one independent clause and at least one dependent clause. Constructed sentences in this study found a total of 6 data from 400 data. Based on these findings, the following will present an example of the acquisition of sentences for children aged 3 years based on the structure of the clause.

(4) Rumaysha: Soyeha's child drinks a lot to be healthy. (p22;dt130)

"The pious child drinks a lot to be healthy"

(5) Rumaysha: Caca wants to be God, but he doesn't have to worry. (p23;dt136)

"Caca wants to be God so he doesn't get angry."

(6) Rumaysha: Caca doesn't want to sleep, then Caca just plays. (p37;dt231)

"Caca doesn't want to sleep, then Caca just plays."

In data (4) there is a compound sentence because it consists of one independent clause and a bound clause. This is marked by the sentence "the shoyeha child drinks a lot" (the sholeha child drinks a lot) equipped with an independent clause, namely "to be healthy."

Data (5) also includes compound sentences because it has two clauses, namely free and bound. The sentence "Caca wants to be God" (Caca wants to be God) is expressed by the speaker when talking to his interlocutor about his ideals. The speaker reveals the reason why the speaker wants to be God so as not to get angry.

Data (6) is the same as data (4) and data (5) also includes compound sentences because it consists of an independent clause and a bound clause. The sentence "Caca doesn't want to sleep", (Caca doesn't want to sleep) is expressed by the speaker when the interlocutor tells him to sleep. The speaker refuses to sleep because the speaker wants to play first.

3.1.4 Compound Sentences

Compound sentences are sentences that consist of two or more clauses and are not combined into a single unit. Constructed sentences in this study found a total of 9 data from 400 data. Based on these findings,

the following will present an example of the acquisition of sentences for children aged 3 years based on the structure of the clause.

(7) Rumaysha: Mr. Uonya sits with Mami. (p2;dt22)

"His uncle sat with."

(8) Rumaysha: Caca was drinking with his grandson, but Caca didn't finish. (p46;dt278)

"Caca was drinking milk, but Caca didn't finish it."

(9) Rumaysha: Tita matan cate maduya and Pak Tuah satay, yes, Mi. (p56;d331)

"We eat Madura satay and Pak Tuah satay, Mi."

Data (7) includes multilevel compound sentences marked by subordinating conjunctions, where these conjunctions can express various meaning relationships. The subordinating conjunction used by the speaker is the word "with". The speaker said that Pak uonya (Uncle) sat with or with Mami.

Data (8) includes equivalent compound sentences marked by the coordinating conjunction "but". The sentence "Caca drank milk, but didn't finish" was expressed by the speaker when he told the incident he had experienced earlier to his interlocutor. The speaker said that he had drunk the milk but did not finish it.

Data (9) includes equivalent compound sentences because it consists of two clauses and uses the coordinating conjunction "and". The words of Tita matan cate maduya and Pak Tuah satay, yes, Mi, (We eat Madura satay and Pak Tuah satay, Mi) were expressed by the speaker when he wanted to invite his interlocutor to eat Madura satay and Pak Tuah satay.

3.2 Types of Incomplete Sentences for 3 Years Old Children: Case Study on Rumaysha.

Incomplete sentences consist of; elliptical sentences, side sentences, sequence sentences, and minor sentences. The most common types of sentences found in the sentence acquisition of children aged 3 years were incomplete sentences as many as 258 data with a percentage of 64.5% of the 400 data studied. Incomplete sentences contained in the data are ellipse, side, sequence, and minor. Minor sentences are divided into calls, greetings, exclamations and expressions. Expressive sentences contain expressions of prohibition, warning, request and command. Elliptical

sentences were found 112 out of 400 data. The side sentence found 39 data from 400 data. Sentence sequence found 9 data from 400 data. The minor sentence of the call found 11 data out of 400 data. The minor sentence of greeting found 8 data from 400 data. Minor sentences of exclamation found 1 data out of 400 data. Minor sentence of prohibition expression found 3 data from 400 data. Minor sentence of warning expression found 1 data out of 400 data. The minor sentence of the request expression found 59 data, 400 data. Minor sentence of command expression found 15 data from 400 data. The acquisition of incomplete sentences is explained in the following discussion.

3.2.1 Elliptical Sentence

Elliptical sentences are incomplete sentences that occur due to the omission of several parts of the clause and are derived from a single sentence. Elliptical sentences found in this study were 112 data from 400 data. Based on these findings, the following will present an example of the acquisition of sentences for children aged 3 years based on the structure of the clause.

- (10) Rumaysha : Yummy kayi. (p2;d12)
"Very delicious."
(11) Rumaysha : Wait. (p2;d29)
"It's going to fall."
(12) Rumaysha : So ustazah. (p23;d134)
"So Ustazah"

In data (10) there is an incomplete sentence, namely an elliptical sentence because the sentence does not have a subject. The sentence "enak kayi" (very delicious) is a statement from the speaker who states that the food he eats is very delicious. The speaker does not mention the subject because the speaker himself is the subject in the speech. The sentence was said based on the question of Rumaysha's interlocutor who asked whether the food was delicious.

