The Syntactic Development of an Indonesian Child in Telegraphic Stage: A Case Study

Tatu Zakiyatun Nufus

UIN Syarif Hidayatullah Jakarta
Corresponding author. Email: Tatuzakiyatun2@gmail.com

ABSTRACT
Children in telegraphic stage begin to have syntactic development by filling in the function words, such as articles, preposition, auxiliary verbs and pronouns, and the word ending such as noun and verb ending with -ng to show relation between and among content words. This research used qualitative design with descriptive analysis to describe and investigate how the syntactic development of an Indonesian child in telegraphic stage, the research used a case study in finding syntactic development of Indonesian child in telegraphic stage by doing observation through one participant namely Radeva (a little boy with 2 years old). In this study, the researcher saw that Radeva produced the utterances of non-predicative word (NP) more than predicative word in sentence, it can be accumulated that Radeva used (75%) non-predicative words in his interaction with family and only 25% predicative words which consist of subject and verb in complete sentence, and the syntactic development of Radeva emerged through simulation of environment, child's cognitive and input that the child got from surrounding, Radeva is an Indonesian child who has syntactic development of non-predicative word in sentence more than predicative word and this syntactic development happened naturally through his ability in language utterances.

Keywords: Syntactic development, Language stage, Telegraphic stage

1. INTRODUCTION

In language development, the human does not directly able to produce the words correctly based on the structures, he does not have suddenly the grammar or syntax competence of his first language in his brain. The child produces the language either in simple sentence or in complex sentence through some language stages, and every stage is passed near adult's language. Telegraphic stage is a step where children acquire language in 24 up to 30 months old. In this stage, the child is usually aware to acquire language and syntactic development that used in communication among family such as, predicative, and non- predicate words in sentence, negative construction in simple and complex sentence, and so forth [5]

Children in telegraphic stage begin to have syntactic development by filling in the function words, such as articles, preposition, auxiliary verbs and pronouns, and the word ending such as noun and verb ending with -ng to show relation between and among content words

(Clark, 1977). Moreover, one of characteristics of telegraphic stage starts when children enter the second half of their second year of life and it ends when they enter their third when the multi word utterances is appeared, and it means they can start to employ syntax in their productive language [15].

To support this study, the researcher has read many empirical studies that have been done by scholars to know how children acquire language in telegraphic stage, the scholar concerned on how children acquire the proto bound morpheme by Patuan Raja in 2006[16]. Besides that, Patuan Raja (2007) studied on the development of Negative construction in language of Indonesian child[16]. Yusuf (2009) also has designed the research on infant bilingual development, the case study on his daughter in acquiring the language at Aceh. In addition, Novalita [13] did also a study on the first language development process of a two-year-old child in syntactic level for Bataknese child. Finally, Rohimajaya & Hamer[18] studied the first language

development on a three-years child based on phonological, morphological, and semantic aspects.

Those studies mentioned concerned on how children develop and acquire language, the studies described the language development in general, including phonological, lexical, morphological, and semantic aspect [15]. In this article, the writer will describe and investigate how the syntactic development of an Indonesian child in telegraphic stage; A case study to Indonesian child named Radeva.

2. LITERATURE REVIEW

2.1. Syntactic Development

Syntax is defined as the organization and structure of components, the concept was found in the Greek language where the syntax stands for " a setting out together" or an arrangement" [20], in other words it can be stated as the rules that used to combine words to make sentences, and syntactic development is the way children learns these rules through the first simple words when the child utter the word "babababa" as a noun that denotes to "father" then turn to verb such as mimi (milk drinking), and implies to other word class such as dadadada (bye bye) and this categorized as the one word stage [4]. this stage is categorized as the syntactic development which show the ability of child to produce the words syntactically.

When the child reaches into 18 months, the child starts to utter the words into two-word sentence. it can be considered as the "real" grammar/ syntax development. Certain sentences are possible to analyze syntactically or semantically by splitting them into smaller units, such as verb, noun, adjective, adverbs and so forth. As the child develops and grows older, the language improves and the child will have to connect the right forms of words in right utterances, this can be done through a system that [20]. refers to traditional categories that includes voice, number, gender, tense, and person. in line with this, these systems can utilize the child to utterance the words and tends to be understood in creating and delivering meaning to the interlocutor.

