

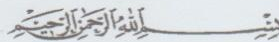


**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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() Tidak Lulus

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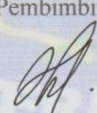
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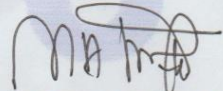
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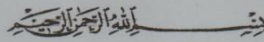
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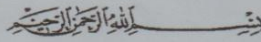
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(Khairil, S.Pd, M.Hum)

**FIRST LANGUAGE ACQUISITION OF CHILDREN 3-6 YEARS IN
RURAL AND URBAN AREAS**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By

WARDAH HASANAH

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FACULTY OF TEACHER TRAINING AND EDUCATION

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MEDAN

2019

ABSTRAK

Wardah Hasanah, 1502050003. First Language Acquisition Of Childrend 3-6 Years In Rural And Urban Area (Psycholinguistics). English Department of Faculty of Teacher Training and Education, University Muhammadiyah of North Sumatera. Medan 2019

This research discusses first language acquisition of children 3-6 years in rural and urban areas. The purpose of this research to describe the first language of children in urban and rural areas. This type of research is descriptive qualitative, because this study provides a picture of language acquisition research in children in rural and urban areas. technique of collecting data in this research is observation, interview, and recording. Technique of analysis data in this research is classifying, analyzing, and discribing . In conclusion, first language acquisition of children in urban area, almost all children in urban area not use first languages or regional language in their family, 12 of children in urban area, the researchers do not get one of the child who can use first language, so 100% of children in urban area use a second language (indonesian language) as their first language. While first language of children in rural area, of the 12 children become object of research, only 8 children used the first language (mother tongue) because the environment in rural area is more flat with the same ethnic group, while 4 children again use common language (second language) as their first language, because of the certain factors, such as the different tribes between father and mother, environmental factors, and factors from parents as well. The researcher get the result of the first language of children's in rural area, 66.6% of children in rural area use first language, and 33.4% use second language (Indonesian language) as their first language.

Keywords: *First language acquisition, rural, urban.*

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Finally, the researchers hope this research will be useful for readers, mostly for students majoring in English who want to do the same research and may God bless us all.

Medan 2019

Researcher

Wardah Hasanah

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Psycholinguistics is one of the branches of linguistics that often develops rapidly because it opens itself up in its finding in other disciplines as a tool to interpret problems in language acquisition, and language composition and production. Psycholinguistics is a complex branch of linguistics.

Language acquisition is a process that takes place in a child's brain when they acquire their first language or their native language. Language acquisition is usually distinguished by learning a language learn language related to processes that occur when a child learns a second language after he has acquired them first language. During the acquisition of the first language, Chomsky mentions that there are two processes that occur when a child acquires them first language.

Language acquisition in urban and rural areas can be found by conducted research on the language of the child itself. This research is also very good to study. In addition, the results of this study can help to find solutions to various problems in obtaining language in children 3-6 years in rural and urban areas. Usually, the process of growth and development will arrive at interaction with other people, generally in the environment of the child's school, as well as surrounding the place where them lives, especially how to interact with the child's parents. Interactions in children 3 years can be done through communication by talking. Some parents who do not neglect to pay attention to the development of

their children, then the child will be surprised if when communicating with the child will speak something that has never been heard.

The first language is often referred to as mother tongue. The term use of mother tongue needs to get a correction because in this case there are various cases which ultimately about the term language. Cases that often occur are in various large cities that are multilingual. Mother tongue that is approved by what language is used or controlled by the mother since birth. In urban areas, many couples have different regional languages, but their children even disagree with their regional language, because they have started the Indonesian language as their first language, and not the language used by their parents.

In general, the acquisition of children's language in the urban area uses the Indonesian language so that many children in urban area do not understand their regional language, for example in one Javanese family and their daily language is Indonesian, then their child's first language is Indonesian, not Java language.

first language acquisition in rural areas, first languages in rural areas generally use the local language, because the languages in rural areas do not have many languages. so the language they use is also only the language of the area, so it can make their children easier to understand their first language or their native language depending on environmental factors and factors parental education, what languages are supported by their parents at birth, and how to pronounce the language. It can be learned that the acquisition of the first language in urban and rural areas was also agreed upon in the education of parents since the child was still a baby. According to Brown (2007: 47), children imitated their parents

because babies may not have semantic categories to interpret speech. However, they have a concern for the people who see it, so inevitably they will imitate the words of parents. .

Research on children's language acquisition is one of the most difficult challenges for researcher, not many people pay attention or examine how the process of language emerges in children, what obstacles occur when the language acquisition process is especially in rural and urban plains where the majority are urban areas are residents working as office people, so that the acquisition of language in these children is rapidly developing, while the majority in rural areas are working as farmers so that the acquisition of children in the village is slow. So that from the second acquisition of the language produces a language that is relevant to be understood. Researchers are interested in reviewing scientifically the acquisition of language especially in children 3-6 years through research "first language acquisition of children 3-6 years in rural and urban areas".

B. Identification of Problem

1. Most of the children in rural area used mother tongue (regional language) as the first language acquisition
2. Most of the children in urban area used mother tongue (Indonesian language) as the first language acquisition

C. The Scope and Limitation

The scope of this research is about the study of language acquisition which on the first language acquisition of children 3-6 years specially in Rural and Urban area.

D. Formulation of the Problem

1. How is the first language acquisition of children 3-6 years in rural area?
2. How is the first language acquisition of children 3-6 years in Urban area?

E. The Objective of the Study

1. To describe the first language acquisition for children 3-6 years in an urban area
2. To describe the first language acquisition in children 3-6 years in rural areas

F. The Significance of the Study

The findings of the study are expected to be theoretically, practically, and linguistically relevant in some respects:

1. Theoretically, the findings of the study are expected to expand the mindset and language of first language acquisition in children 3-6 years a new psycholinguistic problem
2. Practically, the findings are expected to give information for:
 - a. Parents, to consider the acquisition of the first language of children at an early age, so that the limitations of language acquisition in children can be agreed upon in starting to communicate. to strengthen children's character education in the family, which is one of the important factors that have a profound influence on children's language acquisition at an early age.
 - b. Children, to increase knowledge about first language (mother tongue).

- c. Researcher, it could be guide in understanding first language acquisition of childrens.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Psycholinguistics

Etymology that the word linguistics is formed from the words psycholinguistics, from these two different fields of science, each of these two can stand alone even with different methods. But both of them research the language together as a formal object. It's just that the difference is a material object, linguistics discusses the structure of language, while psycholinguistics discusses language behavior or language processes.

According to H. Wind Cowles (2010:10), the linguistic scientific study of language and psychology is the scientific study of language and psychology is the scientific study of human behavior and cognition (how we think). Psycholinguistics is a language processing and knowledge representation that underlies the ability to use language.

According to Penney Upton (2012:2), Psychology is the process of responding to human thoughts and behaviors throughout life or process will not stop when entering adult age. Linguistics is a language that is used by members of social groups to works together, communicate, and identify themselves (Achmad, Abdullah:2012). Psycholinguistics is the process of changing behavior or language when it does not enter the process of maturation.

Psycholinguistics is simply defined as the sounds of the relationship between human language and mind. Three important processes are investigated in psycholinguistics: language production, language comprehension, and language acquisition, (Nima Shakouri 2012).

From some psycholinguistic definition above, it can be concluded that psycholinguistics is a science that discusses language and brain relations as well as a language study approach. Besides that psycholinguistics also talks about language acquisition and language change. But here researcher only discusses language acquisition in children 3-6 years.

