FIRST LANGUANGE ACQUISITION OF 1 YEAR OLD CHILD

SKRIPSI

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

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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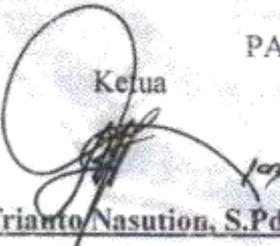
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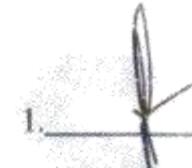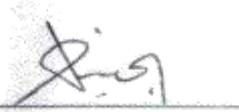
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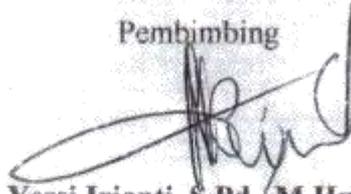N.P.M   : 1502050208
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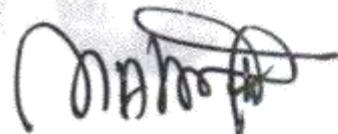Disetujui oleh:
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ABSTRACT

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

Keywords: *First Language, First Language Acquisition Process, 1 (one) Year Old Child.*

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The aim of writing this skripsi is as partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English Department.

This research is entitled: " First Language Acquisition of 1 Year Old Child ". In conducting this research, there were so many troubles faced by the researcher, and without much help from many people, it was impossible for her to finish this skripsi. Grateful thanks is due for lovely great parents, **Elwin Yusuf Ginting** and **Mahdalena Br. Purba,** million word never be enough to endless love, care, prayer, encouragement and for the phone call ever week in order to remind her to keep going and never giving up. Therefore, she also would like to thank

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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language acquisition is a means of communicating human beings to express a feeling and understanding that will start from vision, hearing that will be stored by our brain and will be digested, so that we can express our thoughts and feelings to others. As well as, a tool to understand people's feelings and thoughts other things that we can know together, sometimes we don't understand the words and meanings spoken by children to us because they can only use language words that are incomplete and difficult for us to be able to understand, because only a mother can understand what are the meanings expressed by a child to him/her both the feelings and thoughts he/she wants to say to his mother. Language acquisition of 1 year old child is very minimal because he/she is still through the name of the developmental period, in children aged 1 year the pronunciation of words is not very clear and fluent and the words they say are sometimes still the same in saying these words and we are confused in interpreting what is spoken in the language of children aged 1 year and each child has 1 dominant letter in each of his words. And we often misinterpret the meaning of the child's language.

The vowels they say in many words are similar because they still remember those words through their hearing that they got from their environment, what their parents taught child, because in early childhood he was only limited to knowing but he understood what it meant he did. because I had surveyed that there was a child who reached the maximum age he should be able to speak a good language instead he could not do it, because of a mother's lack of attention to him, and his

parents did not want to practice the child's language and instead let the child speak with words that are unclear and worse, he cannot speak well, child can only speak languages like gremeng (unclear) and his words do not increase and I myself do not understand at all what the child says. The research subject is able to utter one-word utterance when she/he was 1 year old. The first word that can he/she produced are mama and papa.by the time, he can produce the words susu 'milk', minum 'drink' and so on. At the time, he/she can produce the last sounds of those words so sometimes it make some ambiguities for the people around him because the sounds are not clearly. Therefore, here the role of parents is very important in the growth period of the age of children both in language and other. Parents do not teach the native language to their children formally.

Although they may try to reinforce their child's verbal behavior with smiles or other ways or through the gap between their mature linguistic competence and the child's beginning by means of "baby talk". But there is no particular reason to believe that such ability appears on the child's final achievement in becoming a native speaker of his parents" language; children can pick up a language like playing a game with other children to extend their language abilities. The specific environmental factors that make it possible for language acquisition to occur, but the primary element would appear to be merely sufficient exposure to language use in a social context. Children seem to learn language the way they learn to walk. They learn thousands of words, complex phonological and grammatical structures, semantic and pragmatic relations. Obviously "learning to walk" or learning language is different than "learning to read" or "learning to ride a bicycle. "Relating to pronunciation patterns by children in general, it is necessary

to note some similarities and differences for certain vowels and consonants. Pronunciation of words based on a system sign (symbol) is studied by a branch of linguistics called phonology. Your language or system of meaning is called semantic.

Based on the existing problems, the researchers felt interested in examining the acquisition, pronunciation, and meaning of the language used by 1-year-old children. And I hope this study can be useful for the community to be more affective in developing the language acquisition potential of early childhood maximally through coaching parents who play a very important role in improving health and physical and mental well-being which will have an impact on language achievement so that children are more capable and independent so they can communicate with their surrounding environment properly and correctly. Based on the background above, I as a researcher, will conduct a research entitled "first language acquisition at age 1 year old child"

B. The Identification of the Problems

The problems of this research were identified as follows

1. the pronunciation of words or sentences less precise, less clear, and less fluent.

2. meaning of the vowel language acquisition of 1 year old child

3. the reason of the misunderstanding meaning in the pronunciation

C. The Scope and Limitation

Based on the identification of problems, the study was focused on first language acquisition and it was limited on pronunciation.

D. The Formulation of the Problems

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

1. How is the pronunciation of the language of 1 year old child?

2. Why is the pronunciation of the language less fluent and misunderstanding in meaning of the vowel of 1-year-old child?

E. The Objectives of the Study

The objectives of the study are

1. to know the pronunciation of the 1 year old child.

2. to find out the reason why the pronunciation of the language is less fluent and misunderstanding in meaning of the vowel of 1-year-old child.

F. The Significance of the Study

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

a. Theoretically, the result of the study can have language acquisition good and right, so it can be understood by the surrounding environment. And could increase the science brilliant about the importance of education acquisition of the child began since the early.

b. Practically, the findings of the research will be useful for parents to be more effective in developing children's language acquisition so that they can speak fluently and pay more attention to the potential of a child's language starting from the baby and not busy with their own tasks and activities, whether working or not do not give up their duties as mothers to educate their children to caregivers (baby sitters).

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework aimed at giving concepts apply in this research. These concepts lead to be better analysis of given theories because they help the researcher limit the scope of the problem.in this part, the research explain about all the theories used to strengthen the research. So that reader understands and encourage them to read.

