**LANGUAGE ACQUISITION OF TWO YEARS OLD OF CHILD ON
BATAK MORPHOLOGICAL SYSTEM**

SKRIPSI

Submitted in Partial fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By :

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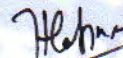Skripsi ini diajukan oleh mahasiswa di bawah ini:

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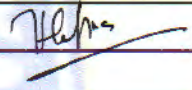
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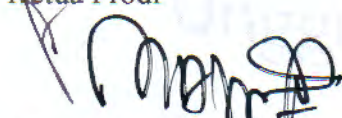**Dr. H. Elfrianto Nasution, S.Pd, M.Pd**

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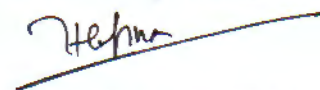| Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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ABSTRACT

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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 influencial 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 acquistion 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 take from different ages or other children.

Key Words : Language Acquisition, Two Years Old Child, Morphological

Process, Word classes

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TABLE OF CONTENTS

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

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   : Surat Pernyataan Bukan Plagiat

Appendix IX   : Surat Mohon Izin Riset

Appendix X   : Surat Balasan Riset

Appendix XI   : Berita Acara Bimbingan Skripsi

Appendix XII   : Pengesahan Skripsi

Appendix XIII   : Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Brown (2000: 15) stated that language will be obtained through imitation. It means that language very important thing for everyone to communicate with imitiation from people around them. Hurley (2001: 5) said that language is a communication system that enables the people to talk about anything, irrespective of time and space. It means that language is basically a communication tool to express what is in the mind. The purpose of language is to convey information as broad as the area clearly as a person's needs with others. Even though they were born without language, when they were over two years old, children specifically got a lot of vocabulary and were able to form words in one word or two words. The use of language is not always uniform depending on who is invite to speak. In most communities, people speak to family members and friends differently from strangers (Clark 2003).

In child language continues to develop from an early age even since he was a baby. Child learn languages from hearing, seeing, and imitating people around them. Babies who often hear or invite to talk, will develop language skills faster. At two years old the babycan make simple sentences (for example : *" I'm hungry", "drink milk", "eat cakes", "what is that", "I'm thirsty."*). The baby can

mention parts of body (for example : *nose, ear and eye*) or simple objects around it, the baby is able to understand and execute command sentences like simple command sentences (for example: "*please get the ball and give it to the mother*"). The baby can find out the formation of two words or more, can name and understand the meaning of about 150 to 300 words. At around 1 to 2 years the child comes to the one-word stage and the child will show the ability to understand more words. In the stage two words a child will use two words in sentence. From the time a child to able reach more than two words, they will be able to make a good sentence, count up to ten, tell their experiences or ideas and asking questions.

Language acquisition is the process whereby children achieve a fluent control of their native language (Varshney, 2003: 307). The acquisition of language is the process by a child obtain his first language or his native language that occurs in the child's brain. Language acquisition is a process where someone gets a language that will help express everything in the mind through the words to be spoken. Language acquisition in children can be known by examining the child own language.

The goal of acquisition is the mastery of the language use around them, so the acquisition analysis should be based on the language children hear. The words children hear and the construction of those words appear take from local usage patterns in the language community. The social environment in which children

adapt to the first language is very important, this is where they hear their language being used. Where the child will analyze or understand and produce language which will be studied as materials.

Therefore, Mandailing Batak children use the Batak Mandailing language as their first language or mother tongue. In the culture of mandailing batak the child usually is bilingualism. Because the child live in environment where all of his families and friends are Indonesian and used *bataknese* as the first language and *Bahasa Indonesia* as second language. His first language is Bataknese. He is spent most of time with his mother and other people around him. He intensely interaction with his mother and this research subject also got the input to learn a new word.

In the first year, generally the most of children have mastered the ability to say a few simple words. At 18 months, most children can say 8 to 10 words and at age 2 put words in crude sentences such as "*more milk*". At the age of 2 years the child is also involved in representational or mock games and at the age of 3, 4 and 5 more vocabulary increased rapidly and he began to master many rules in the language.

Thus, to learn a language, a children must master the morphological system. Therefore the child need to learn about word structure, morphology: whether the child says one word or two words. Words can be complex and consist of several building blocks, sometimes with suffix or prefix added to the root form

(*e.g. Write / writer, saddle / unsaddle*). These building blocks also allow for the construction of new words to express new meanings, meanings for which is no conventional forms exist (Clark, 2003 : 14). The base word is the word that becomes the basis of the beginning of the formation of a larger word. For example: eating, sitting, coming home, staying, coming, drinking, stepping, moving and others.

In this research, the writer interested in observing the first language acquisition process of the research subject in Morphological System in *Mandailing Bataknese*, in the village *Barbaran, Panyabungan Barat* district, *Mandailing Natal*. Studying language acquisitionof child was really enticing and very interesting to do because we know in children from the age of 0 of 2 years or more language development, which is amazing, extraordinary language and interesting to study. A language formed by the word, and a word can be formed by the morphological process. This research was important because children's language is very interesting to study especially in children aged two years who was still difficult to express words and word formation process. Besides the research can find the process of word formation in children 2 years in Batak Mandailing and from the results of the research, it was found evident that the phenomenon of language acquisition is relevant to linguistic theory.

B. Identification of Problem

1. The morphological acquisition of Batak child 2 years old were ungrammatical or difficulties.

2. The child difficult in the formation of the word would they convey.

3. The child vocabulary not enough and pronounciation was not clear.

C. Scope and Limitation

The scope of this study focus on language acquisition of Mandailing Batak . In conducting this study, the researcher which by limited the observation on the morphological system of two years old of child.

D. Formulation of the Problem

1. What kind of words morphological acquired by two years old child on Batak Mandailing of morphological system?

2. How did the morphological process realized by 2 years old by child in Batak Mandailing?

3. What were the influenced factors of morphological acquisition of Batak Mandailing child in 2 years old?

E. Objectives of the Study

1. To investigate kind of words morphological acquired by two years old child on Batak Mandailing of morphological system.

2. To describe the morphological process realized by 2 years old of child in Batak Mandailing.

3. To identify the influenced factors of morphological acquisition of Batak Mandailing child in 2 years old.

F. Significance of the Study

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

1. Theoretically

The study used in this proposal can expand and provide rich information to parents or readers about language acquisition in two years old of child in the batak morphological system, and understand about delivery children when communicate with parents or other people.

2. Practically

a. This study hope to provide useful information for parents to develop in language acquisition of child.

b. This study for parents provide more information and can develop better communication with child about language acquisition, and apply it to daily communication.

c. This study also useful for students in psycholinguistics learning to improve learning that interesting for them and helps provide information on difficult learning related to language acquisition.

d. This study for the writer and the reader can add insight and experience to increase knowledge on children's language acquisition in morphological system.

e. This study for other researchers that can be a reference, a source of information and reference material for further research so that it can be further developed in analyze of language acquisition in two year old children.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Psycholinguistics

Psycholinguistics is one branch of linguistics. Psycholinguistics comes from two different terms. Actually it is a hybrid combinatorial discipline. They are "psychology" which is the scientific study of the human mind and "linguistics" which is the scientific study of language. Based on the acquisition and use of language about cognitive related to psycholinguistic studies. (Hartley, 2005 :13) states that the main object of research in psycholinguistics is the study of the cognitive process that underlies the comprehension and production of language and the way cultural environment interacts with these two. It means that, in psycholinguistic a person who used language based on interaction in language acquisition comprehension and production is influenced by the cultural environment.

Psycholinguistics discusses the relation between language and mind in processing and producing speech in language acquistion. It means that psychology was the study of the correlation between language understanding and the human brain in processing, producing, and acquiring language. The process of language in the human mind is seen by mental phenomena. The Viewed from the

psychological aspect or point of view, language production or processing occurs in the mind of the speaker and listener.

1.1. Speech Comprehension and Production

Psycholinguistics is related to describing how the human brain produces and processes the ability to think and produce language. According to (Harley : 2011) comprehension is the processing stage that follows word recognition and word fragments. Word recognition can be both oral and written. With spoken words, phonemes of spoken candidates which are consistent of input. The baby sounds made by babies involve many but not all sounds that occur in the languages of the world. From the stage of babbling children move to their first words. Occurs when a child is one year old, can occur later in the day. When the child is able to say a few words appear in speech. The other sounds must be reacquired. It means that the language skills of children are based on their ability to obtain language and can express it in the form of words.

In comprehension, when children do not have or can not find related information in the memory for a particular word or expression, they try on what they know about what it is, or appears to be discussed. They take property from certain objects, their usual roles, and relations that can hold between them in response to requests or instructions that they do not understand. For example, in research designed to find out when children can understand a variety of locative

prepositions in English, (Clark, Eve V, 2003: 32) found that the children were very young, ages 1: 6-2: 0, depend on what they know about the container and the support surface than on any understanding of those words on the surface regardless of the prepositions in the instructions, they put objects in the container.

In production, children depend on different strategies, they make the intention want to convey. They return to one of the available alternatives, if they fail to find the right word. They can go to general purpose forms and, to select objects, produce demonstrations like this or that, or general purpose nouns such things. They can produce verbs like do or go and to choose goals in general (Clark, Eve V, 2003: 10). In both examples, children seem to intend to interpret very accurately each utterance from such general purpose form, a meaning that can only be counted in the context of speech.

1.2 Language Development of a Child

The language development process of children differs from one child to another and is a very complex phenomenon. However, there are many characteristics of language development that are common among many children and not only between those who speak the same language or those from the same community but among many children who speak different languages. Children's language development is a process of dynamic, flexible abilities according to

many internal and external factors. Even so, there are some features that can be recognized during the child's speech development.

Language starts to develop from when the child is born. At first it is only an acoustic perception of a person speaking and certain skills of the speaking organ, so the child could speak later and there before communicate with the environment. There are several phases of language development that can be identified in a child's speech. Different writers identify different phases, but they all present the continuity of language development.

