

Acquisition of Single Sentence by Children 4 Years Old through Traditional Games

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Abstract—The purpose of this paper is to describe the acquisition of singular sentences by child aged 4 years while playing traditional games in Parak Laweh. This research is a case study with qualitative-descriptive method. The data of this study are the clauses and sentences spoken by a child when interacting and communicating during the games. Data collection techniques used are the observational techniques and moderate-participant observation. Data analysis is done through observation, record, note, analysis, and interpretation. The results show that the use of single sentence is in accordance with the language development of four-year-old child level.

Keywords: Acquisition of singular sentence, early childhood, traditional game.

I. INTRODUCTION

Language plays important role in human life because it is a major tool of communication. Language is also means of communicating one's thoughts and ideas through written, oral, or symbolic form. From adults to children, they use language to express themselves. Some linguists believe that language is acquired since human born into the world. As time goes by, language can represent human personality and capability. No exception to the children, their knowledge or cognitive skill will be seen from their ability on language.

Language is God's gift for humans. There are two ways to obtain the language for humans, receiving and learning. In English, receiving a language is called as **acquisition**, namely a process of mastery of a language by children naturally when they learn from their mother's language.

Children's activity in the age of 4,0 until 6,0 years old is inseparable from playing activities. One of the most famous is traditional game. Traditional game is a game in certain community that is developed from a generation to next generation. Children are usually more involved in group and interact with nature in traditional game. Therefore, Interaction and communication are the most fundamental skills in the traditional game; it includes aspect of language acquisition especially syntax. In this period, the children usually do a long talking and with longer sentences.

This research aims to describe acquisition of syntax aspect on the children in the age from 4,0 until 6,0 years through traditional game. Language acquisition is mostly decided by complicated interaction, aspect of biological maturity, cognitive skill, and social ability. Language acquisition is identical with adaptation of vocabulary in children's brain. The more vocabularies that children hear or get, then more mature their language ability in communication. Phase of language acquisition is separable from role of the parents towards language acquisition of the children; it includes the role of the surrounded society. Society plays vital role towards children's language acquisition. Children usually play with their friend of wings. This phenomenon is commonly happen in children's environment especially in the playing period. Playing periods of the children can create cognition in a language acquisition.

Language acquisition is defined as the process of mastery a language which is conducted by children naturally on the period when learning mother's language (Dardjowidjojo, 2005). Meanwhile, Chaer explains that "language acquisition is a process which occurs in children's brain when they get their first language or mother's language (Caher, Theoretic Psycholinguistics Study, 2009)."

According to Tarigan, language acquisition is mostly influenced by complicated interaction based on aspect of biological maturity, cognitive, and social (Tarigan, 2011). Language acquisition is almost identical with adaptation of vocabulary in children's brain. It is the more vocabularies that children hear or get, then the maturer their language ability in communication. The pattern of children's communication in language acquisition period have developed rapidly even though every child has different progress. Children in the age of four, generally can follow simple direction or instruction.

Children acquire language gradually. One of the most prominent branches of linguistics in language acquisition of children is syntax. This aspect refers to acquisition of sentence or the use of sentence, both single sentence and compound sentences.

Syntactic aspect is element of language which is focusing on the level of word relation between one and other words or elements (Caher, 2003). Understanding on syntax is inseparable to the structure or sentence pattern which builds the unit of literal language. The structure of the sentence mostly consists of subject, predicate, object, complement, and adverb.

Chaer explains that the word ‘syntax’ comes from Greek, namely ‘sun’ which means “with” and ‘tattein’ means “put” (Chaer, Psycholinguistics: Theoretic Study, 2009). Etymologically, syntax means putting the words together into a group of words or a sentence.

Based on explanation above, stuffs that include in syntactic study consist of phrase, clause, and sentence which are arranged in the unit of language grammatical; it has a meaning and certain function based on the utterance. This paper will be focused on single sentence which is obtained by child in the range age of 4:0.