2. Definition of Language Acquisition

The statement above shows that language acquisition occurs children's brains when they acquire their first language or their mother tongue. Language mastery is usually distinguished from language learning. Language acquisition occurs during childhood or with unconscious ways, while language learning arises when after the first language occurs, done consciously. According to Schutz in Krashen (2006:12) states that language acquisition a product of subconscious processes that are very similar to the processes experienced by children when they acquire their first language.

Suhono and Yeasy Agustina sari (2017), the language acquisition process is a sudden process. It happens out of body-mind. It because the human brain has complained of language acquisition devices, which are given for human since the born.

Language acquisition is the process of understanding and producing, words in understanding and communication, language acquisition is the process of going in the infusion of the brain in acquiring his mother tongue. This process is a relatively short time but is increasingly learned. This statement is supported by Saniago Dakhi and Nur Intan Zagoto (2016) language acquisition is a developmental process. Research on spontaneous processes in children learning their mother tongue and adults learning has shown that the stages of discrimination can be discriminated against. Initially, the learner system can be relatively simple (Jordan, Pater 2009)

According to Chomsky (2009:101-102), language acquisition is a matter of relatively fixed capacities of growth and maturation, under appropriate external conditions. The form of the acquisition and use of the language that is acquired is largely determined by internal factors: it is because of the fact that “human beings are the same, even wherever they live” so that every child can learn whatever language they want. The function of the language capacity is, furthermore, optimal at a certain “critical period” of intellectual development. The term language acquisition is usually used without qualification for the process which results in the knowledge of one’s native language (or native language).

The learning process that takes place in the brain is the compilation of children to receive/ get the language the process is divided into two, namely: the competency process and the performance process. Competence is an ongoing process of mastering grammar which is not realized. While the performance

process is a process that is born from the mastery of the child after competence is mastered.

The emergence of language in the child, because the baby is still integrated into the social environment of the child, is always invited to talk by their parents, the baby is done while talking. Here there has been two-way communication between children and parents. Parents who succeed in responding to each baby's reaction and acting like a baby's reaction need meaning and response.

3. Definition of First Language Acquisition

First language acquisition is closely related to the development of cognitive development, namely first, if the child can produce words that are fundamental to neat grammar, it does not automatically imply that the child has mastered the language in question well. Second, the speaker must obtain cognitive categories that underlie various expressive meanings of natural languages, such as words, space, modality, quality, and so on. Cognitive requirements for language acquisition are more required for the acquisition of a second language than in the first language acquisition.

According to Meisel, Jurgen M (2001.240-241), mastery of the first language as a process through children involved in communicative interaction obtaining exposed language in ways that seem effortless is strongly confirmed by a large number of studies that investigate the acquisition of many languages. The first language is the language that was first received by the baby since the baby is still small, or often referred to as the mother tongue. Requirements for the first

development in the language of each individual. Expect not to be closed about children, in their growth they will master two, three, or four languages, even more. If this happens the first language they know before another language is what is called L1 (Achmad, Abdullah 2012:107). For example, there is a child born in Aceh environment, the father and mother also use the language of Aceh, so we can sure that the L1 obtained by the child is Acehnese.

Process the child begins to recognize verbal communication with its environment is called language acquisition of children. The term used for the acquisition of British counterpart of the term acquisition, namely the process of language acquisition by children naturally when he learns his native language. (Dardjowidjojo, 2008:225).

According to Tarigan (Teaching for Language Acquisition, 2011: 96), acquisition of the first language which is 'primary', in at least two things: in terms of sequence is indeed the 'first' and in terms of use (almost used for life). However, in real life we can see for yourself that many people learn more than one language. A child may use two or more languages from birth, for example: Javanese mother, Sundanese father. Father and mother use both languages in their family's daily life. Indirectly children will have two languages in the acquisition of the first language.

According to Abdul Chaer and Agustina (2004: 81) mother tongue is also commonly called the first language (abbreviated L1) because it was the language that was first learned. Agree with that, Solehan, et al (2011: 25) also say that the first language is the language that is first learned and mastered by a child.

According to Arifuddin (2010: 114) the acquisition of the first language or the mother tongue of children throughout the world is the same. The similarity in the process of acquisition is not only due to the similarity of the biological and neurological elements of language, but also by the aspect of language mentality. So, we can conclude that the first language (L1) or mother tongue is the language that was first acquired by an individual in his life. This language will be the most conscientious language and is often used by the language user.

The use of the first language by someone has a high percentage, especially in expressing things that are personal. Such as: expressing feelings, emotions, anger, and so on, people tend to use their first language.

3.1. Process of First Language Acquisition

The process of children getting familiar with their environment verbally is called children's language role-playing. The first language acquisition occurs when a child who is from the beginning without a language now has one language. During the acquisition of children's language, children are more directed at the communication function than the language form. The acquisition of children's language can be said to have a characteristic of continuity, having a series of entities, which moves from one simple word to a more complex combination of words.

There are two meanings about language acquisition. First, acquisition has a sudden start suddenly. Secondly, language acquisition has a gradual beginning that emerges from pralinguistic motor, social, and cognitive achievements.

First language acquisition is closely related to cognitive development, first, if the child can produce utterances based on neatly arranged grammar, it does not automatically imply that the child has mastered the child's language properly. Second, the speaker must obtain "cognitive categories" that underlie various expressive meanings of scientific languages, such as words, space, modalities. Casuality, and so on. Cognitive requirements for language acquisition are more required for the acquisition of a second language than in the acquisition of the first language.

Language is universal. The acquisition of the first language is closely related to the gradual beginning that arises from pralinguistic motoric, social, and cognitive achievements. The acquisition of the first language is very closely related to the social development of children and therefore also closely related to the formation of social identity. Studying the first language is one of the overall developments of a child becoming a full member of a society. Since babies have interacted in their social environment. A mother often gives an opportunity to the baby to participate in social communication with her. That's when the baby first recognized socialization, that the world was a place where people shared their feelings.

Through the first language-specific language, a child learns to become a member of the community. The first language is one of the means to express feelings, desires, and convictions, in forms that cannot be accepted by members of the community, he may not always express his feelings clearly. If a child uses utterances that are correct or grammatical, it does not mean that he has mastered

the first language. In order for a child to be considered to have mastered the first language there are several important elements related to the development of Jiowa and the child's cognitive. The development of notions or understandings such as time, space, modality, cause and effect, and deviation are an important part of cognitive development in a child's first language mastery.

3.2. The Variety of First Language Acquisition

The acquisition of the first language has two kinds, namely:

1. Monolingual: Obtaining first language but only one language is obtained.

Example: Ahmed was born in the Gayonese community and his parents also use the Gayonese language. This language will be used by Ahmed to communicate in the early years of age up to about 5 years old. Even until adulthood, the language is still used. After that Ahmed studied at UMSU (Muhammadiyah University of North Sumatra), in general the language was disused using Indonesian, then Ahmad used Indonesian. Indonesian for Ahmed is no longer the first language, but rather the second language.

2. Bilingual (Bilingual): Acquisition of the first language but obtained in two languages.

Example: Hendy's father is from Aceh and his mother is from Padang. To communicate at home, Hendy's parents use Acehnese language more, so that Hendy has acquired Acehnese language since he was a child and communicates with his relatives in Acehnese.

