

**MORPHOLOGICAL ANALYSIS ON THE LANGUAGE ACQUISITION OF THREE
YEARS OLD CHILDREN**

SKRIPSI

Submitted in Partial fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By :

TRI ANGGI HUTAMI

NPM: 1402050201



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA

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**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.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

**Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama : Tri Anggi Hutami
NPM : 1402050201
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Morphological Analysis on the Language Acquisition of Three Years Old Children

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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PANITIA PELAKSANA

Ketua

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hi. Syamsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Hindawaty, M.Pd

2. Ilardi, S.Pd, M.Hum

3. Hamid Syukri Nst, S.Pd., M.Hum

1.

2.

3.



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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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skrripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Tri Anggi Hutami
NPM : 1402050201
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Morphological Analysis on the Language Acquisition of Three Years Old Children

nama bapak disidangkan.

Medan, Maret 2018

Disetujui oleh:
Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh:

Dekan

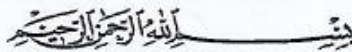


Dr. Erisanto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

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Nama Lengkap : Tri Anggi Hutami
N.P.M : 1402050201
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Morphological Analysis on The Language Acquisition of Three Years Old Children

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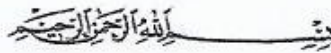
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Tri Anggi Hutami

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Tri Anggi Hutami
N.P.M : 1402050201
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Morphological Analysis On The Language Acquisition Of Three Years Old Children

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Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, Maret 2018

Dosen Pembimbing

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

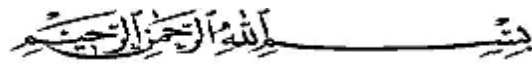
ABSTRACT

Hutami, Tri Anggi 1402050201. Moprhological Analysis on the Language Acquisition of Three Years Old Children. Faculty of Teaching Training and Education. University of Muhammadiyah North Umatara. 2018.

The aim of this research were: 1) to find out the words acquired by three years old child, 2) to describe the morphological process of the words acquired. The data of this research was taken by three years old children. The data acquired by the children named Tanaya Almahyra Maiza, 3 years old, live at Jalan Pasar V Barat, Tandam Hilir II, Hamparan Perak. This study applied qualitative descriptive method. The technique of collecting the data used observation, the observation conducted for time period of two weeks. In this research, it was found the morphological process are: affixation, reduplication and compounding. It was concluded that. The development of morphological acquisition in three years old children vary depending on the children intelligence. The fact might be different if the children taken from other child at different ages.

Key words : Morphological Analysis, Three Years Old Children , Morphological Process

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Tri Anggi Hutami

1402050201

LIST OF TABLES

Table 2.1 Example of Prefix	20
Table 2.2 Example of Infix.....	21
Table 2.3 Example of Suffix.....	22
Table 2.4 Example of Simulfix	23
Table 4.1 The Words acquired by the children	31

LIST OF APPENDICES

- Appendix 1 : The Data Acquired by the Child
- Appendix II : The Data Acquired by the Child
- Appendix III : K1
- Appendix VI : K2
- Appendix V : K3
- Appendix VI : Lembar Pengesahan Proposal
- Appendix VII : Lembar Pengesahan Hasil Seminar Proposal
- Appendix VIII : Berita Acara Bimbingan Proposal
- Appendix IX : Surat Pernyataan Plagiat
- Appendix X : Surat Mohon Izin Riset
- Appendix XI : Surat Balasan Riset
- Appendix XII : Berita Acara Bimbingan Skripsi
- Appendix XIII : Pengesahan Skripsi
- Appendix XIV : Curriculum Vitae

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	vi
LIST OF TABLE.....	vii
LIST OF APPENDICES.....	viii
CHAPTER 1 INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Scope and Limitation.....	4
D. The Formulation of the Study	4
E. The Objectives of the Study.....	5
F. The Significant of the Study	5
CHAPTER II REVIEW OF LITERATURE.....	7
A. Theoretical Framework.....	7
1. Psycholinguistic	7
1.1 Language Processing	9
1.1.1 Speech Production	9
1.1.2 Speech Comprehension	9
1.2 Language Acquisition	10

1.1.1 Morphology	14
1.1.2 Morphological Acquisition.....	15
1.1.3 Morphological Process.....	17
1.1.3.1 Affixation	18
1.1.3.2 Reduplication.....	21
1.1.3.3 Compounding Process.....	23
B. Conceptual Framework.....	23
CHAPTER III METHOD OF RESEARCH.....	25
A. Research Design	25
B. Source of the data	26
C. Technique of Collecting Data	26
D. Technique of Data Analysis	26
CHAPTER IV DATA AND ANALYSIS.....	28
A. Data Collection.....	28
B. Data Analysis.....	28
1. The word acquired by the children	29
2. Morphological process acquired by the children.....	37
C. The Finding	40
CHAPTER V CONCLUSION AND SUGGESTION.....	41

A. Conclusion 41

B. Suggestion..... 41

REFERENCES

APPENDICES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is quintessentially human. We use spoken language every day, face to face, as a mean of communication and written language allows us to record and hold on to our history across generations. Language itself is very complex. It has a sound system that allows us to use numerous distinct word, a vocabulary of some 50.000 to 100.000 terms of many adults, and a series of construction for relating these words. It allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or the price in markets, administer legal system, make political speeches, and do the myriad other activities that make up the societies we live in. Language allows us to coordinate what we do with others, relay information, find out answers and carry out everyday activities, gossiping, making puns, writing memos, reading newspaper, learning histories, enjoying novels, greeting friends, telling stories, selling cars, reading instruction, the list is unending. Language calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we rely on to convey wants and needs, thoughts, concerns, and plans. Using language seems as natural as breathing or walking.

Babies are not born talking. They learn language, starting immediately from birth. What they do learn ? they need sounds and words, meaning and construction. They need to know what to use where and when, how to integrate language with other modes of communication, how to make themselves understood and how to understand others. How

does this process take place ? When children master the skills needed for using language successfully ? What stage children go through as they learn to understand and talk ? Do the language they learn affect the way they think .?