In addition, Bates, and Mac Whinney (1976) suppose that there are four means of expressing various non- linear meaning through language: lexicon, word order, morphology, and intonation. Syntax can be viewed as one way to map non-linear meaning into linear linguistic expression, and syntactic development will raise linguistic behavior of children in doing communication among community speech. In this term, how children develop their competence in syntax is very interesting to describe in telegraphic stage.

2.2. Language Development

Chaer (2015) cited in Rahmajaya (2020) gives the understanding about language development as a process that takes place in the brain of a child when he gets his first language or mother tongue. Obtaining first language is considered as a creative process in which language rules are learned by children based on the input they receive from the simplest form to the most complex form. The child whose mind grows will learn the first language or mother tongue in the first year of his life, and this process occurs until about the age of five years until he produces the complete sentence in his interaction.

Children are notorious for their creativity in coining words based on their own (idiosyncratic) meaning, for instance, a child was recorded to utter pedah (sepeda) toton (motor) and many others creativity that relate to the transportation (Raja, 1988). This creativity might apply to syntax where children generalize the word orders. Such as. I drinked water, to mean I drank water. This creativity shows the limited language resources in the first language literature.

2.3. Telegraphic Stage

Before the child turn into three, he pass the language stage which raise child's ability in word utterance and telegraphic stage considered as the increase of words that are linked together in an utterance which is similar to sentence and used a right element [20]but it cannot be considered as sentence yet, because they still have the omission of the crucial elements that related to grammatical such as the omission of subject (he, she) and the word ending -ing [4]

Telegraphic stage is the last stage of language before a child can speak fluently and it begins roughly around 24 to 30 months old, at this stage, the progress is very quickly and develop language better, during this stage, children seem to have much understanding of syntax and semantics. They often expand their lexicon by as many as ten to twelve new words a day. In this stage, In telegraphic stage, children are still lacking function words and morphemes and do not quite know how to use these in the sentences, but when hearing, they can understand what the speaker means [15]. Further, when they reached at 3, they begin to use more than one clause in sentence and increase the vocabulary that they use in interaction among society

Children seem to start the productive creation of their phonological system and syntactic when they are in Telegraphic stage that start at age 1;6 to 2.4. and between the age of 1;6 and 4;0 the young child undergoes considerable development in phonological and syntactical ability [8].

Hence, the characteristic of this stage lied with the word forms used instead of the number of words, then it should not be forgotten that during this stage the vocabulary of become a major enlargement up until the age of three, when the storage of child contains more than hundreds of words, and the pronunciation also improved with the step that closer to the resemblance of adult language [19].

2.4. Factors that impact syntactic development

The syntactic development of children in telegraphic stage developed by several factors, they are:

2.4.1. Cognitive aspect

Children acquire language based on the capacity of their brain, and the children try to use the language based on their previous input through the environment, it is because of all the children are born with same kind of language processor, a black box or language development device (LAD) which allowed them to formulate rules of language based on the input they received (Chomsky, 1980).

Language has the relationship to the intelligence of the learners as a fundamental role in language acquisitions, in the performance intellectual tasks and evaluation of intellectual ability. Some of the theories show the inevitable link between the cognitive and language development in children. Piaget's theory reiterates that any kind of teaching can be effective

only when the child can assimilate what is said and done, a concept he termed as 'learning readiness'. (Lenore, 1998)

Penfield and Roberds (1959) and Lenneeberg (1967) shows that two halves of the brain (the left and right hemisphere) become specialized for different function around puberty that called lateralization prior to puberty, they argued a critical period exists during which the brain is more plastic and allows among others things, the transfer of function from one hemisphere to the others when the former has been injured and for new patterns of behavior to be efficiently processed. [20]

2.4.2. Input Aspect

Children acquire language better input than adults, input which provides the children with clearer samples from which to learn the rules of language, children also enjoy opportunities for language play with speaking peers, through which they get phonological practice and receive a larger amount of input. The input that the children get enables them to make an interesting interaction with others.

2.4.3. Social-psychological aspect

Children produce on what they hear and see among the social interaction, and they acquire by positive reinforcement when right, and negative reinforcement when getting wrong and mistake. And the environment gives the great impact to create children's mind in acquiring language in telegraphic stage.

