

**FAMILY BACKGROUND EDUCATION ON THE FIRST LANGUAGE  
ACQUISITION IN CHILDREN 1-3 YEARS OLD**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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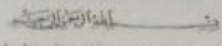
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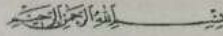
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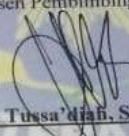
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## ABSTRACT

**Dea, Yesika Alma. 1502050120. "Family Background Education On The First Language Acquisition in Children 1-3 Years Old. Skripsi". English Education Program Faculty of Teacher, Training and Education, University of Muhammadiyah of Sumatera Utara (UMSU). Medan. 2019.**

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

**Keywords:** First Language Acquisition, Family Background Education, Syntax.

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Medan, September 2019

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Research

Language is a word or speech obtained by humans which can be mastered with the help of a device called language acquisition device (LAD) which is used for the process of receiving language in a child's brain when he gets the first language from his mother. Chomsky (2004) in Da Cruz (2015: 6) argues that children 's ability to learn language is due to a genetically programmed organ that is located in the brain. Therefore, after children are born and start learning language, they will surely begin to develop the language they acquire. In the first language acquisition, the most fundamental theory is the Innateness hypothesis which states that language acquisition is strongly supported by the LAD (Language Acquisition Device). Regarding the innateness hypothesis of language, Chomsky and Miller (1957) in Abdul Chaer (2015: 169) says that there is a special tool that every child has from birth to be able to speak.

Language acquisition device (LAD) is a tool that allow a child to get his mother tongue. A child will grow along with the development of his language. Parents are the most important factor that can help children get their first language. Due to the existence of LAD devices, normal children in thinking growth are able to obtain the first language through what they hear in their first years and the process occurs for up to about 5 years. Children are able to say the words they receive, so that they are able to express the intent and purpose of what they say in order to form the sentence structure and it is able to make children

produce utterance sentences, and the first thing can only be understood by the mother because the child who enters the babbling stage will say whatever he wants based on whatever he knows and hears.

In learning languages, a child also has stages in the process of acquiring the first language, they are; the stage of competence and performance where the child gets an unconscious knowledge of the grammar of the mother tongue, the stage of semantic acquisition where the child begins to compose a semantic word (simple) for the words he knows so that it is collected by the child to become knowledge for him, the stage of syntactic acquisition, namely the child's ability to express something in the form of construction or sentence structure and, the stage of phonological acquisition where this growth gives greater space for children to produce language sounds. From the above stages, the researcher focused on the syntactic acquisition stage to determine the child's ability to express sentences in the form of utterances. Children were born had differences in the acquisition of the first language, as utterances in general when children tend to produce statements to the interlocutor or tended to produce many questions by each child or other children therefore, a child produced a type of sentence that was different in utterances and in acquisition of syntax was the child was produced word by word to be able to sentence structure.

To find out the types of sentences spoken in the acquisition of Indonesian structure of sentence, there were types of sentences which were divided into three kinds; declarative sentence, imperative sentence and interrogative sentence. They were distinguished according to family education background, and to know what

sentences were produced by children in expressing these sentences. In addition there were also factors that could affect children in obtaining language; they were natural factors, cognitive development factors, social background, heredity, personality or acquisition style. And by looking at these factors it was found out what a factor which could affect children in obtaining their first language.

Families in the process of growth and development of children play an important role in educating children until he was able to obtain and learn what was taught by his parents and could be responsible and able to become a good person as explained by M.I. Soelaeman (1994) in Drs. Uyoh Sadulloh, M.Pd., et al (2015) who suggested the understanding of family in the broad and in the strict sense. In the broadest sense relating to the relationship includes all parties to the blood relationship so it often appears as a clan or citizen. In life, the term extended family was often found; family members outside of father, mother, and child. The extended family consists of aunts, uncles, grandfathers, grandmothers, etc. who are sometimes named after relatives. Whereas in the strict sense of the family which was based on blood relations, it consists of father, mother, children who are nicknamed with internal triangle. So, in family terms it had different meanings and does not only consist of three. However, in this case the role of parents to educate, especially in obtaining a language was an important factor for children. It was also the affect of the people closest to and around, it will have a big affected for them to get the first language, including any factors such as external or internal factors that could affect children in obtaining their first language.

In relation to mother's role nowadays who was also making a living for the family, many parents now leave their children in the care of others, such as hiring a caregiver or even leaving their children with their families, so that it makes children more likely to get language from others than their parents or mothers themselves. But whether or not a child learns language, it also depends on how the person teaches it. If their parents entrust their children to people who are of good educational background (Undergraduate) and care for the child, then the child will get the language well, or vice versa and less concerned towards the child, then the child will get the language unfavorably.

In the development of obtaining the first language, family education backgrounds, especially parents are also very affected, this was positive side for children because of the knowledge that parents had been distributed to children, so that children will learn what has been taught by their parents . Due to the differences between family backgrounds who have higher education or has an undergraduate degree and family backgrounds that are non-undergraduate degree, it was definitely very significantly different. This was because in language acquisition, external affect such as family and environment are something that could help children in obtaining the first language, for example, in terms of what was taught by their parents or even from the affect of the child's environment. That could also affect children in obtaining the language, because usually what was obtained by the child was also what they will get and learn. Therefore, the researcher analyzes first language acquisition of children aged 1-3 years, from their family education background and gives the title "FAMILY BACKGROUND

EDUCATION ON THE FIRST LANGUAGE ACQUISITION IN CHILDREN 1-3 YEARS OLD" as the title of this research.

### **B. The Identification of the Problems**

In this problem the researcher identified as the following:

1. There were differences in the types of sentences produced by children in expressing sentences in the form of utterances in the acquisition of syntax.
2. There were factors that affect children in obtaining the first language acquisition; parents undergraduate education and non-undergraduate education.

### **C. Scope and Limitation of the Research**

The scope of this research was language acquisition and it was limited on first language acquisition to the children 1-3 years old, especially in syntax.

### **D. The Formulation of the Problems**

In this problem the researcher had the following formulation of the problem:

1. What are types of sentences produced by children in their acquisition of syntax?
2. What factors do affect children in obtaining the first language acquisition?



### **E. The Objectives of the Research**

In this problem the researcher had the following formulation of the problem:

1. To find out types of sentences produced by children in the acquisition of syntax.
2. To find out factors which affect the children in obtaining the first language acquisition.

### **F. The Significance of the Study**

Hopefully this research was useful theoretically and practically.

