

AN ANALYSIS OF THE DEVELOPMENT OF SIMPLE SENTENCE ACQUISITION IN 4-YEAR-OLD CHILDREN

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ABSTRAK

Penelitian ini mengeksplorasi penggunaan bahasa sebagai alat komunikasi, menyoroti peran pentingnya dalam menyampaikan ide, emosi, dan informasi. Bahasa tidak hanya berfungsi untuk menyampaikan makna, tetapi juga untuk mengekspresikan maksud pembicara melalui simbol-simbol vokal yang dipengaruhi oleh budaya. Penelitian ini mempelajari perolehan kemampuan berbahasa, dengan fokus khusus pada sintaksis, yang mengatur struktur kalimat. Linguistik terapan mencakup bidang-bidang seperti pemerolehan bahasa, metodologi pengajaran, proses kognitif, dan interaksi sosial, yang menekankan pada cakupan interdisipliner. Menguasai keterampilan seperti mendengarkan, berbicara, membaca, menulis, tata bahasa, dan kosakata sangat penting untuk komunikasi yang efektif. Terlepas dari kompleksitas dalam psikolinguistik dan pedagogi bahasa, pendekatan sistematis membantu dalam pemahaman dan penerapan. Penelitian ini secara khusus menyelidiki pemerolehan bahasa pertama pada seorang anak berusia empat tahun, Gadhing Danur Rendra, dengan menggunakan metode deskriptif kualitatif. Penelitian ini mengamati penggunaan kalimat deklaratif, interogatif, imperatif, dan eksklamatif oleh Gadhing, yang menunjukkan kemampuannya dalam berbagi informasi, mengajukan pertanyaan, membuat permintaan, dan mengekspresikan perasaan. Temuan ini mengonfirmasi bahwa anak usia dini dapat menguasai berbagai jenis kalimat, yang mengindikasikan perkembangan bahasa yang sehat. Penelitian ini meningkatkan pemahaman tentang pemerolehan bahasa sejak dini dan menyoroti pentingnya metodologi pendidikan bahasa yang menyeluruh.

ABSTRACT

This study explores the use of language as a communication tool, highlighting its essential role in conveying ideas, emotions, and information. Language serves not only to transmit meaning but also to express the speaker's intentions through culturally influenced vocal symbols. The research delves into the acquisition of language skills, with a particular focus on syntax, which governs sentence structure. Applied linguistics covers areas such as language acquisition, teaching methodologies, cognitive processes, and social interactions, emphasizing its interdisciplinary scope. Mastering skills like listening, speaking, reading, writing, grammar, and vocabulary is vital for effective communication. Despite the complexities in psycholinguistics and language pedagogy, systematic approaches aid in understanding and application. This research specifically investigates first language acquisition in a four-year-old child, Gadhing Danur Rendra, using qualitative descriptive methods. The study observes Gadhing's use of declarative, interrogative, imperative, and exclamative sentences,

demonstrating his ability to share information, ask questions, make requests, and express feelings. The findings confirm that young children can master various sentence types, indicating healthy language development. This research enhances understanding of early language acquisition and highlights the importance of thorough language education methodologies.

INTRODUCTION

Language is used to communicate ideas. The listener can understand what the speaker refers to through the language used. (Natsir, 2017) the primary function of language is communication, a skill learned from an early age (Faradilla & Daulay, 2023). Besides conveying meaning, language serves as a tool to express the speaker's intentions (Faradilla & Daulay, 2023). According to Natsir (2017: 21), each spoken sentence in communication has a specific function, such as informing, asking, or reminding about an event or fact (Faradilla & Daulay, 2023). (Kurzon, 2019: 16) language is an arbitrary system of vocal symbols used by a language community to communicate and interact, influenced by their culture (Faradilla & Daulay, 2023). Therefore, language is considered arbitrary because it is based on conventions within a community.