Those aspects above indicate that the child can develop the syntactic ability based on the environment, because the children is good imitator on what they like and they hear, the capacity of their brain and their cognitive style also affect the children development in language, and the previous input which get from many aspects of the environment reproduce the language. And those factors have the great influence to create children mind in producing syntactic development.

3. METHOD

This research used qualitative design with descriptive analysis to interpret data, the research will use a case study in finding syntactic development of Indonesian child in telegraphic stage. To get data, the researcher used an observation as the instrument to gain the data on the Indonesian child named Radeva (2 years old) for two weeks since 24th may 2021 to 14th June 2021 by video recording and note taking. In those weeks, the researcher tried to see how the use of syntactic form in Radeva's language is including predicative (noun and verb in complete sentence) and non-predicative words (the use of noun, adjective, or adverb in sentence) and the use of negative construction either in simple sentence or complex sentence.

Radeva is the writer's nephew, he was 2 years old, he lives in Tangerang which the environment used Bahasa Indonesia as first language in transactional process. In this study, the researcher was participant in doing observation because the researcher took part in the activities that Radeva did during the study (Freeman, 1991). To ease finding data, the researcher formulated the research questions on How the syntactic development of Indonesian child in telegraphic stage, this study aimed to investigate how the syntactic development of an Indonesian child in telegraphic stage

To analyze data, the researcher identified, and classified data based on the topic, then interpreted and reported the data. The interpreted data used descriptive analysis by determining the frequency and percentage of the gathered data to answer the research questions which relate to syntactic development of Indonesian child in telegraphic stage. In this analysis, the child's word utterance will be classified into predicative word (P) and non-predicative word (NP), based on Miller & Ervin -Tripp (1973) predicative word related to the utterances that consist of a subject and predicate either

in simple sentence or complex sentence, and it is semantically propositional, while non-predicative words refer to noun, adjective, and phrasal construction without verb.

4. RESEARCH FINDING AND DISCUSSION

4.1. Research finding

After doing observation, the researcher found that Radeva produced sentences that denote predicative and non-predicative verb, such as "mamamm naci, bobooo, yayyiii, etc". The word utterance indicates his syntactic development in his year with the use of predicative (P) in the words "mamam naci, bobobo, yayiii" and sometimes he also uttered non predicative word (NP), such as "babbaba, tetehh, atu dede" and so forth. Here is the description of Radeva's activity for two weeks that show the syntactic development:

- Week 1:

In the first week of the research, the writer saw Radeva uttered words in interaction among family. Radeva produced many words that show predicative and non-predicative words, such as; mamam (eating) Nda Au / Ngga Mau (I don't Want). Pipih (father), mimi yu yu (to drink milk) and so forth.

- Week 2:

This week, the writer saw Radeva's activities in his environment, including his family and his interaction with friends, in this time, Radeva seldom to come and play to his grandmothers' house, and he tries to utter several words such as Mpus...(cat), mamamaa (fatma) and so forth.

Here the example of dialog.

Radeva ; *Auu*… (mau / I want)

Mom : Mau apa aa? (What do you want)

Radeva : *Nonat mama*… (Fatma's doughnut)

Mom : yang mana?

Radeva : *itututu*… (point out the doughnut)

Radeva : mmmmm…. (smile)

Mom : oooh (gives a thumb)

The dialog above show that Radeva's language is understandable, and he can interact using his language with his mom easily, and the language used show his syntactic development on predicative and non -predicative words. This syntactic development is the language stage that the child uttered the language syntactically using the simple words that can ease the speaker to use language. (See table 1)

Table 1. Radeva's syntactic development

Week 1	Week 2
(ßà ßà ßà) from Bapak / father (NP)	Dagun anis (jagung manis/ sweet corn) (NP)
(Ŷụ Ŷụ Ŷụ) from susu / milk (NP)	Pedah…. dedee. (NP)
(a?a?a?) from aa / brother (NP)	Atuu adus /sepatu/ good shoes,) (NP)
(Bobobooo duyu) from tidur dulu/sleep (P)	(nggong auu/ gendong / carrying) (P)
Mamaaa (fatma) (NP)	Pipipi, pin upin (Tv Upin ipin) (P)
Bobobo ayu (let us sleep) (P)	Nanan Ukaa (jangan buka/ do not open) (P)
Boboboy zaa (only boboboy cartoon) (NP)	Bola ana (where's ball) (P)
Yenangg betab (bathing) (NP)	Nda acis (want money) (NP)
Sono sono (go there) (NP)	Pelmen cotelat (chocholate) (NP)
Mau es krim (I want ice cream) (P)	Beyiiii mama (buy) (NP)

