

**LANGUAGE ACQUISITION ON THE THREE YEARS OLD
CHILD**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

DENISYAH TRIANDINI

1802050059



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Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama : DENISYAH TRIANDINI
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Language Acquisition on The Three Years Old Child
Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus Ujian Komprehensif, dan berhak
memakai gelar *Sarjana Pendidikan (S.Pd)*.

PANITIA PELAKSANA

Ketua

~~Dr. Hj. Syamsuurnita, M.Pd.~~

Sekretaris

Dr. Dewi Kesuma Nasution, S.S., M.Hum.

ANGGOTA PENGUJI :

1. Mandra Saragih, S.Pd., M.Hum.
2. Rini Ekayati, S.S., M.A.
3. Habib Syukri Nst, S.pd., M.pd

1.

2.

3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama : Denisyah Triandini
N P M : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition on The Three Years Old Child

Sudah layak disidangkan

Medan, September 2022

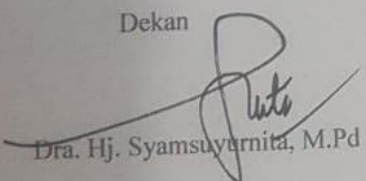
Disetujui

Pembimbing



Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh :

Dekan


Dra. Hj. Syamsuyurnita, M.Pd

Ketua Program Studi


Pirman Ginting, S.Pd, M.Hum

ABSTRACT

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This research was discussed about type of part of speech from the three years old child, named Muhammad Nauval Muharram, live at Desa Kampung Bilah, Bilah Hilir, Labuhan batu. The purpose of this research is to understand the language development at that age. The research was conducted by applying descriptive qualitative research. The data sources are taken from the observing and recording children's activities. In this research the findings of type part of speech used Chaer theory, in the three years old child is a phrase and factor family is the factor are affecting the language acquisition. The language used by parents and other important family members in speaking, will be used by children in the future. Interactions within the family and relationships within the home will play an important role in offering children verbal contact and opportunities to use language in meaningful ways. The second point is natural factor because every child was born with a language acquisition device, therefore when the child has started to speak he can naturally understand the language he hears from the surrounding environment that uses that language.

Keywords: Child and Language Acquisition.

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**Medan, 5 Oktober
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The Researcher**

**Denisyah Triandini
NPM : 1802050059**

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Clark and Clark (2004) in (Siahaan, 2008) Human being is the most complicated creature of God. There is a system in human beings that make them different with the other creations. The system is language. Language is so basic to our existence that life without language is difficult to envision because language is a fundamental aspect of our daily lives. Language is a way for human to communicate ideas and expressions among the others because language facilitates human relationships with others and help us understand their meaning, Dongoran (1997) So, language is a complicated system in human life. Language is a set of rules used by its speakers as the tool of a communicative interaction in the society.

According to the philosophy expressed in the myths and religions of many peoples, language is the source of human life and power (Victoria Fromkin, 2014). Most people are born with the ability to learn languages automatically and effortlessly given the correct input from their environment (Gelderen, 2014). Any natural human language is a complex symbol system. Language is used to communicate things, events, and states of affairs in the world, and one way of studying meaning is to try to connect language expressions to aspects of the world (Cruse, 2000).

Chomsky, N. (1957) points out that “a language (is) a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements”. A language includes a set of things working together to supply messages from a speaker to a listener (Kaharuddin, 2021)

Children learn their mother tongue unexpectedly and effortlessly, from babbling at 6 months of age to complete sentences at the age of three years, and observe the equal developmental direction regardless of way of life. They are taking in increasingly language. Children will comprehend language faster in the event that they collect language in the golden length or the proper length (critical age), that is 6-15 years of age (Nur Azmi Rohimajayaa, 2020). According to Chomsky in Djarwamidjojo (19:2000) stated that human being had faculties of the mind when they were born. Chomsky called that faculties of the mind as *Language Acquisition Device* (LAD) that makes children can develop their language.

Adults have always been fascinated by the magic of language development in children. Although fully born without language verbally, at the time they are 3 or 4 years, children in particular has gained thousands of vocabulary, phonological system and grammar complex, and complex rules and some for how to use their language appropriately in many social background.

Children learn a language not because they are affected by similar conditioning processes, but because they have an innate ability that enables them to acquire a language during normal maturation. This ability is generic, In general the child is still using irregular language structures, the child's language is

sometimes elusive, cannot follow the rules of the language structure, and the speech is still in transition and difficult to be interpreted by a partner.

Earlier than the age of three, children make development in all of the components of language acquisition: phonology, morphology, syntax, and semantics. Based on the descriptions described, this study examines language acquisition in three-year-olds in the syntactic level and raises the question of how and to what extent children acquire language, in three years old.

A child's language acquisition is a natural process experienced of their life. consequently, human in acquiring language is a system this is very remarkable, but is hard to show. Many theories and insights from studies that has been supplied by means of specialists and researcher who have been made to provide an explanation for the process of language acquisition amongst kids.

Language acquisition is a system that takes place inside the mind of children. It happens while children acquired their first language or mother tongue. consequently, language acquisition generally prominent by means of language getting to know. Mastering the language associated with the methods that arise whilst a child mastering a second language after she gained her first language. While the language acquisition is the acquisition of phonology, morphology, syntax, semantics and pragmatics are not realized at all. It happened also in language acquisition (syntactically) by the subject that they have been able to compile (construct) a sentence without being taught. Showing language acquisition is not obtained through the learning process.

At this age period, children are increasingly able to analyze the world around them in more complex ways. Children also become more active in the learning process. In addition, they will also start asking various questions related to things around them. Cognitive development shown by children aged 3-4 years include: Start actively looking for answers to his questions, learn by observing and listening to instructions, can arrange objects by size and shape, understand how to group and match objects according to their color, often ask questions with the question word “why” to get information.