However, because they live in Gayo and the community uses the Gayo language, then to communicate with their neighbors, Hendy's family uses the

Gayo language. At school, in a relaxed atmosphere Hendy communicates with friends also in the Gayo language

4. First language acquisition of children in an urban area

The first language is often referred to as mother tongue. The use of the term mother tongue needs to be corrected because in this case there are various cases which ultimately abort the term mother tongue. The case that often occurs is in various large multilingual cities such as, Jakarta, Yogyakarta, Medan and other cities. Mother tongue is not the language used by the mother from birth. In large cities many couples have different regional languages, but the child is no longer taught regional languages (the father's or mother's language), but the child has begun to be taught Indonesian. thus the child's first language or language is Indonesian, and not the language used by his father's mother. So, actually the use of the first language will be more appropriate than the use of mother tongue.

This wave of research in the acquisition of children's languages encourages language teachers and educators to learn some general findings in order to make comparisons between first and second language acquisition (Brown, 2007: 26).

In general observation, children are good imitators. Everything he does is an imitation of the people around him, he always watches and then will be imitated as what he saw. Likewise with language, if in the house using Indonesian in everyday conversation, it is not surprising that the child will easily imitate what

his family members say. We'll see in big cities like Jakarta, children make Indonesian as the first language besides their parents have their first language.

Language in urban areas tends to be in the second language, Indonesian, so many children who do not understand their own language (B1) are due to the crowded living and environment of all tribes. According to Saebani (2017: 33), the City is the most complicated product of creativity, taste, intention and human work throughout civilization. The city can be said as a place that is densely populated by many heterogeneous people (diverse).

Of the various tribes that have been collected in urban areas so that various languages have been found. And at a time when newborn children have been taught language, but not the first language (mother tongue) that is heard by children, but the standard language they use (Indonesian) as their first language. Because there are already too many people mixed up in the city so that the first language is not too important for them to use when communicating in the family. For example, there is a child, mother and father from Java and living in an urban area, when communicating with their children they do not use their first language (Javanese) but use Indonesian, because many living quarters and environments use the standard language as a language first, so that the child cannot understand his own language.

Society in urban areas is also a society of society. In general, urban communities are more aware of their lives and know each other, and relationships are very straightforward, free from personal and systemic and traditional ties with no established leadership, (Saebani, 2017: 25). Therefore people in urban areas do

not understand their first language much, because of their association and language education in their parents.

5. First language acquisition in rural areas

Regional (rural) languages are important to be introduced to children from an early age, before children know other languages. Here are some reasons for the importance of introducing regional languages to children from an early age.

First, regional language is the language of ancestral heritage. Regional languages are inherited from tribes in various parts of the world in the archipelago. In Indonesia, there are many tribes such as Javanese, Bugis, Batak, Sundanese, and so on. Each tribe has its own regional language. The language of this area is unique and unique in each region. Each tribe can add the same word with different meanings. For example, in Javanese, brother means red. While in Betawi, brother means brother. These uniqueness is what we must guard. Therefore, regional languages must be inherited as the language of the first child, so that local languages remain and become a very valuable ancestral heritage. By understanding well about this uniqueness, of course parents become more happy in understanding the local language as the child's first language.

Second, regional languages have a level of language. The level of regional language is usually used as a means to be published. In Javanese, there are two levels used, namely the Ngoko language and the Krama language. Ngoko itself consists of two, namely ngoko lugu and ngoko alus. Krama language also consists of two, namely innocent krama / madya krama and krama alus / krama inggil.

Third, regional language is a mirror of manners. Regional languages with various levels make children learn politely with whom they speak. If talking to older people such as parents, teachers, and others, then he will use the appropriate language. This makes children respect older people as they should respect. Courteous language used by children will have implications for behavior which will also follow the norms.

Fourth, regional language is the child's first language to communicate. The golden age is a period where children are able to absorb language well. Parents who want to introduce foreign languages should wait for the child to be ready. Introducing a foreign language is also good, provided the child has the first language the child understands. Why should it be like that? Because children need communication media in the form of initial language, so that children are able to interact with the social environment that uses the same mother tongue. If the child is crammed and forced to master a foreign language in the early years of his life, he will experience a phase of language confusion.

Fifth, regional language is the first language of children to obtain various knowledge around it. The child's initial language will make the basis of the child obtain various information around the child. The child's initial understanding will guide him with various kinds of information that they have not had before. The more children get older, the more children will ask. Let the child ask in the local language, and try to make the parents faithful to serve the child's questions in the local language patiently.

A multiethnic and culturally diverse Indonesian society should realize that cultural preservation is a major challenge especially in entering the current era of globalization. Why is that? Because without efforts to preserve it, you can imagine the destruction of regional culture, including regional languages (first language), gradually over a short period of time.

in general the language used in the rural area is their first language, because the population is still original and not yet crowded, so children easily understand their first language. The word village or rural area is often understood as a place or area (as its homeland) where residents gather and live together, using the local environment, to maintain, sustain and develop their lives (Jamaludin 2015: 4). By kaera there are many early childhood who still understand a lot about their first language, because since they were born the first language they used is their mother tongue, thanks to the original population of the first language.

Abdul Wahab (2002: 9-12), The number of speakers of the language of the area must be less than the total population in the country. If there are more speakers, then the language is the national language. The word language itself means the ability of humans to say something to other humans both by using words, signs and body movements. Language is used by all humans to communicate with other people. Before going any further, let us first understand the meaning of the words language, regional language and aspects that are in it.

Regional language or also commonly called a dialect, is a language used in a region of a country in a relatively small region when compared to the country itself, (wikipeda). International law itself has a lot to discuss about the definition

of regional languages and get the formula as follows. Regional language is a language that is different from the official language of a country and is used by some citizens of that country. Regional language is also called traditional language, mother tongue or ethnic language. Examples of first regional or language languages: Aceh, gayo, alas, batak, karo, and others.

From the above understanding, researchers can conclude that, regional language is a language spoken by every citizen in a region in a nation state in a small area.

B. Relevan Study

There have been many studies related with the first language acquisition some are quote as the followings:

The first is “ Foreign language acquisition acquisition of souvenir seller in bawomataluo village” (saniago and Nur intan, 2016 Journal). This research is addresses language fungtion and lexical acquisition dominans of souvenirs seller in Bawomataluovillage, South Nias, Nort Sumatra. The reason of lexical items acquired by souvenir seller is regarded as the function of language acquisition. On the country, from and process of lexical items acquired are totally viewed as language lexical domains. It is discovered that lexical items acquired are dominated by noun, verb, and adjective posites at the next level of the amount of lexicals acquired.

The second is “babbling stage constraction of children’s language acquisition on rural area Lampung” (the purpose of this research about the

analyzed the phonological structure of babbling by children subject in eight months age on rural area Lampung. Specifically, understanding the children's language acquisition process in order to know the best way to help the children acquire their language ability maximally. From this analyzed data, the subject produce some phenomenomes in babbling stage.

the third is "initial stage of first language acquisition begun in adulescence: when late looks early" (Lamirez, Lieberman, and mayberry, 2013 journal). Children typically acquire their native language naturally and spontaneously at a very young age. The emergence of early grammar can be predicted from children's vocabulary size and composition (Bates et al., 1994; Bates, Bretherton & Snyder, 1998; Bates & Goodman, 1997). One central question in language research is understanding what causes the changes in early language acquisition.