There are pre-linguistic and linguistic phase, Smiljanic and Tolicic as cited in (Daniela Andonovska : 2010) of the language development of a child. When the child is born, the child begin to cry, or scream. This is the first step of the pre-linguistic phase. It means that the child greets the outside world. This also proves that he breathes, that water passes through his respiratory organs. Then, the new born child uses his cry to send messages to the people who care for him. In this phase, the sound produced by a child can be related to certain emotional conditions he experiences, for example if he is in pain he will cry, if the child is hungry he will cry, but different, if the child is happy and content then he will make specific sounds that will serves as an indicator for his emotional state.

The first of words by child usually such nouns and their pronunciation is incorrect. They can be articulated without certain sounds. Therefore they are made shorter than actually. Another characteristic is they are onomatopoeic. For

example, instead of saying "car", the child says "buuuu", instead of saying "cat", the child pronounces "miaoh-miaoh", and so on. The first words in most cases represents the whole sentence, for children to express their wishes and demands in this way. Most writers based on their own research have concluded that nouns first appear as groups of words. After nouns, there are verbs, verbs and adjectives.

2. Language Acquisition

The child interaction to get language not only with their parents and other adults, but also with other children around them. All normal children who grow up in a normal household, surrounded by conversation, will be familiar with the language around them. And it's easy to get two or more languages at the same time, because they regularly interact with the speakers of these languages. The specific way that is used by many adults to improve the language obtained by children. Studies show that babies who speak naturally use babies and toddlers tend to always be at the level of their own language development, even though it attracts attractive children. This 'Baby talk' is a vocabulary and simple sentence structure of adult language, intonation and excessive noise, and a lot of repetition and questions. All these features help the child to sort of meaning, sound, and sentence patterns of language.

The children can build on pre-existing ideas when they learn first language about what must be represented with prior knowledge and understanding of communication, or children begin to learn languages from no words at all. They

can discover what is represented in language (Clark, Eve V. 2003: 2). It means that the language acquired by children is done by themselves and they can do it by help of the environment around them. The acquisition of children can also be influenced by the characteristics of each language. For example, the language features can affect the order in which children acquire any language system and can also make some parts of the language harder or easier to obtain. Social interaction and cognitive development also influenced to acquisition of language.

Clark argues that children with language development is driven by the need to communicate with humans around them. The children speech focused on play an important role in the model of Clark. Because nothing is innate, children learn language from the utterances addressed to them. Clark offers evidence for the claim that children are sensitive to every detail of acoustic, morphologic, syntactic, semantic and pragmatic input (Clark, Eve V 2003).

In language development of children need a long observation to understand it and a complex phenomenon. At the morphological level, language development in children is the process of fast growth which usually begins by recognizing and pronouncing words that are nouns. Vid Pecjak in (Daniela Andonovska : 2010) determine the developmental phases of the child's speech: 1. scream, which begins when the baby opened his lungs and let the air pass through the respiratory system, 2. vocalization, that means vocal articulation, 3. the expansion of sound, when the child is able to articulate a lot of sounds that are not

even fulfilled in his parents' speech, 4. sound contraction, when certain sounds in the child's speech are no longer present, especially sounds that cannot be recognized in the speech of their parents, 5. the goo-goo phase means connecting one sound with another, 6. and the words real words when children begin to use conscious speech.

2.1. First Language Acquisition

First language acquisition occurs when a child who has never learned a language for the first time. In the firs language what do children know when they start talking at age one? They already have about twelve months of conceptual and conceptual development. They are adept at identifying objects, understanding similarities, actions, recognizing faces, and sorting likes and likes. They can steer objects and know where they are stored and how they are used (cups, bottle caps; bowls, spoons, shoes, socks, gloves; soft toys, balls, dolls, books; stairs, blankets, chairs).

They know a lot about their environment, about Euclidean space (top vs. bottom, back [invisible] vs front [visible], side to side) and topological space (inside vs outside, contained, installed, supported). They display memory for objects (persisting in looking for keys that have been covered with a cloth); they use "tools" (asking adults to open boxes), and they use pretense in playing (moving blocks while making car sounds). In short, they prepare a representation

of what they see and know. They use this for recognition and recall, remembering them first with gestures and reenacts of events, and then with words (Piaget, Werner & Kaplan as cited in Clark, Eve V (2003).

2.2. Theories of Language Acquisition

2.2.1. Noam Chomsky (Innatenesses Theory)

Noam Chomsky's innateness theory or nativist theory that children have in born ability innate to acquire and process biologically determined of language acquisition. With nativism, the experts view language as a fundamental part of the human genome, as the qualities that make a human being human, and the acquisition is a natural part of maturity. It seems that species of human brain has evolved whose nerves contain language information at birth and tend to learn naturally triggered by hearing the conversation around. Chomsky has determined that being biologically prepared to acquire language apart from regulation is because children's language acquisition devices (LAD) are used as a mechanism for working outside the rules of language. Chomsky believes that all human languages have the same principle, as all languages have verbs and nouns, and it is the child's task to determine how the specific language he hears expresses the underlying principles.

Children also initially possess, then develop, an innate understandings or hypotheses about grammar regardless of where they are raised. They acquire grammar because it is a universal property of language, innate development, and

fundamental grammar ideas that all humans have. Chomsky has created universal grammar (UG). Children under the age of three usually don't speak in full sentences and instead say things like "want cookies" but you still not hear them say things like "want me" or "I'm cookies" because of statements like this will solve the syntactic structure of the phrases, a component universal grammar.

2.2.2 Cognitive Theory

Piaget's theory or that is known as cognitive theory. The theory of cognitive development, is a comprehensive theory of the nature and development of human intelligence which was first developed by Jean Piaget. This is mainly known as the theory of the stage of development, but in reality, it is related to the nature of knowledge itself and how humans come gradually to obtain it, build it, and use it. Moreover, Piaget claimed the idea that cognitive development is the center of the human organism and language depends on cognitive development.

Cognitive theory is a psychology learning theory that attemp to explain human behaviour by understanding thought processes. The assumption is that humans are logical beings who make choices to make the most sense to them. The stages of Piaget's Cognition are:

1. Sensorimotor: (from born to around two years) During this stage, the child learns about himself and his environment through motor and reflex actions. The mind comes from sensations and movements. The child learns that he is

separated from his environment, his parents, or his favorite toy, still exists even though they may be beyond the reach of his common sense. Teaching for children at this stage must be adapted to the sensorimotor system.

2. Preoperational (starting around the time the child starts talking about age 7) Applying his new knowledge about language, children start using symbols for repeated objects. At the beginning of this stage he also personifies the object. He is now better able to think of things and events that are not coming soon. Oriented at the present time, children experience difficulties in conceptualizing time. His thoughts are influenced by fantasy as he wants and he assumes that others see the situation from his perspective.

3. Concrete: (around first grade until early adolescence) during this stage, accommodation increases. The Child develop of the ability to think abstractly and make a rational assessment of the real phenomena or observable.

2.2.3 Social Interaction Theory

Vygotsky believes that the environment is "the socially organized world of culture created by the individual who developed, in the process, his latent forces and abilities" (Yaroshevsky, 1989 cited in Ghassemzadeh, 2005). The environment in this sense is not considered as "an absolute and immutable concept which is already present when the child is born, but a factor, or rather a set of factors, which vary according to the peculiarities of the organism (eg, stage of development) and which has some rules that can be internalized in accordance with transformational and developmental system" (Ghassemzadeh, 2005).

Especially since birth, mother and child have the most familiar relationships. Children learn languages from their mothers. Just as Brown (2000)'s stated, language will be obtained through imitation. Snow (2007) declared language acquisition is a process of interaction between mother and child from birth. The purpose of the speech of mothers is to show the children all languages. Also Olson (1986) stated the importance of learning environment. Mothers will give lots of input to children so that children can learn the language quickly. Therefore, the input of mothers' speech will influence children's output. However, in the development of children, there may not only be maternal input variables.

2.3 Factors Affecting First Language Acquisition

Many factors influence first language acquisition, and there may be significant variations in the age at which children reach a certain developmental stage.

2.3.1 Natural Factor

Humans are born with the natural ability to learn a language. Chomsky argues that children have the capacity to acquire language because they are born with an innate knowledge of language called as Language Acquisition Devices (LAD) cited in Simanjuntak. Innate knowledge that will develop optimally after receiving stimulus from the environment. The stimulus is the input that child receive from the environment around them. The utterances that produced by the

child after getting the stimulus known as output. The process of obtaining through this device is reasonable. Child can accept what is happening around them including getting their first language.

2.3.2   Input

Troike (2006) states that in language acquisition input is important for children in acquiring the language. Input is the materials that enable the language acquisition take place. Input is influenced by the source, form and intensity.Input is influenced by the source, form, and intensity. The sources of input come from people around child including parents, caregivers, environmental and electronic devices. Children get the input in the form of utterances that they hear from the people around them (Erillia: 2011). Parents as the closest people of the children have an important role to provide input through direct communication. Besides parents and people around the children, electronic devices can also provide input. The electronic devices are TV, handphone, electronic, and also DVD / video. Children nowadays spend their time play games in gadget, watch television programs, and watch videos.

The form of input is sound. The dominant voice for children. They listened to the input sound form. They will imitate what they hear around them. It can be a human or non-human voice (electronic device) and how often the input is heard by children. Children who have sufficient intensity in hearing input will help them

develop their language skills. That is why input has an important role in developing children language skills.

2.3.3 Social Background

Social background includes the family structure, social group, and cultural environment that varies considerably in child language acquisition (Vigotsky as cited in Saeed Mehrpour: 2015). Family social class is a composite by income, level of education and occupation. Usually, it is divided into lower class, middle class and upper class. Most of the studies show that children from lower socio economic groups are less fastes in acquiring the vocabulary than children from higher groups who have opportunities to master many vocabularies in language acquisition process. The socio economic status and the education of parents also have the important role in providing the input for children to acquire the language. Differences may arise because of different use of language by parents.