Single sentence is a sentence which consists of a clause. Single clause consists of a grammatical unit such as subject and predicate; sometimes it is completed by an object, a complement, and an adverb or not one (Insan, 2013). According to Alwi, single sentence as consistent to every sentence elements, such as subject and predicate, it is one or a unity (Alwi, 2003). In line with that the former statement, the construction of single sentence is inseparable from element unity which forms the sentence consists of subject, predicate, object, and adverb. The clauses which are divided into a unit of sentence, as stated by Sukini, there is several types of clause, i.e., (1) clause based on the completeness of core element, there are completed and incompleting clauses; (2) clause based on its internal structure, there are coherent-structured clause and inversion clause; (3) clause based on its distribution, there are free clause and bound clause; (4) clause based on negation element in predicate; and (5) clause based on the category of filler of predicate function.

Syntax structure

Syntactic structures related to function, category, and role. Kridalaksana states that this function is interdependent correlated between elements from one unit until the unit creates unity and forms a structure (Kridalaksana, 2001). Function is syntactic; it means that function manages word order or phrase in a sentence. The main syntactic function in a language is predicate, subject, object, complement, and adverb. In order to comprehend the function of these elements, the following is an explanation of the characteristics of subject, predicate, object, complement, and adverb.

1. Subject

The subject is an independent entity, and on which it is explained something (Putrayasa, 2012). The subject characteristics are (1) the answer to the question of what or who, (2) with that word, (3) has a description of the perimeter which, (4) is not preceded by the preposition, (5) in the form of nominal or noun phrase, (6) If it is converted into a sentence, S can not be given a particle and can not be confirmed by a particle, (7) the part explained by the predicate.

2. Predicate

Predicate is the part that gives information about something that can stands alone; it also states what is done or under what is circumstance of the subject. The following characteristics of the predicate, i.e., (1) answer to the question why or how, (2) sometimes occurs in the form of linking verb, (3) can be negated, can be accompanied by aspect words or modalities, (4) the element of predicate filler may be a word, such as a verb, adjective, or noun; it also available in the form of phrase, such as a verbal phrase, an adjective phrase, a nominal phrase, a numerical phrase (number) (5) predicate can be given a particle *-kah*.

3. Object and complement

Bahtiar (2017) distinguishes object and complement as follows:

Object	Complement
1. Having a form in a noun phrase or clause 2. Located directly behind the predicate 3. Be the subject in a passive sentence 4. Can be replaced with pronominal	1. In the form of noun phrases, verb phrases, auxiliary phrases, prepositional phrases, or clause 1. 2. Located directly behind the predicate if there is no object and behind the object if an object exists. 3. 4. Unable to be the subject in a passive sentence 4. Can not be replaced with <i>-nya</i> , except in the combination of preposition aside from <i>-di</i> , <i>-ke</i> , <i>from</i> , <i>will</i>

4. Adverb

Adverb is an element of sentence that provides more information about something stated in the sentence. Adverb is syntactic function that the most diverse and the easiest to move in a structure. Adverb can occur in the beginning, middle or end of the sentence. Here are some features of the adverb, namely (1) not the main element, (2) unbound in position,

Here is an example of sentence analysis based on Indonesian syntax.

to be performed because the use of hedging in speech acts quite productive and varied. This article describes the use of hedging in refusal speech acts.

The study of politeness in speech acts in the last ten years is done by Anggraeni (2005), Manaf (2010 and 2011), Purnomo (2011), Tawalbeh and Al-Oqaily (2012), Susanto (2014), Codreanu and Debu (2014), Vega and Azókar (2014), Manaf and Amir (2015), and Yazdanfar and Bonyadi (2016). The results of these studies can be explained as follows. Anggraeni (2005) has studied the politeness of speech acts in Javanese language. Manaf (2010 and 2011) and Manaf and Amir (2015) have discussed the politeness of speech acts in the Indonesian language with an indicator of the degree of imposition and coercion to the addressee. Purnomo (2011) has examined the socio-cultural background of English, Japanese, Indonesian and Javanese tourists with their politeness strategies.

The speech strategies of native speakers of Arabic and native speakers of English have been studied by Tawalbeh and Al-Oqaily (2012). Codreanu and Debu (2014) examined politeness strategies of speech acts in Romanian, English, and Hebrew. Vega and Azókar (2014) discussed politeness strategies in the speech acts of native Spanish speakers and foreign speakers of Spanish. The politeness strategy of native speakers of Persian and English has been studied by Yazdanfar and Bonyadi (2016).