The fourth is "Children First Language Acquisition At Age 1-3 Years Old In Balata" (Hutauruk, 2015 Journal). This research discusses a case study of the children's problems in learning first language acquisition at age 1-3 years old in a ressort 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 ressort Balata. There are some problems in first language acquisition namely: grammatical errors, phonological errors, Incorrective utterances, imitation, repetition, correction, indicating the question,

learning by experiences, and laziness. And in developing children's language there are six stages as the approaches of first language acquisition, they are cooing, babbling, holophrastic stage, the two-word stage, telegraphic stage and later multiword stage. But in this research the writer analyses 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. It is better for the parents to pronounce the word genuinely. It means that parents should give the real pronunciation to the child. It is better for the parents do not imitate the way child to produce the wrong pronunciation, because it will make the child becomes confuse how to differentiate the right or wrong words. It is better for the parents to avoid responding child's question by using the word "hah?" Because it is impolite to response the question by using this word. Parents should make good connection with the child to build interaction. This interaction has function to know the child's language development.

The fifth is "First Language Acquisition in Sentence by Four-Years Old Child" (Indah julia:2017 thesis). This thesis is entitled First language Acquisition in Sentence by Four Years Old Child. This thesis aims to describe the acquisition of the syntax of a four-years-old child. By focusing the study on declarative, interrogative, imperative, objective sentences, and also describing the factors that influence the language acquisition of 4-years-old children in declarative, interrogative, imperative, and objective sentences.

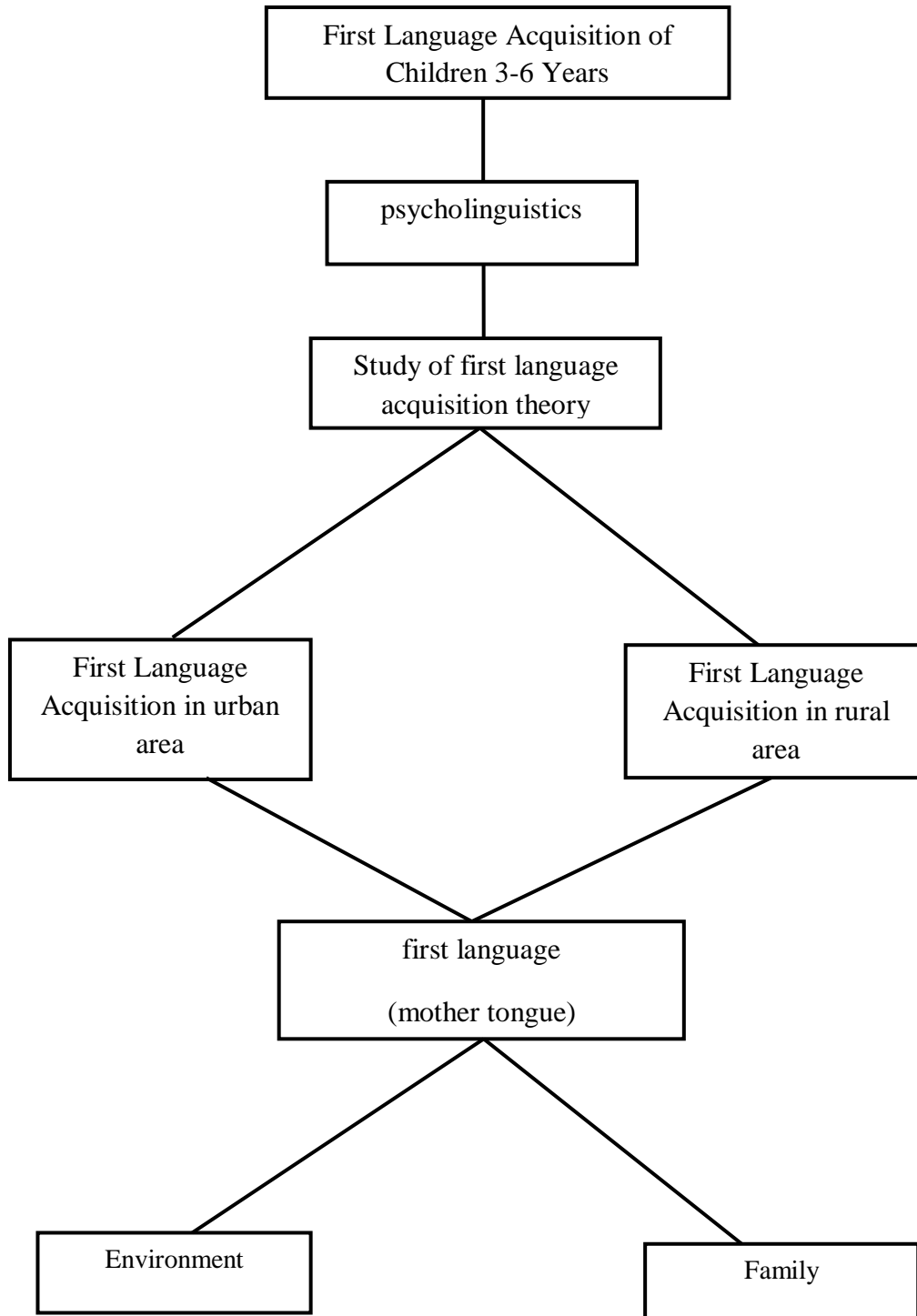
The researchers can conclude, the relationship between the result of previous study with will be research by researcher about "First language

acquisition of children 3-6 years in rural and urban area". This researcher focus on how is the first language acquisition in urban and rural area, are they use first language of children diferent between in rural and urba n area? So the researcher will be explain after this research already examined.

C. Conceptual Framework

Conceptual framework for present study was graphically as follows:

Figure 2.1 Conceptual Framework



CHAPTER III

METHOD OF RESEARCH

A. Research Design

Research design of this research is a qualitative descriptive research. Descriptive research is a research method that tries to describe and interpret objects according to the situation.

According to Moleong (2007:6), qualitative research is research that intent to understand the phenomenon of what is experienced by the subject of research such as behavior, perceptions, motivations, actions, etc. Holistically and by means of descriptions in the form of language and words in a special natural context and by utilizing various natural methods. In line with the opinion of Irina, (2017:234) qualitative research is research that it's characteristic or has characteristics, that the data is stated in a reasonable state or as where it is (natural setting), with no change in the form of symbols or numbers.

So descriptive qualitative is research that aims to describe things that occur in the field that want to describe, record, analyze and interpret phenomenon to obtain information about the real conditions that are happening. In connection with this research, first language acquisition of children 3-6 years in rural and urban area.

B. Source of Data

Data in this research was obtained from children 3-6 years in urban and rural area, and their parents. With the aim of knowing the first language

acquisition. They have obtained and known what factors influence their first language acquisition. The data sources that researcher was taken from children's daily activities in a rural and urban area. And some data sources come from their parents of researcher. The data was obtained 3 children from every age, so the researcher can add 12 children from rural area, and 12 children from urban area, which will be research.

C. Technique of Collecting Data

The data collection method used in this research is the method of:

- a. Observation to analyzed about first language acquisition of children
- b. Interviewing to obtain data to fit the subject matter raised, interview are used in the interview guide, in the form of questions relating to research. This is done with the aim of avoiding widespread answers. Questions are made based on the problem on the problem points in the research so that interviews can be carried out systematically. Interviews in the research were conducted in the form of structured to obtain an overview of the informant's identity and background.
- c. Recording the data about first language acquisition after while interview.

