

THE ACQUISITION LANGUAGE OF CHILDREN AGES IN THE AGES OF 2-11 YEARS

Syntactic Study (Case Study on Khayira Latisha Aquina)

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Abstract

Language acquisition is a process that applies in a child's brain when acquiring language. One of them is for children aged 2 to 4 years, children in particular have obtained complex vocabulary, phonology and grammatical systems, and the same complex rules for how to use language appropriately in many social settings. The form of acquisition of children aged 2 to 4 years is in the third linguistic stage, namely the stage of developing word grammar into sentences. The purpose of the study is to describe the sentence form for children aged 2; 11 years. The research used is a qualitative method. Data collection techniques used are techniques to see and record audio visuals. Data analysis techniques used are transcribing, translating, classifying based on sentence, and analyzing. Data source of a child named Khayira Latisha is 2; 11 years old. Data obtained 42% descriptive sentence, 36% interrogative sentence, and 22% imperative sentence.

Keywords: Language acquisition, syntactic study, descriptive sentence, interrogative sentence, imperative sentence.

Introduction

Language acquisition is the process of how a person can speak or process children in general getting the first language (Ulfa, 2017). Likewise, Chaer (2009: 167), the acquisition of the first language is the language that is first mastered by a child, commonly called mother tongue. The child who is getting the sound system of his mother tongue, will initially say all the sounds that are available in chattering. Every child receives a mother tongue in the first phase of his life. Mother's language is the first language mastered or acquired by a child (Dardjowidjodjo, 2003: 241). This process of language acquisition is the mastery of language that takes place naturally through daily communication without having to go through special teaching. At the beginning of the acquisition of language usually the child will be more silent, listening, paying attention, and imitating what he listens to. However, after the age increases, the growth of the tool said the child can be known by the more perfect speeches produced by the child. The process of acquiring language is a controversial matter between linguists. The issue that is debated is the acquisition of language that is *nurture*, namely the acquisition is determined by the nature of the environment. While Chomsky believes that language acquisition is not only based on *nurture*, but *nature*, namely children have been equipped with a tool called language acquisition tools. Every child has similarities in language acquisition and goes through the same process in mastering each language. (Dardjowidjodjo, 2010: 235-236).

According to Piaget and Vygotsky (in Tarigan, 2009), the development of children's language is divided into six stages, (1) the first (Pralinguistic) stage, (2) the second (Pralinguistic) stage: the nonsense word, (3) the linguistic stage I: holophrastic; sentence one word, (4) linguistic stage II: sentence two words stage, (5) linguistics III: development of grammar, (6) linguistic stage IV: pre-adult grammar, and (7) linguistic stage V: full competency. Children aged 2 years to 4 years are included in the linguistic stage III, namely the stage of grammar development. In general, at this stage, children have begun to use more complex grammatical elements, such as simple sentence patterns, task words (in, to, from, this, that), equalization, attachment, especially prefix and simple and simple form and suffix.

Seeing the acquisition of language of a child at the age of 2 to 4 years, it appears that the level of language acquisition in children is a series of unity that starts from the words one word, to simple sentences by combining more complicated words, namely syntax (Tarigan, 1988: 5). In other words, the acquisition of syntax in children through small things and continues to a more basic thing, meaning that the child will master the word, phrase, and then move on to the sentence. Tarigan (in Maksan, 1994: 63-64) suggests that

the expected reaction from the readers or listeners is divided into: (a) news sentences, (b) question sentences, and (c) command sentences.

The research of children's language is quite a lot done by other researchers. Judge Usman (2014) with the research title Study of Language Acquisition in 4-Year-Old Children (Syntactic Study). Next, Triadi (2017) with the title Case Study of Language Acquisition in 4-Year-Old Children (Psycholinguistic Study). Then Septia (2017) entitled Minangkabau Language Syntax Acquisition Case Study of a Child Aged 3-4 Years. Furthermore Arsanti (2014) under the title Language Acquisition of Children Psycholinguistic Studies. Furthermore, Maharany (2016) with the research title of Indonesian Language Phonological Symptoms for 3-4 Years Old Children in Paud Permata Hati City of Kendari. In addition, Haryanti, et al (2018) also conducted research on Child Language Acquisition Aged 2-3 Years Viewed from the Aspects of Phonology. The similarities of some of these relevant studies with researchers are examining language acquisition in children with regional language categories, Indonesian as a case study. In addition, the average age range for children with toddlers and toddlers. The difference in research is relevant to researchers in the field of study, phonology and psycholinguistics studies while researchers examine the field of syntax.