1. Language Acquisition

Language Acquisition is meant process whereby children achieve a fluent control of their native language. The ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring. Whereas a child exposed to speak to an English speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. Language acquisition thus appears to be different in kind from the acquisition of other skill such us swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities.

Every normal human child learns one or more language unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six. Language acquisition is a matter of growth and maturation of

relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language the language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that "human beings are the same, wherever they may be", that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain "critical period" of intellectual development. In addition to that, the term "language acquisition" is normally used without qualification for the process which results in the knowledge of one's native language (or native languages). It is conceivable that the acquisition of a foreign language whether it is learned systematically at school or not, proceeds in a quite different way. Indeed, as we have seen, the acquisition of one's native language after the alleged "critical age" for language acquisition may differ, for neurophysiological reasons, from the normal child's acquisition of his native language.

2. Language Acquisition

Language acquisition by children is indeed one of the greatest and most amazing human achievements. That is why this problem received great attention. Language acquisition has been intensively studied for about two decades. At that time, we learned a lot about how children talk, understand, and use language, but very little is known about the actual process of Language development. One thing we know is that language acquisition is very much determined by the complex interactions of aspects of biological, cognitive, and social maturity. Slobin once put it well that 'every modern approach to language acquisition will face the fact that language is developed from the beginning by every child, utilizing various

innate capacities that are diverse in their interactions with the experiences of the physical and social world. It is not surprising, therefore, that most modern approaches to language acquisition focus on one aspect of the acquisition process. Some of them are very concerned about the structural characteristics of developing "linguistic systems"; another on the relationship of early speech with the cognitive development of the child; others pay great attention to the social use of the first language, early language.

Regarding the acquisition of this language, there are several meanings. One understanding says that acquisition of language has a sudden, sudden beginning. 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. Another understanding says that language acquisition has a gradual beginning that arises from the achievements of the engine / motor, social, and cognitive Pra-linguistic. Speaking of language acquisition, with several children with impairments / disabilities, all children learn at least one language. This makes a number of linguists believe that the ability to learn languages is at least partly related to genetic programs that are unique to the human race. Of course, no other creature has something like our communicative abilities as human beings.

This hypothesis is supported by the fact that children exhibit a uniformity or uniformity in their linguistic development, which goes through a number of stages in predictable ages, and the order in which they obtain a wide variety of language structures and functions that can be said to be very neatly arranged and permanent. The innate capacity of learning languages, of course, is not limited to a particular language. We are all equipped with the ability to learn a language

from birth, but it turns out we still have to learn it "from" someone, namely from members of the community where we live (Harding and Riley; 1986: 18-9). For example, there is a baby Simalungun who from birth was brought to the Netherlands and adopted as a child by the Wisselink family. This child learns Dutch, not Simalungun and through several stages of development that are recognized by Dutch children. This child - her name is Andreas Sipayung Wisselink has the first language or mother tongue is Dutch, not Simalungun.

3. Variety of Language Acquisition

Talking about the variety or types of language acquisition is indeed very interesting because we can review it from various perspectives, including: based on the form, by order, based on the amount, based on the media, based on the authenticity.

4. Language Acquisition Strategies

When we talk about language acquisition, there is an important question that often arises, namely: how does a child get his language? To answer that question, we must consider the problem of the child's interaction with the context. The basis or cognitive basis of language acquisition is very easy to see in three ways, namely: Semantic development of the child, Beginning syntax development (which is a joint speech/utterance), Active use of the child will be a type of learning strategy.

By systematically observing children's language behavior, researchers easily recognize and provide some cognitive strategies or strategies that are as if used by children when they think or determine how language works or works. In particular, the researchers recorded children at certain times on a regular basis for

a certain period of time. He interacts with other people in a background as natural and natural as possible. The tapes are then carefully transcribed and the transcriptions are analyzed carefully and repeatedly to find out the patterns of children's language behavior.

5. Language Acquisition Strategy

Use non-linguistic understanding as a rationale, use everything that attracts all attention, suppose that language is used referentially or expressively, observe the way other people express meaning, ask questions to provoke the desired data, imitate what other people say, use some common "operating principles" for defining languages, make as much as possible from what you already have, generate language and see how other people respond. Acquiring a language calls for three things:

a. Predispositions, as well as physical capacities, developed through countless centuries of natural selection; People have capacities for communicating in a human way uniquely and capacities for acting such as breathing, grasping and crying.

b. A preexisting language system, any one of the many produced by the cultures of the world; Language persists through time and from speaker to speaker. We are not born with an instinct to learn language such as English, Indonesian or Chinese but we learn a language as members of the society, or we want to understand that society, or to be understood by that speech community. It means that if a language is not used in any society, it dies out.

c. A competence that comes from applying the predispositions and capacities to the system through the relatively long period during which the child learns both to manipulate the physical elements of the system, such as sounds and words and grammatical rules, and to permeate them with meaning: A child must learn the rules before use the language creatively.

6. Parents

Parents do not teach the native language to their children formally. Although they may try to reinforce their child's verbal behavior with smiles or other ways or through the gap between their mature linguistic competence and the child's beginning by means of "baby talk". But there is no particular reason to believe that such ability appears on the child's final achievement in becoming a native speaker of his parents" language; children can pick up a language like playing a game with other children to extend their language abilities. The specific environmental factors that make it possible for language acquisition to occur, but the primary element would appear to be merely sufficient exposure to language use in a social context. Children seem to learn language the way they learn to walk. They learn thousands of words, complex phonological and grammatical structures, semantic and pragmatic relations. As Fromkin said that we do not enter the world before we are able to stand and walk, but all normal children begin to do so at around the same age. No one teaches them to walk. Obviously "learning to walk" or learning language is different than "learning to read" or "learning to ride a bicycle."

7. Parents' Role in Language Development in Children

The Role of Parents in the Development and Development of Languages in Early Childhood (1 Year). Language development in children although naturally someone's language will experience development, in line with the increase in reality or life experience. Language someone will experience development from time to time according to increasing age and intellectual development. Parents' motivation and intervention in the development of children's language will facilitate and accelerate children's language development through language guidance carried out by parents in a directed, planned and sustainable manner. To carry out language development in children, the concept of coaching must be well understood in advance. So that coaching is on target and implemented effectively.

