

# Uji Plagiasi The Analysis of Syntac

*by* Nur Lailiyah

---

**Submission date:** 01-Apr-2021 11:21AM (UTC+0400)

**Submission ID:** 1548039497

**File name:** Artikel\_saja.pdf (876.22K)

**Word count:** 3762

**Character count:** 18389



## JURNAL INDRIA

Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal  
(Scientific Journal of Preschool and Early School Education)

JIN Volume III, Number 1, March 2018, Pg.50-60

<http://journal.umpo.ac.id/index.php/indria/index>



### THE ANALYSIS OF SYNTAX ON LANGUAGE ACQUISITION OF THREE YEAR-OLD CHILDREN IN PERUM GRAHA MUKTI REGENCY KEDIRI

Nur Lailiyah<sup>1</sup>, Linda Dwiyaniti<sup>2</sup>  
Nusantara PGRI Kediri University

#### Article History:

Submitted:  
August 2017  
Approved:  
September 2017  
Published  
March 2018

#### Keywords:

language acquisition,  
sentence structure, speech  
and MLU

#### Abstrak

Penelitian ini merupakan salah satu upaya untuk mendeskripsikan: (1) panjang kalimat yang diperoleh anak usia tiga tahun, (2) struktur kalimat anak usia tiga tahun, (3) rata-rata panjang ujaran berdasarkan Mean Length of Utterance (MLU). Metode yang digunakan deskriptif kualitatif, Teknik pengumpulan data menggunakan teknik wawancara, perekaman, dan pencatatan. Lima anak yang berusia tiga tahun dan terpaut maksimal tiga bulan dijadikan objek. Percakapan anak dengan keluarga terdekat direkam, kemudian dianalisis untuk mengetahui kalimat yang mereka hasilkan. Kalimat-kalimat yang dihasilkan oleh anak tersebut kemudian dianalisis untuk mengetahui panjang kalimat, struktur kalimat, dan pengukuran ujaran dengan MLU. Hasil analisis menunjukkan pemerolehan sintaksis pada anak usia tiga tahun terpaut maksimal tiga bulan di Graha Mukti Regency menunjukkan rata-rata mempunyai MLU 2,327 berada pada tahap V

#### Abstract

This study aimed at ascertaining: (1) the length of sentences obtained by three-year-olds, (2) sentence structure of three-year-olds, (3) average length of speech based on Mean Length of Utterance (MLU). This research applied descriptive qualitative method. The data collecting technique used interview, record, and note-taking techniques. Five children aged three years and a drift of a maximum of three months to be the object of this study. Conversations of children with parents and their families were recorded, then they were analyzed to find out the sentences they produce. The sentences produced by children were analyzed to find out the sentence mode of sentence length, sentence structure, and average length of speech based on Mean Length of Utterance (MLU). The results showed that the acquisition of syntax in children aged three years within a maximum of three months in the Graha Mukti Regency showed the average has a MLU 2.327 is at stage V.

© 2018 Muhammadiyah University of Ponorogo

Correspondence Address:

E-mail: [lailiya86@unpkediri.ac.id](mailto:lailiya86@unpkediri.ac.id)<sup>1</sup>

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

## INTRODUCTION

The first language acquisition (PB1) is a language controlled by the first child or so-called mother tongue. Children under five years of age can communicate well in their environment, even without formal learning. In those ages, in general, children have mastered the sound system, word form, grammar, and the meaning of words from the first language. The acquisition is gradually acquired (Dardjowidjojo, 2010: 225). Children acquire language through certain stages. Children will say words even if they have no meaning, then will gradually lead to the one-word stage that begins to have meaning. After one word and vocabulary, a few words will be obtained by the children, then they begin to speak in complete sentence which will be followed by a different intonation. When children are able to use intonation in delivering the sentence, it means that they were able to distinguish the meaning.