Language is a tool for communication that facilitates the transfer of information, ideas, and emotions between individuals. It operates as a system where words and their combinations form sentences. Through language, people can expand their knowledge and understand various subjects. Cameron (2001:17), applied linguistics in recent decades has categorized language into four skills: Listening, Speaking, Reading, and Writing, along with grammar, vocabulary, and phonology (Kurniati, 2017). Mastering a language involves learning these skills and components. These four skills are crucial for enhancing students' proficiency in using English fluently.

The study and teaching of languages are central concerns in applied linguistics. This field encompasses areas such as first and second language acquisition, teaching methodologies, learning styles, cognitive processes, social interactions in learning, the role of emotions in language acquisition, and the use of metaphors in teaching. Psycholinguistics, which overlaps significantly with language pedagogy, has become increasingly complex. This complexity necessitates a general reference guide for beginners to understand the subject. Studying psycholinguistics is challenging for two main reasons. (Field, 2004) firstly, it is an interdisciplinary field that intersects with phonetics, discourse analysis, language pathology, neuroscience, computer modeling, and language teaching pedagogy (Sew, 2007). Secondly, many findings in psycholinguistics are difficult to access due to the way they are reported. This book aims to help non-specialist readers navigate these challenges by presenting topics in psycholinguistics systematically.

In summary, Thus, language is a crucial instrument for communication, facilitating the exchange of information, ideas, and emotions among individuals. It not only conveys meaning but also articulates the speaker's intentions, with each spoken sentence serving specific functions such as informing, questioning, or reminding. Language functions as an arbitrary system of vocal symbols influenced by cultural norms within a community. Proficiency in a language requires learning essential skills—Listening, Speaking, Reading, and Writing—alongside grammar, vocabulary, and phonology, which are vital for effective communication and fluency. The study and teaching of languages are central to applied linguistics, addressing areas like language acquisition, teaching methods, and the cognitive and social dimensions of learning. Psycholinguistics, which closely intersects with language pedagogy, is particularly challenging due to its interdisciplinary scope and the complexity of its research findings. Consequently, user-friendly guides are necessary to help beginners navigate this complex field in an organized manner.

This research will concentrate on first language acquisition, examining how individuals learn their first language and the factors that influence this process, particularly socio-environmental factors. The study will specifically investigate the acquisition of syntax, focusing on the development of simple sentences, question sentences, and command sentences in the mother tongue.

METHODS

This research employs descriptive qualitative methods. Qualitative research investigates the nature of phenomena, emphasizing their quality, diverse forms, the context in which they occur, and the perspectives from which they can be viewed and usually, collect system data in the form of text to carry out text data analysis. This analysis process requires a way of collecting sentences into text components, which will later be analyzed to state the meaning of each text component (CRESWELL J. W. & GUETTERMAN T. C., 2019). It does not examine their range, frequency, or place within an objectively determined cause-and-effect chain. The aim of qualitative research is to gain a

comprehensive understanding of social phenomena in their natural settings (Ugwu, Chinyere. N. and Eze Val, 2017). Meanwhile, according to Soegianto, the aim of qualitative research is to show a thing or event in more detail using equally specific data collection methods (Dr. Nursapia Harahap, 2020). Qualitative descriptive studies are the least "theoretical" among all qualitative research approaches. Moreover, these studies are less burdened by pre-existing theoretical or philosophical frameworks compared to other qualitative methods. The aim of qualitative descriptive studies is to provide a thorough summary, in everyday language, of specific events as experienced by individuals or groups. In essence, a qualitative descriptive approach should be chosen when a straightforward description of a phenomenon is desired. This approach is particularly useful for researchers seeking to understand the participants involved, the specifics of what occurred, and the location of the events. Researchers can confidently label their design as qualitative descriptive. If their studies incorporate elements of other qualitative methods, these should be explicitly described rather than mislabeling the research approach (V.A. Lambert, 2012).