Language acquisition is the process by which human acquired the capacity to perceive, produce and used words to communicate. The ability to communicate is one of the most important human skills, with the ability to communicate we can connect with others and forge relationships. We can share our ideas and let other people know how we feel. Communication begins long before we learn to talk. In the first few months of life, babies show their interest in communicating by listening intently to the sound of the human voice, looking at people's faces when they talk, and then engaging in back-and-forth babbling games with their parents. These exchanges of sounds and smiles between an infant and his caregiver are the baby's first conversations, even though he has never uttered a word. Around the first year of life, infants use their first words and then, once they have many single words, they use little two-word sentences.

Generally in their first year, most children have mastered the ability to say a few simple words. At 18 months of age most children can say 8 to 10 words and, by age 2, are putting words together in crude sentences such as "more milk." During this period children rapidly learn that words symbolize or represent objects, actions, and thoughts. At this age they also engage in representational or pretend play. At ages 3, 4, and 5 a child's vocabulary rapidly increases, and he or she begins to master the rules of language. So, at 3 year old children can build and understand complex sentences and master the sound system of their native language without any direct instruction (O Grady 2008, vi).

At around 2 years of age, children begin to create utterances that have more than one word in them, by combining the words to become a larger unit. Many young childrens

utterances are ungrammatical according to adult language standards (e.g. *I want see my bottle getting fix, Mommy I poured you*), but many of them are not (*I'm going to show you where Mr. Lion is*) (Clark, 2009), and production performance gets closer and closer to adult forms. Thus, to learn a language, a child must master its morphological system. Morphological marking plays a variety of important roles in language, and different languages have different morphological systems. Some kinds of morphology are used to express different flavors of meaning, such as the difference between present and past tense (e.g., *walk vs. walked; sing vs. sang*). Other aspects of morphology show how words in sentences relate to one another, such as agreement between subjects and verbs (e.g., *The cats were ... but not *The cat were ...*). Morphological marking is also used in many languages to identify a word's case, and this helps identify what grammatical and semantic roles a word is playing in a sentence.

B. Identification of Problem

1. Many of three years old children have difficulty using language effectively. Many also have problem with word and sentences meaning, intonation, and rhythm.
2. Some children also have problem to demonstrate inconsistent or incorrect word order when speaking.
3. The children also have a problem about the correct use of pronouns.

C. Scope and Limitation

The scope of this study focus on language acquisition. In conducting this study, the researcher limited the observation only on the morphological analysis on the language acquisition of three years children.

D. Formulation of the Problem

In this research, the problem formulated as the follow:

1. What words wereacquired by the three years old children related to morphological acquisition?
2. How did the morphological processes produce by the three years old children ?

E. Objectives of the Study

The objectives of study are:

1. To find out the word were acquired by three years old children related to morphological acquisition.
2. To describe the morphological process produced by the three years old children.

F. Significance of the Study

The finding of this research related to be useful and relevant theoretically and practically.

1. Theoretically

This proposal will give contribution to enrich knowledge and information for parents and people about morphological acquisition in three years old children,

in order to understand three years old children when she or he is trying to communicate with them.

2. Practically

- a. This study hopefully can give contribution for the parents to develop their children language.
- b. This study hopefully can enrich variation of the teaching for the linguistic teacher about psycholinguistic especially in morphological acquisition. And for the parents to give more information about language acquisition of their children, so the parents can develop their children daily communication.
- c. This study provided better understanding to the student about language acquisition in lesson psycholinguistic and the student will able to analyze morphological acquisition.
- d. For the writer and the reader, This study hopefully can increase knowledge and can give information about morphological acquisition of three years old children.

CHAPTER II

REVIEW OF LITERATURE

A. **Theoretical Framework**

In order to avoid misunderstanding between the researcher and the reader. It is considered necessary to clarify the term used in this research such as in the following:

1. Psycholinguistic

Psycholinguistics is a relatively new subject of linguistics due to the fact that it involves not only language study but psychological aspects as well. Psycholinguistics is the study of language acquisition and linguistic behavior as well as the psychological mechanism responsible for them. Now compare this definition with the one given by Hartmann and Stork, saying:” psycholinguistics refers to the efforts of both linguists and psychologists to explain whether certain hypotheses about language acquisition and language competence as proposed by contemporary 3 linguistic theories (e.g. : transformational generative grammar) have a real basis in terms of : perception, memory, intelligence, motivation, etc. (1973:189) In this regard, and Isaac Slobin in his book, psycholinguistics (1979:2) comments that “psycholinguists are interested in the underlying knowledge and abilities which people must have in order to use language in childhood. He said “underlying knowledge and abilities” because language, like all systems of human knowledge, can only be inferred from the careful study of overt behavior.” For this reason, language can be divided into two facts; competence and performance, the first term refers to everything the native speakers must have to understand the grammatical sentences, including those which have never been heard before.

This is the so called innate ability parallel to underlying knowledge and abilities. The latter refers to the demonstration of the ability in actual communication.

According to Field (2003), Psycholinguistics explores the relationship between the human mind and language. The term psycholinguistic is a hybrid discipline which consist of psychology which is the scientific study of human mind and linguistic which is the scientific study of language. Therefore, psycholinguistic is the study of relationship between language and mind. It focuses on the psychological and neurobiological factors responsible for language acquisition, language usage, language comprehension, and language production.

Psycholinguistic is also defined generally by Garnham (1987:1) as the study of mental mechanism that make it possible for people to use language. It is a scientific discipline whose goal is to coherent theory of the way in which language is produce and understood. In the same view, Finch (2003:214) mentions that psycholinguistic explore the psychological processes involved using language. It asks how we store word and syntactic structure in the brain, what processes of memory are involved , and how we understand and produce speech. For Finch, all these debating issues give us insightful clues as to how we can deal with language disorder.

1.1. Language Processing

This branch of psycholinguistics tries to discover what happens in the human mind whiles speaking or listening, while standing the information and receiving it. It looks into the central process and mechanism underlying this very complex activity. In order words, language processing deal with language performance, to use Chomsky's term, of two activities, namely production and comprehension.