In data (11) there are incomplete sentences, namely elliptical sentences because the sentence does not have a subject. The sentence 'later atuh (later falls)' is the answer to the question asked by the interlocutor to Rumaysha previously, namely 'Why is Atuk not invited? afraid to fall.

Sentences in data (12) also have the same pattern as data (10,11), namely the speaker omitted the subject in the sentence he spoke. The sentence 'become ustazah

(so ustazah)' which the speaker means is himself who wants to be ustazah when answering the question 'When you grow up, what do you want to be?' The subject in the sentence is omitted because it already exists in the previous question sentence, namely Caca.

3.2.2 Side Sentences

Side sentences are incomplete sentences that occur from incomplete clauses and are derived from compound sentences. The side sentences found in this study were 39 data from 400 data. Based on these findings, the following examples will be presented.

- (13) Rumaysha: Talau Abi is mayah yaji. (p11;d84)
"If Abi is angry again."
(14) Rumaysha: Tan has been drinking. (p29;d169)
"I've been drinking."
(15) Rumaysha: Yes, talena is tight. (p55;d259)
"Yes, because it's narrow."

Data (13) it is a side sentence because the sentence "talau abi mayah yaji" is a sentence derived from the previous sentence, namely 'Caca tacut'. The speaker stated that he was afraid that Abinya would get angry again if he acted a lot.

Data (14) is a side sentence because the sentence is an incomplete sentence derived from a compound sentence. The sentence "tan already drank" is derived from the previous sentence, "Caca doesn't drink". The speaker said "tan has been drinking" when asked by his opponent he said "Caca doesn't drink, son"?

In data (15) there is the sentence 'yes, talena narrow, (because of taking wuduk)." This sentence is a side sentence because it is derived from the previous sentence, namely "later Atuk falls". That sentence is the answer to the question posed by the interlocutor, namely "why did Atuk fall"

3.2.3 Sentence Order

A sequence sentence is a complete sentence but contains a conjunction which states that the sentence is part of another sentence. Sequence sentences found in this study amounted to 9 data from 400 data. Based on these findings, the following examples will be presented.

- (16) Rumaysha: Yes, it's drinking his son. (p29;d168)
"Yes, then drink the child."
(17) Rumaysha: That's good tita mamam cate Pak Tuah Mi. (p20;d123)

"After that, we will eat Mr. Tuah's satay, Mi."

(18) Rumaysha: Fold the prayer tray, tuyus talok in place. (p34;d113)

"Fold the prayer cloth, then put it in its place."

The sentence in data (16) is a sequential sentence because it contains the conjunction 'tu (then)' which is part of the previous sentence, namely 'Tu drinks his son (Then drinks his son.) swallowed candy and then he drank. Sequence minor sentences can be proven by the presence of the word "then" in which the word is a liaison between the clauses or sentences that are in front of it. The word "then" is used by speakers as a sign that there is a coherent explanation in the sentence.

Sentences in data (17) are not much different from sentences in data (16). The sentence is also categorized as a sequence sentence because it is marked with the word 'Ciap tu (after that).' The sentence is said because the speaker wants to invite his opponent to eat Sate Pak Tuah after completing an activity. The word "Ciap tu" is used by speakers to explain the events experienced by speakers and invites the interlocutor to eat Pak Tuah's satay.

The sentence in the data (18) is also a sequence sentence because it contains conjunctions and is part of another sentence, marked with "tuyus" (continue or continue). The sentence is said because the speaker wants to explain what a series of events he did, namely after praying, folding the mukena and placing it in its place.

4. CONCLUSION

Based on the research findings and discussion of sentence acquisition for children aged 3 years seen from the clause structure in the Rumaysha case study, it can be concluded as follows.

1. The complete sentence used by Rumaysha, a 3-year-old child, seen from the syntactic aspect based on the clause structure, found a total of 142 data from There are 400 data consisting of, 127 data for single sentences, 6 data for compound sentences, and 9 data for compound sentences. Of the three types of complete sentences, the most commonly found are single sentences

2. Incomplete sentences used by Rumaysha, children aged 3 years viewed from the syntactic aspect based on the structure of the clause found a total of 258 data, including ellipse sentences with 112 data, side sentences with 39 data, sequence sentences with 9 data, and minor sentences with 98 data. There are 11 data for minor sentences, 8 data for greeting and greeting minor, 1 data for exclamation minor, and 78 data for expression minor. As for the minor sentences, the title, motto, and inscription were not found. Based on the amount of data found, the most widely used incomplete sentences are elliptical sentences, which are 112 data.

3. Based on the data found, the complete sentence type found 142 data from 400 data with a percentage of 35.5%, while the incomplete sentence type used 258 data from 400 data found with a percentage of 64.5%. The types of sentences that are often used are incomplete sentences because the child can only use simple sentences.

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