This study was conducted by directly observing a child who is the subject of this research, specifically a 4-year-old child. The technique we applied involved indirectly listening to the child's speech to observe everyday language interactions without influencing the child's behavior. The researcher actively listened to the words spoken by the child. Additionally, the researcher interacted and encouraged the research subject to speak. Data collection was carried out through observation and understanding of the language or sentences used by the research subject, by recording their utterances. The duration of the study lasted for two sessions.

RESULT AND DISCUSSION

RESULT

According to (Sari & Ariyanti, 2022) Types of simple sentences include declarative, interrogative, imperative, and exclamatory sentences, which are explained as follows:

Acquisition of Declarative Sentences

R: Ading dari mana?

G: Ada kuda disana, banyak banget. Ada ayah, ibu, ading, guguk sama kakaknya.

R: Ading kesana sama siapa naik apa?

G: Ading kesana sama aung naik mobil walna bek.

R: Ading tadi abis dari mana sama ibu?

G: Ading dari citra raya sama ibu di mall liat patung kuda sama naik eskalator.

R: Ohhh, ading makan apa disana?

G: Ading makan katsu sama ibu.

Based on the conversation above, declarative sentences are included; (1) *Ada kuda disana, banyak banget. Ada ayah, ibu, ading, guguk sama kakaknya*; (2) *Ading kesana sama aung naik mobil walna bek*. (3) *Ading dari citra raya sama ibu di mall liat patung kuda sama naik eskalator*, (4) *Ading makan katsu sama ibu*. This sentence is classified as declarative because the research subject provides information in response to the researcher's question. In the first (1) sentence, the research subject mentioned that there were many horses there, as well as their father, mother, younger sibling, dog, and older siblings. Although the answer is not directly relevant to the question asked, it indirectly implies that the child comes from a place with many horses. In the second (2) sentence, the research subject stated that he went there with his grandfather in a black car. This answer is directly relevant to the context of the question. In the third (3) sentence, the research subject states that they are from

Citra Raya with their mother, and the research subject provides additional information “*di mall liat patung kuda sama naik eskalator*”, which was outside the researcher's question. This sentence indicates that the research subject had been to the mall in Citra Raya with their mother and had ridden an escalator while at the mall. In the fourth (4) sentence, the research subject states that they had just eaten katsu, which is relevant to the question asked.

Acquisition of Interrogative Sentences

G: **Onti uan mau kemana?**

R: Mau kuliah.

G: Ading ikut.

G: **Aung mau kemana?**

R: Akung mau ke pak dokter mau kerumah sakit, ading mau ikut?

G: ndak mau

Based on the conversation above, interrogative sentences are included; (1) *onti uan mau kemana?*, (2) *Aung mau kemana?*. These two sentences are classified as interrogative because the research subject uses it to ask a question, prompting the researcher to respond. In this instance, the research subject inquires where the researcher is going. The purpose of this sentence is to elicit an answer from the researcher.

Acquisition of Imperative Sentences

G: Onti uan ading beyi yupi, **bukain dong!**

R: Nih udah, bilang apa?

G: Makasi onti uan.

R: Iya sama-sama.

R: Ading makan dulu yuk! Nanti baru boleh main lagi.

G: Ading juga mau minum. **Ibu ambilin minum!**

R: Ini minumannya ading

Based on the conversation above, imperative sentences are included; (1) *bukain dong!*, (2) *Ibu ambilin minum!* In the first (1) sentence, this is classified as imperative because the research subject is asking the researcher to perform an action. The sentence is spoken to request the researcher to open the candy wrapper that the research subject bought. In the second (2) sentence, it is an imperative sentence because the research subject is asking their mother to get them a drink.

Acquisition of Exclamative Sentences

R: Nih kado buat ading.

G: **Wah bagus!** gambal spideman, beyi dimana?

R: Beli di jauh.

G: Makasi onti uan.

R: Iya sama-sama.

G: Onti uan ading mau esklim, bang tunggu bang!