Speech act theory from Austin (1962), Searle (1975; 1976) serve as the frame of reference for thinking in this article. Refusal speech acts are speech acts for not to do request from a speaker. Theory of Politeness Principle by Leech (1983), the theory of Politeness and Politeness Strategies by Brown and Levinson (1987) also used as a standpoint in this paper. The concept of hedging as a politeness strategy refers to the concept of hedging according to Brown and Levinson (1987), Blum-Kulka (1987), and Trosborg (1995).

The purpose of this article is to explain the forms of hedging in refusal speech acts, the relationship of hedging use with the politeness in refusal speech acts, and the context of the use of hedging in refusal speech acts.

II. METHOD

This research included into a qualitative-descriptive research. The method was qualitative-descriptive. Data of this research were the utterances of children in the age of 4:0 year in Parak Laweh region, Padang. Technique of data collection used technique of Involved Conversation Observation Technique assisted by recording device and notes. According to Suyono, qualitative method is a research method which based on positivism philosophy; it is used to study natural objects (Sugiyono, 2013).

Data analysis is conducted with criteria of comprehensibility emergence which is an element that is spoken by child as competence reflection. The data will be transcribed into written language, also there will be translation if some words are used in local language, and it will be analyzed using related theories.

III. DISCUSSION

Based on data analysis, it was found that children aged 4: 0 were able to acquire language in syntactic level. The child who became the object of this research was Farhana Ayuzia Raqwani (4; 3 years) living in Parak Laweh. Hannah was a child who grew up from a bilingual environment that uses Minang language and Indonesian. The results of research on language acquisition include single sentence structure and the type of single sentence based on its predicate.

The language acquisition analysis on a child aged 4,0 years involves the production of a single sentence. Sentences produced by the child are diverse. There are complete sentences and incomplete sentences. Researcher still found some utterances consisted of one, two or three words which cannot form a structure of complete sentence. In some cases, the child spelled out several disorder words that have meaning or had relationship to her conversation with the listener.

I. Utterance

1. One-word utterance

At age 4, 0 years, the child still produces a single word utterance when answering or responding to a conversation.

For Example:

(a) Researcher : Hana bermain apa? What is your game, Hana?

Hana : Lompatan. Jump Rope

Researcher : Hana suka bermain lompatan? Hana likes it?

Hana : Tidak. No, I do not

Context :

While Hana playing the jump rope, researcher observed and asked Hana in a discussion.

(b) Arin : Dek Hana mau main sama kakak? Little

Hana wants to play with me (Sister Arin)?

Hana : Mau. Yes. (I do)

Kak Airin : Kakak main *sikuciang*, adek bisa mainnya? I play *sikuciang*, can you (little Hana) play it?

Hana : Bisa. Yes (I can)

Context Sister Arin invited little Hana to play with her. Researcher just observed and recorded their conversation without involving.

- (c) Aunty : Begini cara mainnya dek. It is how to play it, *dek*.
 Hana : Tidak! No!
 Aunty : Loh, kok tidak Dek? Why not, *dek*?
 Hana : Ya. Yes
 Aunty : Aunty tahu cara mainnya begini dek. I know how to play it, *dek*
 Hana : Salah. (you) Wrong one!

Context :
 Aunty and Hana was playing Snakes and Ladders. Aunty tried to inform Hana about the rule of the game, but Hana rejected her. Hana then tried to explain how actually is the game.

2. Two-words Utterance

Researcher also found two-words utterance.