1.1.1 Speech production

We are concerned here knowing what is going on from thought to output, this is to actual production of a sound wave which is coming out, as opposed to comprehension activity.

1.1.2 Speech Comprehension

Study of speech comprehension deals with the way in which the input string is interpreted, how the linguistics units are identified within it, and how eventually they are identified in a conceptual way. It is really fascinating to find out the phases and model of these activities, comprehension and production. In reality they last for less than a few second, but are very complex, the most complex activities of the humancognition. As the comprehension of some word, phrase, or grammatical form is learned, some of that learning may be produced in speech Ingram (1974). It is assumed that language comprehension or understanding is more easily studied than language production. But in the fact, comprehension has been studied more thoroughly than production.

1.2 Language acquisition

This psycholinguistic branch studies the language development of young children: how the latter learn to speak progressively? How do they manage to the acquire their mother tongues? It is fascinating to note that young children acquire a language within early stage of their childhood, despite their limited mental ability. More fascinating is their ability to decode a generated input, or a language that is incomplete, or ungrammatical,

especially when they are addressed by their parents. They can understand their language learning and learn grammar used in it perfectly.

Language acquisition is species-specific and species-uniform. The ability to take and understand language is inherited generatively but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their native tongue without tutoring. Whereas a child exposed to an English speaking community begins to speak English fluently, the other one exposed to a community of Hindi speakers begins to use Hindi fluently. Only human beings can acquire language. Language acquisition thus appears to be different in kind from acquisition of other skills such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected, mental retardation than the acquisition of other intellectual activities.

Language acquisition in the study of the growth of language in children, a term referring to the process or result of learning or acquiring a particular aspect of a language, and ultimately the language as a whole. The term language acquisition refers to the development of language in children. The term “ theory of acquisition “ as distinct from theory of language (or theory of grammar). Chomsky in various places (e.g. Chomsky 1965, 1981) has described the theory of language as one which consists of a set of principles (or Universal Grammar, UG) that underlie language. What we expect to find, then, is a highly structured theory of UG based on a number of fundamental principles that sharply restrict the class of attainable grammars and narrowly constrain their form, but with parameters that have to be fixed by experience (Chomsky 1981:4).

The goals of child language acquisition are therefore two fold : (i) to provide a testing ground for current theories of grammar; (ii) to develop theory of acquisition. To

pursue both these goals requires a careful look at the information obtainable from data from children. The theory of acquisition will have two distinct components. One will be the set of principles that lead to the construction of the grammar, i.e. those that concern the child's grammar or linguistic competence. These principles will deal with how the child constructs a rule of grammar and changes it over time. The focus is on the nature of the child's rule system, it is concerned with competence factors. The second component looks at the psychological processes the child uses in learning the language. These are what we shall call performance factors. Performance factors enter into the child's comprehension and production of language. In comprehension, performance factors deal with how the child establishes meaning in the language input, as well as with the cognitive restriction that temporarily retards development. In production, these factors describe the reason why the child's spoken language may not reflect its linguistic competence. They also describe the mechanism the child may use to achieve the expression of their comprehension. Much of the child language literature is on the specification of performance factors in acquisition.

Others see no clear distinction between these two facets of language learning, and use the terms interchangeably. The term child language development has also come to be used for discourse-based studies of child language. Acquisition is also used in the context of learning a foreign language: foreign or second-language acquisition is thus distinguished from first language or mother-tongue acquisition. In this context, acquisition is sometimes opposed to learning. The former is viewed as an environmentally natural process, the primary force behind foreign-language fluency; the latter is seen as an instructional process which takes place in a teaching context, guiding the performance of the speaker.

It requires meaningful interaction in the target natural communication which speakers are concerned not with the form of their utterances but with the message they are

conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition, but caretakers and native speaker can modify their utterance addresses to acquire to help them understand, and this modifications are though help to the acquisition process.

According to Tomasello (2003) the developer of the theory language acquisition, that children learn language from their language experiences and a language structure emerges from language use. While children usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports the theory advanced by Noam Chomsky and other proponents of transformational grammar. Children are able to learn the superficial grammar of a particular language because all intelligible languages are founded on a deep structure of grammatical rules that are universal and that correspond to an innate capacity of the human brain.

1.1.1 Morphology

Morphology is one of its important branches to study. Morphology is the science and study of the smallest grammatical units of language (morpheme) and of their formation into words. According to Dwarfan, morphology is the study of the ways and methods of grouping sounds into sound word complex or words of definite, distinct and conventional meaning. According to Bloomfield, a great linguist, morphology is the study of construction in which bound forms appear among the constituents. In the morpheme arrangements which are treated under the morphology of a language include all combinations that form words or parts of words. Combination of words into phrases and sentence are treated under the syntax. In short, morphology is the study of word formation,

including the way the ways new words are coined in the language of world, and the way forms of word are varied depending on how the are used in sentences.

Morphology is the level of linguistics which is concerned with the internal structure of words, whether these be simple or complex, whether they contain grammatical information or have a purely lexical status. A word Morphology is from Greece “morpheme that has meaning forms” . It means the morphology is a science of language that focuses on language and how that language special word formed. Like we see the world drive becomes driver in here morphology focuses and concentrate.

Another definition comes from Geert (2005: 7) Said, in present day linguistics, the term morphology’ refers to the study of the internal structure of words, and of the systematic form meaning correspondences between words. The example above is explains about morphology specially in forming word because it to form new word. Morphology and syntax study how the word construct but morphology study about the word.

1.1.2 Morphological Acquisition

At around 2 years of age, children begin to create utterances that have more than one word in them. Children’s ability to combine words into larger units is often indexed using a simple measure called the mean length of utterance (or MLU). This measure counts the number of morphemes or words that the child produces in a single utterance (which is in turn assessed by looking at when the child pauses). Children at about age 2 have MLUs of just over 1, because they continue to express ideas using single-word utterances (No!, More!, and so on).

