CONVERSATION AND LANGUAGE ACQUISITION AMONG THREE- YEARS OLD CHILDREN

SKRIPSI

Submitted in Partial Fulfillment of Requirement
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English Education Program

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"Conversation and Language Acquisition Among Three- Years Old Children"** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini diperbuat dengan sesungguhnya dan sebenar-benarnya.

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Yang membuat pernyataan,

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ABSTARCT

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This study discusses conversation and language acquisition among three-years old children. The purpose of this study is to find out that three-year-old children in the pronunciation of vowels and consonants of words or sentences are still less precise and less clear, to find out why three- years old children cannot compose perfect sentences in conversation. A qualitative descriptive method was applied to analyze the data. The data of this study were taken from the conversations of three- years old children, namely DSZ and SYF. DSZ are already in the process of forming perfect sentences but the pronunciation is not clear. Meanwhile, SYF has difficulty forming sentences and the pronunciation is not clear. The results obtained indicated that the research subjects were able to produce sentences according to their function as a communicative functions, namely declarative sentences, interrogative sentences, and imperative sentences. Some were influenced by cognitive factors, social background, and input to improve communication and language development. So that the research subjects can master the language and communicate well.

Keywords: *Conversation, Language Acquisition, Three- Years Old Children.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

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

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

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

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

sentences but the pronunciation is not clear. Meanwhile, SYF has difficulty forming sentences and the pronunciation is not clear.

Based on the existing problems, the researcher is interested in observing the process of conversation and language acquisition among three years old children at JL. Mesjid taufik, gang Beringin 1, Kelurahan Tegal Rejo, Kecamatan Medan Perjuangan. The result of research that produces the phenomenon of language acquisition that can be relevant to the linguistic theory of language acquisition is (Chomsky, 1986).

B. Identification of the Problem

On the basis of the content above, any problems can be identified as follow:

1. The three years old children in pronunciation vowels and consonants of words or sentences are less precise and less clear.
2. The three years old children cannot compose a perfect sentences in conversation.

C. Scope and Limitation

The scope of this thesis focuses on conversation and language acquisition among three- years old children. This study to find of the pronunciation vowels and consonants of word or sentence formation is not perfect for three years old children. This scope also discusses the effects of process language acquisition in three years old children. The data were analyzed using the theory of Greenbaum (2002) and Chomsky (1986).

D. Formulation of the Problem

The problems of the research are formulated as in the following:

1. What are the reasons that three- years old children in pronunciation vowels and consonants of words or sentences are less precise and less clear?
2. How do three- years old children can compose a perfect sentences in conversation?

E. Objective of the Problem

In relation to the problems of the study, the objectives of the study were:

1. To find out that three years old children in pronunciation of vowels and consonants of words or sentences are less precise and less clear.
2. To identify how three- years old children cannot compose a perfect sentences in conversation.

F. Significance of the Study

The results of the study are expected to have theoretical and practical significance:

1. In theoretically, the results of this study expect additional insight and knowledge for researcher to find out the meaning of language acquisition in language acquisition for children in the communicative.
2. In practically, the results of this study are expected to:
    a. For education, a result of the research can be used for reference learning, especially in study literature.

b. For society, a result of the research can get knowledge about language child in language acquisition.

c. For researchers, a result of the research can be used for reference.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Conversation

The conversation is part of human communication between two or more people in everyday life, and conversation can be the use of human language to engage in conversational interactions and human society (Seedhouse, 2005). The conversation is to reach people, socialize, develop and maintain relationships; as humans talk, they have some form of verbal communication it is not just the use of language codes that happens in conversations (Liddicoat, 2007). Many important conversations are carried out by things other than language, including the natural environment in which gaze and gesture, silence, and conversation are produced (Halliday, 2003).

In conversation, children are active participants in communication, and they have meaning to communicate with their interlocutors and understand parents conversations to be understood (Saxton, 2010). Children are attentive to the effect that their interventions have on the responses they obtain, including verbal ones, and children replies reveal at the same time their understanding of them (Hickey, 1993). According to (Ellis, 2002) children participate in constructing communicatively good behaviors and are placed for observing and treating those of the more experienced.

Language is a communication system that enables people to talk about anything, irrespective of time and space (Clark, 2009). 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 invited to speak. In most communities, people speak to family members and friends differently from strangers.

As children grow, they are likely to enter into or be parties to interactions in a broader range of contexts from outside the home (Veneziano, 2014). Language is a function for representing children to knowledge is use in communicative frameworks (Halliday, 2003). Language must be social to considering the environment in which children acquire language and the types of language that target them at different stages of development (Kyuchukov et al., 2018).

2. Language Acquisition

Language acquisition is a process that occurs in the children brain of acquiring language and children acquire their first language with the abilities, and knowledge of the process (Clark, 2004). Ability is the unconscious mastery of grammar an ability process is a requirement for knowledge that involves two processes, namely the process of understanding and making sentences (Halliday, 2007). Language acquisition occurs on the children brain acquires the first language

related to the process, which occurs for children learn a second language after their mastered the first language and the first language is relative to the children language acquisition (Foulkes & Vihman, 2013). Children begin to learn languages with no words they can discover that represent in the language (Clark, 2009). That the language acquired the children done by themselves, and they can do it with the help of the environment around them with Social interaction and cognitive development also influence the acquisition of language (Bowerman & Levinson, 2001).

Language acquisition takes place in conversation it is like a parents and children talk to each other; parents expect children to respond to requests and comments, and to indicate their interlocutor children are interested as well as their needs and Children interact with parents and other adults and with other children around them (Rohimajayaa & Hamerb, 2020). Although still fragmentary by comparison with that of adults, the language of the three- years old already has the formal of the adult language system (Halliday, 2003). All children will grow up typically can be familiar even in an ordinary family surrounded by language conversation around them and It is effortless to learn two or more languages simultaneously because they often interact with speakers of these languages (Bowerman & Levinson, 2001).

Language acquisition can be seen as the transition from the state of the mind at birth, the initial cognitive state, to the stable state that corresponds to the native knowledge of a natural language (Chomsky, 2002). Social interaction in which children are exposed to a first language is very important; they hear the language

spoken from this material they have to learn to recognize, analyze, understand and produce on their own (Meniado, 2016).

a. First Language Acquisition

First language acquisition occurs children had never learned on their first language (Mehrpour & Forutan, 2015). In the first language, they already have about twelve months of conceptual development and they are good at recognizing objects, understanding similarities, actions, recognizing faces, sorting likes and dislikes (Chomsky, 2006). They prepare about to see and know, it will be used for recognition and recall in their brain, remembering their first language with gestures mouth, and then word (Chomsky, 1986). The first word of children is usually the pronunciation incorrect the meaning because their pronounced is not completely, not specific sounds and it is they are made shorter than their actual meaning (Lieven, 2010).

Table 2.1 Example of First Language Three Years Old Children

Children Words	**Example (In Bahasa)**	**Example (In English)**
Nom	*Minum*	*Drink*
Mamam	*Makan*	*Eat*
Angan	*Jangan*	*Don't*
Cucu	*Susu*	*Milk*
Atut	*Takut*	*Afraid*

Language are usually in their basic word order and the preferred order for various structures in these statistical universals, which is important for speaking and

listening internal consistency of language help speakers keep track of their hear and want to say (Foulkes & Vihman, 2013). Just as languages display consistent structural patterns, some languages combine information about the manner of motion and put information about the followed sound (Lieven, 2010).

b. Factors of Language Acquisition

Many factors influence first language acquisition and there may be significant variations in the age at which children reach a particular development stage, there are as follows:

1) Cognitive Factor

The cognitive and mental development of children, in general, is a determining factor in language acquisition and mastery of linguistics at the age of about 3-4 years will develop further in reflecting the general cognitive growth of children (Chomsky, 2006). In the cognitive language, it is interesting to know whether different brain circuits are involved when people communicate in their mother tongue versus a foreign language, and can improve children's understanding to achieve high proficiency in speaking a foreign language compared to their mother tongue (Saville, 2006)

2) Social Background Factor

Social background, which includes family structure, social group affiliation, and social context, can significantly influence a child's understanding of spoken language (Kyuchukov et al., 2018). Language

acceptance in children's language acquisition is all around them (Astia, 2020). Family social dramatically influences children's language; if the child interacts with the family more often with good conversation, then the child can acquire good language; if the child often interacts with the family with the bad conversation, then the child will get poor language acquisition (Garfield et al., 2001). Children are easily influenced by the surrounding environment, then the child must have parental monitoring (Diessel, 2007).