3. Morphology

Morphology is a branch of linguistics that deals with the structure of words. According to Verhaar, Kridalaksana, Ramlan and Nida as cited in (Jatnika, Asep Wawan : 2014) share the same understanding on morphology. They define morphology as the field of linguistics that studies (1) the arrangements of word elements grammatically; (2) the morphemes and their combinations; (3) the parts of the language structure that include words and elements of words; and (4) the word forms and elements, including their influence. Morpheme is a minimally

meaningful unit that can form words or parts of words. In other words, morphology is the branch of linguistics that studies patterns of word formation and cross-language, and to attempt to formulate the rules of the knowledge of the speakers of those languages. Word formation is the making of new words, sometimes the word changes the meaning of the word.

3.1. Morphological Acquisition

At the age of 1 to 2 years the child will be able to express words from one word to more than two words. The children's ability to combine words into larger units often indexed using a simple measure called mean length of utterance (or MLU). This measure count the number of morphemes or words produced by a child in a single utterance (which in turn is judged by seeing when the child pauses). One of the biggest challenges faced by children learning morphology is a combination in the target language. Morpheme is the smallest unit of meaning of a language. For example, the word *'cats'* and *'singing'* are made up of two morphemes respectively, *'cat'* and *'s'* and *'jump'* and *'ing'*. Usually, children speech develops from one word to two words into three words and more. Most of these words are content words such as nouns and verbs, while grammatical words, such as prepositions and *'be'* verbs, emerge much later.

Morphology is the aspect of language relating to the rules governing changes in the meaning of words. Morphological development is analyzed by computing a child Mean Length of Utterance (MLU). Typically, 50 to 100 speech

samples were analyzed to draw conclusions about the overall production of children. Every word produced by a child is broken down into morphemes. Morpheme is the smallest unit of meaning, inseparable. For example, the word "walk" is a morpheme, while "walked" is two morphemes: "Walk" carries its own meaning and "ed" signifies the past. Young children often combine words to convey one idea or meaning. As a result, words like "gonna" count as one morpheme. As adults, we understand that "will" really consists of "gonna" and "to", each of which has meaning. After counting the morphemes for each child's speech, they are totaled and divided by the total number of speech

Morphological process changes stems to get new words. They can change the meaning of words (derivatives) or grammatical functions (inflectional). Morphological analysis is the observation and description of grammatical elements in a language by studying its form and function, phonological variants and its distribution. Maybe synchronic or diachronic or both. Morphological analysis is very important in learning a language and also depends on the formation of words.

4. Morphological Process

The Morphological process is basically a word formation process from a basic form through affixing (in the affixation process), repetition (in the process of reduplication), compounding (in the composition process). 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:

4.1 Affixation

Affixation is a form (or morpheme) bound that is used to reduce the word. Another definition of affixation is the affixing process of affix to a unit, both units are in the form of a single form or a complex form to form words. 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 toform new words or principal words. There are four kinds of afixation , namely (prefixes), infix (insert), suffix (suffix), and konfiks (combined prefix and suffix).

a. Prefixes

Prefixes are process of attaching an affix to the beginning of a stem or root word. States that prefixes is a particle that is attached in front of the root or root of word.

Table 2.1

Example of Prefix

Prefix	Original Word	Example (in Mandailing Language)	Example (in Bahasa)
Mar	*Lojong*	*Marlojong*	*Berlari*
Tar	*Jeges*	*Tarjeges*	*Tercantik*
Ma	*Godang*	*Magodang*	*Membesar*
Di	*Kojar*	*Dikojar*	*Dikejar*
Sa	*Halak*	*Sahalak*	*Seorang*

b. Suffix

Suffix is a letter or group of letters that is added at the end of a word to change its meaning or to make sure it matches grammar into sentences.

Table 2.2
Example of Suffix

Suffix	Original Word	Example (in Mandailing Language)	Example (in Bahasa)
On	*Pangan*	*Panganon*	*Makanan*
Hon / Han	*Menek*	*Menekkan*	*Kecilkan*
I	*Ubat*	*Ubati*	*Obati*

An	*Basu*	*Basuan*	*Tempat Cucian*

c. Infix

In the infix of the root word is usually placed after the first syllable of the root word. The process of word affixing is called infiksasi. The additions in the form of inserts such as: *-er-, -el-, -em- and -in*. In Mandailing Language, for example *um : gumodang, dumenggan, dumonok, gumorsing, guminjang.*

d. Confix

Confix is a combination of prefixes and suffixes which are attached at the same time at the beginning and end of the base.

Table 2.3

Example of Confix

Confix	Original Word	Example(in Mandailing Language)	Example (in Bahasa)
Mar > an	*Sapa*	*Marsapaan*	*Bersapaan*
Ha > an	*Sonang*	*Hasonangan*	*Kesenangan*
Par > an	*Mayam*	*Parmayaman*	*Permainan*
Sa > na	*Bahat – bahat*	*Sabahat - bahatna*	*Sebanyak - banyaknya*

4.2 Repetition

Reduplication is the process of new words with the word repetition to make new meanings like in Indonesia *baju* become *baju – baju* . This is one of the common ways in *Indonesia* and in *English* to create new meanings or goals 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: *potang* become *potang - potang, buku* become *buku-buku, dalan* become *dalan - dalan, sada become sada - sada.*

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 *man - kon*, example: *manjalankon = manjalan – jalankon.*

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

c. Bentuk *mar* , example: *marmeter = marmeter - meter.*

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

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.*

4.3 Compounding

Compounding is a word formation process based on the combination of lexical elements (words or stems). 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 Mandailing language can be concluded that the formation of a morphological word. For example : *bagas godang, halaman bolak, anak boru, bulung gadung, amang boru, sopo godang, karosi panjang, abit ginjang, salawor panjang, poken jongjong, naposo bulung, nauli bulung, pandan misang.*

4.4 The Classification of Words

Words can be classified by various criteria, such as social factors and language history. Here focus primarily on the major word classes noun, verb, adjective, adverb, pronoun, proposition, conjuntion, interjection and on ways of dealing with the cross-linguistic variability in their patterning.

Noun   : book, ball, shoes

Verb   : push, sit, know

Adjective   : good, blue, beautiful

Adverb   : quickly, very, now

Pronoun   : I, you, this

Proposition   : in, on

Conjuntion   : and, but, yet

Interjection   : ih!, oh!

5. Previous Study

In this study, the writer reads researchers which have the same topic with research about using Language Acquisition by children. Even though, the topic was the same, but the writer used different theory and different way in collecting data and analyzing data.

The study was conducted in the skripsi by Nidya Novalita. On her tittle skripsi entite : " **First Language Acquisition Process Of A Two-Year-Old Child In Syntactic Level: A Case Study Of A Bataknese Child"**. The data was collected from two years old of child. So, this previous research was different with the research of the writer that focuses on first language acquisition only, especially in syntactic level.

Studies the written by other researchers related this research is Tri Anggi Hutami (2018). Titled *"Morphological Analysis On The Language Acquisition Of Three Years Old Children" .* In the research, the writer also focused on the form Language Acquistion on morphological analysis but different the subject . The data of this research was taken by three years old children. She concluded that Language Acquistion the development of morphological acquisition in three years old children vary depending on the children intelligence. She also concluded different if the children taken from other child at different ages.

B. Conceptual Framework

A branch of both linguistics and psychology, psycholinguistics is part of the field of cognitive science. Language acquisition is natural to human, and each child enters the same process of some stages in acquiring a language. The children are born, and grow, and learn to speak and to understand other when they speak. At 18 months, most children can say 8 to 10 words and, at 2 years old, combine words in rough 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 a game of representational or pretend play. At the age 2 years more a child's words rapidly increases, and he or she begins to master the rules of language.

Language must learn about morphological aspects including the language of children. One of the greatest challenges that a child learning morphology faces is the combination in the target language. Morphology is usually analyzing a word and how words are formed from smaller meaning. There are process morphological in *bahasa* based on Ramlan include adding affixes, compounding, reduplication. The word classes divide into eight, those are: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjuntion, and Interjection. The more children get older, the language acquired would increase and get new sentences that increase. The children also can get understand complex sentence.

CHAPTER III
METHOD OF RESEARCH

A. Research Design

This type of research was applied to descriptive research on language acquisition in the child 2 years old. This research was qualitative research. Bogdan and Taylor (in Moleong, 2006: 4) stated that qualitative method is used as research procedures that resulted descriptive data containing of spoken and written words and people behaviour which can be observed. In qualitative research method that usually were used interview, observation and used of documents. This research aims to described in detail about the phenomena of everyday language acquisition processes.

B. Source of Data

The data of this study were the words in sentences containing morphological interference of Mandailing language of child. The data of this research were utterances of the research subject and this study obtained data sources taken from two years old child, the subject of this study was taken from child named is Zul Asfi Arrayhan.

C. Technique of Collecting Data

In this research, the technique of collecting data was used observation method. Data collection by observation method was carried out on child mandailing bataknese, in which user who directly involved. At the time of observation the researcher also conducted a conversation techniques, recorded techniques and note technique of words heard to made it easier for researcher to obtained data.

D. Technique of Data Analysis

The data in this research was obtained by recorded and written words from the research subjects. Documentation of the results of the subject conversation and data collection was done by seeing and writing available data. The words of the research subject recorded and then the author copied the record of the data so that the data was analyzed.

Steps of Research

1. The researcher was observed the language obtain by the child

2. The researcher recorded and taken note the utterances of the research subject in his daily activity and when he interaction with people around him.

3. The researcher listened the utterances of the research subject

4. The researcher transcribed the utterance of the sentences that was collected from the record or note

5. The researcher classified the speech utterance by the child into units of kind words

6. The researcher observed the research subject activity at home.

7. The researcher interview or asked the research subject mother to find out the information about language development of the research subject.

8. The researcher classified the data based on the problem of research.

After collecting data was taken from the steps of data research , the writer analyzed data based on language acquisition theory by (Moleong 2006:104) stated that data analysis is a process of categorizing, systemizing data into pattern, category, and basic essay unit to find out the theme and to formulate the hypothesis as suggested by the data. Data analysis was data used by the researcher to classify and organize data, made the data easier for writers to write findings. The purpose of data analysis was described and classified data problems that solved by the researcher. The researcher classifies and compiles data systematically based on research problems. Furthermore, the researcher wrote the findings of data analysis based on the data and the last the researcher made conclusions of this research.