In the Indonesian Smart Dictionary it is explained that coaching comes from the word "building" which means establishing, building, seeking to have more abilities. Based on this concept language development means building and trying so that children have more ability and progress in terms of language. In more detail and in more detail the Indonesian Ministry of Religion said that the concept of coaching in the context of fostering a family is a management or handling effort in the form of pioneering laying, training, familiarizing, maintaining, preventing, supervising, directing and developing the ability of husband and wife to realize Sakinah family by holding and using all efforts and funds owned. If you pay close attention to this concept of coaching is almost the same. The difference is that the concept of coaching from an Indonesian language dictionary is more general than the concept of coaching in a Sakinah family. Exactly, the concept of family development is more detailed, because that concept is used in this paper.

Therefore, language development according to this concept is an effort to manage and handle the language carried out by parents and the people around them by:

A. Pioneering and laying the foundation of language in children Pioneering and laying the foundation of language in children is to teach children who are not yet fluent in language starting from the age of 0 even in the womb by listening to the language by conducting dialogue, even though the dialogue is unilateral because the child is not yet fluent the influence on the child's mind, according to Kuhl Patricia's opinion that the baby feels the sound of the conversation, he added again that from birth to 6 months, babies are inhabitants of the world, they recognize the sound changes of syllables from all languages.

Laying the language base by playing the sound of language for objects around it, because at the age of 6 months babies are more sensitive in feeling the sound changes of their own language, namely the language spoken by their parents and slowly losing the ability to recognize sound changes that are not in their mother tongue. Though the development of communication No. June 1 Th. 2013 will be easier and more adequately mastered by children if parents (Mother) always give encouragement to children to speak like using the name of objects in the child's environment and teach how to pronounce it correctly because many children at the age of two are difficult to pronounce the letter R, L or G and others. Teaching the names of objects or people around them is not just to understand it but must be accompanied by a way of saying it because the children who are just good at speaking cannot say the words correctly because of that the parents or the people around them must teach how to pronounce the words properly and correctly, so that children are able to speak well and correctly.

B. Motor Exercise The ability to speak can be developed through learning to use motor skills for language such as the tongue of the lips, vocal cords, etc. by communicating with other people reciprocally. Children learn to talk around 6 or 7 months, language development is not as fast as every child. Some are faster, some are slow. Children who get motoric training for language from those around them in learning languages will get faster maturity compared to children who do not get training, guidance from those around them. This is because at this age the child tends to utter or repeat the sound and the people around him must use this phase to stimulate or encourage children to imitate the sounds he hears what others say. Like saying words that relate to his family: father, mother, grandfather, grandmother, brother, sister and so on around him until the child is one year old.

In discussing language functions for children, it can be seen from several points of view. This, especially in the direct function of the child itself. There are several sources who have tried to provide a description of language functions for children, including according to the Ministry of Education (2000), the function of language development for preschoolers is: as a means of communication with the environment, as a tool to develop children's intellectual abilities, as a tool for developing children's expressions, as a tool to express feelings and fruit of thoughts to others.

Factors that influence the development of early childhood language:

1. Intelligence

   The level of intelligence or intelligence of each child is different. Integration is a thing that can be lowered from parents to children. The higher the level of intelligence affects the speed of children's language development, and vice versa.

2. Health factor

   Health factors are the most important factors and are directly related to child development psychologically, physiologically, cognitively, affective and also psychomotor depending on the type of illness and also how long the child is sick. If the condition of the natural illness at the age is relatively long, it will have an impact on the disruption of children's language development.

3. Social status

   Children with social backgrounds from the middle to upper levels have better and faster language development skills than children from lower social level. This also relates to the high level of parental education that is able to teach language to children. Children also have more confidence levels. High and able to master the language quickly because of the strengthening of their response.

4. Gender

   Girls are said to have language development abilities that are faster than boys. Girls are also able to master more vocabulary than boys. But this can shift along with development and age growth.

5. Number of siblings and number of families

   Children who grow up in families with many members will have language development faster than an only child. The number of family members makes many children interact with various types of people and with the use of more diverse languages so that their ability to speak also develops more quickly.

6. Family relationships

   In children who grow up in families that are not harmonious, lack of love for children will grow with the ability of language that is lacking or experiencing abnormalities, for example children become stuttering, say rude, disrespectful, afraid to speak.

7. Use of two languages

   Children who are educated by parents with two languages have the ability to develop language more quickly. The use of learning languages is more diverse so that it adds insight to children. For example children are taught using Javanese in their homes and Indonesian at school. Or families with two different nationalities, for example children trained to speak English with their father and Indonesian with their mothers. Thus the development of children's language will be broader.

a. Stage of Children's Language Development

   The child's development stage can be divided into several age ranges, each of which shows its own characteristics. According to Guntur (1988), these stages of development are as follows: Phase I (Pra-linguistic), which is between 0 - 1 year this stage consists of: Stage of fingering-1 (first Pra-linguistic). This stage starts from the first month to the sixth month where the child will start crying,

laughing and screaming. Stage fingering -2 (second Pra-linguistic). This stage is basically a meaningless word stage through the 6th month to a year.

Language development from 0-1 age :

 1. Two months   : Cries, coos, and grunts

 2. Four months   : Begins babbling. Makes most vowel sounds and about half of consonant sounds.

 3. Six months   : Vocalizes with intonation. Responds to own name.

 4. Eighth   : Combines syllables when babbling, such "Ba-ba."

 5. Eleven months   : Says one word (or fragment of a word) with meaning.

 6. Twelve months   : Says two or three words with meaning. Practices inflection, such as raising pitch of voice at the end of a question.

8. Children's First Utterances

Intention-reading, broadly construed, is thus the foundational social cognitive skill underlying children's comprehension of the symbolic dimensions of linguistic communication. Children begin to understand the linguistic symbols produced by adults when they are able to participate with adults in joint attention frames and then, within that common ground, to understand their specific communicative intentions as expressed in an utterance. The ability to coordinate this intention-reading with social learning skills (creating cultural learning skills, including role reversal imitation) enables children to begin to acquire for themselves conventional linguistic symbols and a number of symbolically constituted gestures as well. With their skills in reading both concrete and abstract patterns in auditory sequences, once children have begun to acquire linguistic

symbols they are also ready to begin relatively quickly to acquire more complex and abstract linguistic constructions.