3) Input Factor

Input is important for children in language acquisition to acquire the language (Mehrpour & Forutan, 2015). Input is the potential for language entry in language acquisition in children, Input will be influenced by source, form, and intensity Sources of input come from people around the child, including parents, and the environment (Behrens, 2006). The closest people to children are parents, an important role in providing input through direct communication (Meniado, 2016). There are things that they can understand at different ages that have challenged certain claims of development in children, such that universal experiences in childhood are important for a children language development (Lieven, 2010).

3. Language Development of Three Years Old

The process of child language development differs from child to child and there are many characteristics of language development that are common to many children, not only among those will speak the same language but many children

can speak different languages (Hickey, 1993). Children develop in a dynamic process, flexible abilities in the presence of many internal and external factors (Warren, 2013). Language begins to develop the children born in the world, only the acoustic perception of a person's speech and certain skills of the children can speak later and before communicating with the environment (Clark, 2004).

The subtle nature of communication that occurs between children by speech and those who use alternative means of communication (Chomsky, 2002). In different contexts, the children can highlight everyday interactions for them in many ways, their concern for these children spoke together very much (Rezeki & Sagala, 2020). This analysis addresses the exact nature between parents with children in their communication and for the children, talking to parents pronounces the words children convey are minim to speak, and the parents asked again from the children language by asking the parents' language to the children (Bowerman & Levinson, 2001). Because the adult asks again in the child's language, the child's language response will take a long time or the parents have conversations with children from the age of three- years old making it a parent's language, not a child's language (Chomsky, 1986).

B. Previous of The Study

Semantic Analysis of Language Acquisition in Three Years Old Child (2020) by Tri Indah Rezeki and Rakhmat Wahyudin Sagala. Publish in the journal of Indonesian language serunai. The purpose of their study was too conducted to analyze of language acquisition in three years old children. This research looked

into indicated that language acquisition of three years old children was still in the process of developing language that will become perfect as they get older.

Language Development and Acquisition in Early Childhood (2020) by Salwa Saeed Al-Harbi. Publish in the journal of education and learning**.** The researcher finding that the process of language development and language acquisition in early childhood. The research explained the importance and process of early language acquisition.

Conversation and Language Acquisition: Unique Properties and Effects (2014) by Edy Veneziano. Publish in the journal of language in interaction. The research found presented the various ways in which conversation impacts language development and use.

First Language Acquisition in Sentence by Three- Years- Old Child: a Case Study of a Karonese Child (2020) by Dessi Septaria Ginting, Rahmad Husein, Anni Holila Pulungan. Publish in journal of international advances in social science, education, and humanities research. In this research, the researcher found that producing some sentences based on their purpose as the communication function, environment, and family is an essential factor that helps the children acquire.

First Language Acquisition: a Case Study of a Three-Year Old Lebanese Child (2016) by Joel C. Meniado. Publish in journal of child language acquisition and development. In this study aimed the subject acquired the first language largely biologically (nature). The observed behavior confirms that they are a well-

functioning Language Acquisition Device (LAD) that mainly enables to acquire the language they are exposed to.

C. Conceptual Framework

Language acquisition is a process children brain will acquire the first language or mother tongue and the children mind is filled with imagination with language its becomes their confused to convey, and they do not understand the meaning of words and instead rely on intuition. It is natural for language processing other than rules that Language Acquisition Devices (LAD) be used as a language mechanism outside of language rules. Children are not required to get the perfect language in communicating because children are still learning to acquire language from the surrounding factors and they can think understand situations, which they will later digest, that is the reason researcher conducted research in analyzing conversation and language acquisition among three-years old children. Based on these thoughts, the researcher wanted to find out why three years old cannot pronounce vowels and consonants in conversation and to find out why three-years old children cannot pronounce words and sentences perfectly. Researcher collect data using qualitative methods usually take place in the field, in the setting of researcher found such as observations and interviews. Researcher found that children can use three sentence types in their conversations and children are very influential in the surrounding factors for language acquisition.

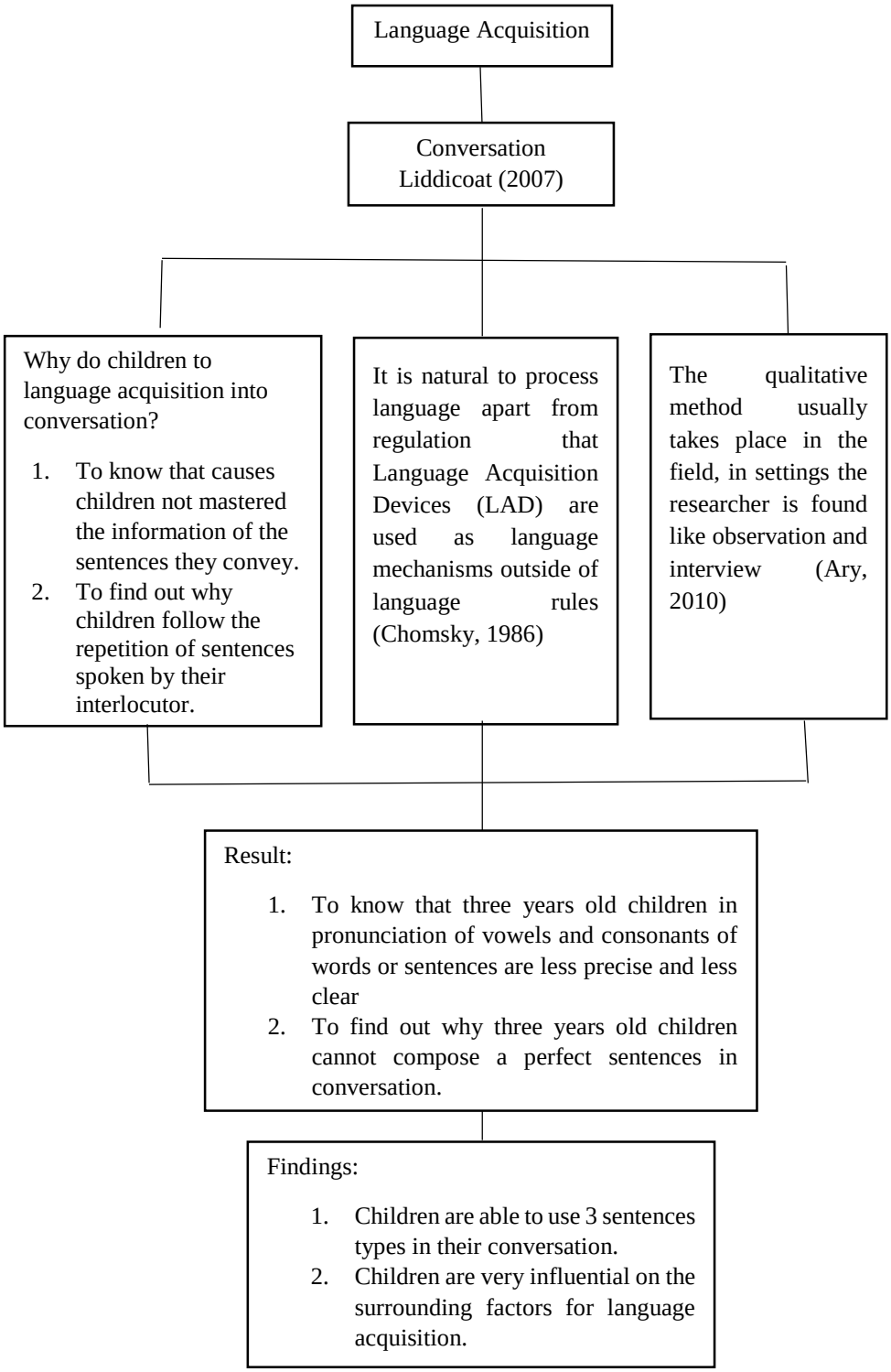

Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Descriptive analysis with qualitative methods was applied in this study, namely conversation and language acquisition among three- years old children. In addition, to observe the pronunciation and conversation between the children, the researcher used qualitative research. The aims of the research is three years old children in pronunciation vowels and consonants of word or sentences are less precise and less clear, and then the children cannot compose a perfect sentences in conversation. The descriptive method is a way of solving research problems by describing the situation and condition of the object under study as it is an actual fact at the present time (Ary et al., 2010).