#### **1. Theoretical**

It was hoped that the results of this research could provide benefits (theories) that were very useful to get more knowledge of the language, especially about first language acquisition in stages of syntax.

#### **2. Practical**

These findings were expected to be useful for.

- a. The teachers, to improve their ability to better understanding about language acquisition especially in educational background of family.
- b. The students, this research could help them to had more information or knowledge about first language acquisition.
- c. The readers or other researchers, hopefully the results of this research could be useful to help the readers or other researchers to do the same research but different point of view.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Language Acquisition**

Language acquisition and language learning were two important concepts in linguistic studies, and both had an affected on those who work in language teaching. These two terms refer to the way humans learn languages. In this concept explains the existence of several theories from experts where the acquisition of language had a close relationship with the ability of humans to create perceptions and understand the words of others. Moreover, a child is able to produce speech or speech if he knows the rules derived from childhood (Soenjono, 2010: 225).

Language acquisition is the process by which humans to get the ability to capture, perceive and produce a language. In other words, language acquisition was something that had a connection between the speaker and the other speakers in terms of the ability to understand each other's words. A 6 month old can do little more than babble, but by 2 or 3 years of age, children show generative knowledge of the patterns of their language that is, they can extend the words they hear to new situations, and they can use grammatical constructions in new contexts (Gentner & Namy, 2006: 1) in Ahmad Dahlan (2017: 9).

It could be said that there was changed in the language acquisition of children every age, starting from babies who were a few months old who could only

ramble unclear then enter the age to the 1-3 year stage which starts showing several words per word they know or hear or what they get from the mother, because the first language acquisition (L1) of a child was obtained from her mother. Every child who had good and normal growth in the growth of his brain and mind will get first language or mother tongue in the first year of his age, and this stage will usually occur until the age of the child reaches approximately 5 years.

In the acquisition of language in children, since he was born the child had indeed been equipped with a device to capture a language into the brain. And Chaer (2009) states that language acquisition or language acquisition is a process that takes place in a child's brain when he acquires his first language or his native language. So, every child had been their own differences in obtaining the language and the pronunciation of each sentence that was uttered by each child had a variety of meaning in the meaning of the word and usually this could only be understood by their mother. According to Dardjowidjojo (2015: 66) the term acquisition is used for the equivalent term of English acquisition, which is a process of mastering the language performed by children naturally when he learns his mother tongue.

That means the child in capturing the language occurs without realizing it or just leaving without having to be forced, it happens when he interacts with his mother. Language acquisition was also usually distinguished from language learning. Because the language learning process occurs when the child will learn a second language, after the child had acquired his first language.

## **2. Theory of Children's Language Development**

### **2.1 Theory of Behaviorism**

This theory states that the child's first language acquisition process occurs outside the child's self, where the child gets stimulation due to environmental factors. According to behaviorists the ability to speak and understand language by children was obtained through stimuli from their environment. And as was suggested by Skinner (1969) in Abdul Chaer (2015: 223) grammatical rules or rules of language is verbal behavior that allows someone to answer or say something.

However, if later the child could speak, it was not because of "rule-governed" because the child cannot express the rules of language, but was formed directly by factors outside of him. It could be said that external factors were one of the affected that could affect children in obtaining their first language, because external factors around children also play a role in the development of a language so that it was said that children get stimuli from the environment.

### **2.2 Theory of Nativism**

According to the nativists, it was argued that language was too complex and complicated, so it was impossible to learn in a short time through methods such as "imitation". So, there must be some important aspects regarding the system of language that already exists in humans naturally. As Chomsky in Abdul Chaer (2015: 222) argues that children are born with "Language Acquisition Device (LAD)".

It was concluded that language was something that was not easy to learn and understand just by imitating someone. A child was certainly get the language well if the child could interact with his interlocutor and be able to caught the words by words spoken. This was meant by important aspects in the language system and to obtain a language of children from birth was indeed equipped with a device to capture a language called the language acquisition device, so that the child get the language.

### 2.3 Theory of Cognitivism

According to Jean Piaget (1954) in Abdul Chaer (2015: 223) states that language is not a separate natural feature, but one of several abilities derived from cognitive maturity. That means a language was something that was not pure from within but from the ability of someone who understands and understands as a whole with the development of the language.

In contrast to Chomsky who once challenged Piaget's concept, he stated that the general mechanism of cognitive development cannot explain the complex, abstract, and distinctive structure of language. Likewise the language environment cannot explain the structure that appears in children's language. Therefore, according to Chomsky, language (structure or rules) must be obtained naturally. This was different from the previous one, this explains that language was an acquisition that can be obtained naturally from a person, because Chomsky in Abdul Chaer (2015: 224) also stated that humans are born equipped with tools to obtain a language, namely LAD. So, in other words humans will still get the language in accordance with the structure and rules of each.

### **3. First Language Acquisition**

First language acquisition is a process whereby a child begins to recognize a language from the beginning he is without language to be able to obtain one language, and this is obtained from his mother. This why it was often mentioned that the mother was the only one that was related to the acquisition of language, because the first language that was obtained by the child was not other than what his mother said. Of course, because mothers were the closest and most often interact with children. During the acquisition of the first language, according to the book Abdul Chaer (2015: 167) explained that there were two processes that occur when a child acquires his first language, namely the process of competence and performance processes.

This means that every child who was in the process of acquiring language had their own stages, both of which had different processes. The competency process is a process for mastery of grammar which consists of two processes, namely the process of understanding and publishing process, while the performance process is an ability that children have in using language to give birth to new sentences in linguistic transformation. In essence, every child will get the language. And every child acquires language gradually and various processes until the child had language.

### **4. The stages or process of Children's First Language Acquisition**

In learning a language at the initial stage, it usually starts from a child who was starting the process of getting his first language. However, this could

indirectly had a completed grammar according to the rules. Therefore, to get the language, it was necessary to had stages to get the child's first language. Therefore, Ardiana and Syamsul Sodiq (2015: 68) divided the stages of acquiring the first language into four stages, namely the stages of acquiring competence and performance, the stages of semantic acquisition, the stages of obtaining syntax, and the stages phonological acquisition.

#### 1. The Stage of Competence and Performance Acquisition

In acquiring the first language the child takes two abstract things in linguistic theory, namely competence and performance. Competence is knowledge about grammar of mother tongue which is mastered by children be aware of. Grammar consists of three components, namely semantics, syntax, and phonology and obtained in stages. At this level of competence occurs analytical process for formulating semantic, syntactic, and phonological problems. As a center of knowledge and development of language in a child brain, competence requires performance assistance to overcome a child linguistic problems. Performance is the ability of a child to understand or decode in receptive processes and abilities to speak or encode in the productive process. So that concluded that competence was 'the material' and performance was a 'tool' that bridges between 'material' and embodiment language phonology.