One of the greatest challenges that a child learning morphology faces is the combination in the target language. But as children mature, the mean length of utterance steadily increases and children develop more sophisticated ways to express increasingly complex thoughts. As they acquire skills, children become much more flexible in the way they use language. Instead of repeating snippets of what they hear, children craft utterances that nobody has ever said before. In other words, children become more productive in their language use. Many young children's utterances are ungrammatical according to adult language standards (e.g. I want see my bottle getting fix, Mommy I poured you), but many of them are not (I'm going to show you where Mr. Lion is) (Clark, 2009), and production performance gets closer and closer to adult forms.

Morphology is language specific and must be acquired on the basis of particular linguistic data. Let's consider three kinds of grammatical knowledge that children acquire: knowledge of word categories, morphology, and phrase structure. Different languages have different categories of words (for example, some languages lack adjectives; Stoll, Abott Smith, & Lieven, 2009). So a child learning a language must learn what categories her language has and where specific words fit into the system of categories. In addition, children must learn how those categories of words are expressed within phrases and sentences. In addition to discovering categories and phrase organization, children must also learn aspects of morphology the different forms that a word can take. Morphological marking plays a variety of important roles in language, and different languages have different morphological systems. Some kinds of morphology are used to express different flavors of meaning, such as the difference between present and past tense (e.g., walk vs. walked; sing vs. sang). Other aspects of morphology show how words in sentences relate to one another, such as agreement between subjects and verbs (e.g., The cats were ... but not *The cat were ...) or between determiners and nouns in languages like French and

Spanish (el burro but not la burro). Morphological marking is also used in many languages to identify a word's case, and this helps identify what grammatical and semantic roles a word is playing in a sentence. (English has very little case marking, but other languages, such as Russian, Finnish, and Hindi, make extensive use of case marking. In English, we mark most of our pronouns for case as in he vs. him and she vs. her, i vs me but not other words). Thus, to learn a language, a child must master its morphological system.

The morphological analysis is the observation and description of the grammatical elements in a language by studying their form and function, their phonological variants and their distribution. It may be synchronic or diachronic or both. Morphological analysis is of great importance in the study of a language.

1.1.3 Morphological Process

Morphological process is the process formation of words from another units which is the basic form of word Ramlan said that morphological process is the arranging of the smallest components into the big components in the form of complex words (2005:44). The languages in the world has its own way in process formation words so the morphological process is not same in each language. According to Ramlan (2005) in bahasa there are three of morphological process:

1.1.3.1 Affixation

Affixation is the process of word formation conducted by affixing the morpheme be affix on basic form. In the process of affixing, the basic form is one of the elements that are not affixes. According to Ramlan (2005) stated that affixes are a bound grammatical unit in a word that is an element of not a word and not the subject of the word, which has the ability attached to other units to form new words or principal words. There are four

kinds of affixation, namely (prefixes), infix (insert), suffix (suffix), and konfiks (combined prefix and suffix).

a. Prefix

Prefix is a letter or group of letters attached to the beginning of a word that partly indicates its meaning. For example, the word prefix itself begins with a *men*, *ber*, *maha*, *ter*, *me*, etc.

Table 2.1
Example of prefix

<i>Prefix</i>	<i>Original word</i>	<i>Example</i>
<i>Men</i>	<i>Cari</i>	<i>Mencari</i>
<i>Ber</i>	<i>Main</i>	<i>Bermain</i>
<i>Maha</i>	<i>Siswa</i>	<i>Mahasiswa</i>
<i>Ter</i>	<i>Tawa</i>	<i>Tertawa</i>
<i>Me</i>	<i>Letup</i>	<i>Meletup</i>

a. Infix

Infix is a letter or a group of letters attached to the middle of a word to form a new word or to alter the grammatical function of the original word. Infix itself is a less productive to use, in the Indonesian language infix consists of three kinds: *el*, *em*, and *er*.

Table 2.2

Example of infix

Infix	Original word	Example
<i>el</i>	<i>Getar</i>	<i>Geletar</i>
<i>em</i>	<i>Guruh</i>	<i>Gemuruh</i>
<i>er</i>	<i>Gigi</i>	<i>Gerigi</i>

b. Suffix

Suffix is a letter or a group of letters attached to the end of a word to form a new word or to alter the grammatical function of the original word. Suffix in Indonesia language get serve from foreign like –wan,-wati,-man, and the real suffix consist of: *an, in, kan, nya, etc.*

Table 2.3

Example of Suffix

Suffix	Original word	Example
<i>an</i>	<i>Cuci</i>	<i>Cucian</i>
<i>I</i>	<i>Warna</i>	<i>Warnai</i>
<i>kan</i>	<i>Baca</i>	<i>Bacakan</i>
<i>nya</i>	<i>Hasil</i>	<i>Hasilnya</i>
<i>Wan</i>	<i>Wisata</i>	<i>Wisatawan</i>

Besides these three kinds affix there is another one kind affix here called separate affixes or simulfix.

c. Simulfix

Simulfix is a affix which some part attached in front of word and the others part attached in the end of word. While simulfix in Indonesian consist of pen-an, pe-an, per-an, ber-an, ke-an, and se-nya.

Table 2.4

Example of simulfix

Simulfix	Original word	Example
<i>pen - an</i>	<i>Dingin</i>	<i>Pendinginan</i>
<i>pe - an</i>	<i>Kerja</i>	<i>Pekerjaan</i>
<i>ber - an</i>	<i>Pakai</i>	<i>Berpakaian</i>
<i>ke - an</i>	<i>Hujan</i>	<i>Kehujanan</i>

1.1.3.2 Reduplication

Reduplication is a process of new word by repetition word to make new meaning like in Indonesia *buku* become *buku-buku*. This is one common way in Indonesia and in English to make new meaning or purpose like in English zig-zag. Ramlan (2005) said that “ The process of reduplication is a grammatical repetition, either in whole or in part, either with a variation of phoneme or not. For example, reduplication of *rumah-rumah* comes

from the original word *rumah* or reduplication of *berjalan-jalan* comes from original *berjalan* and then reduplication of *bolak-balik* comes from original word.