For Example

- (a) Sarah : Hana, main kita yok? Hana, come with us, do not you?
 Hana : Ayo kak. Yes please
 Sarah : Bisa adek main *sikoci baju* ? Can you play *sikoci baju*, do you?
 Hana : Bisa dong. I can
 Sarah : Sudah pernah adek coba mainnya? Have you ever play it before, *dek*?
 Hana : Sering kok. Often enough
 Sarah : Sama siapa adek mainnya? Who is your partner?
 Hana : Siapa aja. every one
 Context :
 This conversation occurred when Sarah invited Hana to play *sikoci baju*.
- (b) Hana : Main kak? Let's play
 Nisa : Main apa dek? Kalau main pakai lompat-lompatan Kakak ndak mau ya Dek. Kakak capek Dek. What kind of game, *dek*? If it is a jump rope, I can join. I already tired.
 Hana : Kok capek? Why tired?
 Nisa : Ya, Kakak capek. Yes. Just tired
 Hana : Belum main. Wanna play
 Nisa : Ya, kakak baru pulang sekolah. Jadi masih capek Dek. Yes, but I just arrived from school. So must be tired, *dek*.
 Hana : Ndak usah sekolah. Do not school
 Nisa : Kok ndak sekolah Dek? Why not, *dek*?
 Hana : Biar main. To play
 Context :
 Nisa just arrived from her school. Hanna invited Nisa to play with her. Nisa rejected her if it is a jump rope. Hana can not accept Nisa's excuse.
- (c) Mommy : Hana! hana
 Hana : Ya Nda. Yes, mom
 Bunda : Kumpulkan mainnya ini? Collect your toys, do not you?
 Hana : Capeklah Nda. Just tired.
 Bunda : Tadi waktu main tidak ngomong capek. Ayo kumpulkan dulu mainannya. Ayo tanggung jawab. No excuse accepted. Just collect your toys. Be responsible!
 Hana : Tanggung jawab Nda. What responsible, mom.
 Bunda : Ayo kerjakan! Just do it
 Hana : Tapi capek. Still tired
 Context :
 Mommy called Hana to collect her toys after playing trading games.

Based on the above example, it appears that a four-year-old Hana still produces a speech consisting of one and two words. However, the statement is still related to the conversation. These short utterances occur in the child's communication not only when the child answers the question of the other person but sometimes also appears when the child invites the other person to interact.

II. Single Sentence

Single sentence is a sentence consisting of one clause. According to grammatical unit, a single sentence consists of subject, predicate, whether accompanied by object, complement, and adverb or not (Insan, 2013). The type of single sentence contained in the acquisition of language of children aged four years is as follows.

(a) Based on the unity of sentence

Based on the completeness of the clause, a single sentence is divided into two, i.e., the sentence with complete clause and the sentence with incomplete clause. Complete clause consists of subject, predicate, object and adverb. Based on the data obtained, there are two types of clauses in the form of complete and incomplete clauses. Examples of complete clauses as follows:

Adek jual makanan di kedai. (when in trading games)

S P O K

Adek sell foods in the shop.

Adek melompat. (when in jump rope)

S P

Adek jump

Hana lempar gundu ke atas. (when in *sikoci baju* games)

S P O K

Hana threw the marble upward.

Sudah besar, kakak tidak bisa melompat. (when in jump rope)

K S P

Useless to be older if you cannot do a jump.

The utterances expressed by the above speakers belonged to the category of complete clauses. It is because the above statement has been marked by the presence of subject and predicate functions in the statement. Complete clause is sometimes already equipped with objects and adverb.

Incomplete clause is a clause that does not have a subject function and consists only of predicate elements. Here is an example of incomplete clauses.

Sembunyi di sini! Hide in here (when in hides and seeks)

P K

Ke sini lari! Run here! (when in *sambalakon*)

K P

Letak piring nya di situ. Put the plate, there (when in trading games)

P O K

Speech events in the example above was when the speaker played hide and seek, *sambalakon*, and trading games. In these situations, the speaker produces a lot of incomplete clauses, especially when playing hides and seeks and *sambalakon*. Both of these games demand the speed of the child in deciding so it finally affects the quantity of speaker's speech.

Based on the data obtained, incomplete clauses are frequently found in traditional games that demand speedy action. Instead, complete clauses are commonly found in traditional games that give better time in action or thinking.

(b) Based on the type of predicate

Based on its predicate type, single sentence can be divided into five. The five types are (1) the nominal sentence, (2) the adjective sentence, (3) the verbal sentence, (4) the numeral sentence, and (5) the prepositional sentence.

First, there is nominal sentence. The nominal sentence is a single sentence which its predicate type is a noun. Example of a nominal sentence as follows.