The motivational bases for all of this would seem to be specific to uniquely human social and cultural activities; in particular, the motivation would seem to emanate from (1) a desire to communicate with other persons, and (2) a desire to be like other persons (that is, to imitate them). Children's first active uses of linguistic symbols take place within the common ground of joint attention frames, and include both gestural and linguistic means. Most 1-year-olds produce a number of different kinds of gestures as well as some conventional linguistic symbols, and these two forms of communication are often coordinated in single utterances. Children of this age produce their gestural and linguistic utterances for both imperative motives, to get the adult to do something with respect to an object or event, and declarative motives, to get adults simply to share attention with them to some external event or entity (Bates, Camaioni, and Volterra, 1975). They also begin to make attempts to learn different kinds of symbols for expressing both aspects of their communicative intention that are already shared with their listener in the joint attention l frame (such as pronouns, demonstratives, some pointing) and aspects of their communicative intention that concern things outside that frame, which must be more specifically indicated (for example, with nouns and verbs).

9. Nature versus Nurture

The controversial between nature and nurture is explored by the ancient theories of language acquisition, that is, whether language is innate and God-given or learned by environment. Gleason (1998: 376) states perhaps this is the major question that divides psycholinguistics. To what extent is language hardwired into human brain (nature), and to what extent is it learned through interaction with the environment (nurture)? Do parents teach children language, or does language simply unfold according to a genetic program? summarizes the difference between the empiricists' approach and rationalists in the following manner

Empirical or Behavioral approach	Rationalists or Mentalistic approach
Language acquisition is a result of experience	Language acquisition is result of condition
Language acquisition is a stimulus-response process	Language acquisition is an innate, in-born process.
Language is conditioned behavior	Language is not a behavior like other behaviors but a species-specific and species-uniform mental process.
Children learn language by imitation and analogy	Children learn language by application
Language learning is practice based	Language learning is rule based
Language learning is mechanical	Language learning is analytic, generative, and creative
Role of imitation, repetition, reinforcement, memory, motivation is very significant in language learning	Role of exposure is very significant
Language acquisition is the result of nurture	Language acquisition is the result of nature

From the explanation of the table above, takes two points they are: (1) language is a maturationally controlled behavior, and (2) child language is rule-governed, at every stage. Many types of behavior develop' naturally' at a certain stage, provided that the surrounding environment is adequate and teaching is available at the crucial time. Such behavior is maturationally controlled. Arguments as to whether it is inborn or learnt, are useless. Both nature and nurture, analogy and application, practice and exposure are important. Innate potentialities lay down the framework. Within this framework, there is wide variation depending on the environment.

10. **Cognitive Theory**

Cognitive theorists believe that language is subordinate part of cognitive development, dependent on the attainment of various concepts. Children learn about the world first, and then map language into that prior experience. Additionally, cognitive theorists believe that language is just one aspect of human cognition. According to Piaget and his followers in Gleason, infants must learn about world around them, which they do through active experimentation and construction. For example, the infants crawls around the floor, observes object from all angels, and slowly develops a sensorimotor (literally, "through the senses and more activity) understanding of the space in which she lives.

B. Previous Study

Bertaria Sohnata Hutauruk in Children First Language Acquisition At Age 1-3 Years Old In Balata**,** *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 8, Ver. V (Aug. 2015), PP 51-57 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org*. This research discusses a case study of the children's problems in learning first language acquisition at age 1-3 years old in a resort Balata. The process deals with some stages namely cooing, babbling, holophrastic, the two-word stage, telegraphic stage, and multiword stage. The problems of this research are "what are children's problems in first language acquisition and, what is the approach of children's first language acquisition at age under 1-3 years old in a resort Balata. To find out the answer of the problem in this research, the writer uses the related theories, they are Lyons 1981, Varshney 2003, Chomsky 2009.
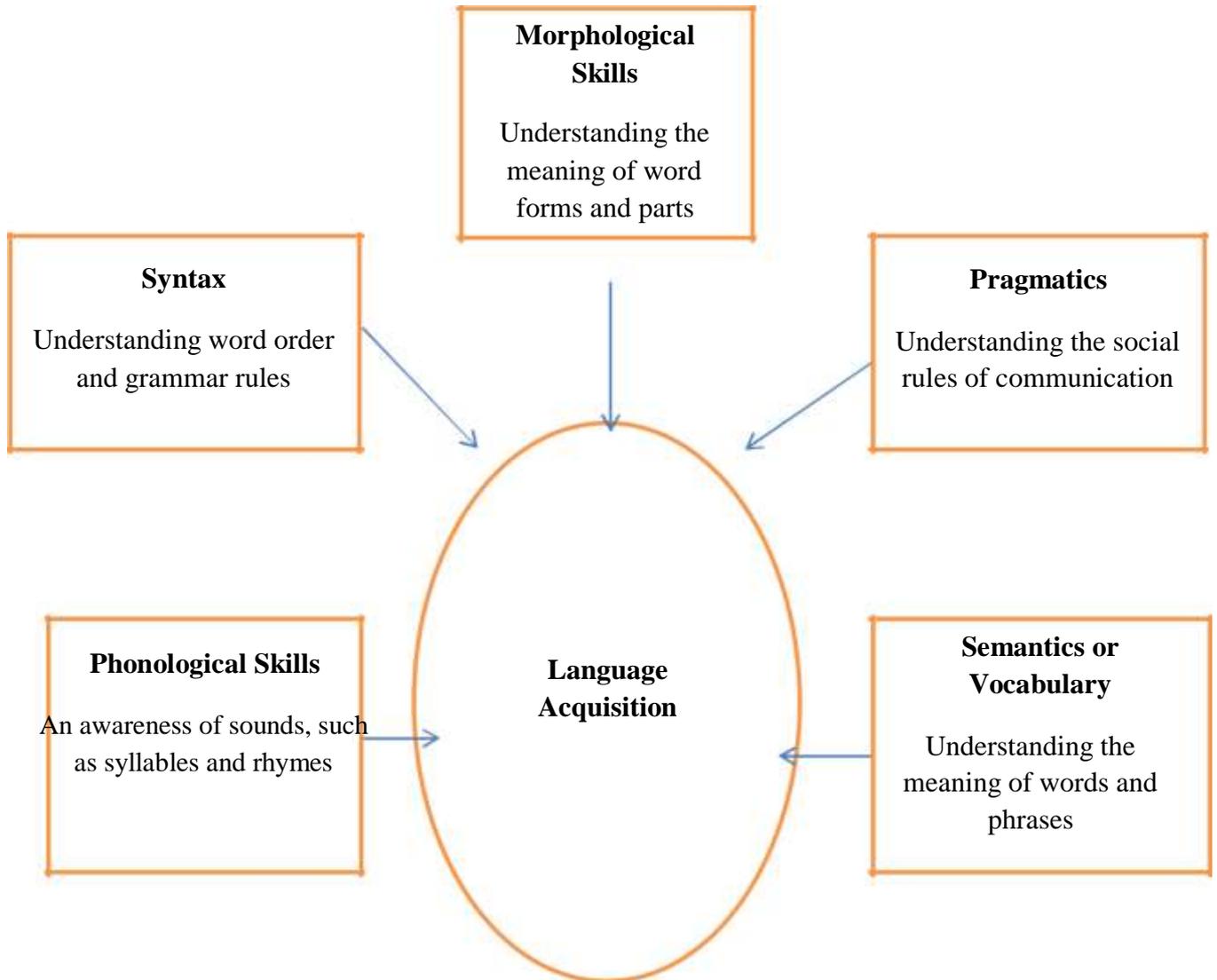
This research is conducted with descriptive qualitative research where the subject and object is taken from the children at age under 1-3 years old in resort Balata. The writer takes her daughter named Mikhaya as the subject and gets the data by observation and video recording. After the data had been collected, the writer finds out 9 problems in first language acquisition namely grammatical errors, phonological errors, in corrective utterances, imitation, repetition, correction, indicating the question, learning by experience, laziness. And the approaches in first language acquisition are cooing, holophrastic, telegraphic and multiword stage. Finally, parents' role is important to develop the children language. The parents should build interaction with their child to know their child's language development. Besides that, the writer suggests the parents to say the right pronunciation to the children.