Therefore, research on language acquisition syntactically against children three years old really need to be done by the researcher. This is based on the interest of researcher to understand the language development at that age. On the other hand, can observe the patterns set of words spoken in his attempt to make a sentence. Studying language acquisition of child was really enticing and very interesting to do because we know in children in that age is amazing, extraordinary language and interesting to study. A language formed by the word, and a word can be formed into the sentence. This research was important because its helps the next researchers to get to know more about this object research.

B. The Identification of the Problem

The identification of the problems can be formulated as :

1. The types of part of speech produce by three years old child
2. Some factors that affected child in obtaining the first language acquisition

C. The Scope and Limitation of the Study

In this study, the researcher made a scope of analysis that focused on the language acquisition of three years old child with focusing on the study of the part of speech and it is limited on the word that child utterances.

D. The Formulation of the Problem

Based on background above, here are the problems in this research :

1. Some types of part of speech produce by three years old child ?
2. Some factors that affected child in obtaining the first language acquisition ?

E. The Objective of the Study

The objectives of study are taken as follows :

1. To find out the types of part of speech produce by three years old child.
2. To search out some factors that affected child in obtaining the first language acquisition.

F. The significance of the Study

The significance of the study might be both theoretical and practical. This suggests that the findings of a research may be useful for gaining information and insight, as well as being applicable in daily life. According to the preceding

statement, this study has two important implications. The researcher assured the significance of the study as:

1. This thesis is designed to expand the writer's and reader's knowledge of studies on language acquisition of three years old child at the part of speech especially phrase.

2. It is intended to provide as an input for relevant research, particularly in terms of language acquisition in three years old child.

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework

1. Language Acquisition

According to Chomsky (2009) Language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language the language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that “human beings are the same, wherever they may be”, that a child can learn any language.

Language acquisition is the process by which humans acquire the ability to perceive and understand language and to produce and use words and phrases to communicate. Language acquisition is the applicable processes in the brain of a child when acquiring language (Desi Septria Ginting, 2020). Language acquisition is a complex event and process experienced by children until they get the second language learning (Nur Azmi Rohimajayaa, 2020).

As line with Hatauruk (Hatauruk, 2015, hal. 52) wich stated that “The ability to acquire and understand language is inherited, but the specific language a child speaks is culturally and environmentally inherited. Children around the world acquire their first language without tutoring. A child exposed to an English-speaking community begins to speak English fluently, while another child exposed to an Indonesian-speaking community begins to speak Bahasa fluently”.

The above statements suggest that language acquisition occurs in the brains of children as they learn their first or native language. Language acquisition is often differentiated by learning a language. Language learning is related to the process that occurs when a child learns a second language after acquiring the first language. Thus, language acquisition related to the first language, language learning related to the second language.

2. Theories of Language acquisition

Children in obtaining the first language varies, there is a slow moderate, and the some even faster. This is very influenced by several factors, such as the following:

2.1 Cognitive Development Theory

Green (2016) The cognitivist Hypothesis believes that language is mainly cognitive, mental process and rule-governed (universal grammar) in deep and surface structures (Nur Azmi Rohimajayaa, 2020). The development of one's language with the cognitive development. Both have a complementary relationship. In the language acquisition process is aided by the development of cognitive, reserve cognitive abilities will develop with the help of language.

Gleason (1980) in (Hatauruk, 2015) stated that cognitive theorists believe that language is subordinate part of cognitive development, dependent on the attainment of various concepts. Jean Piaget believes that thought is still a prerequisite for speaking grows gradually and occurs at each stage of development because experience and reasoning. General language and early language development in children closely connected to a variety of children's

activities, attractions and activities experience; and touch, hear, see, feel and smell (Indrayani, 2016).

Cognitive development is related to how a person perceives, thinks and understands their learning factors. Areas of cognitive development include information processing, intelligence, reasoning, language development, and memory. In the past, children's cognitive development has been studied in a variety of ways.

2.2 Behaviorist Theory

This theory is also known as the tabula rasa hypothesis. It means a blank sheet of paper depicting the brain of a newborn baby. When a baby is born, the brain is like a blank sheet of paper, full of experience and knowledge of language phenomena. This hypothesis was discovered by the famous empirical figure John Locke. It was then widely disseminated by John Watson, a well-known figure in the psychological behaviorist hypothesis (Nur Azmi Rohimajayaa, 2020). The higher level of social interaction of a family, the more likely family members (children) acquire language and the lower level of social interaction of a family, the less the chance of family members (children) acquire language.

Behaviorists found children born without any ability. So children must learn through environmental conditioning, the process of imitation, and reinforcement given. One expert views language development from a stimulus-response perspective, arguing that thinking is an internal process of language that begins with interaction with the environment (Indrayani, 2016)

2.3 Nativist Theory

This theory is thought as the most appropriate theory dealing with language acquisition. It is believed that humans are prepared with an splendid element or tool which makes them produce or acquire language without problems and fast. This idea believes that all human beings have it. Miller and Chomsky in Otto (2015) call it LAD (Language Acquisition device). They nation that each infant has LAD even on account that he or she turned into born. LAD is an intellectual conscience device this is for acquiring mother tongue without difficulty and speedy. Then the outcomes are linguistics abilities which includes phonology, syntax, and semantics (Nur Azmi Rohimajayaa, 2020). Nativst believes that the ability to speak encouraged through the maturity of the mind along with the increase of children (Indrayani, 2016).