D. Technique of Analysis Data

The technique analysis data in this research refers to Kothari (2004) that produces of the technique of analyzing data as follow:

1. Classifying the first language acquisition of Children 3-6 Years in Rural and Urban area
2. Analyzing the First language acquisition of Children 3-6 years in Rural and Urban area
3. Describing The first language acquisition of children 3-6 years in Rural and Urban area

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Discription of Data

First language acquisition in children is very important. Language is the most important part of human life to communicate with others. With the language, the information conveyed can be delivered well by speakers and speech partners, language formation occurs at an early age.

Language can develop over time. In this case psycholinguistics plays an important role in language formation. Linguistics refers to the structure of language, while psychology refers to the process of language. These two aspects are very necessary to know how the language process at each stage, in the acquisition of the child's first language (mother tongue).

The data analyzed by researchers is the first language acquisition in children aged 3-6 years in rural and urban areas. So that researchers can take the results of research from the urban areas of East Medan, around Ampera IX (nine), for 2 weeks, and the results of data analysis in rural researchers took from Suka Desa Suka Makmr, Kecamatan Semadam, Kabupaten Aceh Tenggara, for 1 month, so that the time researchers need to get the results of research on the child's first language around 1 month 2 weeks. There were 13 subjects from urban areas analyzed in this study by researchers including: from 3-year-old children, 3 subjects; 4 year old child, 3 subjects; 5 year old child, 4 subject; and 6 year olds, 3

subjects. So that from the 13 subjects the researchers were able to obtain field results about how the first language of children in the urban area.

B. Data Analyst

In accordance with the data analysis techniques that have been applied to the research methodology, the data collected has been identified. The classification results show that there are some in urban areas that teach or use the first language to their children, and there are also some from rural areas using second language or Indonesian language to their children, so researchers can classify research data on children's first language 3 -6 years in urban and rural areas.

1. The first language in children 3-6 years in urban areas

a. 3 year old child

1. On the first subject the researcher analyzed from 3-year-old child Arvi Pailano, the child from Veni Indriaani and Ari nuzram, the mother of Veni with Padang and Pak Ari with Sundanese, the language they spoke to their children using Indonesian (second language) the reason they taught the language since childhood because their parents also do not know in their own language, namely Bu Veni language, if asked about the language of his father, the first language of the father of Arvi, padang, but his father also does not teach his native language, because the language is easy to use communicate that is by using a second language (Indonesian), but when the researcher asks, what is the reason they teach Indonesian (second

language) as the first language? Because Indonesian is understood a lot with other people when their children integrate with friends around them, and they also don't feel there is a bad factor if their children don't know their first language.

2. The second subject, Alvano, a child from Novianti and Asrullah, Alvano's father and mother are batak, the language used daily for their children is the second language as their first language, besides they communicate every day using Indonesian, their children often ask about tribal language from his parents, as well as his parents still want to introduce their tribal language to their children, the goal is that their children do not forget their native tribe, but researchers ask Alvano's parents again, what is the reason they use second language when communicating at home , why not use the Batak language? because in general the Indonesian nation is obliged to feel good and right indonesian, because while we still live in Indonesia children also have to know the language of their nation, so that the regional language becomes their child's learning language and is not obligatory to know.
3. The third subject, Dimas Wijaya, a child from Ekasuti and Andi, Dimas parents with Padang and Javanese, their first language is Indonesian, not their ethnic language, because Dimas's parents also never taught their native language to their children, and to people there is no bad factor if their children do not know their ethnic language, they will know the tribal language since they were older, because if they learn their tribal language

early it will make them feel funny because the language around them uses Indonesian.

b. 4 year old child

1. The fourth subject, Siren is a four-year-old child from mMaya sari and M yudi Agung Wijaya, their parents are Padang and Javanese. The language used daily for their children is Indonesian as their first language, the parents of the siren have also never taught the language of Padang or Javanese to their children, because the parents of the sirens also do not understand the language of their own tribe, and for parents there is no siren bad impact if the child does not know his tribe language.
2. The fifth subject Naumi is a child from Novianti and Asrullah, Alvano's father and mother are batak, the language used daily for their children is the second language as their first language, besides they communicate every day using Indonesian, their children often ask about language the tribe of their parents, as well as their parents still want to introduce their tribal language to their children, the goal is that their children do not forget their native tribe, but the researchers asked Alvano's parents what reason they used second language to communicate at home, Why not use Batak language? because in general the Indonesian nation is obliged to feel good and right indonesian, because while we still live in Indonesia children also have to know the language of their nation, so that the regional language becomes their child's learning language and is not obligatory to know.

3. Sixth subject Azkar Zulria son of Nur Ainun Sinaga and Deddi Zulvia, Azkar's parents are Batak and Javanese, their first language is Indonesian, the reason they use Indonesian to their children when communicating because of Indonesian citizens and must use Indonesian, parents Azkar also does not teach the first language (mother tongue) to his child, but the parents of Azkar know the bad effects if the child does not know the language of his tribe, for example when returning home, to the place of father or mother, surely the sekira people ask Azkar, basically the principle of not understanding how the tribe language is this problem must often arise around us like the words "you tribe of Java but do not know the language of Java", from these words one of the bad factors we can also know.

c. 5 year old child

1. The seventh subject Alya Ruzam Azahara is the son of Veni Indriaani and Ari nuzram, the mother of Veni with Padang and Pak Ari is of Sundanese origin, the language they speak to their children is in Indonesian (second language) the reason they taught the language since their parents did not know with their own first language, namely Bu Veni's language, if asked about his father's language, the first language of Arvi's father, padang, but his father also did not teach his native language, because the language is easy to communicate which is using a second language (Indonesian) , but when the researcher asks, what is the reason they teach Indonesian (second language) as the first language? Because Indonesian is understood a lot

with other people when their children integrate with friends around them, and they also don't feel there is a bad factor if their children don't know their first language.

2. Eighth subject M. Rizki son of Siti Mulyani and Usman, Rizki's parents are of Javanese origin, their first language is using Indonesian, orang tua rizki has never taught Javanese kepa to their children, because in general the children around them use Indonesian, so they decided not to teach their first language, and if asked about the bad factors they also did not feel that one day there would be no bad factors happening to their children if their children did not know their ethnic language (mother tongue).
3. The ninth subject M. Algazali son of Elora and wahyu, Al's father and mother were Javanese and Batak, but Al's parents never taught Batak language or Javanese language to him, because his father and mother did not understand their native language, because they had been living in the palace for a long time, the majority of the people in the field are also generally Indonesian, according to Al's parents there is no adverse effect if their children do not understand Javanese or Batak.

d. 6 years old

1. The subject is the child hafif of Erlina and Edi, the parents of the Hafif with the Banjar and Javanese language, the language used for everyday hafif, namely Indonesian, they do not teach any tribal language to the hafif because they teach their children the common language for communicate

every day, hafif also do not understand the tribal language at all, the bad impact is that they cannot know their first language in banjar or javanese.

2. Eleventh subject Nabila Nuraini child from Istia and Fahrian father and mother Nabila with Nias and Java, language that is used daily to Nabila bahasa indonesia, parents Nabila does not teach the language of Nias or Java Kepa Nabila, because if taught her father's Javanese language they don't understand too well and if taught the nias language their children find it strange to hear the nias language or confused because it's still too small, when Nabila is taught her tribal language Nabila always laughs and feels funny, the reason Nabila's parents teach Indonesian as their first language is to communicate with their friends more it is easy, and there are no adverse effects because only tribal language if later Nabila is already big maybe later you will know your own language.
3. Twelfth subject Anggi Rama Dani is a child from Ekasuti and Andi, Anggi's parents are Padang and Javanese, their first language is Indonesian, not their ethnic language, because Anggi's parents also never taught their native language to their children, and to people there is no bad factor if their children do not know their ethnic language, they will know the tribal language since they were older, because if they learn their tribal language early it will make them feel funny because the language around them uses Indonesian.