Trinowismanto, Yosep. 2016*. The First language Acquirement 0-3 year(s) Old Kid in Daily Language. (A Psycholinguistics).*Thesis. Yogyakarta: PBSI, JPBS, FKIP, USD. This research discussed about the first language acquirement 0-3 year(s) old kid in daily language. The purpose of this research is to describe the process of language acquirement in the aspect of phonology, morphology, syntax, and diction. The subject of this research is 0-3 year(s) old children which is inside of the research environment. The type of this research is qualitative descriptive, because this research is about the description about the children language acquirement stages. This research also describes about the children language acquirement process. The gathering –data method which is used in this research is observation and conversation method. The first method that is used by the researcher is the observation method. The technique that is used to conduct the

observation method is taking-note technique and recoding technique. From the notes and/or delivering record is the way data is collected as the research material of children's first language acquirement.

The general conclusion of 0-3 year(s) old children is developed through some stages which are (1) crying step, (2) snoring step, (3) jabber step in 0-1 year old, (4) intonation pattern step, (5) one word saying step, (6) two word saying step, (7) agglutinative and inflection step, (8) rejection and question pattern step. Researcher found out the form of language acquirement process is firstly in 0-1 year old, the focus of children's phonology acquirement is singing. Morphology acquirement is in the form of free morpheme. Syntax acquirement is in the form of children who can say words which make a meaning. Diction requirement in 0-1 year old is not quietly shown. Secondly in 1-2 year old acquirement of phonology, children able to produce various kind of sounds especially vocal and consonant sound. The morphology requirement is in the form of children who can use more free morphemes to communicate. The syntax requirement is in the form of children who can use two words, and the form of sentences which contains verbal, nominal, and adjective. The diction acquirement is in the form of more observing their friends talking to get more vocabulary they have. Thirdly in 2-3 year old, phonology acquirement of children is perfect in vocal voice, followed by consonant voice. Morphology acquirement is in the form of morpheme form and vocabulary has reached a hundreds of words. Syntax acquirement of children is in the form of children who can use more complex sentences. Diction acquirement is in the form of children who can use diction in communicating.

C. Conceptual Framework

	Morphological Skills Understanding the meaning of word forms and parts	
Syntax Understanding word order and grammar rules		**Pragmatics** Understanding the social rules of communication
	Language Acquisition	
Phonological Skills An awareness of sounds, such as syllables and rhymes		**Semantics or Vocabulary** Understanding the meaning of words and phrases

Logical consequences of the assumption - even beliefs - this is the basis of the analysis of any linguistic branches (phonology, morphology, syntax, semantic, pragmatics) oriented to the corpus of data sourced from oral language, even if it is examined according to their respective concentrations . For example, phonology concentrates on sound problems, morphology on problems of the internal structure of words, syntax on problems of wording in sentences, semantic on problems of word meanings, pragmatic on problems of relationships between linguistic forms.

a. Morphological Skills

Understanding the meaning of word form and parts. Etymologically the word morphology comes from the word morph which means "form" and the word "logi" which means "science". So morphologically the word means "the science of form. In the study of linguistics, morphology means the knowledge of the forms and formation of words', while in the study of biological morphology means the knowledge of the forms of plant cells or living bodies. Indeed, in addition to the field of linguistic studies, in the study of biology there is also used the term morphology. The similarity, both studying about form.

b. Pragmatics

Understanding the social rules of communication. Pragmatics is the study of the relationship between linguistic forms and their use. Among these three parts of difference only pragmatics allows people to enter an analysis. The benefit of learning language through pragmatic is that someone can speak words about the meaning people mean, their assumptions, their intentions or

goals, and the types of actions (for example: understanding) that they show when they are talking. The big disadvantage is that all these human concepts are difficult to analyze in a consistent and objective way.

c. Semantics or Vocabulary

Understanding the meaning of words and phrases. Semantic is the study of meaning in language. It this a fact that meaning is a part of language, but this definition has not been clearly delineated and given fair treatment in the study of language until very recently. In traditional linguistic, language is viewed as the vocabulary which is contained in literary works. In the study of language, language definition are sometimes based on meaning, and sometimes on function. Statements that a noun is a name of person or a thing, or a sentence is an expression of complete though, are definition which are based on meaning. On the contrary, statement that an adjective is a word that modifies a noun, or an adverb is a word that modifies other words except nouns, are definitions which are based on function. The out-standing achievement in the study of meaning in traditional linguistics is etymology-the study of the origin of word meaning. The study of meaning in traditional linguistics has not clearly shown what meaning is.