According to (Tracy, 2013) Qualitative research often has a descriptive purpose and the researcher can follow up with an examination of why the observations exist and what the implications of the findings are. The process of pronouncing language and the meaning contained in each word or sentence through data collection the procedure for collecting data is as follows: first observing the data, second developing questions to children, third recording data, listening to pronunciation, understanding the meaning of spoken vowels. Then analyze the data, the first to find out how far the children have mastered vowels and consonants in

conversation and the second what causes the pronunciation of words and sentences to be imperfect.

B. Source of Data

The source of data in this research was taken in JL. Mesjid taufik, gang Beringin 1, Kelurahan Tegal Rejo, Kecamatan Medan Perjuangan. The analysis focused on language acquisition in three years old children. In this case, the researcher choose two children aged three years who are involved as data sources namely DSZ and SYF.

C. Technique of Collecting Data

In the process of data collection, several techniques were used such as interview, observing, and recording data (Ary et al., 2010). There are several steps in collecting data, namely: observing data, developing questions for children, video recording, listening to the pronunciation, understanding the meaning of sentences structure, note taking the data recorded.

D. Technique of Data Analysis

Data analysis in this study use observing and recording data from research subject. In one meeting, it takes about one hours to collect the data. The data research is analyzed qualitative, the results of data analysis start with identifying and classifying conversation into sentence types based on Greenbaum (2002) theory.

Steps of research:

1. The researcher video recording all the conversation between children;
2. The researcher rewrites the sentences which have been collected from the smartphone;
3. The data in this research are obtained from recording techniques and analysis. The recording is done in the event of communication between families;
4. The researcher divides all the sentences.
5. The overall data were analyzed using qualitative descriptive analysis techniques. Data recording is transcribed into written form and then analyzed in the case of conversation sentences from first language acquisition.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher describes the research findings obtained from the results of analyzing the data found. The findings of this research data were in the form of conversation and language acquisition among three- years old children by Chomsky (1968). The results of these findings the researcher describe as answers to problems that have been formulated previously. The research findings based on the previous problem formulation were related: (1) What are the reasons that three-years old children in pronunciation vowels and consonants of words or sentences are less precise and less clear?, (2) How do three- years old children can compose a perfect sentences in conversation?

1. The reason children in pronunciation less precise and less clear

From the data analysis of the study researched carefully, there are several factors that influence the research subject in the pronunciation of vowels and consonants is less precise and less clear, namely natural factors, input, and social background. According to (Chomsky, 1986) children can process language acquisition with the factors that influence it, so that children are able to communicate naturally. The following is an explanation of the researcher findings:

a. Cognitive factors

Cognitive factors results in feeling, thinking, and gaining an understanding of the factors they were develop. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory. To clarify, the researcher provides some research data that have been found:

Data 1

DSZ is three years old children who are fast in the developing of her language acquisition because her parents always provide support and teach her good language every day. Then DSZ is able to process the acquisition of language clearly and able to remember quickly. Such as when the researcher conducted research with DSZ. At that time, the researcher and DSZ were walking when DSZ said "Ante rumah kak ica udah pindah" (Aunty, my house has moved) it can be said that DSZ is able to remember where it is and explain in detail she's house. Memory, reasoning, and language development of DSZ can affect cognitive on her.

Data 2

SYF is three years old children who are slow in the development of her language acquisition, due to a lack of communication with his parents. SYF's parents are very busy working so she is always entrusted by her grandmother. With the limited language given by her grandmother, SYF still processes her language slowly because children cannot be forced to perfect their language properly and correctly. However, SYF is also capable of good memory and reasoning. Such as

when researcher conducted research with SYF, at that time DSZ and SYF were doing drawing activities. Among these activities, the researcher asked SYF which fruit she likes and SYF answered "Buah... buah... ini cotat" (fruit...fruit... these Choco). It can be said that SYF is able to express the feelings she likes even though she means that the flavor in food is not a fruits thing but she has able to affect cognitive on her.

Based on the results of the analysis, it can be seen that cognitive DSZ and SYF are developing very well. Both are able to express their ideas with answering questions and explaining information. In this indicates that DSZ and SYF have good developments cognitive, thus giving a good influence on the acquisition of language. Especially the acquisition of their sentences, which their experienced. They can reveal all these things in speech in the form of declarative, interrogative, and imperative consisting of two words or better so that the people around them understand what it means. This matter proves that cognitive development have an effect on acquisition their language.

b. Input factors

In this research, input factors from children aged 3 years can make almost perfect sentences with things related to input sources from the environment around the research subject which includes parents, people around them, and electronic devices (such as TV or smartphones). Input is also affected by the intensity of their hearing and vision. With the input factor, they easily get simple sentences and their

Pronunciation is close to perfect. To clarify, the researcher provides some research data that have been found:

Data 1

DSZ communicates actively with her parents and younger sister. She never stopped talking to the people around him. Her parents used DSZ to follow their speech as adults would, so the words spelled DSZ were pretty self-explanatory. DSZ is able to communicate well with neighbors, both with other children and with adults. Her parents use DSZ and her little sister to watch good shows for children's language both on television and on smartphone. This has had a tremendous impact on the development of DSZ language acquisition. From the information above, it can be concluded that DSZ has an influence on the power of thinking and speaking well because of the input she receives in environment. This is very helpful in the development of DSZ language acquisition.

Data 2

SYF communicates actively with her parents and grandmother, she never stops talking to those closest to her. Her parents and grandmother use SYF to follow their speech as adults say, but the words that SYF pronounces are words that are not yet clear because the stimulus is still in process so SYF still pronounces sentences that are still unclear. SYF watches good shows for children's languages both on television and on smartphones. This had a profound effect on the development of SYF language acquisition. From the description above, it can be

concluded that SYF has a fairly good social interaction with the environment. This is very helpful in the development of SYF language acquisition.

c. Social background factors

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

In their daily life, DSZ often plays with SYF at DSZ's house and they are very active when they play together. When they played guessing games, the researcher found differences in the mastery of the language spoken by DSZ and SYF. With DSZ asking what fruit is purple in color. When the researcher and SYF answered wrong, DSZ answered “No! Angguy (No! it is grapes)” which proves that the effect of hearing and repeating words taught by parents and those around them can stimulate the DSZ brain and can process what is heard around them. While SYF is still in the process of understanding and reasoning about the acquisition of the language around her as often repeats what words her interlocutor says she will follow the word like "Anggul" (grapes). This is because language acquisition between DSZ and SYF is still in the process of being perfected with influences from

around them and parents must also help them in processing language acquisition in a good manner and correct language.

2. How do three- years old children can compose a perfect sentences in conversation

The researcher found that the acquisition of their first language almost good. Their acquisition has almost reached the stage of simple construction because they are still three years old. The simple construction period lasts from three to five years. At this age, children have started to speak in simple sentences and gradually become complete sentences. In the conversation, DSZ and SYF have understood the meaning of each speech that is not structured properly. The data obtained were then analyzed based on the theory of classification of sentences with the aim of their communicative function being declarative sentences, interrogative sentences, and imperative sentences, that the theory of Greenbaum (2002).

a. Declarative sentence

The declarative sentence is a sentence in which something is stated or told and that people communicate, they do so for various reasons, one of them is to inform someone of something (Verspoor & Sauter, 2000). Based on the data collected in this research, the declarative sentence produced by the research subject are as follows:

Table 4.1 Declarative Sentence of Dialogue A

No.	Data	Sentence Type	Argumentation/ Situation
1.	*Allo gaes kami mau makan ini*	Declarative sentence	The data contains an explanation of drink
2.	*Ini cucu sekolah*	Declarative sentence	The data contains an explanation of drink
3.	*Hawa aku habis*	Declarative sentence	The data contains an explanation of drink
4.	*Nanti kak ica buat kan ya. Sini-sini biar kakak buat kan buat boba loh kek macam kakak*	Declarative sentence	The data contains an explanation of a boba drawing
5.	*Adek kak ica*	Declarative sentence	The data contains an explanation of a little sister
6.	*Mau dua adek kak ica*	Declarative sentence	The data contains an explanation of a little sister
7.	*Ante rumah kak ica udah pindah*	Declarative sentence	The data contains a explanation of an address house
8.	*Pindah ke belakang situ*	Declarative sentence	The data contains a explanation of an address house
9.	*Iya… yang ijo-ijo itu. Yang dekat ijo*	Declarative sentence	The data contains a explanation of an address house