CHAPTER IV

DATA AND DATA ANLYSIS

A. Data Collection

This research the researcher was described data based on the data that have been collected. The sources of data were utterances that had taken from a two years old *Mandailing Bataknese* child as the research subject. The data lasted for one month starting from July, 27th 2019 to August, 25th 2019. Data was obtained during observation of child aged two years and at the same time recorded the words he was produced with the morphological process were analyzed every week. So, the data only contain with the words were acquired of child and the analysis of data based on the theory of Meleong.

B. Data Analysis

After collecting the data, the researcher firstly identify and classify words was obtained by child and then describes the morphological process of words. Based on the collected data from the research subject during observation, the classifications of sentences based on the meaning of the communicative function, which was kind of words divided into eight, they were: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjuntion, and Interjection. The morphological process, they were : Affixation, Reduplication and Compounding. And some factors that influences the research subject in acquired of the language acquisition.

1. Word Classes

a. Noun

Nouns refer to persons, animals, places, things, ideas, or events. Nouns encompass most of the words of a language. There were some nouns of form : Concrete nouns represent a thing that is real and tangible. For example: *cat, person, rock, smell, air, soup.* Proper nouns were the name that identifies someone or something, a person or a place. For example : Susi, Jimmy, Aunt Audrey.

There were some word acquired by child which used nouns :

(1) *Sul ----> zul*

 Alaihan ----> arrayhan

 The original word by child [sul = zul] and [aspi = asfi] addressed to state name himself to mentions one by one

(2) *bumbum ----> Mobil* (car)

 The word was noun, because the child described the word acquired in sound of his toy. The original word [bumbum = mobil]

(3) *Aing ----> taing*

 The word he mention to called name of people interaction with him (designation for girl, taing {noun}). The original word [aing = taing] used indicate a noun.

(4) *Utok ----> ucok*

The word ucok used to mention of boy, the name of people in bataknese (It mean to : noun)

(5) *Andi ----> fandi*

The word acquired by child was monomorphemic (because the child only mention at the end word)

(6) *Mbek ----> ambeng* (goat)

The word was noun because the child was mention to animal. The original word [mbek /m;bek/ambeng].

(7) *Mak ----> umak* (mother)

The word was monomorphemic, umak used the mention of mother, it was noun

(8) *Yah ----> ayah* (father)

The word mention to called his father, it was monomorphemic because only mention at the end of word. (from the word *ayah* was noun)

(9) *Neknek ----> nenek* (grandmother)

The word was noun, the word nenek used to called his grandmother

(10) *Makmak ---- > mamak* (uncle)

The word was noun because a mention to people. The word used to called his uncle.

(11) *Ting ---- > uting* (cat)

The word was monomorphemic [ting = uting] because the child only metion at the end of word. The word used to namely of animal, it was noun.

(12) *Ayo ----> tayo*

The word was noun, it used to mention of name of cartoon. The child eliminated the word prefix (tayo was noun)

(13) *Eh ucuk ----> teh pucuk*

The child said more than one syllable word [teh + pucuk = teh pucuk]. It means that the child want to drink "teh pucuk"

(14) *Ulo – ulo ----> gulo –gulo* (candy)

The child said more than one syllable word. The word was noun, the child able to utterance of word the way repeated.

(15) *Bang ----> bang* (brother)

The child able to utterance by complete, used the word to call the seller to buy a food (the word was noun to mention name of people).

b. Verb

Verbs is doing words. Verbs can express physical actions, mental actions, or states of being. A physical action for example : *to swim*, *to write*, *to climb.* A mental action for example : *to think*, *to guess*, *to consider.* A state of being for example : *to be*, *to exist*, *to appear.*

There were some word acquired by child which used verbs :

(1) *Okon ----> dokon* (say)

The child was followed his mother, by repeated what her mother said. The original word by child [okon/o;kon/dokon]

(2) *Angis ----> tangis* (cry)

The word was monomerphemic, the child express someone is feeling. Nangis it means that prefix {me + nangis}, the word was verb, because a mental action.

(3) *Alam ----> salam* (greet)

The word means that prefix {me + salam = menyalam} the child acquired the original word was [alam = salam]. The word was verb, because to show a physical action.

(4) *duduk ---- > duduk* (sit)

the word mean to action. The child said complete word without error. The word was noun, to show a physical action.

(5) *Au ---- > jau* (want)

in acquired word by child [au = jau] mean to want something based on his desire. The word was noun.

(6) *Inum ---- > minum* (drink)

The word utterence by child was monomerphemic [inum = minum] used to a disire for something. Inum was verb because mean to show a mental action.

(7) *Onton ---- > menonton* (watch)

The word indicate prefix [me + nonton = menonton], the original word by child [onton = menonton] eliminate of prefix. The word was noun.

(8) *Aik ---- > naik* (ride)

The word was monomorphemic [aik = naik] the word was verb because to show a physical action.

(9) *Amping ---- > jemping* (jump)

The original word by child [amping = jemping] indicate a verb, consist a physical action.

(10) *Lali ---- > lari* (run)

In acquired by child used to verb, the word indicate to show a physical action. the original word [lali = lari]

(11) *Abu ---- > dabu* (fall)

The word indicate prefix [ma + dabu = madabu] the original word [abu] was monomorphemic.

(12) *Bung ---- > bungkon* (dispose)

The word indicate to suffix [bung + kon = bungkon], used to show command word. The word was noun

(13) *Alik ---- > tarik* (pulled out)

The original word utterance by child [alik/a;lik = tarik] the word indicate monomorphemic that eliminate prefix.

(14) *Ola ---- > tola* (may)

The original word utterance by child was [ola = tola] he eliminate the prefix of word. The word indicate expressing possibility [ola = boleh {noun}]

(15) *Mayam ---- > marmayam* (play)

The word utterance by child [mayam = marmayam] the word indicate prefix [mar + mayam = marmayam {verb}]. The child eliminate prefix of word. The word was monomorphemic

c. Adjective

Adjectives were words that describe or modify other words, making your writing and speaking much more specific, and a whole lot more interesting. For example: *small, blue*, and *sharp* are descriptive, and they were all examples of adjectives. Because adjectives were used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify.

There were some word acquired by child which used adjectives :

(1) *Nek ---- > menek* (small)

The word utterance to size, original word by chid [nek/ne;k/ menek] the word used adjective. It was monomorphemic

(2) *Ungun ---- > malungun* (miss)

The word indicate to prefix [ma + lungun = malungun] the original word by child [ungun / lungun /malungun] the child to express his feeling.

(3) Abo ---- > tabo (delicious)

The word utterance by child [abo = tabo] used the monomorphemic. The word was adjective

(4) *Anis ----> manisnya* (sweetness)

The original word utterance by child [anis = manisna] the word indicate of suffix [manis + na = manisna]. It was adjective

(5) Biang ----> mabiar (afraid)

The word utterance by child [biang = mabiar {adjective}] the word indicate to prefix [ma + biar = mabiar]. The word was monomorphemic because eliminate word of prefix.

d. Adverb

An adverb was a part of speech that provides greater description to a verb, adjective, another adverb, a phrase, a clause, or a sentence.

There were some word acquired by child which used adverb :

(1) *Ibaas ---- > ibagas* (at home)

The original word utterance by child [iba;as/ ibagas / dirumah] the word indicate to prefix [di + bagas = dibagas] added the front of noun. The word was adverb because to show adverb of place

(2) *Seola ---- > disekola* (at school)

The original word utterance by child [se;ola / seola/ sekola] the word indicate to prefix [di + sekola = disekola].

(3) *Dung ---- > mandung* (already)

The original word utterance by child [dung = mandung] the word used as an intensive after a word or phrase to express impatience.

(4) *Iaek ---- > iaek* (in the river)

The word used to showed a palce. The word was adverb of place

(5) *Neknek abaan ---- > i nenek sabaan* (at grandma's house)

The original word utterance by child [ne;nek aba;an / nenek sabaan] the word use to show at grandma's house, it was adverb.

e. Pronoun

Pronouns was words that replace nouns. For example: he, he, that, they, someone, who. Pronoun can do all things that nouns can do. They can be subjects, direct objects, indirect objects, preposition objects, and more.

There were some word acquired by child which used pronoun:

(1) *Se ape ---- > dise hp* (which is handphone)

The original word utterance by child [se;ape / dise hp] the child able to acquired more than one syllabe. The word was pronoun

(2) *Ia ---- >ia* (she or he)

The word [ia = dia] that indicate to someone, the word was pronoun.

(3) *Bumbum jia ---- > mobil jia* (which is car)

The word acqired by child [bumbum;jia / mobil jia] the word indicste to noun. It was a relative pronoun

(4) *Naku ---- > punaku* (mine)

The original word by child [na;ku / punaku] the word used to refer to a thing or things belonging to or associated with the child

(5) *Au ---- > au* (I'am)

The word was pronoun used by a child to refer to himself

(6) *Bo ---- > ibo* (that)

The original word utterance by child [bo = ibo {pronomina}]used to identify a specific person or thing observed by the child.

(7) *Iapa ---- > siapa* (who)

The word [iapa = siapa] indicate to someone used the word to question of something. The word was pronoun because used 'who'.

    f.   Preposition

A preposition was a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions were usually short words, and they are normally placed directly in front of nouns.

There were some word acquired by child which used preposition:

(1) *On ---- > on* (this)

The word [on {preposition}] indicate to a place

(2) *Ilual ---- > diluar* (in outside)

The original word by child [i + lual = diluar] the word indicate to a place

g. Conjunction

A conjunction was a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions were considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

There were some word acquired by child which used conjunction :

(1) *Ot ---- > dot* (and)

The word acquired by child [ot = dot] used to connect words of the same part of speech

h. Interjection

Interjection was a short greeting that used to express emotions. Interjection were usually followed by comma or exclamation mark. Sometimes it can be followed by a question mark.

There were some word acquired by child which used conjunction :

(1) *Lo ---- > olo* (yes!)

The word acquired by child [lo = olo] indicate to interjection, used to give an affirmative response.

(2) Dada ---- > dada!

The word mean to say goodbye, indicate to a pleasure

(3) Eehh!