#### 2. The Stage of Semantic acquisition

Syntactic acquisition depends on the acquisition of semantics. That first obtained by children was not a syntactic structure but meaning (semantics). Before being able to say a word at all, children diligently gather information about

their environment. Children composed semantic features (simple) of words their knows. What the child understands and collected was become knowledge of his world. Understanding of meaning is the basis of speech testing.

One of the earliest forms that were controlled by children was nouns, especially who were close to or close to where their live, for example family members, close family, pets, fruit and so on. Then followed by mastering verbs in stages, from verbs that were common to more specialized or complicated verbs. Verbs related to life everyday, like falling, breaking, running out, showering, drinking, and going to be mastered ahead of buying and selling verbs. The last two words had levels higher semantic complexity, for example the concept of things that were change hands and payment concepts.

### 3. The Stage of Syntax Acquisition

The first syntactic construction of a normal child can be observed at age 18 month. Even so, some children had begins to appear at age a year and other children over two years. Syntactic acquisition is the child's ability to express things in form construction or sentence arrangement. The construction of the two words was the arrangement formed by child to express something. Children were able to produce the target language to represent what he means. Usage and the substitution of certain words in the same position shows that children had mastered word classes and were able to be creative vary its function. An example is 'father comes'. The word could be varied by the child to 'father away' or 'mother to come'.



#### 4. The Stage of Phonological Acquisition

Phonologically, newborn children had different organs language that was very striking compared to adults. Its brain weight was only 30% of the size of an adult. The narrow oral cavity is almost filled with the tongue. Increasing age will widen the oral cavity. This growth provides greater room for children to produce language sounds. Phonological acquisition or language sounds begin with acquisition of basic sounds. According to Jakobson in Ardiana and Syamsul Sodiq (2015: 70) the basic sound in human speech is /p/, /a/, /i/, /u/, /t/, /c/, /m/, and so on. Then at the age of one year the child begins to fill these sounds with other sounds. For example /p/ combined with /a/ become pa/ and /m/ combined with /a/ be /ma/. After the child was able to produce sound then as it goes time, you had been more proficient in producing sound. This matter influenced by the environment, cognitive and also the tools he said.

#### 5. Acquisition of Syntax

The term syntax was directly drawn from the Dutch *syntaxis*. In English the term syntax was used. Syntax is a branch of linguistics that studies the relationship between word by word or a unit that was wider than that in language. The definition of syntax according to Chaer (2009: 3), syntax is a language subsystem that discusses the arrangement and arrangement of words into larger units, called syntactic units, namely words, phrases, clauses, sentences, and discourse. Thus, syntax can be said as a unit of language consisting of various types of syntax.

In Indonesian syntax there were types of sentences which were distinguished according to their respective classifications, as mentioned by Drs. Suhardi, M.Pd. that was, sentences can be classified into functions, categories, and meanings. So it can be said that these types of sentences their had respective roles and functions. In Indonesian syntax, the meaning of sentences according to Abdul Chaer (2009) is a syntactic unit composed of basic constituents, which were usually in the form of clauses, supplemented by conjunctions when needed, and accompanied by final intonation. And based on the type of sentence which when viewed in terms of function in relation to the situation according to Drs. Suhardi, M.Pd., can be divided into several groups; kalimat berita (declarative sentences), kalimat tanya (interrogative sentences), and kalimat perintah (imperative sentences).

a. Kalimat Berita (Declarative Sentence)

Kalimat berita adalah kalimat yang berisi berita yang disampaikan dari seseorang kepada orang lain. Boleh juga didefinisikan sebagai kalimat yang berisi informasi agar orang lain atau pihak yang dimaksud memerhatikannya dengan baik.

Declarative sentences or in Indonesian commonly called news sentences were sentences that contain news delivered from one person to another. Or it could be said as a sentence expressed by someone who contains a statement.

Examples:

1. Balon itu berwarna merah.

The Ballon is red.

2. Di luar sangat panas.

It's very hot outside.

3. Mereka sedang bermain.

They are playing.

b. Kalimat Tanya (Interrogative Sentence)

Kalimat tanya adalah kalimat yang berisi pertanyaan agar lawan bicara menjawab sesuai dengan apa yang diinginkan penanya. Biasanya kalimat tanya di akhir kalimat menggunakan tanda tanya (?).

Interrogative sentences or in Indonesian were called question sentences were sentences that contain questions so that the other person answers in accordance with what the questioner wants. Or was an expression in the form of a question to someone that needs to be given an answer.

Examples:

1. Siapa yang datang?

Who's coming?

2. Di mana rumahmu?

Where is your house?

3. Kapan kamu pulang?

When are you coming home?

c. Kalimat Perintah (Imperative Sentence)

Kalimat perintah adalah kalimat yang berisi instruksi atau perintah agar lawan bicara melakukan sesuatu sesuai yang diperintahkan. Biasanya kalimat perintah menggunakan tanda baca perintah (!) di akhir kalimat.

Imperative sentences or command sentences in Indonesian were sentences that contain instructions or commands so that the interlocutor does something as instructed. Or an expression that was expressed to revealed something to someone else and needs to be responded in the form of action.

Examples:

1. Kerjakan latihan 1 dan 5!  
Do the exercises 1 and 5!
2. Jangan duduk diatas meja!  
Don't sit on the table!
3. Dilarang berisik!  
Don't be noisy!

## **6. Factors Which Affect Children's First Language Acquisition**

After mentioning several stages in the process of acquiring a child's first language. In language development in children there were various kinds of factors that was occur in obtaining a first language. And to find out what factors was occur, it was first necessary to know what the true acquisition of language. And there were some experts concluding about language acquisition, as according to Gleason (1998: 416) there were three main things related to the nature of language acquisition. First, what mental processes a person experiences in hearing, understanding and remembering what was heard. This was called comprehension. Second, what mental processes occur when someone states what their said. This

was called production. Third, what procedures were followed by children in learning to understand or produce their first language. This was called acquisition.