10.	*Ante liat itu rumah kak ica*	Declarative sentence	The data contains a explanation of an address house
11.	*Itu yang ijo*	Declarative sentence	The data contains a explanation of an address house
12.	*Jalan lagi, ndak disini*	Declarative sentence	The data contains a explanation of an address house
13.	*Dinding udah kak ica bersiin*	Declarative sentence	The data contains an explanation of cleaning activities
14.	*Sini belum wa*	Declarative sentence	The data contains an explanation of cleaning activities
15.	*Atasnya lagi sini*	Declarative sentence	The data contains an explanation of cleaning activities
16.	*Kak ica dah kotor*	Declarative sentence	The data contains an explanation of cleaning activities
17.	*Kak ica bersiin lap dindingnya aja lah*	Declarative sentence	The data contains an explanation of cleaning activities
18.	*Sini biar kakak buatin*	Declarative sentence	The data contains an explanation of a drawing

Table 4.2 Declarative Sentence of Dialogue B

No.	Data	Sentence Type	Argumentation / Situation
1.	*Aku mau nom*	Declarative sentence	The data contains an explanation of drink
2.	*Aku raca anggul*	Declarative sentence	The data contains an explanation of drink
3.	*Dah habis*	Declarative sentence	The data contains an explanation of drink
4.	*Situ, Yang ijo-ijo itu*	Declarative sentence	The data contains a explanation of an address house
5.	*Ndak, Yumah hawa disitu*	Declarative sentence	The data contains a explanation of an address house
6.	*Awa tutak*	Declarative sentence	The data contains a explanation of an address house
7.	*Tay ya*	Declarative sentence	The data contains an explanation of cleaning activities
8.	*Lap di cini dulu*	Declarative sentence	The data contains an explanation of cleaning activities
9.	*Cini duyu… ha*	Declarative sentence	The data contains an explanation of cleaning activities
10.	*Catu aja om, kii anan yap om*	Declarative sentence	The data contains an explanation of cleaning activities

11.	*Awa dah bersiin*	Declarative sentence	The data contains an explanation of cleaning activities
12.	*Sini na*	Declarative sentence	The data contains an explanation of cleaning activities
13.	*Awa mau bersiin ini*	Declarative sentence	The data contains an explanation of cleaning activities
14.	*Yap dinding aja*	Declarative sentence	The data contains an explanation of cleaning activities
15.	*Awa di dinding na*	Declarative sentence	The data contains an explanation of cleaning activities
16.	*Ih oak*	Declarative sentence	The data contains an explanation of cleaning activities
17.	*Awa buat ini*	Declarative sentence	The data contains an explanation of a drawing
18.	*Buah*	Declarative sentence	The data contains an explanation of a drawing
19.	*Buah bolbali*	Declarative sentence	The data contains an explanation of a drawing
20.	*Kak ica ambal cotat*	Declarative sentence	The data contains an explanation of a drawing

21.	*Dah awa buat*	Declarative sentence	The data contains an explanation of a drawing

From the findings that the researcher got there were differences in forming declarative sentences. SYF interacts a lot with researcher and the people around her using declarative sentences because SYF is good at expressing herself and talking a lot to the other person. While DSZ does not use declarative sentences too much because she does not interact much with the people around her.

b. Interrogative sentence

According to (Greenbaum & Nelson, 2002), there are two main types of interrogative sentence:

a) Yes–no questions begin with a verb. They require subject–operator inversion; that is, a reversal of the order of subject and verb (the order that is normal in declaratives).
b) Wh-questions begin with an interrogative word or phrase. They are called 5W questions because most of the interrogative words begin with 5W (the exception is how).

In this study, the researcher uses both types of interrogative sentences because the conversations that exist in the research subject consist of both types of interrogative sentences. The following conversations from research subjects:

Table 4.3 Interrogative Sentence of Dialogue A

No.	Data	Sentence Type	Argumentation/ Situation
1.	*Enak gak raca ini?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about drink flavor
2.	*Awa mau buat boba?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about a boba drawing
3.	*Kekmana jalan pocong nte?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
4.	*Ael nya kekmana ael bobanya?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about a boba drawing
5.	*Kek gini?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about a boba drawing
6.	*awa gak beli ini?*	Interrogative sentence	The data contains an interrogative sentence

			that asks the opinions or thoughts about their snack
7.	*awa Cuma beli itu roti?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about their snack
8.	*Roti panda… tebak kak ica apa nte?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about their snack
9.	*Ini apa?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about their snack
10.	*Ante fila naik apa kemari?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
12.	*Dimana kreta nya?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
13.	*Adek ante fila di dalam pelut mana?*	Interrogative sentence	The data contains interrogative sentences who asks for opinions or

			thoughts about the child conceived by a mother
14.	*Udah lahir?*	Interrogative sentence	The data contains interrogative sentences who asks for opinions or thoughts about the child conceived by a mother
15.	*Yang putih-putih ini apa ya?*	Interrogative sentence	The data contains interrogative sentences who asks for opinions or thoughts about cleaning activities

Table 4.4 Interrogative Sentence of Dialogue B

No.	Data	Sentence Type	Argumentation/ Situation
1.	*Kak ica, awa buat ini kak ica. Kak ica buat apa?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about a boba drawing
2.	*Awa mau buat boba cotat. Kak buatin boba cotat, kekmana?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts about a boba drawing
3.	*Sama ini?*	Interrogative sentence	The data contains an interrogative sentence

			that asks the opinions or thoughts of others person
4.	*Ini?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
5.	*Kalo ini?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
6.	*Ini rasa apa?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
7.	*Mana?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
8.	*Oom mau ecim apa raca cotat?*	Interrogative sentence	The data contains an interrogative sentence that asks the opinions or thoughts of others person
9.	*Ya kan om?*	Interrogative sentence	The data contains an interrogative sentence

			that asks the opinions or thoughts of others person
10.	*Lom apa sih om?*	Interrogative sentence	The data contains interrogative sentences who asks for opinions or thoughts about cleaning activities
11.	*Ini om?*	Interrogative sentence	The data contains interrogative sentences who asks for opinions or thoughts about cleaning activities

From the findings that the researcher got, there were differences between the research subjects in forming interrogative sentences. DSZ asks a lot of questions to his interlocutor because he really wants to know what is around her and what the people around her are doing. While SYF does not ask the other person, because she prefers to express the feelings she is experiencing rather than ask questions.

c. Imperative sentence

According to (Greenbaum & Nelson, 2002), Imperative sentences is usually do not have a subject. If there is no auxiliary, the verb has the base usually in the negative. Based on the data collected in this research, the imperative sentence produced by the research subject are as follows:

Table 4.5 Imperative Sentence of Dialogue A

No.	Data	Sentence Type	Argumentation/ Situation
1.	*Macuk juga jajannya taruh cini!*	Imperative sentence	The data contains an imperative sentence expect a reaction
2.	*Klat!*	Imperative sentence	The data contains an imperative sentence expect a reaction
3.	*Sama stobeli!*	Imperative sentence	The data contains an imperative sentence expect a reaction
4.	*Sini buang!*	Imperative sentence	The data contains an imperative sentence expect a reaction
5.	*Gak usah nanti pecah*	Imperative sentence	The data contains an imperative sentence expect a reaction

Table 4.6 Imperative Sentence of Dialogue B

No.	Data	Sentence Type	Argumentation/ Situation
1.	*Hawa beyom… kak ica itut-itut ata!*	Imperative sentence	The data contains an imperative sentence expect a reaction

2.	*Sama bulbeli!*	Imperative sentence	The data contains an imperative sentence expect a reaction
3.	*Buang kak ica!*	Imperative sentence	The data contains an imperative sentence expect a reaction
4.	*Buang dulu!*	Imperative sentence	The data contains an imperative sentence expect a reaction
5.	*Kekmana butaknya ni!*	Imperative sentence	The data contains an imperative sentence expect a reaction
6.	*Kekmana!*	Imperative sentence	The data contains an imperative sentence expect a reaction
7.	*Cini duyu… ha!*	Imperative sentence	The data contains an imperative sentence expect a reaction
8.	*Ini joyok ha!*	Imperative sentence	The data contains an imperative sentence expect a reaction
9.	*Itu doa… ih yada yagi sama dong. Kak ica petang ni!*	Imperative sentence	The data contains an imperative sentence expect a reaction
10.	*Buang!*	Imperative sentence	The data contains an imperative sentence expect a reaction
11.	*Yap dinding aja!*	Imperative sentence	The data contains an imperative sentence expect a reaction

12.	*Ndak mau, awa buat buna lah!*	Imperative sentence	The data contains an imperative sentence expect a reaction

In this study, this imperative sentence includes sentences that are rarely spoken by the research subjects. Research subjects only occasionally use imperative sentences if they find things they want to ask others to do.