The development of syntax is one of the main language development experienced by children. The first period of children uses a one-word sentence, two-word

sentence, three-word sentence, and complete sentence structure (Samsunuwiyati, 2011: 62). The entire syntactic element of the children that has meaning in the sentence expressed can be measured using the Mean Length of Utterance formula (hereinafter referred to as MLU). MLU is a technique used to measure syntactic language products produced by children. MLU calculation technique is done by dividing the children's language morpheme number with the number of speech generated. That is, the overall utterance required is as many as 100 first words of the child. At the MLU stage, the higher the MLU level of the child, the higher the children's language mastery. The subjects of this study were three-year-olds and within a maximum of three months.

The strength of this study is to have more focus and able to expose the acquisition of children's syntax including sentence length, sentence structure, and counting speeches spoken by children aged three years in Perum Graha Mukti Regency Kediri. The children came from different backgrounds and have not

received formal education or non-formal education.

### RESEARCH PROBLEMS

1. What is the length of the sentence used by three-year-olds at Perum Graha Mukti Rgency?
2. How is the structure of sentences used by three-year-olds at Perum Graha Mukti Rgency?
3. What is the average length of speech of a three-year-old based on his MLU?

### LIMITATION

This study was conducted only in children aged three years who live in Perum Graha Mukti Regency Kediri.

### METHOD

This study used modifications of the Creswell model (2012). Creswell (2012) suggests some of the characteristics of Field Research: Phase I: Data collection includes; open-ended interviews, direct observation, participant observation, Phase II: Data analysis, Phase III: Data collection, Phase IV: Data analysis, and Phase V: Interpretation of the overall analyst.

Meanwhile, this research applied qualitative and quantitative methods. Qualitative method produces words or sentences while quantitative figures are based on the counting on children's utterance using MLU.

### Technique of Collecting Data

Research data were collected through observation including observation and recording conducted systematically to the speech of research subject. Research data were in the form of recording result of speech of children with family. Data were collected through daily logs and speech recording. The tool used to record was a tape recorder. After the data were obtained those in the form of diary and recording of children's speech, then they were transcribed into spelling and interpreted into Indonesian Spelling (EBI). There were as many as 100 children's speech taken and transcribed, then they were measured using MLU. The triangulation of data was applied as a technique of validity test or validity of data in research.

### Technique of Data Analysis

This study focused on the study of syntactic elements. The

analysis was done qualitatively and quantitatively. Yet, quantitative involves analysis of the distribution and estimation of MLU numbers as a method of determining the language development of children. Data analysis was conducted with the following stages:

1. Data Transcription
2. Data Selection
3. Data Classification
4. Exposure of Data Analysis Results

## RESULTS

### SP I

Table 1. The total number of speech of SP I

The number of words per speech	The number of speech	The number of morpheme
1 word sentence	26	26
2 words sentence	23	46
3 words sentence	22	66
4 words sentence	15	60
5 words sentence	5	25
Total	91	223

From the data above, SP I, three years and three months old could say 91 words of speech or 223 morphemes. The data indicated that SP I could express a single word sentence of 26 speeches, two words for 23 speeches, three words for 22 speeches, four words of 15 speeches and five words of five speeches, while the length of a sentence that could be stated by SP I were five morphemes.

### SP II

Table 2. The number of speech of SP II

The number of words per speech	The number of speech	The number of morphemes
1 word sentence	27	27
2 words sentence	25	50
3 words sentence	24	72
4 words sentence	14	56
5 words sentence	5	25
Total	95	230

From the above data, SP II who was three years and one month could say as much as 95 words of speech or 230 morphemes. The data showed that SP II was able to express a single word sentence of 27 speech, two words of 25 speech, three words of 24 speech, four words of 14 speech and five words of five speech, while the length of sentences that could be said by SP II was five morphemes maximum.

### SP III

Table 3. The number of speech of SP III

The number of words per speech	The number of speech	The number of morphemes
1 word sentence	26	26
2 words sentence	25	50
3 words sentence	28	84
4 words sentence	14	56
5 words sentence	7	35

The number of words per speech	The number of speech	The number of morphemes
Total	100	251

From the above data, three-year-old SP III was capable of saying 100 words of speech or 251 morphemes. The data showed that SP III was able to express single word sentences of 26 speech, two words of 25 speech, three words of 28 speech, four words of 14 speech and five words of seven speech. But, the length of the sentence which was able to utter by SP III was maximum of five morphemes.