3. First Language Acquisition

First language acquisition is the development of one's mother tounge. According to Chomsky (1999) "Language learning is not really somethig that the child does; it is something that happens to the child placed in the appropriate environment, much as the child's body grows and matures in a predetermined way when provided with aproprate nutrition and environmental situation" (Dardjowidjojo, 2000)

The process of language acquisition in every child is the same, namely through the formation and testing of hypotheses about the rules of the language. The formation of the rules is made possible by the existence of language

acquisition device. This is what allows everyone to get any language depending on the environment in which they live (Heidi Daulay, 1982)

The child usually imitates what they hear in adult speech, but very little of grammatical structure is learned by simple imitation.

3.1 Characteristics of First Language Acquisition

1. It is innate, that is, it is actual within the technical experience. It is prompted by birth and takes its personal path, through of direction linguistic input from the environment is wanted for the children to acquire a specific language. As an innate, language acquisition may be as compared to the acquisition of binocular imaginative and prescient binaural hearing.

2. It is very speedy. The quantity of time required to accumulate one's native language is pretty quick, very short in comparison to the needed to research a second language correctly in a while in existence.

3. It is far very whole. The fine of first language acquisition is far higher than that of a second language (research later on in existence). One does not overlook one's native language (via one would possibly have slight difficulties remembering words if you do not use it for alongside time).

4. It does not require guidance. Despite the fact that many non-linguists that moms are vital for kids to examine their local language, instruction by way of parents or care-takers are unnecessary, no matter the psychological advantages of attention to the child (Hickey).

3.2 First Language Acquisition Stages

When a human is being born, he no longer has the unexpected grammar of his first language in his brain and is complete with its rules. Mother tongue is acquired through several levels, and each stage is passed closer to the person's language. There are six stages in a child's first language acquisition (Hatauruk, 2015, hal. 54), namely:

3.2.1 Pre-talking stage / Cooing (0-6 months)

According to Bolinger (Bolinger, 2002), "Pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head, eyes seem to search for speaker occasionally some chuckling sounds. For example, Miles (at the age of 4 months) demonstrating the cooing stage of language acquisition. He is producing vowel-like sounds (especially, the back vowels [u] and [o]) in the sounds of "oh", "uh", and "ah", typical of "cooing". He still finds difficulties in producing the vowel sound [i] except when he is screaming in "hiii". Moreover in producing the consonant sounds like [b], [p], or [m], she is not able to produce them yet".

3.2.2 Babbling Stage (6-8 Months)

Babbling is the sounds which infants produce as consonant-vowel combinations (Steinberg, 2003). The sounds that are produced through babies however not all the speech sounds are same in language of the world which include [ma-ma-ma] or [da-da-da] and [ba-ba-ba] or [na-na-na] (Hatauruk, 2015).

3.2.3 Holophrastic stage (9-18 months)

At this age, baby starts and attempts producing phonetic segments which includes phoneme then producing phrase (Safitri, 2020). For instance in Indonesia: utterance “da” then “nda” and finally this can be pronounced word “bunda”. Children also using their gesture.

3.2.4 The two-word stage (18-24 months)

In general, the second sentence appears when the children begin to understand theme and try to express it (Indrayani, 2016). During the two weeks from 17 months - 17 months and a half, she more than doubled her vocabulary.

3.2.5 Telegraphic stage (24-30 months)

When a child begins to speak words longer than two words, the words appear "sentence-like"; they have a hierarchical compositional structure, similar to the syntactic structure in adult grammar sentences (Nur Azmi Rohimajayaa, 2020, hal. 120). Fromkin in (Hatauruk, 2015) stated that telegram is just a descriptive term because child do not deliberately omit meaningless words like adults when sending telegram.

3.2.6 Later multiword stage (30+months)

According to Bolinger in (Hatauruk, 2015, hal. 55) at this stage is fastest increase in vocabulary with many new additions everyday; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them.

4. Child language development

According to Fromkin (2018) in (Nur Azmi Rohimajayaa, 2020), “Semantics is the scientific study of the meaning conveyed by words, phrases, and sentences. While children are uttering in their early ages, their single words usually convey the whole sentence, meaning; their expressions were identified as holophrastic. It was believed that children purposed the more expanded implications of older individuals but non-semantic components”.

Gleason field and Smith (1985) stated that this position was difficult to support because it required attributing intention and semantic knowledge to young children on the basis a little evidence. It is now believed that young children come only gradually to understand and subsequently encode in their words of adult meanings (Hatauruk, 2015).

The first and the basic linguistic system which the child internalizes is the phonology of the language. The child produces more or less no distinctive sounds during the random articulation phase. At the same time the child’s ears are constantly fed with adult language produced at varying situations at home. As all this language consist of sounds which are definable in terms of this phonetic characteristics, the child’s auditory organs get acquainted with these and in course of time, as a result, the random articulation is substituted by the sounds of the language.

5. Part of Speech

Part of speech is a particular grammatical class of word, for example noun, adjective, verb, phrase, etc. that are identified according to the kinds of ideas they

express and the way they work in a sentence. According to Chaer (2009, hal. 3) syntax is a language subsystem that discusses the arrangement and arrangement of words into larger units, called syntactic units, namely words, phrases, clauses, sentences, and discourse. Thus, syntax can be said as a unit of language consisting of various types of syntax.

5.1 Phrase

A phrase is a group of words that works together in a sentence but does not contain a subject, or a verb. Often phrase are used for description of people, things, or events. (Novia, 2010) .

6. Factor Affecting Language Acquisition

There is factors affect first language acquisition, and there may be substantial variant in the age at which children attain a spesific developmental degrees. After mentioning several stages in the process of getting the child first language. Multiple factors play a role in children's language development This happens when the first language is acquired. and find out which factors are To happen, it is first necessary to know what real language acquisition is. And Some experts draw conclusions about language acquisition, according to (Gleason & Ratner, 1998)there were three main things related to the nature of language acquisition. First, what mental processes a person experiences in hearing, understanding and remembering what was heard. This was called comprehension. Second, what mental processes occur when someone states what their said. This was called production. Third, what procedures were followed by children in

learning to understand or produce their first language. This was called acquisition.