The word indicate an expression of surprise and fear

(4) Uh!

The word used indicate a doubtful expression

(5) Argh!

The word used to indicate expression of annoyance, anger, frustration

(6) Ihh!

The word used indicate angry expression and incubating

2. Morphological Process

There were some morphological process acquired by the two years old children, there were : Affixation, Reduplication and compounding.

2.1 Affixation

Affixation is a form (or morpheme) bound that is used to reduce the word. Another definition of affixation is the affixing process of affix to a unit, both units are in the form of a single form or a complex form to form words. Kinds of affixation were:

a. Prefix

Prefixes is process of attaching an affix to the beginning of a stem or root word.

There were some prefix acquired by child :

(1) The word *margabus*

The word comes from Prefix (***Mar...*** + *gabus*), the original word by child *"abus"* (berbohong : lie)

(2) The word *dibuat*

The word comes from Prefix (***Di...*** + *buat)* , the original word by child *"i uat"* (diambil : take)

(3) The word *malungun*

The word comes from Prefix (***Ma ...*** + *lungun*), the original word by child *"ungun"* (merindu : missing)

(4) The word *manabusi*

The word comes from Prefix (***Ma...*** + *nabusi),* the original word by child *"buci"* (membeli: buy)

(5) The word *dikojar*

The word comes from Prefix (***Di...*** + *kojar),* the original word by child *"iojal"* (dikejar : be pursued)

b. Suffix

Suffix is a letter or group of letters that is added at the end of a word to change its meaning or to make sure it matches grammatically into a sentence.

There were some suffix acquired by child :

(1) The word *panganon*

The word comes from Suffix (*pangan* + ***ON),*** the original word by child *"panon"* (makanan : food)

(2) The word *manisna*

The word comes from Suffix (*manis* + ***Na)*** , the original word by child *"anis"* (manisnya : the sweetness)

c. Confix

Confix is a combination of prefixes and suffixes which are attached at the same time at the beginning and end of the base.

There were prefix acquired by child :

(1) The word *parmainan*

The word comes from ***Par*** + *main* + ***An*** the original word by child *"ayaman"* (permainan : game)

2.2 Reduplication

Reduplication is the process of word repetition with new words to make new meanings like in *Indonesia ba*ju become *baju – baju.* There are Exact Reduplication and Reduplication Partially.

a. 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.

Process reduplication that produced the two years old of child were :

(1) The word *lari*

The word comes from *lari* get a reduplication become *lari- lari,* the original word by child *"**lali - lali** "* (lari : run)

(2) The word *becak*

The word comes from *becak* get a reduplication become *becak – becak,* the original word by child ***"ecak – ecak"*** (becak – becak : pedicabs)

(3) The word *kejar*

The word comes from *kejar* get a reduplication become *kejar – kejar,* the original word by child ***"ojal - ojal"*** (kejar – kejar : chases)

(4) The word *diam*

The word comes from *diam* get a reduplication become *diam - diam,* the original word by child ***"iam – iam"*** (diam- diam : wordless)

(5) The word *goyang*

The word comes from *goyang* get a reduplication become *goyang - goyang,* the original word by child ***"oyang – oyang"*** (goyang : shake)

b. 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.

Process reduplication that produced the two years old of child were :

The word *ditarik*

The word comes from *ditarik* get a reduplication become *ditarik - tarik,* the original word by child *"alik – alik"* (ditarik : pulled)

2.3 Compounding

Compounding is the process of word formation based on a combination of lexical elements (words or stems).

Process compounding that produced the two years old of child were :

The word *kereta api*

The word comes from *kereta api the* original word by child "*eleta pi*" (kereta api) it comes from compounding *kereta + api* (train)

3. The Influenced Factors

There were some factors that influnces the research subject in acquired of the language acquistion which were natural factor, input, and social background.

Natural factors was acquired new words in daily communication and he utter it. He could communicate well to other people around him and the child was able to produce the word covering the questions, ideas, expressions, giving response to the people that communicated with him, and answering the questions addressed to him.

The source of input comes from the environment around the research subject that iclude of parents, people around him, electronic devices (such as Tv, and smartphone) and animal sounds. The input was form of the sounds and the

input also influenced by the intensity. The social background of the research subject also affected him in acquiring the language acquisition and the child able to imitated the words, sounds, and some actions of people around him.

C. The Research Finding

The data was acquired showed significant developmental differences in the process of children's language acquisition, during the observation findings shows that the child has showed further morphological acquisition as evidenced that he has obtained almost all word classes. The data that Zul Asfi acquired so many, for analyzed kind of words : noun 15 words, verb 15 words, adjective 5 words, adverb 5 words, pronoun 7 words, preposition 2 words, conjunction 1 word, interjection 6 words.

Morphological processes that acquired affixation he can get (prefix: 5, suffix: 2, confix: 1), Reduplication (exact reduplication : 5, reduplication partially :1) and (compounding : 1). The fact may be different if children was taken from other children or from different ages. In acquiring the language acquisition, the research subject was affected by natural factor, input and social background to increase development of language, the research subject could acquire the language well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and the findings, the researcher concludes that :

1. Morphology and phonology were related and synchronic or both. Based on the results of the data and discussion of research on language acquisition of the child two years old in everyday language. In acqured by Zul Asfi for analyzed kind of words : noun 15 words, verb 15 words, adjective 5 words, adverb 5 words, pronoun 7 words, preposition 2 words, conjunction 1 word, interjection 6 words.

2. Morphological processes that acquired by Zul Asfi, those were Affixation (prefix: 5 words, suffix: 2 words, confix: 1 word), Reduplication (exact reduplication: 5 words, reduplication partially: 1 word) and Compounding: 1 word.

3. The obtained of language acqusition, the research subject was affected by natural factor, input and social background. This natural factor was also influenced by input and social interaction. By obtain the input he could get acquired a new word and increase vocabulary, that he could master the language. The research subject got the input from the environment, for example, his parents, other family, people around him, animal sounds, picture, toys and electronic devices (Tv, and smartphone). Besides that,

social background of the research subject also affected him in acquire the language acquisition. Generally, the people around the research subject were children and good people, so he could got a good language. The child imitated the words, sounds, and some actions of people around him. The researcher could conclude that development language acquisition of child 2 years old different depend level of communication, intelligence of child in daily communication and environment. The fact may be different if children are taken from other children or from different ages.

B. Suggestion

1. For advanced researchers, this study only discusses language acquisition for child two years old, if reviewed from psycholinguistic studies there are many more that have not been discussed in this study such as language acquisition of children 5-6 years old.

2. The researcher hopes this research can inspire other researchers who want to conduct further research about language acquisition, especially in the morphological system.

3. The researcher also hopes this research can give information and add knowledge of the readers about language acquisition of child in morphological system.

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APPENDIXES

APPENDIX I

The Conversation Acquired by Zul Asfi Arrayhan

Name   : Zul Asfi Arrayhan Dalimunte

Age   : 2 years old children

Place /date of birth   : Barbaran, 11 July 2017

Sex   : Male

Address   : Aek Galoga, Panyabungan, Mandailing Natal.

The data taken from : 27 July 2019

When the child carry out conversation with researcher at home research subject.

The Researcher   : Ise goarmu?

                    (Siapa namanya?)

The Child   : Sul aspi allaihan dai unte

                    (Zul Asfi Arrayhan Dalimunte)

The Researcher   : Inda ibege etek, coba ulaki?

                    (Gak dengar Tante, coba ulangi?)

The Child   : Sul Aspi Allaihan Dai unte

                    (Zul Asfi Arrayhan Dalimunte)

The Researcher   : Aha na itonton mi zul

                    (zul lagi nonton apa?)

The Child	: Bumbum
	(Mobil)
The Researcher	: Malungun ko lnga dise ?
	(Zul rindu sama siapa?)
The Child	: Aing (taing)
	(Taing)
The Researcher	: Ise dope?
	(Siapa lagi?)
The Child	: Utok
	(Ucok)
The Researcher	: Ulang ucok?
	(Jangan ucok?)
The Child	: Andi (fandi)
	(Fandi)

In this situation the child has a conversation starting his name and the person he misses.

The data taken from : 28 July 2019

In this situation the child said and relevant based on instructions from people around. The shown through sound or objects directly. The child were able to mimic of animal voices and human voices. The words he gets in the form of the names of people who are often invited to speak. The word below this :

" mbek (suara kambing), u uuu (suara ayam). Wiuwiu (suara polisi), uhuk – uhuk (suara batuk), nek nek (nenek), opung (ompung), um mak (umak) , yah (ayah), upah (ulpa), ipah (pipah), aing (taing), ukun (syukur), tek (etek), ka kak (kakak), o uk (bouk), m bek (ambeng), a nuk (manuk), u tting (uting), ayo (tayo).

The data taken from : 29 July 2019

In this situation the child is sitting in front of his house with his mother and a lot of conversations with people around him. The child said "sewa" to called of public transportation.

The Mother   : Sewa, dokon jolo

                             (Sewa, bilang dulu)

The Child   : Ewa (sewa)

                             (Sewa)

The Mother   : Mamak

                             (paman)

The Child   : Mak mak

                             (paman)

The Mother   : Suara Ambeng ?

                             (Suara Kambing)

The Child   : Mbek

                             (mbek "suara kambing")

The Mother   : Pula ro polisi?

                             (Kalau datang polisi?)

The Child   : Wiu wiu

                             (Wiu wiu "suara mobil polisi")

The Mother   : Batuk mamak sonjia?

                             (Gimana batuk paman?)

The Child   : Uhuk uhuk

                             (Uhuk uhuk "suara batuk paman")

The Mother   : Mula tangis nenek

                             (Kalau nangis nenek)

The Child   : Huhuhu

                             (Huhuhu "suara tangis nenek")

The Mother	: Etek ?
	(Tante)
The Child	: Tek (etek)
	(Tante)
The Mother	: Umak
	(Mama)
The Child	: Um mak
	(Mama)

The data taken from : 30 July 2019

In this situation the subject research play in front of his house and communicating with people around. The word obtained were " alam: salam (salim), anuk: manuk (ayam), ape: hape (handphone), du duk (duduk), up pa : ulpa (ulpa).