Meanwhile, according to Ingram (1989: 416) language acquisition can be divided into four periods: first, pralinguistic development, which starts from birth until the end of the first year. Second, one word from around one year to one and a half years. Third, the first combination of words was from the age of about one and a half years to the age of two years. Fourth, simple and complex sentences, starting from the age of three. Chomsky (1999: 416) also explains that every human being created by God must have LAD. Both he is male and female. LAD is a language device that exists in the human brain that functions to process the language itself, starting from the process of hearing through the ear, the production process and up to the process of delivering that language. The process took place so quickly that humans had not been able to measure it. According to other experts such as Siegel and Cocking (2016: 417) also said that language acquisition is a process used by children to adjust a series of hypotheses with parental speech to be able to choose words and grammar rules ranging from simple to the most perfect or even complicated. It was concluded that in the theory of language acquisition, each expert had his own opinion. And to obtain a language, there were factors that could affected a child to be able to learn a language. So there were some factors that could affected children in obtaining the first language summarized from several expert theories in the journal according to Irwan (2016: 418), namely:

1. Natural factors: every child was born given a LAD device. A child will use his LAD according to his condition. The process will run naturally too.
2. Cognitive development factors: the development of language in someone going hand in hand with cognitive development. Cognitive helps language development through LAD.
3. Social background: this includes family background, affiliation of social groups, environment and culture of a community.
4. Heredity: which includes gender. The results of a number of experts suggest that female gender was more dominant or superior than boys when acquiring the first language. Other hereditary factors were intelligence. Language acquisition factors were affected by the intelligence carried by the child since birth. People who had a high IQ get their first language faster.
5. Personality or style of acquisition: this creates a difference in the acquisition of language depending on the way the child responds to a language when we make language contact with him.

## **7. Educational Background of Family**

Understanding family is a general social group consisting of father, mother and child. Family social relations can be said to be relative based on the bond of marital blood. M.I. Soelaeman (1994) in Drs. Uyoh Sadulloh, M.Pd., et al (2015) who suggested the understanding of family in the broad and the strict sense. In the broadest sense relating to the relationship includes all parties to the blood relationship, so it often appears as a clan or citizen. Whereas in the strict sense of

the family which were based on blood relations, consists of father, mother, children who were nicknamed with internal triangle. Family relationships were also based on a sense of responsibility as a form of family. In education, the family had an important meaning for children to socialize. Mother, father, brother were the main things for children to strengthen relationships and interactions in learning languages.

While education was one that had an important role in terms of human resources. With education, humans could improve quality human resources so they could face the development of globalization in the future. This means that education in the family was a foundation to teach children to learn in order to determine their success in the future and this is the role of parents in children is very important to support everything related to children's education so that it can be a provision for the future. Education found in families basically had to do with basic functions that were bound.

Thus, family education was an important thing for every child to form his personality. This was because the role of parents towards children was very affected, what is transmitted and taught from parents and the surrounding environment, that also was easily learned by children. This includes because it returns to a habit, that's why education was an important thing in the family.

## **B. Previous Related Study**

### **1. First Language Acquisition Process of Two-Year-Old Child in Syntactic Level: A Case Study of a Bataknese Child by Novalita, Nidya. Department of English Faculty of Cultural Studies University of Sumatera Utara, 2017.**

This research found that subject was able to produces declarative, imperative and interrogative sentences in his utterances by using the simple sentence. In acquiring the first language, the research subject was affected by natural factor, input and social background. This natural factor was also influenced by the input and social interaction. Input helped the research subject so much in acquiring the language. By receiving the input he could get the new words and increase his vocabulary, that he could master the first language. And the syntactic acquisition process of the research subject started when he could utter one-word utterances. The research subject was able to produce one-word utterances when he was 1:0 year old. His vocabulary increased rapidly so he could produce two-word utterances, three-word utterances and sometimes multiword utterances. The research subject was fluent in speaking even though he still 2:6 years old. He was able to speak adult like utterances by using simple sentence.

In research above, researcher discussed the same thing that is the first language acquisition and with the same syntactic level and then use the types of sentences in classifying sentence. But the difference in this research is the role of parents in the stages of children's language development seen from a family background education.



**2. Children First Language Acquisition At Age 1-3 Years Old In Balata by Bertaria Sohnata Hutauruk, 2015.** The research found that there are 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. This research discusses a case study of the children's problems in learning first language acquisition at age 1-3 years old in Balata. This research is conducted with descriptive qualitative research where the subject and object is taken from the children at age under 1-3 years old in resort Balata. To the data, the researcher used observation and video recording.

In this research, researcher discussed about the same problem, but there was difference from family education background which focussed on stages of syntax.

**3. First Language Acquisition: A Case Study of a Three-Year Old Lebanese Child by Joel C. Meniado. In University of the Philippines, 2016.** According to the research, the subject of the study manifested some challenges and language difficulties. These difficulties were not largely caused by biological factors; instead, these were created by the environmental factors. His inability to pronounce some words perfectly (phonology), arrange words in a complete sentence (syntax), combine sentences meaningfully (discourse), and understand word/sentential meanings in various levels (lexicon and semantics) was more of an environmental issue caused by his still limited exposure with the language.

In this research, researcher discussed about the same problem, but there was difference from family education background which focussed on stages of syntax.

### **C. Conceptual Framework**

In the acquisition of language, the first language acquisition is a process through which humans acquire the capacity to receive and understand language, also to produce and use words to communicate. The first language acquisition in this research, researcher will examine two objects to be analyzed, namely in children aged 1 up to 3 years, where the data will be collected from children who obtain and understand their first language from the mother and surrounding areas. The purpose of this research was also to analyze to find out what are the differences in children's language acquisition in obtaining language based on the educational parents background of undergraduate children and those who do not have undergraduate education. And after analyzing the children's first language acquisition of sentence structure in stages of syntax, the researcher find out how to acquire children language, and factors can which could affect in acquiring of language related to syntax. From these reasons the researcher is interested to do a research with the title: Family Background Education on The First Language Acquisition in Children 1-3 Years Old.

## **BAB III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research purpose was to obtain data based on children's acquisition of language revealing a series of words, so that they could be arranged according to the acquisition of syntax. A qualitative descriptive design from Miles & Huberman was applied to reduce data in order to present data and draw conclusions in researching children's first language acquisition.

#### **B. Source of Data**

The research data were in the form of analysis of word acquisition in order to express something in the form of sentence utterances of two objects that were from 1-3 years old children; Java Maulana Rakkiy (3 years) and Muhammad Azka Ghifari (3 years) who obtained the first language based on the stage of syntactic acquisition. Data were taken directly three times a month at home of each object of the research.