d. Syntax

Understanding word order and grammar rules. Syntax is a branch of linguistics focuses on the study of sentences. Syntax is often also referred to as sentence structure. The science that focuses more on the study of words, groups of words (phrase), clauses, and studies relating to the types of sentences. The types of sentences include, single sentences, compound sentences, active

sentences, passive sentences, transitive sentences, and intransitive sentences. Etymologically the word syntax comes from the Greek language, namely from the word sun which means with and the word *tattein* which means to place. So the word *suntattein* means placing words or knowledge about the placement of words or sentence science. In Dutch the syntax is the word syntaxis (English: syntax) But in general or broadly, the word syntax in Indonesian linguistics is translated as the science of the art of composing sentences according to the rules of correct Indonesian linguistics.

e. Phonology Skills

An awareness of sounds, such as syllables and rhymes. Phonology is a sound system. In the study of linguistics is an oral language, namely, language in the form of spoken words. If in practice the language is encountered in a variety of written languages, it is considered a secondary language, namely "recording of spoken language". Therefore, written language is not the main target of linguistics studies. By Phonology, the sounds of these words can be studied in two angles: first, the sounds of words are seen as mere media of language, not unlike objects or substances. Thus, the sounds are considered as raw material, like stone, sand, cement, as raw material for building houses. Phonology which looks at word sounds is commonly called phonetic. Second, word sounds are seen as part of the language system. Word sounds are the smallest language elements that are part of the structure of words and which also function to differentiate meanings. Phonology which views the sounds of words as part of a language system commonly called phonemic.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Descriptive analysis with qualitative method was applied in this research, namely first language acquisition at age 1 year old child. In addition, in order to observe the relationship between mother's verbal input and children's language acquisition, this study adopted both qualitative research to examine the significant difference among different social class mothers. Moreover, the researcher used qualitative research. The goal of this study is to investigate if different social class mothers would have different impact on their children's language acquisition. Descriptive method is the way of solving the research problem by describing the situation and condition of the investigated object as the way they are (fact finding) that actual in the present. Because the descriptive analysis is used for frequencies, averages and other statistical calculations. Often the approach, prior in writing descriptive research, is to conduct a survey investigation.

Qualitative research often has the aim of description and researchers may follow-up with examinations of why the observation exist and what the implications of the findings are. the relationship between qualitative descriptive research with language acquisition is to explain a phenomenon that occurs in the child through the process of language pronunciation and meaning contained in each word or sentence through data collection The procedures for collecting the data were follows: the first observing the data, second develop the questions to the child, third recording the data, listening to the pronunciation, understanding the meaning of the vowel of speaking. And then analyzing the data, the first to know

the pronunciation of the 1 year old child, to find out the reason why the pronunciation of the language is less fluent and misunderstanding in meaning of the vowel of 1-year-old child

B. Source of Data

The source of data in this research was taken from a year old baby. The respondent name is Azihan Arumi Sirait, and Sita Damayanti Tambun is the Mother, Samran Sirait is the Father. They live in Parhudalian, Pematang Siantar.

C. The Techniques of Data Collection

In the process of collecting the data, some techniques were used like observing and recording the data. There are some steps in collecting the data, they are: observing the data, develop the questions to the child, recording the data, listening to the pronunciation, understanding the meaning of the vowel of speaking.

D. The Techniques of Data Analysis

The systematic procedures in conducting the analysis are as follows: identifying the utterances or pronunciation of language acquisition from the respondent, identifying the development of the child language skills, understanding the meaning of language spoken by the respondent, analyzing the reason of the respondent's pronunciation is less fluent.

BAB IV

DATA AND DATA ANALYSIS

A. Data

The data were collected and selected from the first language acquisition of 1 year old child. The respondent name is Azihan Arumi Sirait. The word or sentences of pronunciation and meaning were presented in Appendix. The classifications of sentences based on the purpose of the communicative function, sentences are classified into interrogative sentence and imperative sentences.

B. Data Analysis

The data in this research was analyzed based on the data that have been collected. The sources of data were utterances that had taken from a 1 year old child as the research subject.

The first problem is about the pronunciation of the language of 1 year old child. This problem was answered by identifying the pronunciation and development of the language acquisition of 1 year old child.

The second problem is about the reason why the pronunciation of the language less fluent and misunderstanding in meaning of the vowel of 1 year old child. This problem was answered by understanding the meaning and analyzing the reason of the respondent pronunciation.

The classifications of sentences based on the purpose of the communicative function, sentences are classified into interrogative sentence and imperative sentences.

a. Interrogative sentence

Interrogative sentence is a sentence that ask questions. Interrogative sentence usually consist of yes/no questions and WH-question. WH-question is known as question words. Question words in bahasa that usually used by the people are *apa* 'what', *kenapa* 'why', *diman a*'where', *bagaimana* 'how', and all the words that consist of a question.

Based on the data collected in this research, the interrogative sentence produced by the research subject are as follows: This statement occurs when her aunt is teaching Zihan to speak to his uncle with a number of questions over the telephone by following all the words said by his aunt to his uncle using good and polite language. The research subject is able to utter one-word utterance when she/he was 1 year old. The first word that can he/she produced are mama and papa.by the time, he can produce the words susu 'milk', minum 'drink' and her can produce hallo become 'hayo' ,uda become 'unda' in English uncle, ngapain become 'ain' in English what are you doing, udah makan become 'dah atan' in English have you eaten, apa sayurnya become 'apa ayunna' in English what's the vegetable, ikan become 'itan' in English fish. The interrogative sentences show that Zihan has a good interaction with her aunty. She could follow all her aunty speaks in Indonesia language.

b. Declarative sentences

Declarative sentences is used to convey a statement addressed to others that usually it states a fact, probability, possibility, or impossibility.

Based on the collected data from the research subject, the declarative sentences that occurred are as follows:

This conversation occurs when Zihan is recounting an incident that happened when Zihan and her twin sister quarreled over fighting over a photo of her aunt so that the photo was damaged or torn due to mutual tugging. The research subject is able to utter one-word utterance when she/he was 1 year old. The first word that can he/she produced are mama and papa.by the time, he can produce the words susu 'milk', minum 'drink' and her can produce bou become 'ou' in English aunty, kembar become 'temban' in English twins, cepat datang become 'cupat atang' in English come quickly, baju become 'aju' in English shirt, one become 'wan', two become 'tu', three become 'ti', four become 'fon', seven become 'epen'. The declarative sentence shows that Zihan has a good interaction with her aunty. He could answer all her aunty questions. She also could tell the chronology when she had a fight.

c. Imperative sentence

Imperative sentence is a sentence that usually gives advice, instructions, expresses a request or commands that ask or tell people to do something. It's commonly used in communication. The imperative sentence usually uses exclamation mark.