There were factors that affecting language acquisition :

1. Natural Factor : Every child was born with a LAD. That innate knowledge will develop optimally after getting stimulus from the environment.

2. Family Factor : The language of parents and other significant family members at home will determine the language their children would speak in future. The interactions within the family and the relationships that exist within a home will play a vital role in offering a child verbal contacts and the opportunity to use language in meaningful ways. For this reason, the attitudes and multilingual ability of the family members bear on the child's choice and use of language. Many other factors like the type of schools children attend also play a role in their language biases. A child's success in acquiring language is also directly related to the child's search for identity, first with members of the immediate family and later with member of the larger speech community. It has been found that interacting with others via the language being acquired is crucial in language acquisition (Peyman Rajabi, 2017).

3. Input : In acquiring the language, the children need the input to help them to acquire the language. It is important because input is the materials that enable the language acquisition take place. Input is influenced by the source, form and intensity. The role of the input to help the children in acquiring the language is very important. Based on the observation done by the writer to the research subject the writer found out that the research subject got the input from the environment.

B. Previous Study

1. First Language Acquisition of 1 Year Old Child by Yulia Daranti. English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. 2019. This study deals with First Language Acquisition of 1 Year Old Child. The objectives of the study were to know the pronunciation of the 1 year old child and to find out the reason why the pronunciation of the language is less fluent and misunderstanding on meaning of the vowel of 1 year old child. The method of the research is descriptive qualitative method. The data of this research were obtained from the pronunciation and utterances of 1 year old child, named Zihan. This research investigated of first language acquisition of sentences that produced by 1 year old child in pronunciation, the factors that affect her in acquiring the first language acquisition and how the pronunciation process occurs in the first language acquisition. In conclusion, and from the results of the study showed that the language of 1 year old children have their respective variations in saying a certain word or sentence there is a dominant the front letter is removed, and 1 dominate letter in the alphabet A to Z or letters that have been removed in every pronunciation. The child is more often or dominate using the letter (t) such as: fish being (itan), eating being (atan), twins becoming translucent and asking to be (itak). This factor was caused of the lack of parent's attention to the ability of children in a good language, lack of parent's across the communication of the culture, lack of attention of parent's in training the language of the children in the days and also the loss of communication for their family to the children.

2. Family background education on the first language acquisition in children 1-3 years old by Yesika Alma Dea. English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara 2019. This research was related to Family Background Education On The First Language Acquisition in Children 1-3 Years Old. The purpose of this research was to determine the acquisition of children's language especially on the acquisition of syntax. This research applied a descriptive qualitative method. The data was obtained from utterances produced by two research objects; Java Maulana Rakkiyand Muhammad Azka Ghifari. This research analyzed the types of sentences that could be produced by children aged 1-3 years in the acquisition of Indonesian syntax, as well as the factors affected in obtaining their first language according to the educational background of their parents. It was concluded, the research subjects had differences in producing utterances based on their acquisition of syntax, they were 3 declarative sentences, 3 interrogative sentences, and 3 imperative sentences from each research object. Family background, especially parents was one of the factors that could help research subjects obtain first language acquisition. There were also 5 factors that affected them in obtaining language; natural factors, cognitive development factors, social background, heredity and personality or acquisition style.

3. Language acquisition of two years old of child on batak morphological system by Wahyuni Wahida English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara 2019. This research was applied descriptive qualitative method. The data of this

research was obtained from the utterances of a two-year-old child, named Zul Asfi Arrayhan Dalimunte, live at Aek Galoga, Panyabungan, Mandailing Natal. This research was investigated kind of words morphological acquired by two years old child on Batak Mandailing, describes the morphological process realized by two years old of child in Batak Mandailing and identified the influential factor of morphological acquisition of Batak Mandailing child in two years old. The technique of collecting the data used observation, the observation conducted for time period of one month. In this research, it was found the word classes and the morphological process are : affixation, reduplication and compounding. Environment was the important factor that helps the research subject in obtained the language acquisition and usually imitates the words that he has heard. The researcher can concluded that development language acquisition of child two years old different depend level of communication and intelligence of child in daily communication. The fact may be different if children are taken from different ages or other children.

4. First language acquisition process of a two-year old child in syntactic level: a case study of a Batak child by Nidya Novalita, Department Of English Faculty Of Cultural Studies University Of Sumatera Utara Medan 2017. This research applied descriptive qualitative method. The data of this research are obtained from the utterances of a two-year-old child, named Yoel. This research investigates the types of sentences that can be produced by a two-year-old child in syntactic level, the factors that affect him in acquiring the first language and how the syntactic acquisition process occurs in the first language

acquisition. The writer has done an observation for three months to find out the data. In conclusion, the research subject in this research is able to produce some sentences based on its purpose as the communicative function. Environment is the important factor that helps the research subject in acquiring the first language. The research subject usually imitates the words that he has heard. The syntactic acquisition process starts with one-word utterance to two-word utterance, two-word utterance to three-word utterance and three-word utterance to multiword utterance.