B. Discussion

Based on the research results, there are two important points to be discussed. In the first finding, the researchers found that there was an effect on the pronunciation of vowels and consonants of words or sentences that were less precise and less clear in children aged three years. And the second finding showed how children aged three years cannot compose perfect sentences in conversation.

Based on the first finding, there were several factors that influence the research subject in the pronunciation of vowels and consonants is less precise and less clear purpose by Chomsky (1986) that children can process language acquisition with the factors that influence it so that children are able to communicate naturally. DSZ and SYF have quite active social interactions with the environment outside the home, especially with neighbors. Never stop talking to people nearby. Also Parents, family, and neighbors near their environment use everyday language to follow their speech as adults say, so the words spelled DSZ and SYF are sentence structures that are carried out almost clearly but the pronunciation of vowels or consonants is still not perfect. In addition, there are economic differences between them so DSZ has

a high-educated parental background and has knowledge of stimulating children. Meanwhile, SYF's parents have only a high school education, which makes it difficult for them to take the time to give attention and support to their children because they are very busy with their parents' work, so SYF is always entrusted by her grandmother every day and at night, SYF's parents will bring her home, then return to her house. However, they always use good language, there are no harsh words in their sentences, that's because they are given to see television and smartphones that show children's cartoons with elements of life or religious values. This has had a tremendous impact on the development of DSZ and SYF language acquisition. From the information above, it can be concluded that DSZ and SYF have fast thinking or reasoning processes, quite good interaction with the environment, and the income they receive can stimulate language. Likewise social status is related to the work and educational background of their parents. This is very helpful in the development of DSZ and SYF language acquisition.

The second finding is related to how children aged three years cannot compose perfect sentences in conversation purpose by Greenbaum (2002) the classifications of sentences are based on the purpose of the communicative function, sentences are classified into declarative sentences, interrogative sentences, and imperative sentences. Firstly, research subjects in this study were able to produce sentences according to their function as communicative functions, namely declarative sentences, interrogative sentences, and imperative sentences. They can use declarative sentences in their speech to convey a statement, fact, and information. And they can use interrogative sentences to ask questions using question words with

'what', 'who', 'why', 'where', 'when', and 'how'. Children can able to use imperative sentences in their speech to express requests and commands that ask or tell people to do something. And in the research of children, the researcher has a phenomenon that DSZ and SYF, more often or dominate using vowels (t) and (l) for example: to being (tutak), it just follow being (itut-itut ata), strawberry being (stobeli), house being (luma).

The researcher found that the acquisition of their first language almost good. Their acquisition has almost reached the stage of simple construction because they are still three years old. The simple construction period lasts from three to five years. At this age, children have started to speak in simple sentences and gradually become complete sentences. In the conversation, DSZ and SYF have understood the meaning of each speech that is not structured properly, for example DSZ: "*rasa stobeli*"; SYF: "*awa rasa bulbeli*". The data used in this study were all conversations produced by children aged three years.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the analysis, firstly in language acquisition the researcher found that the research subjects were influenced by cognitive factors, social background, and inputs to improve communication and language development. So that the research subjects can master the language and communicate well. Generally, the people around the research subjects are children and good people, so they can get a good language. Children imitate the words, sounds, and actions of the people around them. Researcher can conclude that the development of language acquisition of children aged 3 years differs depending on the level of communication, children's intelligence in daily communication, and the environment.

Secondly, from the result of monitoring DSZ and SYF, the sentences can already be produced by the time they are three years old. In addition to the word and pronunciation obtained as mentioned above, it can also able to obtain a first language if the nerves and brain tissue is not disturbed during its growth. Development of psychiatry and also nutrition and environment play an important role in motor growth, especially in the acquisition and production of child language. Language independence starts around the age of one when children begin to use loose words or separate words from linguistic codes to achieve their various social goals. And from the results of my study show that the language of three years old children has their respective variations in saying a certain word or sentence there is

a dominant the front letter is removed, and the dominant letter in the alphabet A to Z or letters that have been removed in every pronunciation.

B. Suggestions

Firstly in relation to the conclusion, this research was conducted to find out what conversational sentences have developed in the language acquisition of children aged 3 years. There are many topics that other researchers can do in analyzing children's first language, especially for children aged 3 years. Therefore, the researcher suggests that other researcher can continue this topic to develop better knowledge about first language acquisition in sentences.

Secondly the researcher hope this research can inspire other researchers who want to conduct further research about language acquisition, especially in the conversation sentences.

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APPENDICES

Appendix 1 The Profile of Research Subjects

Profile of researcher subjects, namely:

1. Name: Delisha Safwa Zulmuhar (DSZ)

   Age: 3 years old children

   Place/ date of birth: Medan, 14 October 2019

   Sex: Female

   Address: Jl. Mesjid Taufik gang Beringin 1 No.12, Medan.

2. Name: Syalwa Fitriadi (SYF)

   Age: 3 years old children

   Place/ date of birth: Medan, 10 July 2019

   Sex: Female

   Address: Jl. Mesjid Taufik gang Silitonga No.3, Medan

Appendix 2. Conversation 1

DSZ: Macuk juga jajannya taruh cini (Come in, put the snacks here)

SYF: Dah (Done)

DSZ: Allo gaes kami mau makan ini (Hallo Guys, we want to eat this snacks)

SYF: Aku mau nom (I want to drink)

DSZ: Enak gak raca ini? (Does this flavor taste?)

SYF: Aku raca anggul (I have a grape flavor)

DSZ: Ini cucu sekolah (This is school milk)

R: Susu? (Milk?)

DSZ: Cucu sekolah (School milk)

R: Kak ica udah sekolah? (Do you have entered a school?)

SYF: Belom (I haven't yet)

R: Hawa? (Hawa?)

SYF: Hawa beyom… kak ica itut-itut ata (I haven't yet too… you're still follow me)

DSZ: Hawa aku habis (Hawa, I'm done)

SYF: Dah habis (done)

R: Udah habis? (It's finished?)

SYF: Iya (yes)

Appendix 3. Conversation 2

SYF: Kak ica, awa buat ini kak ica. Kak ica buat apa? (I made this. What do you make it?)

DSZ: Awa mau buat boba? (Do you want to make a boba?)

SYF: Iya (yes)

DSZ: Nanti kak ica buat kan ya. Sini-sini biar kakak buat kan buat boba loh kek macam kakak (I'll make it later, here let me make a boba like mine)

SYF: Awa mau buat boba cotat. Kak buatin boba cotat, kekmana? (I want to make brown boba. How do you make brown boba for me?)

DSZ: Kekmana jalan pocong nte? (How does pocong walk?)

R: Ha? (Huh?)

DSZ: Jalan pocong (Pocong walked)

R: Jalan pocong, hm… loncat-loncat (Pocong walked hm… jumping?)

DSZ: Iya (yes)

DSZ: Nangis (Crying)

R: Iya nangis dia (Yes, she is crying)

DSZ: Adek kak ica (My little sister)

R: Oh… adek kak ica (Oh… your sister)

DSZ: Iya, mau dua (Yes, want two)

R: Mau dua? dua tahun? (Want two? Two years?)

DS: Mau dua adek kak ica (I will have a little sister again)

R: Oh mau dua… satu lagi mana? (Will two… which one?)

R: Oh… masih dalam perut (still in the stomach)

DSZ: Ael nya kekmana ael bobanya (how about the boba water)

R: Air bobanya, hm… gini. Air gini garis panjang (water of boba, hm… shape a long like this)

DSZ: Kek gini? (Like this?)