Based on the data collected in this research, the imperative sentences produced by the subject research are as follows :

1. **Ou iyup iyinna** (tiup lilinnnya)

   'Aunty, blow out the candle'

   The research subject produce she sentence above when she wanted her aunt to blow the candle. She asked her aunt to help her to blow out the candle.

2. **Ou ntak inum** (minta minum)

'Aunty bring me a glass of water please!

The sentence above took place when she was thirsty. She asked her aunty to help her to bring a glass of water.

3. **Ibut** (ribut)

'Noisy'

Iam ou (diam)

'Aunty, silent'

The data above show that the research subject was able to produce imperative sentence in her utterance. It happened when Zihan saw her aunty noisy.

4. **Ou otong** (potong)

'Aunty, cut'

The sentence above took place when the research subject asked her aunt to cut the cake because she wanted to eat the cake birthday.

5. **Teno** (tengok/lihat)

'See'

The sentence above took place when she was birthday. She asked her aunt to see the cake and candle.

The data analysis can be seen in table 4.1 below.

Table 4.1 Data analysis in some different sentences

No.	Interrogative Sentence	Declarative Sentence	Imperative Sentence
1	Hayo unda! (Hallo uncle)	Ounya Zihan (Zihan aunty)	Ou, iyup iyinna (Aunty, blow out the candle)
2	Ain? (What are you doing?)	Kakak temban (Twin's sister)	Ou, ntak inum (Aunty, bring me a glass of water please)
3	Dah atan? (Have you eaten?)	Ou, cupat atang ya (Aunty, come quickly ok)	Ibut (Noisy)
4	Apa ayunna? (What's the vegetable?)	Awak Zihan ya (Bring me ok)	Iam ou (Aunty, silent)
5		Aju ou (Shirt aunty)	Enok ou (Aunty, see)
6		Wan, to, ti, fon (One, two, three, four)	Otong ou (Aunty, cut it)

d. The reason of the respondent's pronunciation is less fluent

Language acquisition is influent by the parent's role and attention to the ability of children in a good language, lack of parent's across the communication of the culture, lack of attention of parent's in training the language of the children in the days and also the loss of communication for their family to the children can make the children's pronunciation is not good.

B. Findings

Based on the analysis and description above, the researchers found some data about the first language acquisition process of 1 year old child by the following description data:

1. The research subject in this research is able to produce the sentences based on its purpose as the communicative function, which are declarative sentence and imperative sentences. The first, she is able to use interrogative sentences to ask questions by using question words ; *apa* "what", *udah* 'have' the second, she is able to use declarative sentences in her utterances to convey a statement, fact, information, and telling a chronology of an event. The third, she is able use imperative sentences in her utterances to expresses a request and command that ask or tell people to do something. And in the research of the child that I have recorded is called Zihan he is more often or dominate using the letter (t) such as: fish being (itan), eating being (atan), twins becoming translucent and asking to be (itak).

2. Language acquisition is influent by the parent's role and attention to the ability of children in a good language, lack of parent's across the communication of the culture, lack of attention of parent's in training the language of the children in every days and also the loss of communication for their family to the children can make the children's pronunciation is not good.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, conclusions can be drawn as in the following.

1. 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 1 year old children have their respective variations in saying a certain word or sentence there is a dominant the front letter is removed, and she dominate letter in the alphabet A to Z or letters that have been removed in every pronunciation. And the child is more often or dominate uses the letter (t) such as: fish being (itan), eating being (atan), twins becoming translucent and asking to be (itak).

2. Language acquisition is influent by the parent's role and attention to the ability of children in a good language, lack of parent's across the communication of the culture, lack of attention of parent's in training the language of the children in the days and also the loss of communication for their family to the children can make the children's pronunciation is not good.

B. Suggestions

In relation to the conclusions, suggestions are staged as in the following

1. In language acquisition, the role of parents are very important it is more effective and efficient in educating a child's language from an early age. So that the language of a child can be more educated and polite in correct language in every speech he utters every day both within the family and community. As for the second problem about the disorder / disability of a child in language as well as to parents to be more patient and not be discouraged, however, parents must be more patient in helping language over the deficiencies and disabilities of a child in language because there is nothing that cannot be while we are still trying and praying and God will not change someone's fate if we do not change it ourselves. Because every effort and prayer that we do will never disappoint.

2. For the reader, hopefully this research can be useful and can be a reference for us, if the similar problem that occurs in the surrounding community, so that it can overcome and teach the acquisition of children's language properly, correctly, and politely from an early age.

APPENDICES

A. Questions

a) : Hello!!!

b) :……..(baby)

c) : What is your name?

d) : ……..(baby)

e) : Have you eaten?

f) : …..(baby)

g) : Have you taken bath?

h) : …… (baby)

i) : Who is that (Mother)?

j) : ……. (baby)

k) : Who is that (Father)?

l) : ……. (baby)

CONVERSATIONS 1

1. Aunty   : Hallo!

   Zihan   : Hayo!

   Aunty   : Hallo uda (Hallo uncle)

   Zihan   : Hallo unda (Hallo uncle)

   Aunty   : Ngapain? (What are you doing?)

   Zihan   : Ain? (lagi apa) (What are you doing?)

   Aunty   : Dah makan? (Have you eaten?)

   Zihan   : Dah atan? (udah makan) (Have you eaten?)

   Aunty   : Apa sayurnya? (What's the vegetable?)

   Zihan   : Apa ayunna? (apa sayurnya) (What's the vegetable?)

   Aunty   : Apa sayurnya? (What's the vegetable?)

   Zihan   : Itan (ikan) (Fish)

   Auty   : Dadah uda! (Goodbye uncle!)

   Zihan   : Dadah unda (Goodbye uncle!)

   Aunty   : Cium uda, ummahh! (Kiss uncle' ummmahh!!)

   Zihan   : ummahh!

CONVERSATIONS 2

2. Zihan : Ou (Aunty)

Aunty : Siapa jahat nak? (Who is the bad girl)

Zihan : Kakak temban (Twins sister)

Aunty : Kenapa gak Zihan gigit?