C. Conceptual Framework

In the acquisition of language, the first language acquisition is a process through which humans acquire the capacity to receive and understand language, also to produce and use words to communicate. The first language acquisition in this research, researcher will examine objects to be analyzed, namely in child aged 3 years, where the data will be collected from child who obtain and understand their first language from the mother and surrounding areas. The purpose of this research was also to analyze to find out what are the differences in children's language acquisition in obtaining language. And after analyzing the children's first language acquisition of sentence structure in stages of syntax, the researcher find out how to acquire children language, and factors can which could affect in acquiring of language related to syntax.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research was applied to descriptive research on language acquisition in the child three years old. This research was qualitative research. Bogdan and Taylor in (J.Moleong, 2006) stated that qualitative method is used as research procedures that resulted descriptive data containing of spoken and written words and people behavior which can be observed. In qualitative research method that usually were used interview. Through this qualitative method we describe the child language development.

This study was observational and natural, i.e by recording the utterances and behavior when the child say, both visual and auditory. The data was transcribe and eventually process observed visual form to find conclusions.

B. Source of Data

The sources of data was very significant in the study. In this study the data was collect from the direct observation and documentation with Muhammad Nauval Muharram (3 years) about the words that he utterances when he make communication with other people.

C. Technique of Collecting the Data

Data collection is a process of collecting information from all the relevant sources to find answer to research problem. For data collection, do not involve with number or mathematical calculation, but closely associated with words,

sound, feeling, emotions, color and other elements that are non-quantifiable. Method of data is the techniques are used by the writer to collect the data. Technique can be seen use through: observation, interview, etc. Beverley state "*documentation*". A wide range of written materials can produce qualitative information. They can be particularly useful in trying to understand the philosophy of an organisation [sic] as may be required inaction research and case studies" (2002:13).According to the statement above, documentation is needed to collect the data for doing a research.

The data in this study was obtain through observation technique carried out by recording children utterances during communication between family, friends and other people. With a single recorder and subsequently analyzed the communication patterns between Nauval and his parents to improve Nauval's communication skills. The results was show that Nauval' communication styles affected parents satisfaction.

D. The Technique of Analyzing Data

Data analysis is the most important part of any research. Data analysis summarizes collect data. It involves the interpretation of data gather through the use of analytical and logical reasoning to determine patterns, relationships or trend in analyzing the data, the writer conduct some procedures.

The data was conducted through 3 steps are taken as follows:

1. The researcher recording the conversation that the child utterances while communicate with people
2. The researcher listened the utterances of the research subject

3. The researcher transcribed the utterances of the sentence that was collected from the record
4. Analyzing the databased on kind of phrases child use in conversation.

After collecting the data was taken from steps of data research, the research classifies and compiles data systematically based on research problems. Furthermore, the researcher wrote the findings of data analysis based on data and the last the researcher made conclusion of this research.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

This data was obtained and collected based on research observations of children aged three years by recording the activities they did. The research was conducted three times a month to obtain data in the form of: speech produced by children through conversations between the researcher and the child. Based on the data that has been collected. There are 64 data based on the language acquisition and after analyzing found type of part of speech, namely: Phrase.

Tabel 4.1 Types of Part of Speech from “Three Years Old Child”

No.	Phrase I	Phrase II	Phrase III
1.	Dua Sembilan	semalam opal nonton	Sama bang shaqil jugalah, bagi-bagi
2.	Ini nomor satu	Itu balonnya	Masih kecil
3.	Opal mau pulang	Sama panjangnya	Opal cuma punya tas
4.	Yang permen tadi mana ?	Ada dua tadi giginya	Opal udah mandi
5.	Ini warna hitam	Opal nanti sama bang agil	Antar bang shaqil
6.	Opal suka film ini	Bukalah-buka	Sama kayak pakde
7.	Itu sepatu siapa ?	Nanti kusuk bude ya	Opal haus
8.	Gak, ini banana	Jam berapa ?	Makan yupi
9.	Iya, biru	Mbak gak ikut ?	Mbak itu apa ?
10.	Warna biru, pink, sama hijau	Enak, lucu	Mbak itu warna apa ?

11.	Mau main ini	Ayah parkir-parkiran	Opal boleh disini mbak ?
12.	Ayam disambel	Udah bude ?	Ini bayar belanja bunda
13.	Main-main dikamar sebelah sama mamas	Iya geli	Pinjam cangkol kecil
14.	Sudah, pakai ayam	Mbak, mana acnya ?	Opal mau pisang
15.	Untuk bunda	Enggak, pedes	Mobil opal rusak
16.	Airnya rasa kelapa	Ini tinggal satu	Opal mau shalat
17.	Bukan lampu. senter	Bude, boleh mintak mangga ?	Bude udah sehat ?
18.	Enggak, itu gak ada gamenya	Kucing mbak mana ?	Jangan cium opal
19.	Sudah	Ini namanya siapa ?	Opal suka roti
20.	Mas Tomy	Mbak, bang agil mana?	Opal makan buah
21.			Opal bobok rumah mbak ya
22.			Mbak jemurannya, hujan
23.			Bude sakit lagi ?
24.			Opal mau jajan

B. Data Analysis

In this chapter, the topic analysis is explored in depth through the dialogue of the Muhammad Nauval Muharram in the “Three Yaers old”, which contain many language acquisition. The main goal is to find language acquisition and factor affecting the language in the “Three Years Old”.

After analyzing the data. The research answers the formulation of this research problem that has been previously described. To determine the types of

language acquisition in the “Three Years Old” and factor affecting the language in the “Three Years Old”.

1. What are types of part of speech in Three Years Old Child?

Researcher analyzed the data in this research, based on the type of part of speech contained in the “Three Years Old”, based on the theory previously described. There are type of part of speech that are applied in children life. Then researcher only pays attention to dialogue in the conversation in the “Three Years Old”.