R: Iya (yes)

Appendix 4. Conversation 3

DSZ: Ante rumah kak ica udah pindah (Aunty, my house has moved)

R: Loh pindah mana? (Move where?)

DSZ: Pindah ke belakang situ (Move back there)

R: Rumah kak ica? (Your house?)

DSZ: Iya… yang ijo-ijo itu. Yang dekat ijo (Yes… the green ones, near the houses green)

R: Yang dekat ijo, rumah hawa dimana? (Near green, where is hawa's house?)

SYF: Situ, Yang ijo-ijo itu (There, the green ones)

R: Oh… yang disana? (Oh… over there?)

DSZ: Nggak, di… di… gang sana (No, in… in… the alley over there)

R: Hm… nggak disini rumah hawa (Hm… not over here hawa's house?)

SYF: Ndak! Yumah hawa disitu (No, my house over there)

DSZ: Ante liat itu rumah kak ica (Aunty, look that is my house)

R: Ha? (Huh?)

DSZ: Itu yang ijo (It's the green one)

R: Itu rumah kak ica (That is your house?)

DSZ: Iya (Yess)

R: Di mana kedainya? (Where is the shop?)

DSZ: Di sana depan (In front of there)

DSZ: Jalan lagi, ndak disini (Straight again, not there)

R: Disana lagi? (There again?)

DSZ: Iya (Yes)

DSZ: awa gak beli ini? (You didn't buy this?)

SYF: Sama ini? (This same?)

DSZ: awa Cuma beli itu roti (Hawa only buy bread?)

R: Iya (Yes)

DSZ: Roti panda… tebak kak ica apa nte? (Panda bread… aunty, guess what I have?)

R: Apa? (What?)

DSZ: Ini apa? (What is this?)

R: Itu pocky (It is pocky)

SYF: Ini? (This?)

R: Itu hello panda, biscuit (This is hello panda, biscuit)

DSZ and SYF: Kalo ini? (What if this?)

R: Itu permen (It is candy)

DSZ: Permen lembut (Soft candy)

R: Permen lembut rasa co? (Soft candy with flavor co?)

DSZ: Klat! (Choco!)

SYF: Ini rasa apa? (What this is flavor?)

DSZ: Sama stobeli (With strawberry)

SYF: Sama bulbeli (And blueberry)

R: Iya (Yes)

SYF: Buang kak ica (Throw away)

DSZ: Sini buang (Here throw it)

SYF: Buang dulu (Throw it first)

R: Ante boleh minta satu? (Can I have one?)

DSZ: Boleh (You can)

SYF: Kekmana butaknya ni (How to open this)

SYF: Kekmana (How)

R: Ini di ambil (Like this)

Appendix 5. Conversation 4

DSZ: Ante fila naik apa kemari? (Aunty, what do you ride to going here?)

R: Naik kreta (I am ride with motorcycle)

DSZ: Dimana kreta nya? (Where the motorcycle?)

R: Di depan (In front of)

SYF: Mana? (Where?)

R: Di depan (Over there)

DSZ: Adek ante fila di dalam pelut mana? (Where is aunty Fira's sister in the stomatch?)

SYF: Mana? (Where?)

R: Adek? (Sister)

DSZ and SYF: Adek… adek bude (Sister… bude's sister)

R: Adek bude di sana (Bude's sister over there)

DSZ: Udah lahir? (Already born?)

R: Belom, nanti mau nengok adek ante nya bude? (Not yet, do you want to see bude's sister?)

DSZ: Mau (I am)

SYF: Awa tutak (Me too)

R: Nanti lah belum lahir, nanti dah lahir baru kita lihat (Not now, but when the baby born we'll see together)

Appendix 6. Conversation 5

SYF: Oom mau ecim apa raca cotat? (Uncle, do you want to ice cream or flavor choco?)

DS's Uncle: Coklat (Choco)

SYF: Tay ya (Wait ya)

SYF: Lap di cini dulu (First, wipe here)

DS's uncle: Yang bersih ya (Make a clean)

DSZ and SYF: Iya (Yes)

SYF: Cini duyu… ha (Over here)

DS's uncle: Mana? (Where?)

SYF: Ini joyok ha (It's still dirty…ha)

DS's uncle: jorok (Dirty)

SYF: Ya kan om (Right uncle?)

SYF: Itu doa… ih yada yagi sama dong. Kak ica petang ni (That pray… ih there is same. Kak ica take this)

DS's uncle: Udah hawa dua, lap kiri kanan (Hawa have two. Wipe left and right)

SYF: Lom apa sih om? (Is it clean or not yet uncle?)

DS's uncle: Belum (Not yet)

SYF: Buang (Throw away)

DS's uncle: Belom, masih bersih belom kotor (Not yet, still dirty)

SYF: Catu aja om, kii anan yap om (Just one, wipe left and right)

DSZ: Gak usah nanti pecah (Don't its break)

SYF: Ini om? (Uncle, this is?)

DS's uncle: Enggak, jangan dinding plastik nya aja (No, don't just do in the plastic)

DSZ: Dinding udah kak ica bersiin (The wall has a clean)

SYF: Awa dah bersiin (I'm done)

DSZ: Sini belum wa (over there not yet)

SYF: Sini na (There)

DSZ: Atasnya lagi sini (over here again)

SYF: Awa mau bersiin ini (I want to clean over this)

DS's uncle: Lap sampai bersih (wipe until clean)

DSZ: Iya (yes)

SYF: Ini cik joyok ha…ha… butak lah butak lah titunya (This is still dirty ha… ha… open it open it that tissue)

DS's uncle: Nggak usah tutup aja, buka kainnya kayak kakak ica dah lap lah (No need to close it, open the tissue like ica)

DSZ: Kak ica dah kotor (my tissue has dirty)

DS's uncle: Belum, dah terus lap lagi (Not yet, wipe again)

DSZ: Kak ica bersiin lap dindingnya aja lah (I want to clean up the wall)

SYF: Yap dinding aja (wipe the wall)

DS's uncle: Hawa di plastiknya (hawa, wipe in the plastic)

SYF: Awa di dinding na (I want to wipe in the wall)

SYF: Ih oak (ih cockroach)

DSZ: Yang putih-putih ini apa ya (What is the white one?)

DSZ’s uncle: Jamur (Mildew)

DSZ: Jamur? (Mildew?)

DSZ’s uncle: Iya (Yes)

Appendix 7. Conversation 6

SYF: Awa buat ini (I made this)

R: Apa itu? Buah? (What is that? A fruit?)

SYF: Buah (a fruit)

R: Buah apa? (What a fruit?)

SYF: Buah bolbali (a blueberry)

R: Terus sebelahnya apa? (And then what is the next?)

SYF: Kak ica ambal cotat (kak ica draw a chocolate)

R: Oh iya… (Oh I see…)

DSZ: Sini biar kakak buatin (here, let me mad it)

SYF: Ndak mau, awa buat buna lah (I don't want too, I want to make a flower)

R: Buat apa hawa? (What is your made it?)

SYF: Buna (a flower?)

R: Bunga apa? Mawar? (What is the flower? A rose?)

SYF: Dah awa buat (I am done that make it)

Appendix 8. Conversation 7

DSZ: Ante fila suka buah apa? (Aunty, what do you like a fruit?)

R: Ante? (me?)

DSZ: Iya (Yes)

R: Suka buah apel, kak ica? (I like apple, and you?)

DSZ: Angguy sama cotat sama semangka (Grape, Choco, and Watermelon)

R: Hawa suka buah apa? (Hawa what are you like a fruit?)

SYF: Buah… buah… ini cotat (Fruit… fruit… this is Choco)

R: Coklat? Strawberry gak suka? (Choco? Don't like a strawberry?)

SYF: Asem (Sour)

DSZ: Kak ica pelna beli di berastagi (I have ever bought in the Berastagi)

R: Berastagi, manis apa asem? (Berastagi, it is sweet or sour?)

DSZ: Abis tu naik minum susu sapi, kak ica habis itu petik stobeli (Then we up for drinking milk of cow, kak ica pick a strawberry)

SYF: Awa mau beli escim (Awa want to buy a ice cream)

DSZ: Naik kuda (ride horse)

R: Naik kuda, habis itu? (ride horse, and then?)

DSZ: Habis tu pulang (then we go home)

R: Udah? (Just it?)