Based on the way to repeat its basic form, repetition can be classified into four groups:

1. Exact Reduplication

Exact Reduplication is repeat the all basic word without any changes to the phonemes and not in combination with the process of affixing. For example: *sepeda* become *sepeda-sepeda*, *buku* become *buku-buku*, *kebaikan* become *kebaikan-kebaikan*, *pertempuran* become *pertempuran-pertempuran*.

2. Reduplication partially

Reduplication partially is the repetition of some of the most basic form. Here the basic shape of word is not repeated in full. If the basic shape of word in the complex word, the possibilities of its form as follows:

a. Bentuk *meN*, example: *menjalankan* = *menjalan – jalankan*.

b. Bentuk *di*, example: *ditarik* = *ditarik – tarik*.

c. Bentuk *ber*, example: *berjalan* = *berjalan – jalan*.

d. Bentuk *ter*, example: *tergoncang* = *tergoncang – goncang*.

e. Bentuk *ber -an*, example; *berjauhan* = *berjauh – jauh*.

f. Bentuk *an*, example : *tumbuhan* = *timbuh – tumbuhan*.

3. Repetition combined with the process of affixing.

In here, the repetition happens together with the process of affixing and also supports the function. For example: - *hitam* become *kehitam-hitaman* and -*luas* become *seluas-luasnya*.

1.1.3.3 Compounding process

According to Ramlan (2005) compound word is a word composed of two words as the element. In addition there is also a compound word consisting of one word and one principal word as a element. A compound word consisting of two or more words into one which create a new understanding. In Indonesian language is often found combination of two words which give rise to a new word. for example: *rumah sakit*, *meja makan*, *kepala batu*, *keras hati*, *mata pelajaran*, *daya tahan*, *kolam renang*, *ikat pinggang*, *simpan pinjam*, etc.

B. Conceptual Framework

The psycholinguistic branch studies the language development of young children. Language acquisition in the study growth of language in children, a term referring to the process of result of learning or acquiring a particular aspect of language, and ultimately the language whole. At around to years of age, children begin to create utterances that have more than one word in them. Usually children at about age 2 just express idea using single word utterances (e.g. No!, More!, and so on). But as the mature children, the utterances steadily increases and children develop more sophisticated ways to express increasingly

complex though. As they acquire skills, children become much more productive in their language use.

Children learning language must learn aspects of Morphology. Morphology is the study of word formation, including the way new words are coined in language in sentences. Morphology always analyzes a word and how it is formed out of smaller meaningful parts. There are three processes morphological in Bahasa based on Ramlan: adding affixes, compounding, and reduplication. Commonly, children around age 2 or 3 can build and understand complex sentences. At age six, many children who seemed to lose language earlier were still using single words.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The language acquisition of this study applied by qualitative research design. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005, p. 3). In collecting data, the subject was investigated directly by the researcher. Observation in one of techniques of research use to collect the data. The observation conducted for a time period of two weeks. As previews stated, the researcher begin around the children.

B. Source of Data

The source of data in this research obtained from three years old children. The subject of this research was taken from niece of the researcher named is Tanaya Almahyra Maiza as the participant of the research.

C. Technique of Collecting Data

In this study, the techniques of collecting data used observation. The researcher observed the children to collect the data. During the observation the researcher also recorded the children when they had communication to others, to help the researcher get the data.

D. Technique of Data Analysis

In analyzing the data, the researcher use the proposed by Miles and Huberman (2014) said that qualitative data analysis consist of three procedures. The procedures of data will be analyzed based on the following steps:

1. Data Reduction

Data reduction is used in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that are considered important. In the conducting research, the researcher selected the data and gave valuable information in research, the data is chosen by identifying and classifying of language acquisition. In conducting this research, the researcher selected data from the children to find out the word that acquired by the children and describe the morphological process.

2. Data Display

Data display is the process to simplify the data in form of sentences, Narrative, or table. In displaying data, the researcher describes data by finding of the language of the children into table. So the researcher will describe the morphological process in the children

3. Drawing and verifying conclusion

The last step in analyzing the data is drawing the conclusion and verification. It is used to conclude all of data, so that it became clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were collected from the three years old children. The data lasted for two weeks starting from February, 25th 2018 to March , 09th 2018. The data obtained during observation of the three years old children and at the same time recorded the words they produced along with the morphological process were analyzed on weekly basis. So, the data only deal with the word are acquired and the morphological process based on the theory of Ramlan.

B. Data Analysis

After collecting the data, the researcher firstly identified and classified the words acquired by the children and then described the morphological process of the words. Based on the words acquired by the child during the observation, the word classes divided into eight, those are: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection .

32									<i>Oh !</i>
33			<i>Bodo</i> <i>h</i>						
34			<i>Pinta</i> <i>r</i>						
35						<i>Dia</i>			
36									<i>Alah !</i>
37			<i>Man</i> <i>di</i>						
38		<i>Sungai</i>							
39	<i>Tuesday,</i> <i>27 feb'</i> <i>17</i>								<i>Janga</i> <i>n !</i>
40					<i>Canti</i> <i>k</i>				
41						<i>Engk</i> <i>au</i>			
42					<i>Disa</i> <i>na</i>				
43				<i>Tua</i>					
44		<i>Singa</i>							
45		<i>Ayam</i>							
46		<i>Rumah</i>							
47		<i>Sepeda</i>							
48		<i>Mobil</i>		<i>Nang</i> <i>is</i>					
49		<i>Mataha</i> <i>ri</i>							
50		<i>Jalan</i>		<i>Nger</i> <i>ih</i>					
51				<i>Jelek</i> <i>nya</i>					
52				<i>Canti</i> <i>knya</i>					
53									<i>Nah !</i>
54									
55				<i>Mem</i> <i>ukul</i>					
56				<i>Lari-</i> <i>lari</i>					
57		<i>Orang</i>							
58				<i>Men</i> <i>deng</i> <i>ar</i>					
59			<i>Coba</i>						
60			<i>Cari</i>						
61	<i>Wednesd</i> <i>ay, 28</i> <i>feb' 17</i>	<i>Bender</i> <i>a</i>							
62		<i>Indones</i> <i>ia</i>							
63		<i>Anakny</i> <i>a</i>							