The data taken from : 31 July 2019

In this situation the child has a conversation with his mother in home.

The Mother	: Lungun doho taing?
	(Rindu gak sama Taing?)
The Child	: Olo
	(Iya)
The Mother	: Ucok
	(Ucok)
The Child	: Ucok, nek nek aba (ucok, nenek saba)
	(Ucok, nenek sawah)
The Mother	: Ukun (syukur)
	(Syukur)
The Child	: Kun (syukur)
	(Syukur)

The Mother	: Sa at (sahat)
	(Sahat)
The Child	: A at (sahat)
	(Sahat)
The Mother	: Dina
	(Dina)
The Child	: Ina (dina)
	(Dina)
The Mother	: Nisa?
	(Nisa)
The Child	: Ica (nisa)
	(Nisa)

The data taken from: 01 August 2019

The child has a conversation about his uncle who goes to school far away

The Mother	: Kehe tujia mamak ukun?
	(Pergi kemana paman syukur?)
The Child	: Se ola, bum bum (sikola, bumbum)
	(Sekolah, mobil)
The Mother	: Sonjia nimu, dada ho do ia zul?
	(Gimana, zul dada paman gak?)
The Child	: Dada
	(Dada)
The Mother	: Lungun doho dedek?
	(kangen gak sama dedek?)
The Child	: De dek
	(Dedek)

The Mother	: Adam?
	(Adam)
The Child	: Mak dam? (mamak adam)
	(Paman adam)
The Mother	: Lungun doho?
	(Kangen gak?)
The Child	: Ungun (lungun)
	(Kangen)

The data taken from : 02 August 2019

The child said word when the researcher had the conversation.

The Researcher	: Pala mulak ro doho tu etek i manabusi?
	(Kalau pulang datang gak kerumah tante?)
The Child	: Olo
	(Iya)
The Researcher	: Jo do Yakult?
	(Mau yakult?)
The Child	: Kult (yakult)
	(Yakult)
The researcher	: Adong i bagas etek dedek?
	(Ada di rumah etek dedek)
The Child	: De de (dedek)
	(Dedek)
The Researcher	: Adong i etek i aha sajo?
	(di rumah tante ada apa saja?)
The Child	: Pa non (panganon)
	(Makanan)

The Researcher   : Jo do teh pucuk?

           (Mau zul Teh Pucuk)

The Child   : Eh ucuk (teh pucuk)

           (Teh Pucuk)

The data taken from : 03 August 2019

The child said the word when the researcher had the conversation at the researcher home

The researcher   : Adong langa epengmu zul?

           (ada duitmu zul?)

The Child   : Dong peng (adong epeng)

           (Ada duit)

The Researcher   : Busi aha ho?

           (Beli apa?)

The Child   : Pa non (panganon)

           (Makanan)

The Researcher   : Panganon aha?

           (Jajanan apa?)

The Child   : Ulo - ulo (gulo – gulo)

           (Permen)

The Researcher   : Piga?

           (Berapa?)

The Child   : Ua (dua)

           (Dua)

The Researcher   : Tabo do lala ho?

           (Enak gak?)

The Child   : A bo (tabo)

           (Enak)

The Reseacher   : Manis do?

(Manis kan?)

The Child   : A nis (manis)

                              (Manis)

The Researcher   : Jo do pe?

                              (Mau Lagi?)

The Child   : Au eh! (jau)

                              (Mau)

The data taken from : 04 August 2019

The word below produced by the child when the researcher had the conversation

The Researcher   : Sonjia mamio cilok nai?

                              (Gimana manggil ciloknya?)

The Child   : Ilok bang

                              (Cilok bang)

The Researcher   : Lewat beko

                              (beko lewat)

The Child   : eko eko

                              (Beko)

The Researcher   : Najia dei beko nai?

                              (yang mana bekonya)

The Child   : On

                              (Ini)

The Researcher   : Jo do karupuk zul?

                              (Mau kerupuk zul?)

The Child   : Upuk

                              (Kerupuk)

The Researcher   : Aha zul?

	(Apa zul?)
The Child	: Inum
	(Minum)
The Researcher	: Tabo do?
	(Enak gak?)
The Child	: Abo
	(Enak)

The data taken From : 05 August 2019

The Mother	: Get maua?
	(Mau apa?)
The child	: Onton
	: Menonton?

The word said by child in this situation the word below was produced by the research subject when he wanted to watch his favorite cartoon.

1. *Lani*
2. *Mata*
3. *Nda (Tidak)*
4. *Alan (Jalan)*
5. *Aik (Naik)*
6. *Biang(Takut)*
7. *ek (Air)*
8. *Aba (Sawah)*

The data taken from : 06 August 2019

In this situation the word said by the child when he watched youtube and his sister bothered him

The Researcher	: Ise lnga ganggu?
	(Siapa yang ganggu?)
The Child	: Ia, uhh
	(dia)
The Researcher	: Nonton Tayo?
	(Nonton tayo?)

The Child   : Mah ayo

              (Mama Tayo)

The Researcher   : Aha don goarna?

              (Apa ini namanya?)

The Child   : Jia

              (Mana)

The Researcher   : On do

              (Ini)

The Child   : Ayo

              : (Tayo)

The Researcher   : Adong ikan?

              (Ada ikan?)

The Child   : Ikan

              (Ikan)

The Reearcher   : Ioban etek ma ikan nai zul?

              (Tante boleh bawa ikannya)

The Child   : Ola

              (Tola)

The Researcher   : Aha dei?

              (Apa itu)

The Child   :Ayo amping

              (Tayo jumping)

The data taken from : 07 August 2019

The Mother   : Maido mof jolo

              (Minta maaf)

The Child   : Olo, moof

(Iya, maaf)

The Mother   : Get maua dei?

(Mau ngapain?)

The Child   : Jiama hp

(Diman hp)

The Mother   : Ondo

(Ini)

The Child   : Bumbum, jiama

(Mobil, mana)

The Mother   : Patidaon jolo etek?

(Tunjukin dulu sama tante)

The Child   : On

(Ini)

The Mother   : Manonton barbie ho zul?

(Nnonton barbie zul?)

The Child   : Lo, ot

(Iya, dan)

The Mother   : Najia barbie?

(Yang mana barbie)

The Child   : elbi buk

(Barbie, rambut)

The Mother   : Cantik do ia?

(Cantik gak?)

The Child   : Antik

(Cantiknya)

The data taken from : 08 August 2019

The word produced by the child were :

1. Elek (monyet)
2. Linci (kelinci)
3. Umpat – umpat (lompat - lompat)
4. Ting (kucing)
5. Obo (kerbau)
6. Api (sapi)
7. Inga (singa)
8. Itik
9. Okiis (semut)

The data taken from : 09 August 2019

The child produced the word were :

1. Idung (hidung)
2. Mata
3. Angan (tangan)
4. Pat (kaki)
5. Hore!
6. Otok (perut)
7. Aba (mulut)
8. Pon (gigi)
9. Magodang (membesar)
10. Luu (kepala)
11. Agut (sargut)
12. Uping (kuping)

The word above produced by the child when he play on with his mother about instruction of parts of body.

The data taken from : 10 August 2019

The words that are obtained by child below :

1. Ola (bola)
2. lali- lali (lari-lari)
3. Ipak (tendang)
4. Uat (ambil)
5. Ojal – ojal (kejar - kejar)
6. Ol (gol)
7. Ban (bawa)

8. Son (kesini)
9. Abu (jatuh)
10. Was (awas)

The conversation above took place when the research subject was with his uncle at home page

The data taken from : 11 August 2019

In this situation the child is buying food with researcher

The Researcher   : Aha dei jo zul?

     (Zul mau apa?)

The Child   : Icang

     (Pisang)

The Researcher   : Rara tangan etek kan?

     (Merah tangan etek kan)

The Child   : Ihh

The Researcher   : Mabiar ko langa?

     (Takut ya)

The Child   : Biang

     (Takut)

The Researcher   : Aha dope jo?

     (Mau apa lagi?)

The Child   : Ibo

     (Itu)

The Researcher   : Piga do?

     (Berapa?)

The Child   : Atu (satu)

The Reseacher   : Inda dua?

     (Enggak dua?)

The Child   : Ua (dua)

(Dua)

The Researcher   : Na jia tangan jeges?

(Yang mana tangan bagus?)

The Child   : Angan eges

(Tangan bagus)

The data taken from : 12 August 2019

In this situation the child wants to call the ice cream seller who passes in front of his house

The Child   : Es kyim

(Es krim)

The Researcher   : Get jo es krim zul?

(Zul mau eskrim)

The Child   : Es

(Es)

The Researcher   : Ulang

(Jangan)

The Child   : Jau

(Mau)

The Researcher   : Sakit naron otok

(sakit nanti perut)

The Child   : Atit

(Sakit)

The Researcher   : Mamam roti da

(Makan roti aja)

The Child   : Nda Au

(Enggak mau)

The Researcher   : Aso

                    (Kenapa)

The Child   : Au es

                    (Aku es)

The data taken from : 13 August 2019

The word produced by the child when he watched youtube in the form of pictures of fruits and transportation.

1. Icang (pisang)
2. Alak (salak)
3. Butan (rambutan)
4. Appel
5. Eren ! (keren!)
6. Unte (jeruk)
7. Peda (sepeda)
8. Apal (kapal)
9. Eta pi (kereta api)
10. Bung (Buang)
11. Elioptel (helikopter)
12. Udun (disana)

The conversation above took place when the research subject was with his uncle

at home.

The data taken from : 14 August 2019

The word said by the child when the researcher had the conversation

The researcher   : Nonton do ita?

                    (Nonton apa kita?)

The Child   : Ape i, dung

                    (Handphone itu, sudah)

The Researcher   : Aha?

(apa?)

The Child   : Ibo

(Itu)

The Researcher   : Ison ma ita

(Disini kita)

The Child   : On etek

(Ini Tante)

The Researcher   : Maua

(Kenapa)

The Child   : Onton

(Nonton)

The Researcher   : Aha ibaen

(Apa dibuat)

The Child   : Lani oh

(Lani)

The Researcher   : ise puna?