The following is the first language acquisition table for children in the urban area of East Medan, Ampera IX, Gelugur Darat II

No	Name	Age	Language Acquisition	
			Mother Tongue (First Language)	Indonesian Language
1	Alvi Pailano	3 years		✓
2	Alvano	3 years		✓
3	Dimas Wijaya	3 years		✓
4	Siren	4 years		
5	Naumi	4 years		✓
6	Azkar Zulria	4 years		✓
7	Alya Rauzam	5 years		✓
8	M. Rizki	5 years		✓
9	M. Algazali	5 years		✓
10	Hafif	6 years		✓
11	Nabila Nuraini	6 years		✓
12	Anggi Ramadani	6 years		✓
Total			-	12 Childrend

2. First Language in Children 3-6 years in Rural Areas

a. 3 year olds

1. The first object in the rural area, Al-Fahreza, a child of Kasma Wati and Misran, father and mother of Fahreza whose tribe is Gayo who is in the rural area of Sukamakmur, the language used by his child is his mother's language (Gayo), their reasoning, because his parents are both Gayo ethnic, and how could the child be taught languages other than their local language, if they use Indonesian to their children then the child does not know at all about his own language, when playing with friends or when communicating outside the

home, their children use Indonesian and gayo, depending on their friends playing and with whom they are friends they can adjust their language.

2. Asyar Pratama's second object is the son of Sri pure and Khazali, their father and mother are both gayo, the language used for their child is their mother tongue (first language), because mother tongue is the first language, when their child integrates outside the child's home use two languages, mother tongue and second language (Indonesian). So with the passing of time their children can get two languages at once, he got their mother tongue from their parents, and Indonesian he got from their friends.
3. The third object Arsyfa Husni is a child of Susilawati and Antoni Ariga, Syfa's father and mother with a gayo ethnicity, the language used for their children is Indonesian, their reasoning is because they are Indonesian citizens, so that their children can speak Indonesian properly and correctly , if asked about the bad factor, they said there was none because besides their parents spoke Indonesian to their children, grandparents and Syfa also used their mother tongue to their grandchildren, so that the first language syfa was not lost, so that syfa could use the two most important languages, he can use his native language.

b. 4 year olds

1. The fourth object of Fauzan Alqairan, son of Elidiana and Jumadi, father and mother with Gayo ethnicity, the language used by Fauzan is Gayo (Mother tongue) and Indonesian, the reason they use the Gayo language for their children is because the father and mother both have Gayo ethnicity. therefore

they teach the Gayo language, if asked the reason why using Indonesian, because Fauzan's friends use Indonesian a lot when they play, so Indonesian is also often carried into their families when they communicate inside the house, so researchers can conclude Fauzan can speak Gayo (first language).

2. The fifth object of Iqbal Aditia, a child of Ona Fitri and Zohanis, Iqbal's father and mother is of Gayo ethnicity, the language used by Iqbal's parents is Gayo, because his father and mother are both Gayo, when communicating with his friend Iqbal more often depends on Indonesian the theme is also, if his friend uses the Gayo-Iqbal language also uses the Gayo language and vice versa.
3. The sixth object Ihsan Bilal is a child of Zumiaty and Zamudin, his father is Gayo and his mother is Spirok, the language Bilal uses to his parents is Indonesian (Second Language). The reason is because if you use the spirok language his mother also does not understand and vice versa if you use the Gayo language the language of his father's mother does not understand it too, so Bilal's parents decide to use Indonesian to their children, if asked the bad factor they answer no, because Indonesian is also very important to learn .

c. 5 year olds

1. Faisal Husni's seventh object is the son of Mursidah and Madrabi'asnu, Faisal's father and mother are both gayo, but the language used at home is Indonesian, if using Gayo (mother tongue) Faisal himself does not want to, because he sees friends His surrounding friends use Indonesian, therefore

Faisal uses Indonesian and his parents also do not mind this, so Faisal cannot speak Gayo (Mother tongue) or his first language.

2. The eighth object of Munizar Al-hafiz, son of Sri Wahyu and Fazar Hamdani, his father and mother are Gayo, Hafiz's language is used by his parents in Gayo and Indonesian, the reason for using Gayo is because his father and mother are Gayo, so that his native language is not lost. If they use Indonesian, their reasons are for Hafiz to speak Indonesian fluently when he enters School.
3. Kelara's ninth object Zalindra, son of Zulkarnain and Kamasiah, his mother is Gayo and his father is Padang, the language used by Kelara to his parents is Gayo (mother language) because the language around Kelara's house all uses Gayo language, therefore Kelara is also taught by his parents since small gayo language, Indonesian Kelara get in Play Groub, or in kindergarten.

d. 6 year olds

1. Adam Masdi's tenth object was a son of Saripah and Jumadi, his father and mother were Gayo, the language used at home to Adam was Gayo (Mother's language) because Gayo was the mother and father's language Adam. Indonesian Adam got from friends and at school. So that before Adam can speak Gayo (first language)
2. The eleventh object of Nanda Syahputra, son of Ramlah and M. Amin, his father and mother is Gayo, Nanda's language to his parents is Gayo, because his father and mother are Gayo, so that his mother's language is not lost and

there is no language shift. Indonesian is obtained by Nanda at school and in the community when she plays with friends from different ethnic groups.

3. The twelfth object of Aqram Ariga, son of Maryani and Aliusin, father and mother with gayo ethnicity, but the language used by Aqram is Indonesian, because the factor of his friends and parents also does not teach the Gayo language (mother tongue) to his child, his mother instead accustoms his son speaks Indonesian to his son, therefore Aqram cannot speak Gayo (first language). When asked about the parents' factors, there is no bad factor, because in today's world many parents do not teach their native language to their children.

Following is a table of first language acquisition for children in rural areas of Suka Makmur village.

No	Name	Age	Language Acquisition	
			Mother Tongue (First Language)	Indonesian Language
1	Al-Fahreza	3 years	✓	
2	Asyar Pratama	3 years	✓	
3	Arsyfa Husni	3 years	✓	
4	Fauzan Al Qairan	4 years	✓	
5	Iqbal Aditia	4 years	✓	
6	Ihsan Bilal	4 years		✓
7	Faisal Husni	5 years		✓
8	Munizar Al Hafiz	5 years		✓
9	Kelara	5 years	✓	
10	Adam Masdi	6 years	✓	
11	Nanda Syahputra	6 years	✓	
12	Aqram Ariga	6 years		✓
Total			8 Children	4 Children

C. Discussion of Children's First Language Acquisition in Rural and Urban Areas

In this section the researcher will explain the overall results of the research that will be taken from the data analysis process to explain the main topic of grader language in children 3-6 years in urban areas in everyday language or the language used by children to parents or parents child In the data analysis process used by researchers is by interviewing the subject's parents.