#### **C. Technique Of Collecting The Data**

The data of the research were collected as the following steps :

1. Recording the words they said.

#### **D. Technique of Analyzing Data**

The data of this research were analyzed and classified by applying the following steps :

1. Relistening to find out what was said by the child to know the sentences in the form of utterances that were spoken and distinguished according to the family's educational background, so that it could be a clear sentence structure.
2. Analyzing all data in the form of utterances in order to form sentence structure.
3. Writing the conclusion.

## **BAB IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

This data was obtained and collected based on the observations of research objects of children aged 1-3 years by recording the activities they did. The research was conducted three times a month to get the data in the form of utterances produced by children through conversations between mothers and caregivers respectively.

From the results of observing through records, researcher could find out what sentences were produced by children with educational background of undergraduate and non-undergraduate parents, then classified according to the types of sentences in the acquisition of Indonesian syntax viewed in terms of the situation and point of view of the research object; declarative sentences, interrogative sentences and imperative sentences. Researcher also analyzed the factors that affected children in obtaining the first language based on the theory of some experts; natural factors, cognitive development factors, social background, heredity, and personality or acquisition styles. The collected data was presented in the form of utterances that deal with the situation in the following sentence types:

**Data 1****Language Acquisition on Types of Sentence in the form of utterance  
produced by research object 1 (Java Maulana Rakkiy)**

## a. Declarative Sentence

1. Umi : Nama panjang Java siapa?  
Java : Japa maulana raki, Mi.
2. Umi : Java udah mandi?  
Java : Udah, Mi.  
Umi : Kapan?  
Java : Tadi, Mi.
3. Umi : Japa udah makan apa belum?  
Java : Udah.  
Umi : Pake apa makannya?  
Java : Pake ikan lile.

## b. Interrogative Sentence

1. Java : Mi, umi masak apa?  
Umi : Masak ikan.  
Java : Adek mau.  
Umi : Tunggu ya belum mateng, bentar lagi ya.  
Java : Iya.
2. Java : Umi, ayah belum pulang?  
Umi : Belum.  
Java : Kapan pulangnyanya?

Umi : Nanti.

3. Java : Mi, ini gunanya tuk apa?

Umi : Untuk angkat pasir.

Java : Oo pantes.

c. Imperative Sentence

1. Mbak sini masuk, panggil mbak wulan.

2. Umi, buat susu napa.

3. Mau mainan itu, Mi

**Data 2****Language Acquisition on Types of Sentence in the form of utterance  
produced by research object 2 (Muhammad Azka Ghifari)**

## a. Declarative Sentence

1. Mami : Nama panjang Azka siapa?

Azka : Muhamad Azka.

2. Mami : Azka udah mandi?

Azka : Dah mi.

Mami : Kapan?

Azka : Tadi.

3. Mami : Azka udah makan?

Azka : (Mengangguk).

Mami : Makan apa?

Azka : Nasi.

## b. Interrogative Sentence

1. Azka : Mami masak apa?

Mami : Masak nasi.

Azka : Oh nasik.

Mami : Iya, kenapa sayang?

Azka : (Geleng Kepala).

2. Azka : Mi, itu apa?

Mami : Sayur bayem.

Azka : Oh ayam.



3. Azka : Mana Papi?

Mami : Kerja nak.

Azka : Beyum pulang.

Mami : Belum sayang.

c. Imperative Sentence

1. Mami, Azka mau itu.
2. Buat susu, Mi.
3. Bukain ini, Mi.

## **B. Data Analysis**

After collecting the data, then the data were analyzed based on different sentences in the form of utterances produced by children from the educational background of undergraduate parents and non-undergraduate parents. Researcher found differences in language acquisition in 2 research objects which were classified based on the types of sentence in the acquisition of syntax, and language acquisition factors that could be answered in the formulation of this research problem, that was the difference in utterance sentences produced by children from the undergraduate parents and non-undergraduate parents who were distinguished in the type of sentence in the acquisition of syntax and what factors affected the children in acquiring the language.

### **1.1 Differences in declarative sentences produced between children with undergraduate and non-undergraduate parents.**

There were differences in types of sentences in declarative sentences produced from the perspective object of the research based on the undergraduate and non-undergraduate parents who were classified according to the acquisition of Indonesian syntax as follows:

1. Umi : Nama panjang Java siapa?

Java : Java maulana raki, Mi.

Types of sentence produced based on the perspective of research object 1 was able to declare a declarative sentence that was to stated the name of the object completely and correctly.

2. Mami : Nama panjang Azka siapa?

Azka : Muhamad Azka.

Types of sentence which were produced based on the perspective of research object 2 who stated a declarative sentence by only mentioning the part of the name that he knew.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded that object 1 was able to produce sentences clearly and correctly as seen in the object 1 statement, whereas object 2 tended to declare the sentence incompletely.

3. Umi : Java udah mandi?

Java : Udah, Mi.

Umi : Kapan?

Java : Tadi, Mi.

Types of sentence which were produced based on the perspective of research object 1 was able to expressed a declarative sentence by stating the sentence in the form of a responded to the question being asked.

4. Mami : Azka udah mandi?

Azka : Dah mi.

Mami : Kapan?

Azka : Tadi.

Types of sentence which were produced based on the perspective of research object 2 who stated the declarative sentence by answered the question from the interlocutor.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded that object 1 and 2 was able to produce sentences well as seen in data object that was able to answer questions that were asked.

5. Umi : Java udah makan apa belum?

Java : Udah.

Umi : Pake apa?

Java : Pake ikan lile (means lele).

Types of sentence which were produced based on the perspective of research object 1 who stated the declarative sentence was clearly but not quite right.

6. Mami : Azka udah makan?

Azka : (Mengangguk).

Mami : Makan apa?

Azka : Nasi.

Types of sentence which were produced based on the perspective of research object 2 who stated that sentence could be said as declarative sentences but tends to be less responsived.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded that object 1 was able to produce declarative sentences but the sentence being pronounced incorrectly was lile which should be catfish, whereas object 2 also

stated declarative sentences but tends to be less responsive questioned. But both the data was still said to be declarative sentences.

## **1.2 Differences in interrogative sentence produced between children with undergraduate and non-undergraduate parents.**

There were differences in types of sentence in interrogative sentences produced from the perspective object of the research based on the undergraduate and non-undergraduate parents who were classified according to the acquisition of Indonesian language syntax as follows:

1. Java : Mi, umi masak apa?

Umi : Masak ikan.

Java : Adek mau.

Umi : Tunggu ya belum mateng, bentar lagi ya.

Java : Iya.

Types of sentence which were produced based on the perspective of research object 1 expressed interrogative sentences clearly and correctly in pronunciation.