R: Uangnya mana, ambil dulu

G: **Yah.. Uangnya ndak ada!**

R: Nih uangnya

G: **Nih bang uangnya!**

Based on the conversation above, exclamative sentences are included; (1) *Wah bagus!*, (2) *Yah.. Uangnya ndak ada!*, (3) *Nih bang uangnya!*. In the first (1) sentence, this is an exclamative sentence because it is used by the research subject to express admiration or convey their feelings. The research subject uttered this sentence to show their excitement upon seeing a gift with a picture of Spiderman for them. In the second (2) sentence, this is an imperative sentence because it expresses feelings of disappointment. The research subject utters the sentence to express disappointment because they do not have money. In the third (3) sentence, this is an imperative sentence because the research subject uses it to express feelings of joy and relief. The research subject utters this sentence to show happiness and relief because they were finally given money by the researcher to buy ice cream.

DISCUSSION

The research focuses on early language acquisition through participants like Gadhing Danur Rendra, a four-year-old from Curug Wetan, Kab. Tangerang. As the first child in his family and a nephew to one of the researchers, Gadhing's linguistic environment is thoroughly documented, allowing for a detailed study of his speech development. His primary language is Indonesian, and his interactions with the researcher (referred to as R) provide valuable data on the variety of sentences he uses, including declarative, interrogative, imperative, and exclamative forms.

Acquisition of Declarative Sentences: Gadhing uses declarative sentences to share information in response to questions. For example, when asked "Ading dari mana?" he replies with "Ada kuda disana, banyak banget. Ada ayah, ibu, ading, guguk sama kakaknya," listing various individuals and animals, though somewhat off-topic from the original question. Another instance is his response "Ading kesana sama aung naik mobil walna bek," which directly answers how he traveled. He also recounts a visit with "Ading dari Citra Raya sama ibu di mall liat patung kuda sama naik eskalator," and describes eating with "Ading makan katsu sama ibu." These examples illustrate Gadhing's ability to provide detailed and contextually relevant information.

Acquisition of Interrogative Sentences: Gadhing's use of interrogative sentences is apparent when he asks about others' activities, such as "Onti uan mau kemana?" and "Aung mau kemana?" These questions invite responses and show his curiosity and desire to engage with others. His use of interrogatives demonstrates his ability to seek information and participate in conversations.

Acquisition of Imperative Sentences: Gadhing uses imperative sentences to make requests, such as "bukain dong!" when he wants a candy wrapper opened, and "Ibu ambilminum!" when he asks for a drink. These sentences demonstrate his ability to use language to influence others' actions, a crucial aspect of communicative competence.

Acquisition of Exclamative Sentences: Gadhing uses exclamative sentences to express strong emotions. For instance, "Wah bagus!" shows admiration when receiving a gift, while "Yah..Uangnya ndak ada!" conveys disappointment. Furthermore, "Nih bang uangnya!" reflects relief and joy when he gets money for ice cream. These sentences illustrate his ability to express emotions and add expressiveness to his speech.

The study confirms that children as young as three and four can effectively use various types of sentences, including declarative, interrogative, imperative, and exclamative sentences. (Yuniarsih et al., 2013) children aged 3 and 4 can master or express several types of sentences, including declarative (news) sentences, interrogative (question) sentences, imperative (command) sentences, and sometimes exclamative (exclamatory) sentences. According to Alwi et al. (2003:336), sentences can be syntactically categorized into (1) declarative or news sentences, (2) interrogative or question sentences, (3) imperative or command sentences, and (4) exclamative or exclamatory sentences.

CONCLUSION

It can be concluded that in this research, Gadhing demonstrated the ability to use various types of sentences, namely declarative, interrogative, imperative and exclamative. Gadhing uses declarative sentences to provide information, although sometimes his answers go beyond the question asked, showing his ability to explain in detail. Gadhing can use interrogative sentences to ask questions and get information from researchers. Gadhing also shows the ability to use imperative sentences to ask someone to do something, such as opening a candy wrapper. And Gadhing also uses exclamative sentences to express feelings, be it admiration, disappointment or happiness. The overall results of this study show that Gadhing has good language skills that vary according to the context of the conversation, reflecting healthy language development for children his age.

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