In this study, many researchers get a variety of reasons for parents why these parents use the second language as the first language and many factors also cause the loss of the first language as a mother tongue in urban areas, especially in Ampera IX, East Medan. While Indonesian is the language of unity, this language was created to unite the Indonesian nation which consists of various ethnicities, cultures, and languages. By using Indonesian, everyone from different regions can understand one another, because they communicate using one language, namely Indonesian. Imagine how does Indonesian not exist? They will certainly use their respective regional languages. Indonesian language aside from being unifying, it is also one of Indonesian cultures, because Indonesian is the nation's identity in the international arena

Indonesian itself has experienced a variety of twists and turns and has its own history. According Rosidi (2010: 9), the day after the proclamation of independence on August 17, 1945, at a meeting of the Indonesian Independence Preparatory Committee, the concept which later became known as the Jakarta

Charter was adopted, becoming the 1945 Constitution, after several changes and deletions. In the 1945 Constitution, stated in article 36, the position of Indonesian is stipulated: The State Language is Indonesian.

Indonesian is seen in two perspectives. First, Indonesian as the first language, and the second, Indonesian as the second language. Challenges arise when the teaching or acquisition of Indonesian as a second language in the midst of efforts must preserve the first language or commonly referred to as the mother tongue. It is said that the number of mother tongues in our country is the most in the whole world, meaning that the mother tongue in Indonesia is far more than that found in other countries, which is more than 700 kinds of languages.

This is what makes us Indonesian language users able to position themselves, so that Indonesian can maintain its existence without forgetting the regional languages of each region or mother tongue. The function of the Indonesian language is as a form of an effort to unite the nation. Although they differ in regional languages, they can all be united by using Indonesian.

However, here the researchers examined the language used in the city is the second language as their first language either used in the family or confused. Their reasoning is, many parents do not know their own mother tongue, because they have migrated from the town to a long time ago so that the culture has not been preserved anymore and how they teach or tell about the mother tongue, another factor is due to the development of many children's era. Or parents who no longer use their mother tongue as their first language due to the difference

between their father and mother tribes so that their parents decide to use Indonesian as their first language if the mother language of the father's father does not understand and vice versa so to facilitate communication within the family their parents decided to use Indonesian so it is no wonder that many children in urban areas do not understand how their mother tongue is.

In observation, children are good imitators. Everything he does is a copy of the people around him, he always looks at him and then he will be copied as he sees it. Likewise with language, if at home using Indonesian in everyday conversation, it is no wonder the child will easily imitate what his family members say. We'll see in big cities like Jakarta, children make Indonesian as the first language in addition to their parents having their first language.

According to Brown (2007: 47), the earliest stages of children's language acquisition lead to a lot of imitation because babies may not master semantic categories to interpret speech. However, they have a sense of concern for the people around them, so inevitably they will mimic the words of their parents.

The process of language teaching and learning in the classroom will be found 1) students; 2) teacher; 3) study material; and 4) teaching objectives. These four variables have a functional relationship in the language teaching and learning process, in this case Indonesian. these variables determine the success of language learning. Indonesian as the first language that is, when indeed the environment of residence and people use Indonesian. No other than at school, Indonesian functions as a unifying tool for the nation and the preservation of national

languages should be upheld and there is no boredom or boredom learning Indonesian.

In multilingual, multiracial and multicultural societies, language, cultural, social and ethnic factors are also variables that can influence the success of Indonesian language teaching (Chaer and Agustina, 2010: 205). For example, when there are students who daily use their language at home and the environment in Indonesian, they will certainly have the possibility to be more successful in learning Indonesian than children who live in families and their communities do not use Indonesian.

Here the researchers conclude the results of data from the first language (mother language) in urban children is almost 100% using Indonesian as their first language, because of the 12 subjects taken to find data so that the whole subject uses Indonesian as the first language. although there may be some parents of them teaching their mother tongue (their first language) but they do not apply it in their families just as learning or just introduce it without applying the mother tongue to their children.

In this section the researcher will also explain the results of research related to the acquisition of children's first language in rural areas Suka Makmur Village. From the results of research researchers examined the first language of children in rural areas that the mother tongue is known by the everyday language commonly used by children around the environment, it is very easy to learn and be followed by those who get along their age. For example, born in the Gayo

environment, the mother tongue is Gayo, the accent is so obvious and straightforward when spoken when this child is born in the Gayo area, because the routine of this child is cared for in the Gayo language environment, it is only natural for cengkoan, intonation and pitch to sound without the distinctive character that is concerned indeed original Gayo.

When they grow up and the person lives in another place, the mother tongue is still attached and the language changes where the new place has to be adjusted is not fast. Another example, the mother tongue of Brebesan, in this city, the mother tongue is banyumasan accent, Sundanese accent, Cirebonan accent and father accent. The intonation and ups and downs of accent are very obvious, and will be read if they use the original language and also Indonesian.

According to wikipedia which is called Mother tongue (native language, first language; literally mother tongue in English) is the first language learned by someone. And the person is called a native speaker of that language. Usually a child learns the basics of their first language from their family. Many mother tongue terms have to be learned, they have to learn a lot of vocabulary to be able to master the original language, to become caca ruca if the person lives not long or moves around.

Examples of what happens to be the son of a soldier, or the police then this child must adjust the local language where the person is in place, if long in that place and easy to get along with then the person will quickly get the mother tongue vocabulary. Although there is already Indonesian as a unifying language or

national language, but because the language of conversation that is delivered everyday is more dominant in mother tongue, then mother tongue is more dominantly learned. If in the village can speak English as the language of conversation, it is clear that many children with English lughot become a routine language and it is considered that English is easier, including if in your village the language conversation is Arabic, so it is known as the Arabic village, then there is a mixture of mother tongue and arabic language which certainly becomes a variety of lughot or intonation and the way the conversation arises.

This mother tongue clearly will not shift unless you go to the urban area, because the environment is Indonesian as an everyday language, of course people are more familiar with Indonesian, it will be different if the way up and down of the person's lughot, whether it comes from Madura, Bugis, Batak or aceh or sunda tribe. The variety of languages available can be the glue of communication for the owner. That's where the dynamics of language as a strong capital of this nation stand and serve. Hopefully this multitude of native languages adds to the weight of the privileges of the region. We must be proud of the many tribes and languages that are owned, so that it can be a strong capital for Indonesian citizens in a variety of cultures and languages.

However, researchers found a little problem with the first language of children in rural areas Suka Makmur Village, that not all children in the village use their first language to communicate with their parents, there are some children that researchers find cannot use their mother tongue due to different tribes between father and his mother, for example the researcher took from a child

named Ihsan Bilal, a son from Zumiati and Zamudin, his mother Spirok and his father Gayo, but since bilal was born his mother immediately taught Indonesian to Bilal, so did his father, until Bilal was 4 bilal year can not use his mother tongue when communicating to the family of his father and family of his mother. And there are also some children who do not use their mother tongue when communicating with their parents due to factors from their own parents, for example, such as Aqram Ariga, son of Maryani and Aliusin, father and mother, who are both gayo and live in the gayo community, but their children are not gayo. can speak Gayo, because ever since Aqram was small his parents taught Aqram to speak Indonesian, the reason for his parents was, now it is a modern era that many children who have used Indonesian no longer use Gayo, which is why they teach their children to speak Indonesian. And researchers also found one child who came from a different father and mother, Kelara was a child from Kamasih and Zulkarnain, his mother was Gayo and his father was Padang, but Kelara could speak gayo, because they lived in a gayo-speaking community. Kelara's parents also used to speak Gayo and so also Kelara used to listen to the Gayo language, therefore Kelara also could speak Gayo well even though the different tribes of his father and mother did not matter to his parents as well as Kelara.