(Siapa punya)

The Child   : na ku (punyaku)

The Researcher   : Etek pe adong hp etek

(Tante juga ada hp)

The Child   : Aupe

(Aku juga)

The data taken from : 15 August 2019

In this situation the child has a conversation with his mother at home

The Mother   : Get minum susu?

(Mau minum susu?)

The Child	: Cucu
	(Susu)
The Mother	: Modom soni zul?
	(Kalu gitu tidur zul?)
The Child	: Nda, mpeng
	(Tidak, kompeng)
The Mother	: So ibaen umak susu
	(Biar mama buat susu)
The Child	: Au cucu
The Mother	: Enak do ?
	(Jau susu)
The Child	: Nak (enak)
The Mother	: Tujia doho?
	(Mau kemana?)
The Child	: Mayam bumbum
	(Main bumbum)
The Researcher	: Ulang be
	(Jangan)
The Child	: nda odom
	(Gak tidur)
The Researcher	: So kehe ita manabusi bumbum
	(Biar kita beli mobilan)
The Child	: Olo
	(Iya)

The data taken from : 16 August 2019

In this situation the child follow instructions from his sister when they play on the terrace his house. The sentence like "take the ball, give it to me." the word that the child said were:

1. Elah (Merah)
2. Bola
3. Ayang – ayang (Layang – layang)
4. Aju (Baju)
5. Patu (sepatu)
6. Uku (buku)
7. Ulis (nulis)
8. Obot (Robot)
9. Anteng (ganteng)
10. Umen (ultraman)
11. A jia (najia)

The data taken from : 17 August 2019

The researchers invited the child to have a conversation when he was looking for his toy.

The researcher   : Aha dei?

　　　　　　　　　　(Apa itu?)

The Child   : Italik - alik eleabis

　　　　　　　　　　(ditarik –tarik, Teletabis)

The researcher   : On do

　　　　　　　　　　(Ini)

The Child   : Jahla, au

　　　　　　　　　　(Zahra, bau)

The Researcher   : Baru?

　　　　　　　　　　(Baru?)

The Child   : Lala

　　　　　　　　　　(Lala)

The Researcher   : Abis lala

　　　　　　　　　　(Setelah lala)

The Child   : Popo

The Researcher : Ligin nisa goyang

(Lihat nisa goyang)

The Child : Oyang – oyang ica

(Goyang- goyang nisa)

The Researcher : Dohot jolo nisa

(Ikut dulu nisa)

The Child : Ulang

(Jangan)

The Researcher : Ngatola kikit

(gak boleh pelit)

The Child : Nda ikit

(enggak pelit)

The data taken from : 18 August 2019

The word said by the child when he was in the bedroom. His mother did not turn on the light. So, he asked his mom to turn on the light

The Child : Ma ampu

(Mama lampu)

The Mother : Maua langa?

(Kenapa)

The Child : Olap

(Gelap)

The Mother : Ipanaet do?

(Dihidupin?)

The Child : Net ampu

(Dihidupin lampu?)

The Mother : Bahat laron Terbang

(Banyak laron terbang)

The Child	: Ebang
	(Terbang)
The Mother	: Modom maho zul?
	(Tidurlah zul?)
The Child	: Ampu Ate
	(Mati lampu)
The Mother	: Panaet jolo
	(dihidupin dulu)
The Child	: olang, olee!
	(Terang, hore)

The data taken from : 19 August 2019

The sentence below took place when the research subject asked his mom to open the door because he wanted to go out to play with his friends.

The Child	: Ma uka intu
	(Mama buka pintu)
The Mother	: Get tujia?
	(Mau kemana?)
The Child	: Et aluar
	(Mau keluar)
The Mother	: Dot ise?
	(Sama siapa?)
The Child	: Ucok mayam
	(Ucok main)
The Mother	: Naron da
	(Nanti ya)
The Child	: Ma ke au
	(Mama aku pergi)

The Mother   : Tongkin pe

                      (Bentar aja)

The Child   : Olo (iya)

The data taken from : 20 August 2019

The word below produced by the child when his mother asked to him, after the child saw the cow in qurban

The Mother   : Na khe i tu jae ise dei donganmu?

                      (Sama siapa waktu pergi ke jae?)

The Child   : Aing

                      (Taing)

The Mother   : Sonjia ibaen alai mangkoyok lombu i?

                       (Giamana memotong lembu itu?)

The Child   : I oyok

                      (Dipotong)

The Mother   : Dijia?

                      (Dimana)

The Child   : Iaek

                       (Disungai)

The Mother   : Mancit langa patmu?

                      (Sakit kakimu?)

The Child   : atit

                      (Sakit)

The Mother   : Ise mambaenna?

                      (Siapa yang buat?)

The Child   : ecak – ecak, ngeng!

                      (Becak - becak)

The data taken from : 21 August 2019

The word below produced by the child when he was singing a song with his mother. The word that the child said were:

" naik, eleta pi, tut tut tut, iapa, urun, andung (bandung), alaya (surabaya), yo, aik".

At that moment, the child and family sitting in the terrace his house

The data taken from : 22 August 2019

The conversation below when the child produced the word when he was playing with his friends on the front of his house.

" et men (batman), wiu!, angkup (tangkap), omba (lomba), opat (cepat), aju (maju), topp(stop).

The data taken from : 23 August 2019

The conversations below show that Zul has a good interaction with his mother. He could answer all his mother''s questions.

The mother : Ijia langa etek dedek?

(Dimana tante dedek?)

The Child : Nek nek aba an

(Di nenek sawah)

The Mother : Mamak ucok

(Paman ucok)

The Child : Mak ucok

(Paman ucok)

The Mother : Monyet etek dedek ijia

(Dimana monyet etek dedek)

The Child : Muyet

(Monyet)

The Mother : Ijia

(Dimana)

The Child : Iobun

(Dikebun)

The data taken from : 24 August 2019

The word said by the child were :

The Child : Nek ompa

(Nenek gendong)

The Grandma : Tujia?

(Keman?)

The Child : Eta uci opo

(Ayok belik ke warung)

The Grandma : Manbusi aha?

(Beli apa?)

The Child : Oklat

(Coklat)

The Grandma : Jiama epeng na?

(Mana duitnya)

The Child : Peng

(Duit)

The Grandma : Paido ji umak

(Minta sama mama)

The Child : nda dong!

(Gak ada)

The conversations above show that the child has a good interaction with his grandmother when the child want to buy.

The data taken from : 25 August 2019

The word said by the child when his mother had a conversation.

The Mother   : Bagas nise don zul?

                    (Rumah siapa ini zul?)

The Child   :Ipah

The Mother   : Ompung kan?

                    (Kakek kan?)

The Child   : O pung

                    (Kakek)

The Mother   : Ompung aha?

                    (Kakek apa?)

The Child   : Opung dang

                    (Kakek besar)

The Mother   : Ijia ayah?

                    (Dimana ayah)

The Child   : Inte ayah

                    (Tunggu ayah)

The word below produced by the child when he was singing a song with his mother. The word that the child said were:

"icak- icak (cicak - cicak), dingding, iam- iam, layap (merayap), neknek, iinum, uda (sudah),tua, giginya, inggal (tinggal), dua".

APPENDIX II

The Words acquired by Zul Asfi Arrayhan, as follows:

No	Word Classes							
	N	V	Adj	Adv	Pron	Prep	Conj	Inter
1.	Sul (zul)							
2.	Aspi(asfi)							
3.	Alaihan (arrayhan)							
4.	Dai unte (dalimunte)							
5.	Bumbum (motor)							
6.	aing (taing)							
7.	Utok (ucok)							
8.	Andi (fandi)							
9.	Mbek (ambeng)							
10.	Neknek (nenek)							
11.	O pung (ompung)							
12.	Ummak(umak)							
13.	Yah (ayah)							
14.	Upah (ulpa)							
15.	ipah (pipah)							
16.	Aing (taing)							
17.	Ukun (sukur)							
18.	Tek (etek)							
19.	Kakak (kakak)							
20.	Ouk (bouk)							
21.	Anuk (manuk)							
22.	Ting (uting)							
23.	Ayo (tayo)							
24.	Ewa (sewa)							

25.		Okon (dokon)					
26.	Makmak (mamak)						
27.	Mbek (ambeng)						
28.		Angis (tangis)					
29.			nek (menek)				
30.	Ummak (umak)						
31.		Alam (salam)					
32.	Anuk (manuk)						
33.	Ape (hp)						
34.		Du duk (duduk)					
35.	Uppa (ulpa)						
36.							Olo! (olo)
37.	Ucok (ucok)						
38.	Neknek (nenek)						
39.	Aba (saba)						
40.	ukun (sukur)						
41.	aat (sahat)						
42.	Ina (dina)						
43.	Ica (nisa)						
44.			Iba as (ibagas)				
45.			seola (isikola)				
46.	Bumbum (motor)						
47.							Dada !
48.	De dek (dedek)						
49.	Mak dam (mamak adam)						
50.			Ungun				

No.							
			(lungun)				
51.							Olo! (olo)
52.	kull (yakult)						
53.	Aanon (panganon)						
54.	Eh ucuk (teh pucuk)						
55.			Dong (adong)				
56.	Peng (epeng)						
57.	Aanon (panganon)						
58.	ulo –ulo (gulo - gulo)						
59.			Abo(tabo)				
60.			Anis (Manis na)				
61.		Au (jau)					
62.							Eeh !
63.	Ilok (cilok)						
64.	Bang (abang)						
65.	Eko (beko)						
66.	Upuk (karupuk)						
67.		Inum (Minum)					
68.			Abo (tabo)				
69.		Onton (nonton)					
70.	La ni (lani)						
71.	Mata						
72.							Nda! (inda)
73.	Alan (jalan)						
74.		Aik (naik)					
75.			Biang				