2. Azka : Mami masak apa?

Mami : Masak nasi.

Azka : Oh nasik.

Mami : Iya, kenapa sayang?

Azka : (Geleng Kepala).

Types of sentence which were produced based on the perspective of research object 2 was stating interrogative sentences, but the last questioned was lacking in responding.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded that object 1 was able to produce sentences clearly pronunciation such as the data that could be seen in object 1, while object 2 tended to be less responsive in answered, but from two of the data that could be said as interrogative sentence.

3. Java : Umi, Ayah belum pulang?

Umi : Belum.

Java : Kapan pulanginya?

Umi : Nanti.

Types of sentence which were produced based on the perspective of research object 1 stated the interrogative sentence which in he pronunciation produced clearly and true sentences.

4. Azka : Mi, itu apa?

Mami : Sayur bayem.

Azka : Oh ayam.

Types of sentence which were produced based on the perspective of research object 2 stated the interrogative sentence, but in the pronunciation he produced an incorrectly sentence.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded

that object 1 was able to produce expressed utterance clearly and precisely in he utterances, whereas object 2 tended to produced sentences that was less precise as could be seen in the data above. However, both the data was included in interrogative sentences.

5. Java : Mi, ini gunanya tuk apa?

Umi : Untuk angkat pasir.

Java : Oo pantes.

Types of sentence which were produced based on the perspective of research object 1 stated the interrogative sentence by expressing the sentence in the form of utterances clearly to his mother.

6. Azka : Mana Papi?

Mami : Kerja nak.

Azka : Beyum pulang.

Mami : Belum sayang.

Types of sentence which were produced based on the perspective of research object 2 stated interrogative sentences, but in their utterances produce less precised sentence in words.

Based on the two data above, children coming from undergraduate parents and non-undergraduate parents had differences that could be concluded that object 1 was able to produce sentences clearly in he pronunciation, whereas object 2 produces less precised sentence in words as could be seen in each data. But the sentence in the form of utterances above was included in the interrogative sentence.

### **1.3 Differences in imperative sentences produced between children with undergraduate and non-undergraduate parents.**

There were differences in types of sentence in imperative sentences which were produced based on the undergraduate and non-undergraduate parents which were classified according to the acquisition of Indonesian syntax as follows:

1. Object 1 (Java)

- a. Mbak sini masuk, panggil mbak wulan.
- b. Umi, buat susu napa.
- c. Mau mainan itu, Mi.

The above sentence stated that the object of research 1 was capable of producing imperative sentences.

2. Object 2 (Azka)

- a. Mami, Azka mau itu.
- b. Buat susu, Mi.
- c. Bukain ini, Mi.

The above sentence stated that the object of research 2 was capable of producing imperative sentences.

From the two data above, it was concluded that children who came from undergraduate parents produced more diverse language acquisition than from non-undergraduate parents; that was in object 1, he produced sentences in the form of imperative sentences containing invitations, enticements and requests. Whereas object 2 tended to produce sentences containing commands and requests.



## **2.1 Factors which affected childrens first language acquisition**

### 1. Natural factors

Based on observations made by researcher from the two objects that come from different educational background; undergraduate and non-undergraduate parents, the researcher found differences in the acquisition of language produced based on utterance sentences. Both objects could obtain language properly according to their types of sentences, it meant they could learn language by utilizing their LAD devices naturally according to their capacity or abilities so they could acquire language. They could get the first language well because of the LAD that allows them to get the language. This was seen from the development of the language they speak. However, the acquisition of language in the form of types of sentences they produce tended to be more proficient in the utterances of sentence on object 1 compared to 2 object that were more quiet. This difference could be seen from the two who had conversations with their mothers.

### 2. Cognitive development factors

In language acquisition, input factors could affected children in their language development. This was due to cognitive development or understanding factors which were owned by each child, assisted by the existence of LAD to be able to understand a language. Based on research on these two objects, the level of understanding in language acquisition occured of object 1 tended to be active and mastered in language acquisition so that it was able to received and produce word by word until it becomes sentence structure. This was seen from the object who could answer, ask and express sentences well, it meant that he obtained and

learned his mother tongue well. Whereas the object 2 obtains the language well but tended to be more silent, this was seen from he who was less responsive in speaking. This explains that cognitive development that occurred in both of them was more dominant towards children who had not undereducated education.

### 3. Social background

Social background was one of the affected that could affect children in the acquisition of a language. This was because in addition to internal factors such as LAD that could produce language, external factors also affect childrens in acquiring or learning the language. Outside factors themselves included family, environment, community or culture. In the research object studied, both come from different family backgrounds. Object 1 named Java Maulana Rakkiy did not had a background education of undergraduate families who tended to obtain language from his mother who was active in communication so that he produced a lot of words, because every time he was together and socializes in his surroundings.

The object of this study was from a simple family with parents whose last education was high education. However, even so object 1 was able to interact well with the interlocutors, family and environment. He was able to speak to communicate well, respond, answer, ask questions or express statements clearly. Whereas on object 2 named Muhammad Azka Ghifari who has an background education of undergraduate families obtains language from his mother but tends quiet. However, he tends to be quiet because of mother who were also quiet. He produced utterances by less responded. And also tended to respond, answer, ask

or expressed something improperly and the pronunciation was still unclear. This was because the environment was only in the house and not around his neighbours.

#### 4. Heredity

Based on this research, the two objects research were the same gender, male. But both of them had different backgrounds, the object named Java Maulana Rakkiy did not come from a non-undergraduate parents while Muhammad Azka Ghifari had a undergraduate parents. Of the two objects each had a difference in obtaining language. This was also because of the two who came from different families, so that they get the language with their respective abilities. Object 1 which were indeed from the moment of birth was raised by the mother and obtained language because of frequent interaction with the mother, so that the ability to produce utterance sentences was more and clearer. Whereas in object 2 which from the moment of birth, he was cared by his quiet mother, it tended to be less able to respond good language and unclear utterances, so that he was only able to produce the utterance based on what he caught while interacting with the interlocutor.

#### 5. Personality or style of acquisition

In the object of this research, researcher found differences between the two objects in understanding and responding to utterance from the speaker. This could be seen from the two objects who produced words from the same type of sentence but how to respond was different. As being contained from the data, object 1 was able to make language contact well and could also respond clearly, so that he

could produce more sentences. Meanwhile, the object 2 tended to be less able to respond clearly, this could be seen from the utterance produced on the object when he was asked, or stated a statement. So that the object did not produce as many sentences as he could be seen on the data, he could only respond to sentences by the action of gestured. Therefore, both had different tendencies in terms of language contact. Object 1 was an active and talkative personality because he tended to be contagious from the mother, while Object 2 tends to be more reserved and less in contact with language.