1) Phrase I

Data 1

Nauval : *Sepuluh + sepuluh?*

Me : *Dua puluh*

Nauval : *Mana dua puluh*

Me : *Jadi berapa?*

Nauval : *Dua sembilan*

Data 2

Nauval: *Ini nomor satu*

Me : *Adek opal suka itu?*

Nauval : *Iya*

Data 3

Nauval : *Opal mau pulang*

Me : *Bunda belum pulang, nanti sama siapa dirumah?*

Nauval : *Lama kali (bundanya pulang)*

Data 4

Nauval : Yang permen tadi mana?

Me : *Ini permen tadi*

Nauval : *Yang warna-warna*

Me : *Belum beli lagi mbak*

Nauval : *Udah abis?*

Data 5

Nauval : Ini nya warna hitam

Me : *Iya hitam*

Nauval : *Sama kayak punya opal*

Data 6

Nauval : Opal suka film ini

Me : *Oh, suka opal*

Nauval : *Iya*

Data 7

Nauval : Itu sepatu siapa?

Me : *Sepatu pakde*

Nauval : *Ohiya*

Data 8

Nauval : *Banana*

Me : *Nauval mau banana?*

Nauval : Ga, ini banana

Data 9

Me : *Tangan opal biru?*

Nauval : *Iya biru*

Data 10

Me : *Warna apa ini dek?*

Nauval : *Warna permen*

Me : *Permen nya warna apa?*

Nauval : *Warna biru, pink sama hijau*

Data 11

Me : *Ngapain dek?*

Nauval : *Mau main ini*

Me : *Yang mana, mbak ga tahu*

Nauval : *Ini, tiktok yang itam*

Data 12

Me : *Adik dah makan?*

Nauval : *Udah*

Me : *Makan pake apa?*

Nauval : *Ayam disambel*

Data 13

Me : *Apa itu?*

Nauval : *Bantal*

Me : *Dapat dari mana?*

Nauval : *Main-main dikamal sebelah, ada mamas*

Data 14

Me : *Adek udah makan tadi?*

Nauval : *Uda, akek ayam*

Data 15

Me : *Esnya untuk siapa?*

Nauval : *Untuk bunda*

Data 16

Nauval : *Rasa kelapa*

Me : *Apa yang rasa kelapa?*

Nauval : *Air nya rasa kelapa*

Data 17

Me : *Dek gak dimatiin lampunya? Nanti habis baterainya*

Nauval : *Bukan lampu, sentel*

Me : *Ohiya senter*

Data 18

Nauval : *Ai shopee*

Me : *Adek udah pandai main shopee?*

Nauval : *Enggak, itu gadak gamenya*

Data 19

Me : *Adek udah pangkas?*

Nauval : *Udah*

Me : *Dimana pangkasnya?*

Nauval : *Dimobil*

Data 20

Me : *Nama mammas siapa?*

Nauval : *Mas Tomy*

From the data above, the child still has a little difficulty in expressing some words because of objects that he rarely sees, and the child answers the questions i gave to him

2). Pharse II

Data 1

Nauval : *Semalam opal nonton*

Me : *nonton apa adek ?*

Nauval : *minion*

Data 2

Nauval : *Aku tinggi*

Me : *Apanya yang tinggi ?*

Nauval : *Itu balonnya*

Data 3

Nauval : *Sama panjangnya*

Me : *Iya, sama kayak punya abangkan*

Data 4

Me : *Itu giginya spongebob ada berapa dek ?*

Nauval : *Ada dua tadi giginya*

Me : *Kalau Patrick ?*

Nauval : *Ada banyak*

Data 5

Me : *Opal nanti sama siapa perginya ?*

Nauval : *Opal nanti sama bang agil*

Data 6

Me : *Assalamualaikum dulu dek*

Nauval : *Buka – bukalah*

Data 7

Nauval : *Mbak, nanti kusuk bude ya*

Me : *Opal mau kususk bude ?*

Nauval : *iya*

Data 8

Nauval : *Mbak, jam berapa ?*

Me : *Jam delapan*

Data 9

Nauval : *Mbak gak ikut ?*

Me : *Mbak gak ikut*

Data 10

Me : *Enak gak filmnya dek ?*

Nauval : *Enak, lucu*

Data 11

Me : *Ayah gak ikut nonton ?*

Nauval : *Enggak*

Me : *Ayah nunggu dimana ?*

Nauval : Ayah parkir-parkiran

Me : *Oh, ayah nunggu di parkiran.*

Data 12

Nauval : Udah bude ?

Me : *belum bude itu dek*

Nauval : *Opal capek*

Data 13

Me : Coba itu taruh kaki adek, geli ga ?

Nauval : *iya geli*

Data 14

Nauval : Mbak mana acnya?

Me : *Mbak gak punya ac, adek mau pakai kipas ?*

Nauval : *iya*

Data 15

Me : *Adek mau permen ini gak ?*

Nauval : Enggak, pedes

Me : *Kalau kopiko mau ?*

Nauval : *Mau*

Data 16

Nauval : *masih banyak ?*

Me : *Tinggal dua punya mbak*

Nauval : ini tinggal satu

Data 17

Nauval : Bude, boleh minta mangga ?

Me : *Bude, opal minta mangga itu*

Bude : *Iya kita ambil ya*

Data 18

Nauval : Kucing mbak mana ?

Me : *Dikamar bude, bobok siang dia*

Data 19

Nauval : Ini namanya siapa ?

Me : *Ini shiro, itu Molly*

Nauval : *Milo mana ?*

Me : *Main-main*

Data 20

Nauval : Mbak, bang agil mana ?

Me : *tidur dia, banguni sana dek*

From the data above, the child began to actively ask questions. In this second month there is a lot of vocabulary that he knows and is more active in speaking than the previous month's research.