Based on the research findings, this research question is, how is the form of language acquisition of children aged 2; 11 years in syntactic studies ?, with four research focuses, namely (1) syntactic studies on declarative sentences, (2) syntactic studies on imperative sentences, and (3) syntactic study on interrogative sentences. Based on the focus of the research, the purpose of this study was to describe and explain the form of language acquisition of children aged 2, 11 years in the syntactic study found in declarative, imperative, and interrogative sentences.

Methods

The type of research is qualitative research. The method used is descriptive qualitative, this method aims to describe the acquisition and development of Khayira syntax of age 2; 11 years. Moleong (2012: 6) states that qualitative research is to understand the phenomenon of what is experienced by research subjects. This study uses descriptive method, which is to describe verbally about the problems contained in the object of research, the theory used, data analysis, and so forth.

According to Arikunto (1992: 195), descriptive method is a method that describes in depth the things that will be examined in detail. The data used in this study were collected through observation, and interviews. The purpose of this study was to describe the acquisition of words and sentences of children in news sentences, question sentences, and command sentences.

The source of the data in this study is Khayira Latisha aged 2; 11 years. Data collection techniques used are techniques, and record (audio visual). In this technique the researcher listened to what Khayira said. Avoiding data not being lost, researchers use audio visual media (*handphone*) so that the data obtained is more targeted. The data collection process was also assisted by supporting data, namely parents from Khayira through observation, and interviews with Khayira's parents. Researchers also interacted directly with researchers with Khayira. In the data analysis technique used is the technique of transcribing data, entering data in table form, analyzing, and identifying sentences according to their form (declarative, interrogative, and imperative) with coding systems and tabulation models and providing an interpretation of the results of the analysis.

Results and Discussion

following are some of the brief conversations recorded between Khayira, Tante Asri, Mama and Papa. This observation was carried out on February 15 to 2018 with several places and times.

1. Findings

Based on the results of the research described above, Khayira 2 years and 11 months of age has produced a lot of words in every activity even though the delivery of the phoneme is not perfect. This can be seen from his daily conversations with Papa, Mama, and Aunt Asri. From the utterances presented based on conversation, the simple words and sentences spoken with chopper are still understandable. Syntactic structure analysis of Khayira utterances based on sentence form is as follows.

DATA 1

Khayira : *Pa, mau num kul pa* (Pa, mau minum yakult papa)

Papa : *Tunggu ya, di ambilkan mama dulu.*

(Memanggil dan memerintahkan mama untuk mengambil yakult untuk Khayira)

(Mama datang sambil membawakan yakult untuk Khayira)

Mama : *Ini yakultnya sayang, habisin jangan dimainin.*

Papa : Dingin nak ?
 Khayira : *ndak, enak* (tidak dingin, enak papa)
 Papa : Mama, ambilkan tisu ini tumpah!

(Mama datang lagi dengan membawakan tisu untuk Khayira)

Khayira : *Agi Pa, nak pa* (Minta tambah yakult karena yakult enak)
 Papa : Udah tu ya (nadanya sedikit meninggi) habiskan ini dulu ya.
 Gak boleh banyak ya sayng kalau minum yakult Khayira.
 Khayira : *Agi ya Pa ya* (Lagi ya Pa ya?)
 Akhirnya, Khayira meminum yakultnya sampai habis.

DATA 2

Khayira : *Ma ncin ma, beyikan pilis ma, Ncin ma* (mama cincin ma, belikan mama please)
 Mama : Eh sayang mama kan udah beli gelang, jadi nabung dulu ya.
 Khayira : *ncin mama* (cincin mama)
 Mama : Iya sayang besok kita beli ya. Cincin seperti ini kan?
 Khayira : *Eyah iya ini aaaa* (iya seperti ini warna merah)
 Papa : Eh sayang papa, sama papa gendong ya ?
 Khayira : *Ncin pa, ncin eyah.* (cincin papa, seperti ini warna merah)
 Papa : Besok kita beli ya, gendong mau ?
 Khayira : *Mau endong iya pa* (Papa mau gendong Iya ?)
 Papa : Mobil kita nak ya, nonton Tayo.
 Khayira : *Nton tayo, ayoo* (iya mau nonton Tayo).