### **C. Research Finding**

Based on the analyzed data, it could be described that there were 3 types of sentences based on the acquisition of Indonesian syntax which could produce 3 declarative sentences, 3 interrogative sentences, and 3 imperative sentences from each research object. Also there were 5 factors in obtaining language, totally there were 18 sentence types and 5 factors were found.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing all the data, there were important points that could be concluded based on observations from children of undergraduate and non-undergraduate family education backgrounds in obtaining the first language acquisition of Indonesian syntax. The types of sentences found in the acquisition of syntax in terms of situations were distinguished according to the background of family education they were, 3 declarative sentences, 3 interrogative sentences, and 3 imperative sentences from each research object. There were also 5 factors that affected them in obtaining language; natural factors, cognitive development factors, social background, heredity and personality or acquisition style.

#### **B. Suggestion**

The following suggestions referred to the conclusions below as follows:

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

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## APPENDIX

## The Transcript of Java Maulana Rakkiy Utterances

**Name** : Java Maulana Rakkiy  
**Date of Birth** : 12 June 2016  
**Age** : 3 years  
**Meeting 1**

| Utterance Sentences                  | Types of Sentence    |                        |                     |
|--------------------------------------|----------------------|------------------------|---------------------|
|                                      | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Nama panjang Java siapa?             |                      | ✓                      |                     |
| Japa maulana raki, Mi.               | ✓                    |                        |                     |
| Java udah mandi?                     |                      | ✓                      |                     |
| Udah, Mi.                            | ✓                    |                        |                     |
| Kapan?                               |                      | ✓                      |                     |
| Tadi, Mi.                            | ✓                    |                        |                     |
| Umi, ayah belum pulang?              |                      | ✓                      |                     |
| Belum.                               | ✓                    |                        |                     |
| Kapan pulangnye?                     |                      | ✓                      |                     |
| Nanti.                               | ✓                    |                        |                     |
| Mbak sini masuk, panggil mbak wulan. |                      |                        | ✓                   |
| Mbak, mbak dipanggil mbak wulan.     | ✓                    |                        |                     |
| Gamau                                | ✓                    |                        |                     |
| Iya                                  | ✓                    |                        |                     |
| Japa udah makan apa belum?           |                      | ✓                      |                     |
| Udah.                                | ✓                    |                        |                     |
| Pake apa makannya?                   |                      | ✓                      |                     |
| Pake ikan lile.                      | ✓                    |                        |                     |
| Umi, buat susu napa.                 |                      |                        | ✓                   |
| Cepet dek makan nasinya.             |                      |                        | ✓                   |
| Iya ikan itu.                        | ✓                    |                        |                     |



### The Transcript of Muhammad Azka Ghifari Utterances

**Name** : Muhammad Azka Ghifari  
**Date of Birth** : 18 July 2016  
**Age** : 3 years  
**Meeting 1**

| Utterance Sentences      | Types of Sentence    |                        |                     |
|--------------------------|----------------------|------------------------|---------------------|
|                          | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Nama panjang Azka siapa? |                      | ✓                      |                     |
| Muhammad Azka.           | ✓                    |                        |                     |
| Azka udah mandi?         |                      | ✓                      |                     |
| Udah.                    | ✓                    |                        |                     |
| Kapan?                   |                      | ✓                      |                     |
| Tadi.                    | ✓                    |                        |                     |
| Mami, Azka mau itu.      |                      |                        | ✓                   |
| Mami masak apa?          |                      | ✓                      |                     |
| Masak nasi.              | ✓                    |                        |                     |
| Oh udah.                 | ✓                    |                        |                     |
| Iya.                     |                      |                        |                     |
| Emm.                     |                      |                        |                     |
| Mana papi?               |                      | ✓                      |                     |
| Kerja.                   | ✓                    |                        |                     |
| Nak.                     | ✓                    |                        |                     |
| Beyum                    | ✓                    |                        |                     |
| Pulang.                  | ✓                    |                        |                     |
| Belum sayang.            | ✓                    |                        |                     |

### The Transcript of Java Maulana Rakkiy Utterances

**Name** : Java Maulana Rakkiy  
**Date of Birth** : 12 June 2016  
**Age** : 3 years  
**Meeting** 2

| Utterance Sentences         | Types of Sentence    |                        |                     |
|-----------------------------|----------------------|------------------------|---------------------|
|                             | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Itu maen apa dek?           |                      | ✓                      |                     |
| Gatau.                      | ✓                    |                        |                     |
| Java udah mandi?            |                      | ✓                      |                     |
| Belum.                      | ✓                    |                        |                     |
| Mati lampu.                 | ✓                    |                        |                     |
| Buku tulisnya ada?          |                      | ✓                      |                     |
| Ada.                        | ✓                    |                        |                     |
| Buku kotak-kotak.           | ✓                    |                        |                     |
| Boleh lihat?                |                      | ✓                      |                     |
| Di rumah.                   | ✓                    |                        |                     |
| Mau game cacing.            | ✓                    |                        |                     |
| Game cacing kan ada disitu. | ✓                    |                        |                     |
| Apa.                        |                      |                        |                     |
| Terus ini.                  |                      |                        |                     |
| Ini warna apa?              |                      | ✓                      |                     |
| Biru.                       | ✓                    |                        |                     |
| Ini.                        | ✓                    |                        |                     |
| Gatau.                      | ✓                    |                        |                     |
| Udah jadi.                  | ✓                    |                        |                     |
| Adek pande nyanyi.          | ✓                    |                        |                     |
| Dimana nyanyi nya?          |                      | ✓                      |                     |
| Di handphone umi lah.       | ✓                    |                        |                     |
| Di handphone umi nengoknya. | ✓                    |                        |                     |
| Iya.                        | ✓                    |                        |                     |