From the table above, the researcher saw that Radeva produced the utterances that show non predicative word (NP) more than predicative word in sentence, it can be accumulated that Radeva used (75%) non-predicative words in his interaction with family and only 25% predicative words which consist of subject and verb in complete sentence. Non predicative sentences are the sentences that contain phrasal words with only verb, or noun and ajective without any subject, whereas predicative sentence is a sentence that

carry on subject and verb either in simple sentence or complex sentence (Raja, 2007)

Due to finding above, the writer saw that the syntactic development of Radeva emerged through simulation of environment, child's cognitive and input that the child got from surrounding, Radeva is an Indonesian child who has syntactic development of non-predicative word in sentence more than predicative word (see table 1), and this syntactic development happened naturally through his ability in language utterances, because the human was born with language capacity that given by the creator to acquire and develop through his stage, in addition, the family also give him motivation to utter and produce more words to be more fluently in speaking. In addition, the family play him a video that consist of children language development in spelling and conversation, therefore he can acquire language and develop his syntactic competence through that media.

In telegraphic stage, Radeva produces mostly simple sentence with non-predicative words and only several complex sentence that he has. Such as:

Radeva: mimimi dede…… mimi cucu (drink milk)

Mom   : sebentar yaa

Radeva: kayangg mimimi…… (right now)

Mom   : iya

4.2. Discussion

This finding shows that Radeva used simple word to show his thirsty and ask milk, and he used only the word "mimii cucu" it indicates that the use of non-predicative word is simpler and easier for Radeva to use. In this term, the child's language development must be considered as simultaneously that reflect universal, local, as well as individual factors which is affected by the child's cognitive, environment and input.

The children in telegraphic stage acquire the language and develop his syntactic ability based on what they see and hear. The children use the language without thinking on its rule, and because they have ability in imitating other people around him, and environment become one of the fundamental aspects to influence their syntactic development. syntactic development is natural to

human, and each child enters the language process or stages in acquiring language, starting from cooing stage, babbling stage, holophrastic and telegraphic stage which is considered as stage when the children begin to fill in the function words, and word ending to show meaning among content word, and it is the last stage before the children produce the words and sentence fluently like adult. The speed of learning is influenced not only by environment but also innate abilities that owned by the children, it is similar on how the children acquire language in the stage development of language development.

As the writer mentioned earlier, children learn based on what they hear and see, and they imitate easily when they find things that interested them, it also happened to Radeva, that he develops his syntactical development based on the surrounding. There are many factors that impact Radeva's language acquisition, first is environment, the environment of Radeva gives the great influence to create the child's repertoire in getting language, and communication that run among them ease him to identify words and sounds. Another factor is the age. Telegraphic stage is the stage where children can identify the words easier than older, in this case, Radeva gets the language is easier because his black box or general input that comes from family member and environment impact Radeva's language acquisition.

5. CONCLUSION

Based on the discussion above, it can be concluded that the syntactic development of child emerged in telegraphic stage when they acquire the language directly and trained to use it in a short dialog among family that included the use of predicative and non-predicative words in simple sentence and complex sentence.

In producing the utterance in Radeva's interaction, Radeva utters about 75% non- predicative words in sentence and 25% predicative words, it indicates that the language ability of Radeva is going better because he can communicate each other with his syntactic development. And this development appeared through imitation, and habit. The family asked him to utter words and he imitate the utterance after his mom

The utterances of Radeva show that he identifies the words based on what he heard and see from the environment, especially family who accompany him to grow up.

The case of Radeva indicate that language can be produce easily when the children have good support from the environment including family and friends. and the writer found that Radeva produced non predicative words more than predicative words. Because he can identify non- predicative words easily and his family encourage him to produce a simple word to be understood.