DATA 3

Khayira : *Ante, pa tu* (Tante ada apa itu ?)
 Tante Asri : Itu main petasan nak. (Itu sedang main petasan)
 Khayira : *Tasan tu aget* (Petasan itu buat kita kaget ?)
 Tante Asri : Iya, kaget kan ? Tante juga kaget. Khayira pernah main petasan sama papa kan?
 Khayira : *Mana, gak ada, mana tu* (Tidak pernah, tidak pernah, seperti apa ?)
 Tante Asri : Ya main petasan , doooooorrrr, kaget.

Table. 1 Analysis Sentences

No.	Form	Synthetic examination	Amount	Percentage
1.	Declarative Sentences	1. <i>Pa, mau num kul Pa.</i> 2. <i>Ndak, enak.</i> 3. <i>Agi Pa, nak Pa.</i> 4. <i>Ncin mama</i> 5. <i>Eyah, iya ini aa.</i> 6. <i>Nonton Tayo.</i>	6	42%
2.	Interrogative Sentences	1. <i>Ante, pa tu ?</i> 2. <i>Tasan tu aget ?</i> 3. <i>Mana ? gak ada, mana tu?</i> 4. <i>Mau endong iya pa ?</i> 5. <i>Agi ya Pa ya ?</i>	5	36%
3.	Imperative sentence	1. <i>Ma ncin ma, beyikan pilis ma, Ncin ma.</i> 2. <i>Ncin pa, ncin eyah.</i> 3. <i>Nton tayo, ayoo</i>	3	22%
Total			14	100%

2. Discussion

Declarative Sentences

In the data above there are declarative sentences spoken by Khayira Latisha. In words “*Pa, mau num kul Pa*” to be found in data one, in that sentence Khayira told his Papuan that Khayira was given yakult because he wanted it. Based on understanding kalimat news, which is often called declarative sentences, is a sentence whose contents are preaching something to the reader or listener so that the sentence spoken by Khayira is a declarative sentence. In the data that has been analyzed based on Khayira utterances there are 6 utterances which are declarative sentences. With a percentage of 42% of all data found based on declarative sentences, imperative sentences, and interrogative sentences.

Interrogative Sentences

In the data above there are interrogative sentences spoken by Khayira Latisha. In words “*Ante, pa tu ?, Mana ? gak ada, mana tu?*” contained in data three. In that sentence, Khayira asked Aunt Asri what she saw. Based on the understanding of the question sentence, which is also called interrogative sentence, is the sentence that is asking something or someone. If people want to know the answer to a problem or situation, then they ask and the sentence used is a question sentence. In the data that has been analyzed based on the Khayira utterance there are 5 utterances which are interrogative sentences. With a percentage of 36% of all data found based on declarative sentences, imperative sentences, and interrogative sentences.

Imperative Sentences

In the data above there are imperative sentences spoken by Khayira Latisha. In the words “*Ma ncin ma, beyikan pilis ma, Ncin ma*” contained in data two. In that sentence, Khayira gave an order to his mother to buy the installments he wanted by asking. Based on the understanding of a command sentence, or imperative sentence, is a sentence whose meaning is giving an order to do something. In the data that has been analyzed based on Khayira's speech there are 3 utterances which are imperative sentences. With a percentage of 22% of all data found based on declarative sentences, imperative sentences, and interrogative sentences.

Based on data analysis, Khayira was able to make declarative sentences (news sentences) and interrogative sentences (question sentences). This can be seen from the many words of Khayira in the formation of 6 sentences of declarative sentences with 42% percentage and 5 interrogative sentences with 36%. While in the formation of imperative sentences there are 3 sentences with a percentage of 22%.

Conclusions

Acquisition of language at the syntactic level of Khayira Latisha aged 2; 11 years as the object of research can be said to be good enough. Very minimal irregularities in the speech produced. At this age stage, 2 years and 11 months, Khayira has begun to discuss the pattern of dialogue, has begun to understand when his turn speaks and when his opponent's turn says he speaks. The treasury of the word Khayira Latisha has begun to develop, and the phonological development of Khayira Latisha is in progress. Maybe some certain phonemes still have difficulty pronouncing consonants but soon will be successfully passed by Khayira Latisha.

Associated with the analysis of syntactic acquisition in some forms of words and simple sentences, the acquisition of syntactic Khayira Latisha is dominated by declarative sentence forms, interrogative sentences, and imperative sentences. It can be concluded that the speech of Khayira latisha is in several diverse settings and times making Khayira Latisha has entered a stage called the stage of producing a construction that is simple when speaking, then what will dominate its syntactic acquisition is the syntax of declarative sentence forms.

The suggestions in this study are the need for further research, especially child language acquisition in phonological studies with a range of 2-4 years.

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