### The Transcript of Muhammad Azka Ghifari Utterances

**Name** : Muhammad Azka Ghifari  
**Date of Birth** : 18 July 2016  
**Age** : 3 years  
**Meeting** 2

| Utterance Sentences        | Types of Sentence    |                        |                     |
|----------------------------|----------------------|------------------------|---------------------|
|                            | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Azka udah makan?           |                      | ✓                      |                     |
| Dah.                       | ✓                    |                        |                     |
| Makan apa?                 |                      | ✓                      |                     |
| Nasik.                     | ✓                    |                        |                     |
| Buat susu, Mi.             |                      |                        | ✓                   |
| Apa itu ?                  |                      | ✓                      |                     |
| Punya kia.                 | ✓                    |                        |                     |
| Apa ini kung?              |                      | ✓                      |                     |
| Semalam kemana Azka?       |                      | ✓                      |                     |
| Tempat nenek.              | ✓                    |                        |                     |
| Main sama siapa?           |                      | ✓                      |                     |
| Kia, kia sekolah.          | ✓                    |                        |                     |
| Mau minum.                 | ✓                    |                        |                     |
| Ih, balon enak.            | ✓                    |                        |                     |
| Azka, udah minum susu kan? |                      | ✓                      |                     |
| Udah.                      | ✓                    |                        |                     |
| Siapa yang buatin?         |                      | ✓                      |                     |
| Mami.                      | ✓                    |                        |                     |
| Aduh!                      |                      |                        |                     |
| Iya.                       | ✓                    |                        |                     |

### The Transcript of Java Maulana Rakkiy Utterances

**Name** : Java Maulana Rakkiy  
**Date of Birth** : 12 June 2016  
**Age** : 3 years  
**Meeting** 3

| Utterance Sentences           | Types of Sentence    |                        |                     |
|-------------------------------|----------------------|------------------------|---------------------|
|                               | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Mi, umi masak apa?            |                      | ✓                      |                     |
| Masak ikan.                   | ✓                    |                        |                     |
| Adek mau.                     | ✓                    |                        |                     |
| Tunggu ya belum mateng.       | ✓                    |                        |                     |
| Bentar lagi ya.               | ✓                    |                        |                     |
| Mi, ini gunanya tuk apa?      |                      | ✓                      |                     |
| Untuk angkat pasir.           | ✓                    |                        |                     |
| Oo pantes.                    | ✓                    |                        |                     |
| Mau mainan itu, Mi.           |                      |                        | ✓                   |
| Keberatan.                    | ✓                    |                        |                     |
| Hem.                          |                      |                        |                     |
| Wahh.                         |                      |                        |                     |
| Umi motoin adek.              | ✓                    |                        |                     |
| Ini foto mas panca.           | ✓                    |                        |                     |
| Adek yang moto.               | ✓                    |                        |                     |
| Mas panca.                    |                      |                        |                     |
| Ada angsa.                    | ✓                    |                        |                     |
| Ais bawahnya pake, ade engga. | ✓                    |                        |                     |
| Iya.                          | ✓                    |                        |                     |
| Itu dia.                      |                      |                        |                     |
| Eh.                           |                      |                        |                     |

### The Transcript of Muhammad Azka Ghifari Utterances

**Name** : Muhammad Azka Ghifari  
**Date of Birth** : 18 July 2016  
**Age** : 3 years  
**Meeting** 3

| Utterance Sentences | Types of Sentence    |                        |                     |
|---------------------|----------------------|------------------------|---------------------|
|                     | Declarative Sentence | Interrogative Sentence | Imperative Sentence |
| Mi, itu apa?        |                      | ✓                      |                     |
| Sayur Bayem.        | ✓                    |                        |                     |
| Oh ayam.            | ✓                    |                        |                     |
| Mimimi.             | ✓                    |                        |                     |
| Ooh.                |                      |                        |                     |
| Apa ni mi?          |                      | ✓                      |                     |
| Hah.                |                      |                        |                     |
| Mana laket?         |                      | ✓                      |                     |
| Main itu.           | ✓                    |                        |                     |
| Maen apa itu dek?   |                      | ✓                      |                     |
| Main bola.          | ✓                    |                        |                     |
| Gol.                | ✓                    |                        |                     |
| Jatuh dia.          | ✓                    |                        |                     |
| Itu.                | ✓                    |                        |                     |
| Bola.               | ✓                    |                        |                     |
| Main itu.           | ✓                    |                        |                     |
| Ahh.                |                      |                        |                     |
| Bole la.            | ✓                    |                        |                     |
| Bukain ini, Mi.     |                      |                        | ✓                   |

### Curriculum Vitae

Name : Yesika Alma Dea  
Registered : 1502050120  
Place/date of birth : Medan, 29 March 1998  
Sex : Female  
Religion : Moslem  
Marital Status : Single  
Nationality : Indonesia  
Father's Name : Abdul Hakim  
Mother's Name : Istikomah  
Adress : Jl. Karya Baru, No.4 Helvetia Timur Medan.  
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#### Education

1. Elementry school at SD Negeri 05 Semingkir on 2003 – 2009
2. Junior High School at SMP Negeri 04 Randudongkal on 2009 – 2012
3. Senior High School at SMK Negeri 01 Randudongkal on 2012 - 2015



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**SURAT PERNYATAAN**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Yesika Alma Dea  
N.P.M : 1502050120  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The First Language Acquisition Educational Background of Family in Children 1-3 Years old

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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 ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya


Yang membuat pernyataan,



Yesika Alma Dea

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum


**MAJELIS PENDIDIKAN TINGGI  
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Form : K - 1


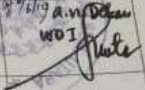

Kepada Yth. Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:


Nama Mahasiswa : Yesika Alma Dea  
 NPM : 1502050120  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 154 SKS

IPK = 3,47

| Persetujuan<br>Ket. Sekret.<br>Prog. Studi   | Judul yang Diajukan   | Disahkan<br>oleh Dekan<br>Fakultas  |
|--|---|---|
| <br><small>15-03-2019</small> | The First Language Acquisition Educational Background of Family in Children 1-3 Years Old | <br><small>15/03/2019</small><br> |
|  | The Speech Act of Communication Strategy in Psycholinguistic Children 4-6 Years Old       |   |
|  | The Effect of U Dictionary Application Towards Interest English Learning in Society       |   |

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

Medan, 05 Maret 2019  
Hormat Pemohon,

  
**Yesika Alma Dea**

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



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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: 202 / IL3/UMSU-02/F/2019  
 : --  
 : Pengesahan Proyek Proposal  
 Dan Dosen Pembimbing

Assalamu 'alaikum Warahmatullahi 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 : Yesika Alma Dea  
 N.P.M : 1502050120  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : The First Language Acquisition Educational Background of Family in  
 Children 1-3 Years Old.  
 Pembimbing : Halimah Tussa'diah, SS, MA

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 : 30 April 2020

Wa 'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 25 Sya'ban 1440 H  
 30 April 2019 M  
 Dekan  
  
 Dr. H. Kurnianto Nst, S.Pd, M.Pd.  
 NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**