Finally, the syntactic development of child is the result of an interplay of a few things; exposure, social and cognitive, and external factors, those development will be regarded to the syntactic of children to acquire the language and utilize it in their interaction with family. In conclusion, to enhance learners' language the parents should give more attention to the learners to use the appropriate language as their tools of communication.

6. SUGGESTIONS

The study focused to see how the syntactic development of an Indonesian child in telegraphic stage, the study is only a small case study which focus only one participant, and it is suggested for the further researcher to take a similar case with a lager scales and participants to prove the syntactic development of children in all language stages. Besides that, it also suggests for the researcher to investigate further about the syntactical development on negative construction or questions that show children language developments of syntactic. And this study invites other researcher to find out what are the important factors that can improve child's syntactic ability in using words.

Finally, the researcher expected that the study will give new insight for all readers especially parents and primary teacher about syntactic development of Indonesian child in telegraphic stage. Therefore, parents and teacher can communicate to facilitate children in language development. For the family, this study is expected to give new information to accompany children in growing up, acquiring language, and using it in the society.

REFERENCES

[1] Barman, B. (2012) The Linguistic Philosophy of Noam Chomsky, Philosophy and Progress: Vols. L1-L11, January- June, July- December 2012. ISSN 1607-2278 (Print), DOI: Http://dx.doi.org/10.3329/pp.v5lil-2.17681

[2] Bolinger, Dwight. (2002) Aspect of Language. Second Edition. America: Harcourt Brace Jovanovich, Inc

[3] Chomsky, N. (1980) Rules and representation, New York, NY: Clumbia University Press.

[4] Crystal, D. (1997) The Cambridge encyclopedia of language, 2nd edition. Cambridge, Cambridge University Press

[5] Framkin,V., & Rodman, R. (2003). An introduction to Language. (7th ed.). Massachussetts, USA: Heile

[6] Freeman, D.L., &Long,M.H.(1991). An Introduction to second language development research. NewYork: Longman press

[7] Hutauruk, B. S. (2015) Children First Language Development At Age 1-3 Years Old in Balata; IOSR Journal of Humanities and Social Sciences (IOSR-JHSS) Volume 20. Issue 8, (August, 2015) PP 51-57.

[8] Ingram, D. (1989) Phonological Development. Production. In P Flethcer, & M. Garman. (Eds). *Language Acquisition: Studies in first language development* (pp 223-239) Cambridge; Cambridge University Press

[9] Lenore, S. (1998). *The relationship between language and intelligence: Cognitive research,* electronic document. 47D. 647

[10] Mehrpour. S., & Forutan. A. (2015) Theories of First Language development. AIS (American Institute of Science. Journal of Language, Linguistics and Literature. Vol.1, No, 2, 2015.

[11] Miller, W. R & Ervin tripp, S.M. (1973) the development of grammar in child language. In C. A. Fergusen, & D.I Slobin (Eds) studies of child language development (PP 355-380) New York, Holt, Rinehart and wiston.

[12] Nor, N.M., & Rashid, R. A (2018) A Review of Theoretical Perspectives on Language Learning and development, Kaesart Journal of Social Sciences 39 (2018) 161e167

[13] Novalita, N. (2017) first language development process of a two-year-old child in syntactic level: A case study of A Bataknese child. A Thesis of Department of English, University of Sumatera Utara

[14] Otto, B. (2015). Language Development in Early Childhood (Third Edition). United States of America: Pearson

[15] Raja, P (2006) The Story of a Proto- Bound Morpheme: its Birth, use, and Death. English Department, Faculty of letter, Petra Cristian University

[16] Raja, P (2007) Phonological Processes of Three Indonesian children aged between 1;8 and 2;6.

English Department, Faculty of letter, Petra Cristian University

[17] Raja, P (2007) The development of Negative construction in language of Indonesian child, English Department, Faculty of letter, Petra Cristian University

[18] Rohimajaya, N.A., & Hamer, W. (2020) An analysis of Dilara's First Language development; A three-year child. Journal of English Language Studies (JELS) Volume 5 number 2 (2020) 117-126

[19] Yule, G. (1996). The study of Language- second edition, Cambridge: Cambridge University Press.

[20] Yuvaraj, A. (2009). *Age Factor and its implications for teaching English to young learners,* MJAL1:6 November**.** 0974-8741