			(mabiar)				
76.	*Ek (aek)*						
77.	*Aba (saba)*						
78.				*Ia (ia)*			
79.							*Uh!*
80.		*Jia (jia)*					
81.	*Ikan (ikan)*						
82.	*Mah (umak)*						
83.							*Argh!*
84.							*Ola (tola)*
85.		*Amping (jumping)*					
86.		*Mop(moof)*					
87.							*Olo*
88.				*Se ape?(di se hp)*			
89.				*Bumbum jia?(motor jia)*			
90.					*On*		
91.	*Elbi (barbie)*						
92.							*Ih!*
93.	*Buk (obuk)*						
94.						*Ot (dot)*	
95.		*Antik (cakti kna)*					
96.	*Gajah*						
97.	*Elek(kerek)*						
98.	*Linci (kelinci)*						
99.	*Obo(orbo)*						
100.	*Api (sapi)*						
101.		*umpat – umpat (lumpat – lumpat)*					

102.	Tik (itik)						
103.	Inga (singa)						
104.	Okis([porkis)						
105.	Dung hidung)						
106.	Angan (tangan)						
107.	Pat (pat)						
108.	Otok (boltok)						
109.	Aba (baba)						
110.	Pon (ipon)						
111.							Hore!
112.			Odang (magod ang)				
113.	Lu (ulu)						
114.		Agut (sarg ut)					
115.	Uping (suping)						
116.	Ola (bola)						
117.		lali – lali (lari - lari)					
118.		Ojal – ojal (kejar - kejar)					
119.		Uat (buat)					
120.		Ipak (sipak)					
121.							ol!(gol)
122.		Ban (oban)					
123.			Son (roson)				
124.		Abu (mad abu)					
125.							Was! (awas

							!)
126.	*Icang (pisang)*						
127.							*Ih ih!*
128.			*Biang (mabiar)*				
129.					*Ibo (ibo)*		
130.			*Atu (satu)*				
131.			*Ua (dua)*				
132.			*Angan eges(tangan deges)*				
133.	*Es kyim(es krim)*						
134.	*Es (es)*						
135.			*Au (jau)*				
136.			*Atit (sakit)*				
137.							*Nda au! (inda jau!)*
138.					*Au (au)*		
139.			*Bis (habis)*				
140.			*Mbuu (tambu)*				
141.	*Icang (pisang)*						
142.	*Alak (salak)*						
143.	*Butan (rambutan)*						
144.	*Ap pel(apel)*						
145.							*Eren !(keren)*
146.	*N te (unte)*						
147.	*Peda (sepeda)*						
148.	*Apal (kapal)*						
149.	*Leta pi (kereta api)*						
150.	*Lioptel (helikopter)*						

151.		Bung (bung kon)					
152.				Udun (isadun)			
153.	Ecak (becak)						
154.	Ape i (hp i)						
155.				Dung (mandung)			
156.						On tek (on etek)	
157.		Onton (nonton)					
158.	La ni (lani)						
159.							Oh!
160.					Na ku (puna ku)		
161.		Alik – alik (itarik - tarik)					
162.							Aupe !(aup e!)
163.	Cucu (susu)						
164.	Mpeng (kompeng)						
165.							Nda (inda)
166.		Ola (tola)					
167.		Iop (tiop)					
168.		Mayam (bermain)					
169.			Nak (enak)				
170.							Uhh!
171.		Odom (modom)					

172.							*nda! (inda)*
173.				*Au (au)*			
174.		*Elah (merah)*					
175.	*ayang – ayang (layang - layang)*						
176.	*Aju (baju)*						
177.	*Patu (sipatu)*						
178.	*Uku (buku)*						
179.		*Ulis (nulis)*					
180.	*Obot (robot)*						
181.		*Tutup*					
182.		*anteng (ganteng)*					
183.	*Umen (Ultraman)*						
184.				*A jia (najia)*			
185.		*alik – alik (itarik - tarik)*					
186.	*Eleabis (teletabis)*						
187.	*Jahla (zahra)*						
188.		*Au (bau)*					
189.	*Lala*						
190.	*Popo (po)*						
191.							*Hum!*
192.		*Oyang – oyang ica (goyang – goyang nisa)*					
193.		*Ikit (kikit)*					

No.							
194.							*Lang! (ulang!)*
195.	*Ma ampu(umak lampu)*						
196.			*Lap (golap)*				
197.		*Net ampu (ipan aet lampu)*					
198.		*Ate (mate)*					
199.		*Ebang (terbang)*					
200.			*Olang (torang)*				
201.							*Hore!*
202.	*Mak (umak)*						
203.		*uka (buka)*					
204.	*Intu (pintu)*						
205.		*Ke (kehe)*					
206.				*Au*			
207.					*Aluar (kaluar)*		
208.		*Ke au (kehe au*					
209.							*Olo!*
210.	*A ing(taing)*						
211.		*Ioyok (ikoyok)*					
212.			*I aek (iaek)*				
213.		*Atit (mancit)*					

214.		Oja (loja)					
215.			Angis (tangis)				
216.			jia? (ijia?)				
217.	ecak – ecak (becak - becak)						
218.							Ngeng-ngeng!
219.		Aik aik (naik-naik)					
220.	Eleta pi(kereta api)						
221.							Tut tut tut!
222.				I apa (siapa)			
223.		Urun (turun)					
224.	Andung (bandung)						
225.	Ala ya (surabaya)						
226.							Yo! (ayo!)
227.	Et tman(batman)						
228.							Wiu!
229.		Angk up (tang kup)					
230.		Omba (lomba)					
231.			Opat (copat)				
232.		Aju (maju)					

233.		Topp (stop)					
234.				Nek nek abaan (i nenek sabaan)			
235.	Mak ucok (mamak ucok)						
236.	Muyet (monyet)						
237.							Oh!
238.				Iobun (ikobun)			
239.		Ompa (ompa)					
240.		Eta (keta)					
241.				I opo(ilopo)			
242.	Oklat (coklat)						
243.	Peng (epeng)						
244.							nda dong! (inda dong!)
245.	Ipah (pipah)						
246.	O pung (ompung)						
247.			Dang (godang)				
248.		Inte yah (painte ayah)					
249.				ia yah?(ijia ayah?)			
250.	Ayah						
251.				Ibas (ibagas)			
252.	Icak (cicak)						
253.	Ding ding						

	(dinding)						
254.		*Iam–iam(diam - dam)*					
255.		*layap (merayap)*					
256.	*Neknek (nenek)*						
257.		*Innum (minum)*					
258.				*Uda (sudah)*			
259.	*Iginya (giginya)*						
260.			*Ua (dua)*				
261.							
262.			*Ua (tua)*				

The Research Subject

Name   : Zul Asfi Arrayhan Dalimunte

Age   : 2 years old children

Place /date of birth   : Barbaran, 11 July 2017

Sex   : Male

Address   : Aek Galoga, Panyabungan, Mandailing Natal.
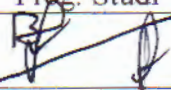
Form : K-1

KepadaYth   : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Inggris
FKIP UMSU

Perihal   :**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat saya yang bertanda tangan dibawah ini
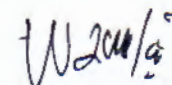
Nama Mahasiswa   : Wahyuni Wahida
NPM   : 1502050238
Prog.Studi   : Pendidikan Bahasa Inggris
Kredit Komulatif   : 154 SKS

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Language Acquisition of Two Years Old of Child on Batak Morphological System	
	A Psycholinguistic Study on The Language Production of The Main Character in The Movie "The Soloist"	
	Evaluation Reaction of Bingualism and Monolingual Children to Spoken Language	

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

Medan,   16   Maret 2019
Hormat Pemohon

Wahyuni Wahida

Keterangan
Dibuat rangkap 3   : - Untuk Dekan Fakultas
                                         - Untuk Ketua/Sekretaris Program Studi
                                         - Untuk Mahasiswa yang Bersangkutan

Form K-2

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

Assalamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa   : Wahyuni Wahida
N P M   : 1502050238
Program Studi   : Pendidikan Bahasa Inggris

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

Language Acquisition of Two Years Old of Child on Batak Morphological System

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Habib Syukri Nst, S.Pd, M.Hum   *Acc 28/04-2019*

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, 23 April 2019
Hormat Pemohon,

Wahyuni Wahida

Keterangan :
Dibuat rangkap 3 :   - Untuk Dekan/Fakultas.
                                  - Untuk Ketua/Sekretaris Prodi
                                  - Untuk Mahasiswa yang bersangkutan

Nomor   : 1009 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
            Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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   : Wahyuni Wahida
N P M   : 1502050238
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Language Acquisition of Two Years Old of Child on Batak Mporphological System.

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 kadaluarsa tanggal : 26 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 21 Sya'ban 1440 H
           26 April   2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Wahyuni Wahida

NPM : 1502050238

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Language Acquisition of Two Years Old of Child on Batak Morphological System

Sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama   : Wahyuni Wahida
NPM   : 1502050238
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Language Acquisition of Two Years Old of Child on Batak Morphological System

Pada hari ....Selasa...., tanggal 21.., bulan .....mei......., tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Mei 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Mandra Saragih, S.Pd. M.Hum)   **(Habib Syukri Nst, S.Pd, M.Hum)**

Diketahui oleh
Ketua Program Studi,

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

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

UMSU
Unggul | Cerdas | Terpercaya

Nomor   : 48ᵍ /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 21 Dzulqaidah 1440 H
24 Juli 2019 M

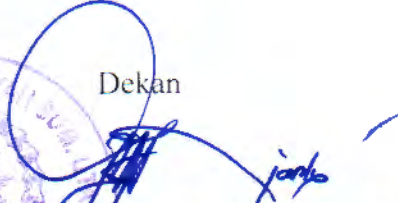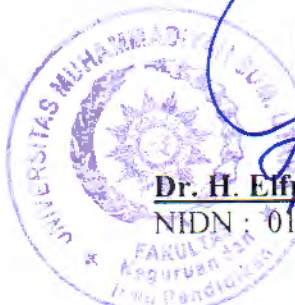Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Wahyuni Wahida
N P M   : 1502050238
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitia : Language Acquisition of Years Old of Child on Batak Morphological System

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
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** Pertinggal **

SURAT KETERANGAN
Nomor: .314../KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Wahyuni Wahida**
NPM	:	**1502050238**
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Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Language Acquisition of Two Years Old of Child on Morphological System"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 14 Muharram 1441 H
14 September 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

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