3). Pharse III

Data 1

Me : *Nanti kita ke indomaret ya dek*

Nauval : *Iya*

Me : *Berdua aja kita ya*

Nauval : Sama bang shaqil jugalah, bagi-bagi

Me : Oiyah, oke

Data 2

Me : Adek gak sekolah ?

Nauval : Enggak

Me : Kenapa kok gak sekolah ?

Nuaval : Masih kecil

Data 3

Me : Bang shaqil sekolah ?

Nauval : Sekolah

Me : Opal gak ikut abang sekolah ?

Nauval : Enggak, opal cuma punya tas

Data 4

Me : Adek opal udah mandi ?

Nauval : Opal udah mandi

Me : Udah wangi ya dek?

Nauval : Udah

Data 5

Mel : Bunda kemana dek ?

Nauval : Antar bang shaqil

Me : Antar bang shaqil kemana ?

Nauval : Sekolah

Data 6

Nauval : Ini sama kayak pakde

Me : *Apanya yang kayak pakde dek ?*

Nauval : *Gamenya*

Data 7

Nauval : Opal haus

Me : *Adek haus ? ambillah itu pakai cangkir mbak*

Nauval : *Yang hijaukan mbak ?*

Data 8

Me : *Adek makan apa itu ?*

Nauval : Makan yupi

Me : *Enak yupinya ?*

Data 9

Nauval : Mbak itu apa ?

Me : *Itu makanan kucing*

Data 10

Nauval : Ini warna apa ?

Me : *Warna biru tua*

Nauval : *Kayak hitamkan mbak*

Data 11

Nauval : Opal boleh disini mbak ?

Me : *Boleh, bunda kemana dek ?*

Nauval : *Antar bang shaqil lomba*

Me : *Oiyaudah, sini aja adek*

Data 12

Nauval : *Mbak*

Me : *Iya dek*

Nauval : *Ini bayar belanja bunda*

Me : *Makasih ya dek*

Data 13

Nauval : *Pinjam cangkol kecil*

Me : *Siapa yang suruh dek ?*

Nauval : *Bunda*

Data 14

Nauval : *Opal mau pisang*

Me : *Sana minta bude itu*

Data 15

Me : *Adek kok lama kali tadi ?*

Nauval : *Iya, mobil opal rusak*

Data 16

Nauval : *Bang agil mana mbak ?*

Me : *Itu dikamar*

Nauval : *Opal mau shalat*

Me : *Yaudah sana ajak abang*

Data 17

Nauval : *Bude udah sehat ?*

Me : *Udah dek*

Nauval : *Opal semalam kayak bude juga*

Data 18

Nauval : *Jangan cium opal*

Me : *Opal gak mau dicium ?*

Nauval : *Gak mau*

Data 19

Me : *Adek mau roti ?*

Nauval : *mau*

Me : *Opal suka roti ?*

Nauval : *Opal suka roti*

Data 20

Nauval : *Mbak liat ini*

Me : *Apa itu dek ?*

Nauva : *Opal makan buah*

Data 21

Nauval : *Opal bobok rumah mbak ya*

Me : *Adek mau tidur dirumah mbak ?*

Nauval : *Iya*

Data 22

Nauval : *Mbak jemurannya, hujan*

Me : *Iya dek*

Data 23

Nauval : Bude sakit lagi ?

Me : *Enggak dek*

Data 24

Nauval : Opal mau jajan

Me : *Yaudah ke warung kita ya beli jajan*

The data above shows that the child's development is very amazing, in the third month the child has more vocabulary additions than the beginning of the first month he still has difficulty recognizing the names of objects.

2. What the factors that affect children in obtaining the first language acquisition?
 1. The factors that affect children is family factor. Because, the language of parents and other important family members in the language their children will use in the future. Interactions within the family and relationships within the home will play an important role in offering children verbal contact and opportunities to use language in meaningful ways. For this reason, the multilingual attitudes and abilities of family members influence a child's language choice and use. Many other factors such as the type of school children attend also play a role in their language. A child's success in acquiring language is also directly related to the child's search for identify, first with immediate family members and then with members of the

larger speech community. Having interacted with others through the acquired language is very important in language acquisition.

2. Natural factor because every child was born with a language acquisition device, therefore when the child has started to speak he can naturally understand the language he hears from the surrounding environment that uses that language.

C. Research Findings

After analyzing 64 data using Chaer theory type do three years old child acquire is a phrase. And then, factor family and natural factor is the factor are affecting the language acquisition of three years old child because the people around play a very important role in the development of the child, both in terms of language and behavior, children always give examples of what they see in the people around them to apply in their lives.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing all the data, there are important points that can be concluded based on the observations of children aged three years in acquiring the first language acquisition. There are the result that i get when do this research :

1. The type of part of speech found in language acquisition in terms of situation is 64 of phrase.
2. There are also factors that influence them in acquiring language, namely family factor and natural factor.

B.Suggestion

The following suggestions refered to the conclusions below as follows :

1. It is recommended to the reader to understand about the acquisition of the first language related to the types of sentence in the acquisition of Indonesian language syntax, especially in family education.
2. For other researchers interested in conducting research on first language acquisition in order to do further research, this research could provide more information on about it.