64		<i>Tanagn</i>						
65		<i>Nasi</i>						
66					<i>Dise</i> <i>kolah</i>			
67								<i>Loh !</i>
68				<i>Mala</i> <i>s</i>				
69					<i>Diru</i> <i>mah</i>			
70					<i>Diti</i> <i>mur</i>			
71					<i>Diba</i> <i>rat</i>			
72				<i>Digi</i> <i>git</i>				
73			<i>Mau</i>					
74			<i>Tau</i>					
75			<i>Nulis</i>					
76		<i>Semut</i> <i>api</i>						
77	<i>Thursda</i> <i>y, 01</i> <i>march'</i> <i>17</i>	<i>Sayang</i>						
78		<i>Kucing</i>						
79		<i>Kambin</i> <i>g</i>						
80		<i>Ikan</i>						
81		<i>Kak nay</i>						
82		<i>Buk</i> <i>Anggle</i>						
83						<i>Ini</i>		
84						<i>Itu</i>		
85					<i>Beau</i> <i>tiful</i>			
86						<i>Yang</i> <i>mana</i> <i>buk ?</i>		
87					<i>Sema</i> <i>lem</i>			
88							<i>Tapi</i>	
89								<i>Neh !</i>
90		<i>Guru</i>						
91			<i>Lom</i> <i>pat -</i> <i>lom</i> <i>pat</i>					
92	<i>Friday,</i> <i>2nd</i> <i>March'</i> <i>17</i>				<i>Hati</i> <i>-</i> <i>hati</i> <i>bun</i>			
93		<i>Hp</i>						
94			<i>Buka</i>					

95			<i>Tutup</i>					
96						<i>Kami</i>		
97						<i>Sama siapa ?</i>		
98								<i>Oh !</i>
99		<i>Kertas</i>						
100		<i>Pulpen</i>						
101		<i>Train</i>						
102		<i>Supermall</i>						
103				<i>Tiga</i>				
104			<i>Ngomong</i>					
105			<i>Lari</i>					
106					<i>Lama kali</i>			
107						<i>Diatas</i>		
108							<i>Atau belum</i>	
109	<i>Saturday, 03 March, 17</i>	<i>Gondrong</i>						
110		<i>Saos</i>						
111		<i>Kfc</i>						
112		<i>Cat</i>						
113		<i>Galeri rahmat</i>						
114					<i>Gak ada</i>			
115		<i>Snake</i>						
116								<i>Dah !</i>
117								<i>Apa ?</i>
118		<i>Car</i>						
119		<i>Bird</i>						
120		<i>Thankyou</i>						
121					<i>Yesterday</i>			
122					<i>Selalu</i>			
123						<i>Disini</i>		
124				<i>Serem</i>				
125				<i>Takut</i>				
126				<i>Cing</i>				

				<i>eng</i>					
127	<i>Sunday , 04 march' 17</i>	<i>Cake</i>							
128		<i>Birthda y</i>							
129							<i>Sana</i>		
130									<i>Awas !</i>
131								<i>Karna</i>	
132				<i>Baik</i>					
133			<i>Sene ng</i>						
134		<i>Book</i>							
135		<i>Pen</i>							
136		<i>Bicycle</i>							
137		<i>Airplan e</i>							
138						<i>Aku</i>			
139					<i>Beso k</i>				
140					<i>Hari ini</i>				
141				<i>Gala u</i>					
142				<i>Khila f</i>					
143				<i>Mau</i>					
144	<i>Monday, 05 march' 17</i>	<i>Window</i>							
145		<i>Door</i>							
146		<i>Floor</i>							
147			<i>Teng ok</i>						
148				<i>Man a ?</i>					
149			<i>Susa h</i>						
150									<i>Eh !</i>
151									<i>Gak boleh !</i>
152									<i>Wah !</i>
153				<i>Terc antik</i>					
154				<i>Gant eng</i>					
155			<i>Big</i>						
		<i>Rain</i>							

156		<i>Sepatu</i>							
157		<i>Sapi – sapi</i>							
158				<i>Warna – warni</i>					
159									<i>Ni</i>
160									
161									
162	<i>Tuesday, 06 March' 17</i>		<i>Ambilin</i>						
163			<i>Bangunan</i>						
164			<i>bawain</i>						
165				<i>Capek</i>					
166			<i>Lihat</i>						
167			<i>Bobok</i>						
168									<i>Kok ginin ?</i>
169		<i>Crocodile</i>							
170		<i>Ant</i>							
171			<i>Beli</i>						
172			<i>Masuk</i>						
173		<i>Sekolah</i>							
174				<i>Dihalaman</i>					
175			<i>Lari lari</i>						
176							<i>Disana jauh</i>		
177	<i>Wednesday, 07 March' 17</i>								
178		<i>Pajak</i>							
179				<i>Tolongin</i>					
180				<i>Hidupin lagu buk</i>					
181							<i>Itu</i>		
182		<i>Harima</i>							

		<i>u</i>							
183			<i>Bye</i>						
184					<i>Udah</i>				
185									<i>Udah loh !</i>
186									<i>Dasar !</i>
187			<i>Dian tar</i>						
188			<i>Dije mput</i>						
189		<i>Lemari</i>							
190		<i>Bedak</i>			<i>Stab at</i>				
191		<i>Teeth</i>							
192		<i>Ear</i>							
193		<i>Hair</i>							
194		<i>Hand</i>							
195	<i>Thursda y, 08 March' 17</i>	<i>House</i>							
196			<i>Ajaki n</i>						
197			<i>Diaj akin</i>						
198				<i>Warn a- warn i</i>					
199		<i>Tas</i>							
200				<i>Musi ng – musg</i>					
201				<i>Pusi ng</i>					
202			<i>Dipu tar</i>						
203			<i>Dima kan</i>						
204		<i>Cow</i>							
205			<i>Ikut</i>						
206								<i>Atau</i>	
207									<i>Ayok !</i>
208				<i>Jago</i>					
209				<i>Kasi an</i>					
210				<i>Saba r – saba r</i>					
211			<i>Diba kar</i>						