SYF: Naik uda (ride horse)

R: Naik kuda? Sama siapa? (ride horse with who?)

SYF: Sama mamak sama ayah (with mother and father)

R: Naik apa kesana hawa? (what are you going up there?)

SYF: Sawat (Airplane)

R: Iya naik pesawat? (Airplane?)

SYF: Naik keta pi (take a train)

R: Naik kreta api sama siapa? (Take a train with whom?)

SYF: Naik keta pi uda sama mamak sama ayah (take a train horse with mother and father)

Appendix 9. Surat Permohonan Persetujuan Judul

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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Ayu Dian Safira
NPM : 1802050054
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Conversation and Language Acqusition Among Three-Years Old Children.	

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

Medan, 16 Februari 2022

Disetujui oleh
Dosen Pembimbing

(Rakhmat Wahyudin Sagala. S,Pd. M.Hum.)

Hormat Pemohon

(Ayu Dian Safira)

Appendix 10. Form K1

K-1

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

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Ayu Dian Safira
NPM : 1802050054
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,54 IPK = 3,54

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
16/02/2022	Conversation and language acquisition among three-years old twin children.	
	Analysis of Conjunction in the lyrics of the album songs "1989" by Taylor Swift	
	Analysis of translation techniques on the film incredibles 2 movie	

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

Medan, 16 Februari 2022
Hormat Pemohon,

Ayu Dian Safira

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

Appendix 11. Form K2

K-2

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

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

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Ayu Dian Safira
NPM	: 1802050054
ProgramStudi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : Conversation and language acquisition among three-years old children.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Rakhmat Wahyudin Sagala. S,Pd. M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

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

Medan, 16 Februari 2022
Hormat Pemohon,

Ayu Dian Safira

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

Appendix 12. Form K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 451 /II.3-AU/UMSU-02/F/2022
Lamp : ---
H a l : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

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

Nama Mahasiswa : Ayu Dian Safira
NPM : 1802050054
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Conversation and Language Acquisition Among Three-Years Old Children.

Dosen Pembimbing : Rakhmat Wahyuddin Sagala, S,Pd, M.Hum

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 17 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 16 Rajab 1443 H
17 Februari 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP : 19670604 199303 2 002

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

Appendix 13. Berita Acara Bimbingan Proposal

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

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Ayu Dian Safira
NPM : 1802050054
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Conversation and Language Acquisition Among Three- Years Old Children

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09/02 - 2022	Merumuskan judul penelitian	
18/02 - 2022	Perencanaan BAB I	
28/02 - 2022	Revisi BAB I (Perencanaan BAB II)	
18/03 - 2022	Revisi BAB II (Perencanaan BAB III)	
13/04 - 2022	Revisi BAB III	
19/05 - 2022	Perbaikan BAB I, II, III (Metode Penelitian)	
21/05 - 2022	Perbaikan sumber data	
	Acc Proposal. 21/5-2022.	

Medan, 21 Mei 2022

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rakhmat Wahyudin Sagala, S.Pd., M.Hum

Appendix 14. Berita Acara Seminar Proposal

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

بسم الله الرحمن الرحيم

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 09 Juni Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Ayu Dian Safira
N P M : 1802050054
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Conversation and Language Acquisition Among Three- Years Old Children

NO	MASUKAN / SARAN
BAB I	-In the background, find the phenomenon after that continue with theory. -the identification of the problem, there is no mention of the problem. -the scope and limitation, its not known which scope and limit.
BAB II	
BAB III	
LAINNYA	- use the appropriate proposal structure from the campus. - use a journal and book references from English.
KESIMPULAN	( ) Disetujui (✓) Disetujui Dengan Adanya Perbaikan ( ) Ditolak

Medan, 09 Juni 2022

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rakhmat Wahyudin Sagala, S.Pd., M.Hum

PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd.,M.Hum

Sekretaris

Rita Harisma, S.Pd., M.Hum

Appendix 15. Surat Keterangan Seminar Proposal

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

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

NamaMahasiswa	: Ayu Dian Safira
NPM	: 1802050054
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari	: Kamis
Tanggal	: 09 Juni 2022
Dengan Judul Proposal	: Conversation and Language Acquisition among Three- Years Old Children.

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan,semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya.Amin.

Dikeluarkan di : Medan
PadaTanggal : 09 Juni 2022

Wassalam

Ketua Program Studi
Pendidikan Bahasa Inggris

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

Appendix 16. Lembar Pengesahan Hasil Seminar Proposal

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

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

NamaLengkap	: Ayu Dian Safira
NPM	: 1802050054
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Conversation and Language Acquisition Among Three- Years Old Children

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

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

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

Dosen Pembimbing

Rakhmat Wahyudin Sagala, S.Pd., M.Hum

Appendix 17. Surat Pernyataan

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

SURAT PERNYATAAN

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

Nama Mahasiswa	: Ayu Dian Safira
NPM	: 1802050054
Program Studi	: Pendidikan Bahasa Inggris
JudulPenelitian	: Conversation and Language Acquisition Among Three- Years Old Children

Dengan ini saya menyatakan bahwa :

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

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

Medan, 04 July 2022

Diketahui oleh,
Ketua Program Studi
Pendidikan Bahasa Inggris

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

Hormat saya,
[illegible]buat pernyataan

Ayu Dian Safira

Appendix 18. Surat Permohonan Izin Riset Kampus

UMSU
Unggul | Cerdas | Terpercaya
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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.od

Nomor : 1404 /II.3.AU/UMSU-02/F/2022
Lamp : ---
H a l : Permohonan Riset

Medan, 15 Dzulhijjah 1443 H
12 Juli 2022 M

Kepada Yth, Bapak/Ibu Kepala
Kantor Balitbang Kota Medan
di
Tempat

Bismillahirahmanirrahim
Assalamualaikum Wr. Wb.

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 untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian/riset di kantor yang Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap	: Ayu Dian Safira
NPM	: 1802050054
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Conversation and Language Acquisition Among Three-Years Old Children

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIDN : 0004066701

Pertinggal

QS STARS

Appendix 19. Surat Balasan Izin Riset Balitbang

PEMERINTAH KOTA MEDAN
BADAN PENELITIAN DAN PENGEMBANGAN
Jalan Kapten Maulana Lubis Nomor 2 Medan Kode Pos 20112
Telepon. (061) 4555693 Faks. (061) 4555693
E-mail : balitbangmedan@yahoo.co.id. Website : balitbang.pemkomedan.go.id

SURAT REKOMENDASI PENELITIAN
NOMOR : 070/1380/Balitbang/2022

Berdasarkan Surat Keputusan Walikota Medan Nomor : 57 Tahun 2001, Tanggal 13 November 2001 dan Peraturan Walikota Medan Nomor : 55 Tahun 2010, tanggal 24 November 2010 tentang Tugas Pokok dan Fungsi Badan Penelitian dan Pengembangan Kota Medan dan setelah membaca/memperhatikan surat dari: Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara. Nomor: 1404/II.3.AU/UMSU-02/F/2022. Tanggal : 12 Juli 2022. Hal: Permohonan Riset.

Badan Penelitian dan Pengembangan Kota Medan dengan ini memberikan Surat Rekomendasi Izin Penelitian Kepada :

Nama	:	**Ayu Dian Safira.**
NIM	:	1802050054.
Prodi	:	Pendidikan Bahasa Inggris.
Judul	:	**"Conversation and Language Acquisition Among Three-Years Old Children".**
Lokasi	:	Kelurahan Tegal Rejo Kecamatan Medan Perjuangan Kota Medan.
Lamanya	:	1 (Satu) Bulan.
Penanggung Jawab	:	Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Dengan ketentuan sebagai berikut :

1. Sebelum melakukan Penelitian terlebih dahulu harus melapor kepada pimpinan Organisasi Perangkat Daerah lokasi Yang ditetapkan.
2. Mematuhi peraturan dan ketentuan yang berlaku di lokasi Penelitian.
3. Tidak dibenarkan melakukan Penelitian atau aktivitas lain di luar lokasi yang telah direkomendasikan.
4. **Hasil penelitian diserahkan kepada Kepala Balitbang Kota Medan selambat lambatnya 2 (dua) bulan setelah penelitian dalam bentuk *soft copy* atau melalui Email *(balitbangmedan@yahoo.co.id)*.**
5. Surat rekomendasi penelitian dinyatakan batal apabila pemegang surat rekomendasi tidak mengindahkan ketentuan atau peraturan yang berlaku pada Pemerintah Kota Medan.
6. Surat rekomendasi penelitian ini berlaku sejak tanggal dikeluarkan.

