



SPEECH OF THREE YEARS OLD CHILDREN IN LANGUAGE ACQUISITION

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ABSTRACT

This study discusses Speech of Three Years Old Children in Language Acquisition. The purpose of this study is to find out that three-year-old children in the pronunciation of vowels and consonants of words or sentences are still less precise and unclear, to find out why three- years old children cannot compose perfect sentences in conversation. A qualitative descriptive method was applied to analyze the data. The data of this study were taken from the of three- years old children speech, namely DSZ and SYF. The results obtained indicated that the research subjects were able to produce sentences according to their function as a communicative functions, namely declarative sentences, interrogative sentences, and command sentences. Some were influenced by cognitive factors, social background, and input to improve communication and language development. So that the research subjects can master the language and communicate well.

Keywords: Speech; Language Acquisition; Three-Years Old Children

INTRODUCTION

Every human being starts communicating with the language of tears (Al-Harbi, 2019). That language acquisition is a process in the child's brain will acquiring the first language or mother tongue and children's minds are filled with imagination, language is muddled, and they don't understand the meaning of words and instead rely on intuition (Chomsky, 2002). The behavior and language of adults thrown at the children can be followed by the instincts and follow the words That appear word to word that children will later learn in the language process, even though the language still doesn't have a meaning, it leads to a sentence that contains meaning (Clark, 2009). After a few words are obtained, the children acquire clear and complete language followed by appropriate and different intonations (Halliday, 2003).



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Communication with the language acquisition process children can't do attention to the form of their speech sentences, but they convey sentences or words that they understand (Pribadi et al., 2019). Children learn languages from hearing, seeing, and imitating people around them, or children often invited to talk will develop language skills faster (Lieven, 2010). Children are not required to get perfect language in communication because children are still learning language acquisition from the surrounding factors and they can think and grasp the situation, which they will digest later (Gardner, 2012).

The development of language acquisition should have support from parents in the process so that makes it their language is good and correct (Septaria et al., 2020). Child development includes functions whose meaning takes place in daily activities so that children develop and carry out activities with natural processes (Halliday, 2003). If the parents teach their children, children learn vocabulary, sentences, and the structure of the sentences taught; although the language received by children is irregular, their try to understand the linguistics of the first language before reaching the age of five (Warren, 2013).

The language usually occurs in the presence of the most accurate words and listening to someone speak normally, children need time to understand the meaning (Bowerman & Levinson, 2001). In order to know what children need; (1) communication, communication is considered unimportant but with communication, children can be open with languages they know; (2) give the child the opportunity, to think with their mind, the child will acquire the language quickly; (3) teach children using formal language, to develop language acquisition with well (Phillips & Ehrenhofer, 2014).

Based on previous research, Children aged three years to observe the process of conversation and language acquisition. Language acquisition in children aged three years is usually not spoken clearly and the sentence structure is irregular. For example, three years old children named Delisa Safwa Zulmuhar (DSZ) and Syahwa Fitriyadi (SYF), DSZ are already in the process of forming perfect sentences but the pronunciation is not clear. Meanwhile, SYF has difficulty forming sentences and the pronunciation is not clear.

METHOD

The method of this study is a descriptive qualitative research. According to (Ary et al., 2010), The descriptive method is a way of solving research problems by describing the situation and condition of the object under study as it is an actual fact at the present time. This study described conversation and language acquisition among three- years old children.



The subject of this study was a child aged 3 years old whose name is DSZ and SYF. The object of this study is the three years old children in pronunciation vowels and consonants of words or sentences are less precise and less clear less fluent, the three years old children cannot compose a perfect sentences in conversation. The data was collected by using interview, observing, and recording data. Then the data was analyzed based on the Chomsky (1986) and Greenbaum (2002).

FINDING AND DISCUSSION

Data Analysis

The researcher found that the acquisition of their first language almost good. Their acquisition has almost reached the stage of simple construction because they are still three years old. The simple construction period lasts from three to five years. At this age, children have started to speak in simple sentences and gradually become complete sentences.

The classifications of sentences are based on the purpose of the communicative function, sentences are classified into declarative sentences, interrogative sentences, and imperative sentences. This is example of DSZ and SYF sentences in conversation.

Table 1. Speech of Declarative Sentence

No.	Sentence in Conversation	Meaning in English
1.	DSZ: " <i>Macuk juga, jajannya taruh cini</i> "	DSZ: "Come in, put the snacks here"
2.	SYF: " <i>Dah</i> "	SYF: "Done"
3.	DSZ: " <i>Allo gaes kak ica mau makan ini</i> "	DSZ: "Hallo Guys, I want to eat this snacks"
4.	SYF: " <i>Aku mau nom</i> "	SYF: "I want to drink"
5.	DSZ: " <i>Enak gak raca ini?</i> "	DSZ: "Does this flavor taste?"
6.	SYF: " <i>Aku raca anggul</i> "	SYF: "I have a grape flavor"
7.	DSZ: " <i>Ini cucu sekolah</i> "	DSZ: "This is school milk"
8.	DSZ: " <i>Cucu sekolah</i> "	DSZ: "School milk"
9.	DSZ: " <i>Belom</i> "	DSZ: "I haven't"
10.	SYF: " <i>Awa beyom... kak ica itut-itut ata</i> "	SYF: "I haven't too... you are still follow me"

Based on the conversation above, the sentence is classified as declarative. Because the research subjects DSZ and SYF talk about the food and drinks they hold. such as "*Macuk juga jajannya taruh cini*", "*Allo gaes, kami mau makan ini*" The purpose of the statement made by DSZ was to tell SYF to go into her house, put down the food that SYF brought, and tell the researcher that they were eating



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snacks. While SYF with the sentence pattern "*aku mau nom*", "*aku raca anggul*" the meaning of the statement conveyed by SYF is that she want to drink and tell researcher she have wine flavor. There was also a time when the researcher asked about their scool with DSZ's answer "*belum*" and SYF "*awa beyom... kak ica itut-itut ata*" the meaning of the answer is that they are not yet in school and SYF gave a statement that DZS followed her answer. The sentence shows that the children can pronounce declarative sentences well.