Zihan : Ounya itu (Them aunty)

Aunty : Mana di bilang itu? (Where did she say that)?

Zihan : Ou Zihannya itu (My aunty alright)

Aunty : Iya kan gak bou kembarkan (Yes, it's not right to twin)

Zihan : Gak, ou Zihannya itu (No, my aunty alright)

Aunty : Gak usah kawani si kembar itu (Don't be her friend's again)

Zihan : Iya ou (Yes aunty)

Zihan : Ou, ou cupat atang ou ya (Aunty, come quickly ok)

Aunty : Iya (Yes)

Zihan : Awak aju Zihan ya (Bring me ok)

Aunty : Apa dibawak nak? (What is brought Zihan?)

Zihan : Aju ou (Shirt aunty)

Aunty : Gak mau Zihan mainan, itu lo yang ada dorong-dorongnya, ada
mainannya, ada dokter-dokternya. Mau Zihan? (Do not want
Zihan toys, you have the thrust, there are toys, there are doctors.
Do you want it?)

Zihan : Mau ou (I want it)

Aunty : Tapi, jangan nangis sama opung ya, nanti bou belikan, oke! (But,

don't cry with grandmother, then buy it later, okay!)

Zihan   : Iya ou (Oke aunty)

Aunty   : Hitung dulu one (Let's count it one)

Zihan   : Wan, to, ti, fon , even, ten (One, two, three, four, seven, ten)

Aunty   : Horee! Coba ulangi lagi nak (Horee! Repeat again please!)

Zihan   : Wan (malu-malu) ampun ah (One (shy) so sorry aunty).

B. Words

Table 1.1 the data obtained through the interview, the based on pronounce can be

seen by following

Number	Data	Indonesia meaning	Meaning
1	Hayo	Hallo	Hallo
2	Unda	Uda	Uncle
3	Ain	Lagi apa	What are you doing?
4	Atan	Makan	Eat
5	Ayun	Sayur	Vegetable
6	Temban	Kembar	Twin
7	Ou	Bou	Aunty
8	Cupat	Cepat	Quickly
9	Awak	Bawak	Bring
10	Aju	Baju	Shirt
11	Wan	Satu	One
12	To	Dua	Two
13	Ti	Tiga	Three
14	Fon	Empat	Four
15	Itan	Ikan	Fish
16	Iyup	Tiup	Blow
17	Iyin	Lilin	Candle
18	Ntak	Minta	Ask
19	Inum	Minum	Drink

20	Iam	Diam	Silent
21	Ibut	Ribut	Noisy
22	Otong	Potong	Cut

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	First Language Acquisition at Age 1 Year Old Child	
	The study of Sociolinguistics used language physician to the patient	
	Semiotic Language of ethics and unethics people	

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

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Yulia Daranti

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Form K-2

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NPM   : 1502050208
Prog. Studi   : Pendidikan Bahasa Inggris

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

Medan, 13 Mei 2019
Hormat Pemohon,

Yulia Daranti

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Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                      -    Untuk Ketua / Sekretaris Prog. Studi
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Lamp   : ---
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N P M   : 1502050208
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : First Language Acquisition at Age 1 Year Old Child

Pembimbing   : Yessi Irianti, S.Pd. M.Hum

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan, 09 Ramadhan   1440 H
14 Mei   2019 M
Dekan

Dr. H. Elfrianto 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

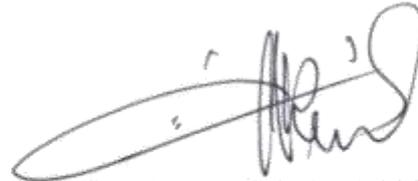**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Yulia Daranti

N.P.M   : 1502050208

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal : First Language Acquisition at Age 1 Year Old Child

Sudah layak diseminarkan.

Medan,   Juli 2019

Disetujui oleh
Pembimbing

Yessi Irianti, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Yulia Daranti
N.P.M	:	1502050208
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	First Language Acquisition of 1 Year Old Child

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 2 September 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap   : Yulia Daranti
N.P.M   : 1502050208
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini: .

First Language Acquisition at Age 1 Year Old Child

Menjadi:

First Language Acquisition of 1 Year Old Child

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

Medan,   September 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Yulia Daranti

Dosen Pembahas

Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum

Yessi Irianti, S.Pd., M.Hum.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Yulia Daranti
N.P.M	:	1502050208
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	First Language Acquisition of 1 Year Old Child

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

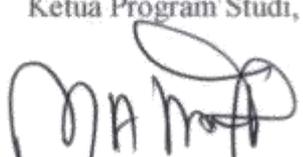Medan,   September 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Yessi Irianti, S.Pd., M.Hum.

Diketahui oleh
Ketua Program Studi,

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

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Yulia Daranti
N.P.M	:	1502050208
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	First Language Acquisition of 1 Year Old Child

Dengan ini saya menyatakan bahwa:

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

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

Medan,   September 2019
Hormat saya
Yang membuat pernyataan,

Yulia Daranti

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 5499 /II.3/UMSU-02/F/2019	Medan, 05 Muharram 1441 H
Lamp	: ---	05 September 2019 M
H a l	: Mohon Izin Riset	

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

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama	:	Yulia Daranti
N P M	:	1502050208
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	First Language Acquisition of 1 Year Old Child.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

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

** Pertinggal **

SURAT KETERANGAN
Nomor: 4426/KET/II.10-AU/UMSU-P/M/2019

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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

Nama	:	**Yulia Daranti**
NPM	:	**1502050208**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

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

"First Language Acquisition of 1 Year Old Child"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>1 Safar 1441 H</u>
01 Oktober 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

Name : Yulia Daranti

Place and Date Birth : Sei Buatan, 21st July 1997

Age : 22 Year Old

Gender : Female

Nationality : Indonesian

Religion : Islam

Marital Status : Single

Address : Riau

Phone Number : 081286017885

Email : darantiy@gmail.com

Parent's Name

Father : Elwin Yusuf Ginting

Mother : Mahdalena Br. Purba

Education

2004-2009 : SD Negeri 014 Sawit Permai

2009-2012 : MTS Ittihadul Muslimin

2012-2015 : MA Ittihadul Muslimin

2015-2019 : Students of English Department Faculty of Teachers' Training and Education, UMSU 2019 until Reaching the Degree of Sarjana