Demikian Surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e d a n
Pada Tanggal : 20 Juli 2022

KEPALA BADAN PENELITIAN DAN PENGEMBANGAN
KOTA MEDAN,

Ir. ILHAM RITONGA, M.Si
PEMBINA UTAMA MUDA
NIP. 19630428 199203 1 002

Tembusan :

1. Wali Kota Medan (sebagai laporan).
2. Camat Medan Perjuangan Kota Medan.
3. Lurah Tegal Rejo Kecamatan Medan Perjuangan.
4. Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
5. Arsip.

Appendix 20. Surat Rekomendasi Izin Riset Kelurahan

PEMERINTAH KOTA MEDAN
KECAMATAN MEDAN PERJUANGAN
KELURAHAN TEGAL REJO
Alamat Kantor : JL. Pendidikan No. 111 Medan 20237

SURAT REKOMENDASI PENELITIAN
NOMOR : 070/ 197 / TR / VII / 2022

LURAH TEGAL REJO KECAMATAN MEDAN PERJUANGAN PEMERINTAH KOTA MEDAN, berdasarkan Surat Kepala Badan Penelitian dan Pengembangan Kota Medan Nomor : 070 / 1380 / Balitbang / 2022 tanggal 20 Juli 2022 Perihal Surat Rekomendasi Penelitian, dengan ini memberikan rekomendasi penelitian / izin penelitian kepada :

Nama	: Ayu Dian Safira
NIM	: 1802050054
Fakultas	: Pendidikan Bahasa Inggris
Lokasi	: Kelurahan Tegal Rejo Kecamatan Medan Perjuangan Kota Medan
Lamanya	: 1 (satu) bulan
Penanggung Jawab	: Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Dengan ketentuan sebagai berikut :

1. Sebelum melakukan penelitian terlebih dahulu harus melapor kepada pimpinan Satuan Kerja Perangkat Daerah lokasi yang ditetapkan.
2. Mematuhi peraturan dan ketentuan yang berlaku di lokasi penelitian.
3. Tidak dibenarkan melakukan penelitian atau aktivitas lain di luar lokasi yang telah direkomendasikan.
4. Hasil penelitian diserahkan kepada Kepala Balitbang Kota Medan dan Lurah Tegal Rejo selambat-lambatnya 2 (dua) bulan setelah penelitian dalam bentuk *softcopy* atau melalui *e-mail* (*balitbangmedan@yahoo.co.id*).
5. Surat rekomendasi penelitian dinyatakan batal apabila pemegang surat rekomendasi tidak mengindahkan ketentuan atau peraturan yang berlaku pada Pemerintah Kota Medan.
6. Surat rekomendasi penelitian ini berlaku sejak tanggal dikeluarkan.

Demikian Surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Medan
Pada Tanggal : 26 Juli 2022
LURAH TEGAL REJO
KECAMATAN MEDAN PERJUANGAN

DEDI ARMANSYAH, S. AP
NIP. 19721012 200502 1 002

Tembusan :
1. Walikota Medan (sebagai Laporan)
2. Camat Medan Perjuangan Kota Medan
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
4. Yang Bersangkutan
5. Pertinggal

Appendix 21. Surat Keterangan Selesai Riset Kampus

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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.od

SURAT KETERANGAN
Nomor : 1838/KET/II.3-AU/UMSU-02/F/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan bahwa :

Nama Mahasiswa	: Ayu Dian Safira
N P M	: 1802050054
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2021/2022
Judul Skripsi	: Conversation and Language Acquisition Among Three-Years Old Children.

Adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara yang telah menyelesaikan Riset Penelitian Skripsi di Badan Penelitian dan Pengembangan Pemerintahan Kota Medan lamanya lebih kurang 1 (satu) Bulan. Untuk itu kami aturkan banyak terima kasih atas bantuan dan kerjasamanya.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya, Amin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, 6 Shafar 1444 H
2 September 2022 M

Wassalam
a.n.Dekan
Wakil Dekan I

Dr. Hj. Dewi Kesuma Nasution.SS.,M.Hum
NIDN: 0106087503

** **Pertinggal** **

QS STARS ★★★★

Appendix 22. Surat Keterangan Selesai Riset Balitbang

PEMERINTAH KOTA MEDAN
BADAN PENELITIAN DAN PENGEMBANGAN
Jalan Kapten Maulana Lubis Nomor 2 Medan Kode Pos 20112
Telepon. (061) 4555693 Faks. (061) 4555693
E-mail : balitbang@pemkomedan.go.id Website : balitbang.pemkomedan.go.id

SURAT KETERANGAN SELESAI RISET

No : 070/1715 /Balitbang/2022

1. Berdasarkan Surat Keterangan Penelitian Dari Badan Penelitian dan Pengembangan Kota Medan Nomor: 070/1380/Balitbang/2022. Tanggal: 20 Juli 2022 dengan ini memberikan keterangan kepada nama dibawah ini :

Nama	: **Ayu Dian Safira.**
NIM	: 1802050054.
Program Studi	: Pendidikan Bahasa Inggris.
Lokasi	: Kelurahan Tegal Rejo Kecamatan Medan Perjuangan Kota Medan.
Judul	: **"Conversation and Language Acquisition Among Three-Years Old Children".**
Penanggung jawab	: Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Bahwa yang bersangkutan tersebut di atas telah menyelesaikan Riset di Pemerintah Kota Medan.

2. Demikian Surat Keterangan ini disampaikan untuk dapat dipergunakan seperlunya.

Dikeluarkan di : M e d a n
Pada Tanggal : 8 September 2022

a.n. KEPALA BALITBANG KOTA MEDAN
SEKRETARIS,

Dra. SITTI MAHRANI HASIBUAN
PEMBINA Tk.I
NIP. 19661208 198603 2 002

Tembusan :
1. Walikota Medan, (sebagai laporan).
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
3. Arsip.

SALINAN

Appendix 23. Berita Acara Bimbingan Skripsi

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

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Ayu Dian Safira
NPM : 1802050054
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Conversation and Language Acquisition Among Three- Years Old Children

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23 August 2022	Chapter I, Chapter IV and Chapter V	
31 August 2022	Chapter IV : Finding and Discussion	
07 Sept 2022	Chapter V : Conclusion and Suggestion	
12 Sept 2022	Abstract, Acknowledgments, and Table of Content	
14 Sept 2022	Acc to proceed on the green table exam	

Medan, 14 September 2022

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Rakhmat Wahyudin Sagala, S.Pd., M.Hum

Appendix 24. Surat Keterangan Bebas Pustaka

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN
Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
http://perpustakaan.umsu.ac.id perpustakaan@umsu.ac.id perpustakaan_umsu

SURAT KETERANGAN
Nomor : 1858 / KET/II.3-AU /UMSU-P/M/2022

بسم الله الرحمن الرحيم

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : **Ayu Dian Safira**
NPM : **1802050054**
Fakultas : **Keguruna dan Ilmu Pendidikan**
Jurusan : **Pend. B. Inggris**

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 6 Safar 1444 H.
2 September 2022 M.

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

Appendix 25. Curriculum Vitae

I. Personal Detail

Name	: Ayu Dian Safira
NPM	: 1802050054
Majoring	: English Education
Place and Date of Birth	: Kisaran, 11 January 2001
Gender	: Female
Religion	: Islam
Status	: Single
Name of Father	: Iptu Saidi
Name of Mother	: Hj. Idayanti
Address	: Jl. Keris Lk. II No. 118, Kel. Indrasakti, Kec. Air Putih, Kab. Batubara
Phone/Number	: 081264177868
Email	: ayudian1101@gmail.com

II. Formal Education

2007-2012	: Primary School at SDN 013869 Indrapura
2013-2015	: Junior Haight School at SMP IT AL-IHYA Tanjung Gading
2016-2018	: Senior Hight School at SMA N 1 Sei Suka
2018-Right Now	: The Student of Universitas Muhammadiyah Sumatera Utara

III. Experience

2021	: The Participant in the Program of Kampus Mengajar Batch 2 in SD SWASTA ZEFANYA Air Putih.