Kakak Airin pembeli. Sister Airin, the buyer (when in trading games)

S P(N)

Adek orang kaya. Adek, the haves (when in role playing)

S P(N)

Kakak Nisa penjual di kedai jus. Sister Nisa, the seller in juice shop (when in trading games)

S P(N) K

The above exemplified statements are in different contexts. Nominal sentences often appear in children's utterance when children start a game by giving someone a position in a play. This was seen in the sentence when children played trading games. Speaker (Hana) uttered Airin's speech that took part in the game and Airin acted as a buyer while Nisa acted as a seller in a juice shop.

Second, there is adjective sentence. The adjective sentence is a single sentence which its predicate type is an adjective. Example of an adjective sentence as follows.

Kakak kencang sekali. Sister so fast (when in *sembalakan*)
S P (A)
Pendek adek. Me, shorty (when in jump rope)
P(A) S
Jusnya mahal sekali, Bu. The juice too expensive, ma'm (when in trading games)
S P(A) O

Based on the above, the speaker who a child at the age of four years has also started using speech in the form of an adjective sentence. The speaker is able to reveal some properties of something for example, high, fast, expensive, sad, and so on.

Third, there is verbal sentence. The verbal sentence is a single sentence which its predicate type is a verbal. Example of a verbal sentence as follows.

Adek mau main sapu rangik. Adek want to play *sapu rangik* (when in *sapu rangik*)
S P(V) O
Aunty mengganggu adek bermain. Aunty disturbs adek's play (when adek playing, aunty questioned her)
S P(V) O Pel
Adek masak nasi goreng. Adek cook fried rice (when in trading games)
S P(V) O

Orang dewasa suka memarahkan anak-anak. Adults like to complain the child (after the game, Mommy asked Hana to collect the toys)
S P(V) O

It can be seen from the above data that four years child is capable to use verbal sentence pattern through her utterance. Although she spoke in a verbal sentence, sometimes she still used incomplete verbal words based on morphological process. It can be seen from the words *cook*, *play*, etc.

Fourth, it is numerical sentence. Numerical sentence is single sentence which the predicate is a number word. For example, single sentence which has numerical predicate as follows:

Kakak berlama-lama. (saat bermain *cimancik*) (when playing *hides and seeks*)
S P(Bil)
Kakak too long
Sebentar Bu. (saat bermain jual-jualan) (when playing selling)
P(Bil) S
Wait a minute, Ma'am.
Kakak lama jalannya. (saat bermain *sikoci baju*)(when playing *sikoci baju*)
S P(Bil) K
Sister walks too slow

Based on above speech and the obtained data, numerical single sentence is already found. The above sentences were the statement in numerical sentences. Those are marked by the appearance of *too long*, *a minute*, and *too slow* as predicates. In *The sister (stay) too long*, this sentence has only S and P function. That construction is meaningful if we understand the context of the speech.

Fifth, there is prepositional sentence. Prepositional sentence is single sentence which its predicate is preposition. The examples of child's utterance include in prepositional sentence are as follows:

Kakak di belakang adek. (saat bermain *cimancik*) (when playing *cimancik/hide and seek*)
S P(Pre) O
I (am) behind you.
Saya dari tadi Bu! (saat bermain jual-jualan) (when playing selling)
S P(Pre) O
I (am) from long time ago, Ma!

Gundu adek di atas. (Saat bermain *sikoci baju*) (when playing *sikoci baju*)

S P(Pre)

My marbles (are) on the top.

Above utterances illustrate that prepositional single sentence has appeared on the children in the age of four. It means that four years old-child is able to utter single sentence properly even though it is was still imperfect.

Thus, it can be concluded that the acquisition of syntactic ability of the children in the single sentence is nearly perfect. Children are able to utter some type of sentences correctly in appropriate with their development of age. There is still one-two words speech uttered by children however it still has the intended meaning and related to the conversation. Based on the type of the sentence occurred, children are able to use subject, predicate, object, and adverb. Moreover, the use of that pattern can be found completely in a single sentence.

IV. CONCLUSION

Based on the above discussion, it can be concluded that in the case of acquisition of single sentence, children in the age of 4;0 years old are able to form perfect sentence pattern. The sentence is already in accordance with syntax rule and the language progress of 4;0 years old children. Traditional game is proven can stimulate children in the range age of 4;0 to speak freely and produce new vocabularies in order to express what their ideas, even though there are still several problems especially in the aspect of a morphological process.

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