212			<i>Dibu ang</i>						
213		<i>Mamak</i>							
214\	<i>Friday, 09 March' 17</i>					<i>Puny amu</i>			
215									<i>Oi</i>
216									<i>Janga n!</i>
217			<i>Bole h</i>						
218				<i>Dibel akan g</i>					
219			<i>Diba gi</i>						
220			<i>Digi git</i>						
221		<i>Semut</i>							
222				<i>Kem arin</i>					
223			<i>Sibuk</i>						
224									<i>Ih</i>
225				<i>Semp it kali pun</i>					
226			<i>Pula ng</i>						

2. There are some morphological process acquired by the three years old children, those are: affixation, Reduplication, and compounding.

a. Reduplication

Reduplication is a process of new word by repetition word to make new meaning. The process reduplication that acquired the three years old children are: exact, reduplication and ablaut reduplication.

b. Exact Reduplication

Exact Reduplication is repeat the all basic word without any changes to the phonemes and not in combination with the process of affixing.

The word *lari-lari* its comes from word *lari* as the original word.

The word *bakar-bakar* its comes from word *bakar* as the original word.

The word *kaki-kaki* its comes from word *kaki* as the original word.

The word *rumah-rumah* its comes from word *rumah* as the original word.

c. Ablaut reduplication

Ablaut reduplication is Reduplication with change the phoneme.

The word *Warna-warni* its comes from *warna* as the original word.

d. Compounding

Compounding is a process to make word by add two or more independent word or we combine two word.

The word *kereta api* its comes from *kereta+api*.

The word *pesawat terbang* its comes from *pesawat+terbang*.

The word *kapal selam* its comes from *kapal+selam*.

3. Affixation

Affixation is the process of word formation conducted by affixing the morpheme be affix on basic form. There are three kind affixation process that acquired by the autistic children

- a. Prefix is a letter or group of letters attached to the beginning of word that party indicates its meaning.

The word *tercantik* comes from prefix *Ter...+cantik*.
The word *berpusing* comes from prefix *Ber...+pusing*
The word *diputar* comes from prefix *Di...+putar*
The word *dimainkan* comes from prefix *Di...+mainkan*
The word *dibuat* comes from prefix *Di...+buat*
The word *Mendengar* its comes from *men+dengar*
The word *Meletup* it come from *me+letup*
The word *dimakan* it come from *di+makan*
The word *Disuruh* come from *di+suruh*
The word *Bermain* come from *ber+main*
The word *Menggoreng* come from *meng+goreng*
The word *Membeli* come from *mem+beli*
The word *Mengambil* come from *meng+ambil*
The word *Mencuci* come from *men+cuci*
The word *Menyisir* come from *me+sisir*
The word *Memasak* come from *me+masak*
The word *Membawa* come from *mem+bawa*
The word *Terbenam* come from *ter+benam*
The word *Menulis* come from *me+tulis*

b. Simulfix

Simulfix is a affix which some part attached in front of word and the others part attached in the end of word.

The word *Diajakin* come from *di+ajak+in*
The word *Dibangunin* come from *di+bangun+in*
The word *Kecapekan* come from *ke + capek + an*

c. Suffix

Suffix is a letter or a group of letters attached to the end of a word to form a new word or to alter the grammatical function of the original word.

The word *Jeleknya* come from *jelek+nya*

The word *Ngerihnya* come from *ngeri+nya*

The word *Lindungi* come from *lindung+i*

C. The Research Finding

Data obtained showed significant developmental differences of children in language acquisition during the observation findings indicate that the child has shown advanced the morphological acquisition it is proven that he has acquired almost all class of word. The data that she can acquired is so many, for noun she can get 84 words, verb 44 words, adjective 39 words, adverb 19 words, pronoun 9 words, preposition 5 words, conjunction 5 words, interjection 22 words. The fact might be different if the children taken from other children and from different ages. Hopefully, someday other researchers were interested in conducting other research on this area.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The morphological analysis is the observation and description of the grammatical elements in a language by studying their form and function, their phonological variants and their distribution. It may be synchronic or diachronic or both. Based on data obtained from the children by three years old children. Morphological processes that acquired by Tanaya, those are : affixation, reduplication, compounding. We can conclude that the development of the morphological acquisition in three years old children vary, depending into the children's level of intelligence. The fact might be different if the children taken from other children and from different ages.

B. Suggestion

In relation to the conclusion, suggestions are presented as the following :

1. The researcher suggest for the teacher to enrich variation of the teaching especially about psycholinguistics and morphological acquisition.
2. For the students the researcher suggested to do more researches to know and comprehend more about morphological acquisition. It is very interesting to analyze because we can find it easily in daily life.

3. For the writer and the readers, the researcher suggested to continue the researches about morphological acquisition.

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APPENDIX II

The Data Acquired by the Child

Name : Tanaya Almahyra Maiza
Age : 3 years old children
Place /date of birth : Binjai, 15 January 2015
Sex : Female
Address : Jalan Pasar V Barat,Tandam Hilir II,Kec. Hamparan Perak

First day 25th February 2018

The child gave response when the researcher try to make conversation with him:

The researcher : Naya, siapa nama lengkap nya ?
The child : Tanaya Almahyra Maiza
The researcher : Anaknya siapa ?
The child : Momo sama Bunda
The researcher : gak anaknya pupung ?
The second child : enggak
The researcher : gak anaknya doli ?
The second child : enggaklah
The researcher : kalo anak ibu, enggak juga ?
The second child : enggakloooo
The Researcher : atau anaknya ante ?
The Child : males sih anak ante

Second day 26st February 2018

The child said the word based on the rahmat gallery's picture which showed by the teacher with the instruction "sebutkan dan tuliskan gambar apa ini?" and the words were:

Gajah, gigi, pohon, hujan, mobil, lemari, meja, kursi, mata, sapi, sapi-sapi, sapu, sepatu, sepeda, rumah when the teacher showed this picture he also said rumah cantik, itu cantik, tercantik. And after that the teacher asked the second child to said the picture in English with the instruction "said in English!"