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APPENDIX

The transcript of Muhammad Nauval Muharram

Name : Muhammad Nauval Muharram

Date of Birth : 13 September 2018

Age : 3 yearsYears Child”

Tabel 4.1 Types of Part of Speech from “Three of Years Child”

No.	Phrase I	Phrase II	Phrase III
1.	Dua Sembilan	semalam opal nonton	Sama bang shaqil jugalah, bagi-bagi
2.	Ini nomor satu	Itu balonnya	Masih kecil
3.	Opal mau pulang	Sama panjangnya	Opal cuma punya tas
4.	Yang permen tadi mana ?	Ada dua tadi giginya	Opal udah mandi
5.	Ini warna hitam	Opal nanti sama bang agil	Antar bang shaqil
6.	Opal suka film ini	Bukalah-buka	Sama kayak pakde
7.	Itu sepatu siapa ?	Nanti kusuk bude ya	Opal haus
8.	Gak, ini banana	Jam berapa ?	Makan yupi
9.	Iya, biru	Mbak gak ikut ?	Mbak itu apa ?
10.	Warna biru, pink, sama hijau	Enak, lucu	Mbak itu warna apa ?
11.	Mau main ini	Ayah parkir-parkiran	Opal boleh disini mbak ?
12.	Ayam disambel	Udah bude ?	Ini bayar belanja bunda

13.	Main-main dikamar sebelah sama mamas	Iya geli	Pinjam cangkol kec
14.	Sudah, pakai ayam	Mbak, mana acnya ?	Opal mau pisang
15.	Untuk bunda	Enggak, pedes	Mobil opal rusak
16.	Airnya rasa kelapa	Ini tinggal satu	Opal mau shalat
17.	Bukan lampu. senter	Bude, boleh mintak mangga ?	Bude udah sehat ?
18.	Enggak, itu gak ada gamenya	Kucing mbak mana ?	Jangan cium opal
19.	Sudah	Ini namanya siapa ?	Opal suka roti
20.	Mas Tomy	Mbak, bang agil mana?	Opal makan buah
21.			Opal bobok rumah mbak ya
22.			Mbak jemurannya, hujan
23.			Bude sakit lagi ?
24.			Opal mau jajan





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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

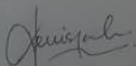
Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,51
IPK = 3,51

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan
 23/09/2020	Language Acquisition on Three Years Old Child	
	Sociolinguistic Analysis of Language Used by Male and Female in Javanese	
	A syntactic Analysis of Sentence Structure on A Fairy Tales Using Generative Transformational Grammar	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,
Hormat Pemohon,


Denisyah Triandini

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Language Acquisition on Three Years Old Child

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Habib Syukri Nasution, S.Pd. M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,
Hormat Pemohon,

Denisyah Triandini

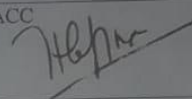
Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONA PERSETUJUAN JUDUL SKRIPSI

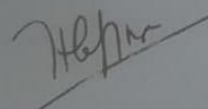
Nama : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Language Acquisition on Three Years Old Child	ACC 

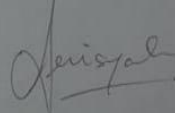
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 23 February 2022

Disetujui oleh
Dosen Pembimbing


(Habib Syukri Nasution, S.Pd. M.Hum.)

Hormat Pemohon


Denisyah Triandini



INSTRUMEN PENILAIAN SIDANG MEJA HIJAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 513 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition on Three Years Old Child.

Dosen Pembimbing : Habib Syukri Nst, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 23 Rajab 1443 H
24 Februari 2022 M




Dekan
Dra. H. Svaamsyurnita, M.Pd
NIP. 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGGUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id



PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Language Acquisition o Three Years Old Child

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Habib Syukri Nasution, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umhu.ac.id> E-mail : fkip@umhu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini

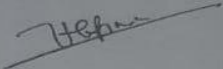
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama : Denisyah Triandini
N P M : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition on The Three Years Old Child

Sudah layak disidangkan

Medan, September 2022

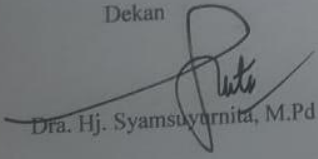
Disetujui

Pembimbing



Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh :

Dekan


Dra. Hj. Syamsuyarnita, M.Pd

Ketua Program Studi


Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muehtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa : Denisyah Triandini
NPM : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition on Three Years Old Child

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak mana pun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 01 Juli 2022

Hormatsaya
Yang membuat Pernyataan

(Denisyah Triandini)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: kip@umhu.ac.id

BERITA ACARA SEMINAR PROPOSAL.

Pada hari ini Sabtu Tanggal 25 Bulan Juni Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Denisyah Triandini
N.P.M : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Language Acquisition on Three Years Old Child

No	Masukan dan Saran
Bab I	- Identification of problems : Define what does it mean by children first language acquisition
Bab II	Put only refer source that you cite in reference
Bab III	- Technique of Collecting the data : describe how you will carried out by your technique in the research. - Technique of Analyzing data : Describe clearly.
Lainnya	
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Habib Syukri Nst, S.Pd., M.Hum.)

Dosen Pembahas

(Rini Ekayati, S.S., M.A.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Baeri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umhu.ac.id> E-mail : fkip@umhu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama : Denisyah Triandini
N P M : 1802050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition on The Three Years Old Child

Tanggal	Materi Bimbingan Skripsi	Paraf
14 september 2022	Cover, abstract, and acknowledgment	
26 september 2022	Abstract, acknowledgment, and references Bab 1 Identification of problem, formulation of problem, and objectives of Study Bab 3 Research Methodology Bab 4 Data Analysis	

Medan, September 2022

Diketahui oleh :
Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Mahasiswa : Denisyah
Triandini
NPM : 1802050059
Judul Proposal : Language Acquisition On Three Years Old Child

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
6 June 2022	Title : Language Acquisition On Three Years Old Child	
6 June 2022	Theory from Jawasi Naibaho and Echa books	
6 June 2022	Chapter III: Using future tense	
6 June 2022	Referances from the textbook	
17 June 2022	Identification of the problems, formulation, and objectives of research	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd. M.Hum

Medan, 18 Juni 2022
Dosen Pembimbing

Habib Syukri Nasutio, Spd. M.Hum