Table 4.3.

Result of the reseach

No	Using First Language	Total Data	Percentage
1.	In urban Area	0	0%
2.	In Rural Area	8	66,6%

Table 4.4.**Result of the reseach**

No	Using Second Language	Total Data	Percentage
1.	In Urban Area	12	100%
2.	In Rural Area	4	33,4%

Here the researchers can find out the results of data from the first language (mother language) in children of Suka Makmur, the researchers took 12 children to sample the acquisition of children's first language in rural areas, 8 children from the village use their mother tongue, while 4 children others use Indonesian as their first language, so that researchers can add up results from the acquisition of children's language in these rural areas by almost 66,6% using their mother tongue as their first language, while another 33,4% of children in the rural area of Suka Makmur village use Indonesian as their first language they, and 100% of children in urban areas use a second language (L2) and 0% of children not use first language (mother tongue).

So that researchers can also conclude that there are still many children or other people who use their native language even though some of them are born from fathers and mothers of different ethnicities but the language they use in the rural areas is their native language such as Gayo (first language) or other languages, while some of them do not use their native language as their first language due to certain factors. Unlike the language of children in urban areas from results, the research studied by researchers of almost all children in urban areas uses Indonesian as their first language, due to the mixing factors of all tribes

in the environment and the different factors of the father and mother ethnicity of these children so that the children urban children cannot use their first language but only use Indonesian.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on data analysis and discussion of research on first language acquisition in children 3-6 years in rural and urban areas, researchers can conclude that the first language acquisition (mother tongue) in rural and urban areas is very different.

1. first language acquisition in urban area, the majority of the area in various urban areas of various ethnic languages and cultures, so that the language used is no longer the regional language but the language of unity that is Indonesian, as well as the language used in the family, many parents of children their father and mother are of different ethnic groups, so the language used by children is no longer the native language, but the common language used by all the people in order to make it easier to understand communication between people, so the researcher can get the result the first language of children in urban area, 12 children urban area become the research, all of children in urban area used second language (indonesian language) as their first language, so the result of this research 100% of children in urban area used second language, as their first language.

2. First language acquisition in rural area among children or those who live in rural areas still use a lot of mother tongue as the first language, because the countryside only has one language so that children easily understand their first language, even though the case is the same as in urban areas different tribes between father and mother, but some of them do not mind this not to teach their first language to their children, but instead they use Indonesian as their second language or Indonesian language used in outside, but the local language is their first language. So that researchers can analyze and obtain the results of first language in rural area, 12 of children in rural area become objects of the research, 8 children used first language (regional language) as their first language, and 4 children again used second language (Indonesian language) as their first language.

B. Suggestions

Based on the findings described in this study, there are a number of suggestions that need attention.

1. For advanced researchers, this researcher only discusses first language acquisition in children aged 3-6 years in rural and urban areas. If viewed from psycholinguistics, there are still many aspects that have not been discussed in this study, for example about the acquisition of children's first language in pre-adult age.
2. For people, especially parents those with children under the age of five, it should pay more attention to the development and acquisition of children's

language. More sensitive and thorough in teaching the first language (mother tongue) to children, especially when communicating to the children themselves because the mother tongue (first language) is also very important to teach or know so that there is no language shift or loss of the mother tongue.

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Appendix 1

Text Interviews Between Researcher And Speakers

Peneliti : Selamat pagi, ibu?

Researcher : Good morning, mother?

Peneliti : boleh minta waktunya sebentar?

Researcher : may I ask for a moment?

Peneliti : Saya wardah hasanah, dari universitas muhammadiyah sumatra utara (umsu) saya ingin mewawancarai tentang bagaimana bahasa pertama anak ibu didalam keluarga saat ibu berkomunikasi dengan mereka

Researcher : I am Wardah Hasanah, from Muhammadiyah University of North Sumatra (Umsu) I want to interview about how your child's first language in the family when you communicate with them

Peneliti : Sebelumnya nama ibu dan suami ibu siapa?

Researcher : what is your name and your husband?

Peneliti : Suku ibu dan suami ibu apa?

Researcher : What ethnic group are you and your husband?

Peneliti : Nama anak ibu siapa, dan sudah umur berapa?

Researcher : What is your child's name, and how old is he?

Peneliti : Bahasa yang ibu pakai didalam rumah saat berkomunikasi apa? apakah ibu menggunakan bahasa pertama atau bahasa kedua? dan bahasa yang dia gunakan kepada teman-temannya?

Researcher : What language do you use in your home when you communicate? Are you using the first language or second language? and the language he uses to his friends?

Peneliti : Apa alasan anda mengajarkan bahasa pertama kepada anak anda?

Researcher : What are your reasons for teaching your child the first language?

Peneliti : Bagaimana tanggapan ibu Apakah ada dampak buruk dan dampak baiknya ketika anak tidak bisa atau bisa menggunakan bahasa pertamanya?

Researcher : What is your response? Are there adverse effects and good effects when your child cannot or can use his first language?

Apendix 2

The Results Of Picture From Urban Areas

(Ampera Ix, Gligur Darat II, Kec.Medan Timur)



The Results Of Picture From Rural Areas

(Desa Suka Makmur, Kec. Semadam, Kab. Aceh Tenggara)





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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Wardah Hasanah
NPM : 1502050003
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK= 3,34

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	First Language Acquisition of Children 3-6 Years in Rural and Urban Area	
	Semantic Analysis of Passive Sentence Translation in Novel "Around the World in 80 Days" by Jules Verne	
	Understanding the Language of Speech Impaired People Based on Non-Linguistic Element	

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

Medan, 19 Maret 2019
Hormat Pemohon,

Wardah Hasanah

Keterangan:

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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

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NPM : 1502050003
Prog. Studi : Pendidikan Bahasa Inggris

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Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Khairil, S.Pd, M.Hum *Acc 26/04-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

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Hormat Pemohon,

Wardah Hasanah

Keterangan

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Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

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Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : First Language Acquisition of Children 3-6 Years in Rural and Urban Area.

Pembimbing : Khairil. S.Pd, M.Hum

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

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2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 26 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

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

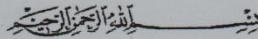
Dr. H. Elfananto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Wardah Hasanah
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Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : First Language Acquisition of Children 3-6 Years in Rural and Urban Area

Pada hari Senin tanggal 13 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

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

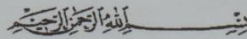
Khairil, S.Pd, M.Hum.

Diketahui oleh
Ketua Program Studi,

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



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SURAT KETERANGAN

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Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Wardah Hasanah
N.P.M : 1502050003
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : First Language Acquisition of Children 3-6 Years in Rural and Urban
Area

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 13, Bulan Mei,
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, Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



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Nomor: 70 /SKTM/ D./AN/2019


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Judul Penelitian : First Language Acquisition of Children 3-6 Years in Rural and Urban Area

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Suka Makmur, 26 Mei 2019
Kepala Desa Suka Makmur



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SAWIRAN



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Judul Penelitian : First Language Acquisition of Children 3-6 Years in Rural and Urban Area

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Kepala Desa Suka Makmur





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KELURAHAN GLUGUR DARAT II
JL. AMPERA NO. 8 MEDAN 20238**

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Pekerjaan : Mahasiswi
Agama : Islam
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Judul Penelitian : First Language Acquisition of Children 3-6 Years in Rural and Urban Area

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Di Registrasi di : Medan
Pada tanggal : 02-08-2019
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