Elephant, teeth, rain, car, big car, cupboard, table, chair, eyes, cow, broom, bicycle, house, train, snake, cat, ant.

Third day 27th February 2018

The teacher gave the ball to the child and asked the children some question:

- The researcher : bola apa ini?
The Child : bola apa ya. Bola warna- warni
The researcher : iyaa pinter, bola untuk apa ?
The Child : dimainkan, dibuat jaring diputar dia musing-musing buk
The Researcher : bahasa inggrisnya bola apa Naya ?
The Child : ball
The Researcher : bunda
The Researcher : suka gak sama bolanya ?
The Researcher : suka lah buk

Fourth day 28 February 2018

The children said the words when the teacher have a chat with her friend and the question answered by her.

- The Researcher : Naya ibuk gak diajak?
The Child : Ajakin
Ajakinlah

The Researcher : Pupung ikut?

The Child : ikut, Mau kemana?

The Researcher : Ini boleh dimakan?

The Child : boleh

The Researcher : dapat berapa ini nilainya pr Naya les tadi malam ?

The Child : seratus

The Researcher : kalau seratus pintar atau bodoh?

The Child : Pintar

The Researcher : jadi Naya pintar dapat seratus nilainya ?

The Child : pintar

The Researcher : eh ini siapa?

The Child : Fadil sama Dimas

The Researcher : Fadil kawannya Naya, bukan ?

The Child : bukan, dia jahat buk

The Researcher : itu baju apa Naya ?

The Child : itu bola, alah ! oi !

Fifth day 01 March 2018

The child said the word when the resercher make a conversation with her:

The Researcher : rumah Naya banjir ?

The Researcher : banjir buk

The Researcher : masuk rumah lah ya ?

The Researcher : masuk buk tapi dibelakang aja

The Researcher : gak masuk kamar Naya ?

The Researcher : masuk tapi dikit ajadia buk

Sixth day 02th March 2018

The child said the word when the teacher asked her some question:

- The Researcher : matahari terbit di?
- The Researcher : matahari terbit ditimur
- The Researcher : matahari terbenam di ?
- The Researcher : dibarat
- The Researcher : telinga fungsinya untuk apa Naya ?
- The Researcher : mendengar
- The Researcher : kalo tangan ?
- The Researcher : memukul, menulis
- The Researcher : Naya tadi pagi kemana ?
- The Researcher : ikut pupung ke sekolah
- The Researcher : gak nangis ?
- The Researcher : enggaklah kan udh besar

Seventh day 03 March 2018

The child said the words when the researcher had the conversation with her :

- The Researcher : apa ini nak ?
- The Researcher : telur
- The Researcher : ehh, coba lihat ini apa ?
- The Researcher : jeruk
- The Researcher : what colour is that ? warnanya apa ?
- The Researcher : orange
- The Researcher : Naya makannya pakai apa ?
- The Researcher : pakai nasi
- The Researcher : kucing makannya apa ?
- The Researcher : makan ikan

The Researcher : ikan nya Naya yang kasi ke kucing

The Researcher : iyalah

The Researcher : baik kali Naya yaa

Eighth day 04 March 2018

The child said the words when the researcher had conversation:

The Researcher : bapak sedang apa?

The child : bapak membaca Koran

Kuda

Dialah pencurinya

Jelek kalilah

The Researcher : kalau mau mintak bilang apa?

The child : mintak, bagilah sikit

And then she said the word with the instruction “bacalah dan isilah!” from the teacher, the words were: abang bermain? Bola, ibu menggoreng? Ikan,

saya membeli? Roti, habis minum air, Rachel mengambil kue, cepat-cepat!, yobel mencuci piring, percuma, kakak menyisir rambut, bibi memasak sayur, Naya membawa tas, gak pande baca.

Ninth day 05 March 2018

The child grumbling by himself and the word that he said were: Siapa kena marah?, kakak, manalah boleh, dasar!, harimau tua, ketua-ketua, ih jeleknya jalan, itulah ngerih, ngerihnya!, ih orang ni . After that the researcher asked some question to her:

The Researcher : hari apa ini i?

The child : Hari sabtu

The Researcher : hari apa ini?

The child : Hari sabtu

The Researcher :bulan berapa?
The child : bulan 3
The Researcher :tahun?
The child : 2018
The Researcher :hidung untuk apa?
The child : hidung untuk mencium
The Researcher : telinga untuk apa?
The child : telinga untuk mendengar
The Researcher : kaki untuk apa?
The child : kaki, legs untuk berlari
The Researcher : Naya kesini lari bukan jalan?
The child : bukan-bukan, lari semua lari
The Researcher : setelah hari sabtu hari apa?
The child : sabtu minggu

Tenth day 06 March 2018

The child was sick . So the researcher did not get the words from her.

Eleventh day^{3rd} March 2017

The child said the word based on the things which showed by the researcher with the instructions “sebutkan nama-nama hari”. The words were: senin, selasa, rabu, kamis, jumat, sabtu and minggu. And then the researcher gives the instructions “sebutkan nama-nama hari in English”. The words were: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. And the last, teacher gives the instructions “sebutkan nama-nama bulan”. The words were: Januari, Februari, Maret, April, Mei, Juni, Juli, Agustus, September, Oktober, November and Desember.

Twelve day 07 March 2018

The child said the words when the researcher had the conversation with her :

The Researcher : pensil biru bahasa inggris nya apa ?

The Researcher : blue pencil
The Researcher : bahasa inggrisnya merah ?
The Researcher : red
The Researcher : kalau kuning bahasa inggrisnya ?
The Researcher : yellow
The Researcher : apa nama nama bulan ?
The Researcher : januari, februari, maret, april, mei, juni, juli, agustus, september, oktober, november, desember.