Table 2. Speech of Interrogative Sentence

No.	Sentence in Conversation	Meaning in English
1.	SYF: " <i>kak ica, awa buat ini kak ica. Kak ica buat apa?</i> "	SYF: " <i>I made this. What are you make it?</i> "
2.	DSZ: " <i>awa mau buat boba?</i> "	DSZ: " <i>Do you want to make it boba?</i> "
3.	DSZ: " <i>Nanti kak ica buatkan ya, sini-sini biar kakak buatkan buat boba loh. Kek macam kakak</i> "	DSZ: " <i>I'll make it later, here let me make a boba like mine</i> "
4.	SYF: " <i>Awa mau buat boba cotat. Kak buatin boba cotat, kekmana?</i> "	SYF: " <i>I want to make chocolate boba. How do you make chocolate boba for me?</i> "

Based on the conversation above, this sentence is an interrogative sentence because in the sentence "*kak ica buat apa?*", "*awa mau buat boba?*", "*awa mau buat boba cotat. Kak buatin boba cotat kekmana?*" in that sentence it means that SYF asked DSZ what to do and how to make boba, and DSZ offered to SYF to make it. The sentence shows that the children can pronounce interrogative sentences well.

Table 3. Speech of Imperative Sentence

No.	Sentence in Conversation	Meaning in English
1.	SYF: " <i>Itu dia... ih yada yagi sama dong. Kak ica petang ini!</i> "	SYF: " <i>That's it... there's more, it's the same. Ica hold this!</i> "
2.	SYF: " <i>Buang!</i> "	SYF: " <i>Throw away!</i> "
3.	SYF: " <i>Catu aja om kii anan yap om!</i> "	SYF: " <i>Only one, uncle clean left and right!</i> "
4.	DSZ: " <i>Gausah nanti pecah!</i> "	DSZ: " <i>Don't break up!</i> "

Based on conversation above, sentences that are included in imperative sentences in the sentences pattern "*Itu dia... ih yada yagi sama dong. Kak ica petang ini*", "*Catu aja om kii anan lap om*", "*Gausah nanti pecah*". The meaning of the sentences is DSZ and SYF tells and asked DSZ's uncle what they want to cleaning room together. The sentence shows that the children can pronounce imperative sentences well.

The children are not able to pronounce perfect words and sentences because there are several factors that influence the thought and behavior stimulus they get



in everyday life, there are cognitive factors, social background factors, and input factors. The following is an explanation of the phenomena that researcher get:

1. Cognitive Factors

Cognitive factors results in feeling, thinking, and gaining an understanding of the factors they were develop. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory. Based on the results of the analysis, it can be seen that cognitive DSZ and SYF are developing very well. Both are able to express their ideas with answering questions and explaining information.

In this indicates that DSZ and SYF have good developments cognitive, thus giving a good influence on the acquisition of language. Especially the acquisition of their sentences, which their experienced. They can reveal all these things in speech in the form of declarative, interrogative, and imperative consisting of two words or better so that the people around them understand what it means. This matter proves that cognitive development have an effect on acquisition their language.

2. Social Background Factors

The social background factor is quite influential on the language acquisition of DSZ and SYF. The social background referred to the social interaction of DSZ and SYF with their environment. In terms of interaction with the surrounding environment, but DSZ and SYF are quite active in the house. The social background of the subject's research also affects in their acquisition language and children are able to imitate words, sounds, and some actions of the people around them.

3. Input Factors

In this thesis, the input factor is that children aged 3 years can used declarative, interrogative, and imperative sentences related to matters related to the input source comes from the environment around the research subject which includes parents, people around them, electronic devices (such as TVs or smartphones) and animal sounds. Input also influenced by the intensity of their hearing and vision. With the input, they easily get conversations with declarative, interrogative, and imperative sentences.



CONCLUSION

Based on the results of the study, it can be concluded that there are two things in conversation and language acquisition among three-years old children as follows. *Firstly*, research subjects in this study were able to produce sentences according to their function as a communicative function, namely declarative sentences, interrogative sentences, and imperative sentences. They can use declarative sentences in their speech to convey a statement, fact, and information. And they can use interrogative sentences to ask questions using question words with 'what', 'who', 'why', 'where', 'when', and 'how'. Children can able to use imperative sentences in their speech to express requests and commands that ask or tell people to do something. *Secondly*, in language acquisition the researcher found that the research subjects were influenced by cognitive factors, social background, and inputs to improve communication and language development. So that the research subjects can master the language and communicate well. Generally, the people around the research subjects are children and good people, so they can get a good language. Children imitate the words, sounds, and actions of the people around them.

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