#### SP IV

Table 5. The number of speech by SP IV

The number of words per speech	The number of speech	The number of morphemes
1 word sentence	30	30
2 words sentence	25	50
3 words sentence	20	60
4 words sentence	17	68
5 words sentence	-	-
Total	92	208

From the data provided above, the two-year-old and eight months SP IV was able to say 92 words of speech or 208 morphemes. The data

showed that SP IV was able to express single word sentence of 30 speech, two word sentence of 25 speech, three words of 20 speech, four words of 17 speech and five words sentence were not able to be done by SP IV. The length of the sentence which were capable to be pronounced by SP IV were maximum of four morphemes.

#### Sentence structure

Sentences have important parts that have meaning. Each section in the form of a word or phrase has a different function. Each functions as <sup>6</sup>subject (S), predicate (P), object (O), complement (Pel), or adverb (K). Sentences are said to be perfect when it must have at least a subject and predicate (Khoiruddin, 2007: 64).

#### SP I

*Dede' ain bola /adik main bola/*

S   P   O

*Adik* as subjek (S), *main* as predicate (P), and *bola* as object (O).

Thus, SP I, a three years and three months old child, was *able* to speak with S P O sentence pattern S P O

#### SP IV

*Meong mamam /kucing makan/*  
S P

*Kucing* as subject (S), *makan* as predicate (P). Therefore, SP V, a two years and eight months old child was able to have a speech using the sentence pattern of S P

#### SP III

*Ma maem es klim di luar /*  
*mama, makan es krim di luar/*  
S P O K

*Mama* as subject (S), *makan* sebagai predicate (P), *es krim* sebagai object (O), and *di luar* as adverb of place (K). Therefore, SP III, a three years and two months old child was able to create a statement by using sentence pattern of S P O K

From the above data samples, three-year-old children were able to express a sentence. Although the sentences were still very simple but they can be classified into a sentence.

#### The Speech Measurement using Mean Length Utterance (MLU)

The formula to count the speech produced by children:

$$MLU = \frac{\text{The number of morphemes}}{\text{The number of speech}}$$

#### SP I

$$MLU = \frac{\text{The number of morphemes}}{\text{The number of speech}} = \frac{223}{100} = 2.23$$

From the measurements of the MLU, the three years and three months old child indicated a low MLU and was at stage V.

#### SP II

$$MLU = \frac{\text{The number of morphemes}}{\text{The number of speech}} = \frac{230}{100} = 2.30$$

From the measurements of the MLU, SP II, the three years and one month old child indicated a low MLU and was at stage V.

#### SP III

$$MLU = \frac{\text{The number of morphemes}}{\text{The number of speech}} = \frac{251}{100} = 2.51$$

From the measurements of the MLU, SP III, a three-year-old kid indicated a low MLU and was at stage V.

#### SP IV

$$MLU = \frac{\text{The number of morphemes}}{\text{The number of speech}} = \frac{208}{100} = 2.08$$

From the measurements of the MLU above, SP V, a two years and eight months old child showed a low MLU and was at stage IV.

#### The recording results

These are the results of the recording of 5 SP being classified:



1. One word sentence  
*Ya /iya/yes*  
*Andi/ mandi/take a bath*  
*Pacal/ pasar/ market*  
*Mimik /minum/drink*  
*Bubuk /tidur/sleep*  
*Cilam /menyiram/water*  
*Buna /bunga/flower*  
*Pegop /playgroup/playgroup*
2. Two words sentence  
*Lampu nala //lampu*  
*menyala/light on*  
*Uda lali /kuda lari/horse runs*  
*Meong mamam /kucing*  
*makancat eats/*  
*Mamam loti /makan roti/eat*  
*bread*  
*Mimik ucu /minum susu/drink*  
*milk*  
*Puluh ribu /sepuluh ribu/ten*  
*thousands*  
*Mita ue /minta kue/want cake*  
*Bu atan /ibu datang/ mom*  
*comes*
3. Three words sentence  
*Ayah mo telja /ayah akan*  
*bekerja/dad will work*  
*Mamam itan ndang /makan ikan*  
*pindang/eat pindang fish*  
*Nda macak itan / bunda sedang*  
*masak ikan/mom is cooking the*  
*fish*  
*Dedek ayan mama /adek sayang*  
*mama/adek loves mama*  
*Atu cetolah peigop /aku sekolah*  
*playgroup/i go to playgroup*  
*berwarna merah/ red*  
*Jayan-jayan padhi /jalan-jalan*  
*pagi/morning walk*  
*Mamam nasi goleng /makan nasi*  
*goreng/eat fried rice*
4. Four words sentence  
*Ndak da ulang di lumah 'No*  
*body's at home/*  
*Meong melah gi bubuk /the red*  
*cat is sleeping/*  
*Atu talang tolah paygop /i am in*  
*playgroup now/*

*Diukung atak anis neh /hit by*  
*him, cry again/*  
*Lumah mbah aoh cana*  
*/grandma's house is far away*  
*there/*

5. Five words sentence  
*Bintan tecil bilalan tupu-tupu*  
*/bintang kecil belalang kupu-*  
*kupu/*  
*Dede' mo mandi cendili ae*  
*/dedek ingin mandi sendiri saja/*  
*Mama antuk telja enti cole*  
*/mama pulang kerja nanti sore/*

### RESEARCH FINDINGS

The results of speech recording of research subjects, four out of five SP on average have the same ability so that the pattern of words obtained was the same. Yet, the length of the sentence told by the three-year-olds was still quite short between two to four contours, and sentence structure that was said by the three-year-old child was able to stand alone and had subject (S) and predicate (P).

Notes: NB>Nama Benda (thing)

KK/Kata keterangan (adverb)

NB : Loti /roti/, Onda /Honda/,  
Bu /ibu/

KK : Pegi cekola /pergi  
sekolah/Adj Anis /menangis/,  
mamam /makan/

Ket : Ican dikoyam /Ikan di  
kolam/

When viewed from the pattern of sentences, the average subject of research has been able to say with



archetype such as NB + NB, NB + NBKK, NB + KS, NB + Ket.

## DISCUSSION

### The Analysis based on the Length of a Sentence

The analysis of (particularly) paragraphs of three-year-old children was inseparable from language mastery and acquisition. This acquisition occurred naturally. Notice the following excerpt of SP II, a three-year-old child, below:

Budi : Come on, stop srying. You are a big kid now.  
 SP II : Mom..... (crying)  
 Budi : Just wait. Mom has not arrived yet.  
 SP II : No, I want to go with you (still crying)  
 Budi : Do you want some cookies? I still have some.  
 SP II : No. Mom..(Mom is coming)  
 Ibu : You woke up....  
 SP II : Carry me, Mom,,

In that conversation, SP II mentioned words that were cut off. A three-year-old child was actually able to communicate, even if limited. The limited communication in the speech was due to circumstances and situations being experienced SP II. When crying, SP II would directly call Mother, because only Mother is the one who is the closest to her.

Notice also the following excerpt in the SPV speech of two years-eight months old:

SP V : Nda Yis loti  
 Tante : Eh, jajan ae, tadikan sudah  
 Sulis : dibelikan es sama mama  
 SP V : Awi, maunya loti  
 Tante : Ntar es krimya Nda maem  
 Sulis : lo.  
 SP V : Nda Yis loti  
 Tante : Buying snacks again, Mom  
 Sulis : has bought you an ice ream  
 SP V : Awi, maunya loti (I want : cake).  
 Tante : I'll eat the ice cream then.  
 Sulis

In the excerpt of the conversation as evidence that the phonemic mastery {r} undergoes certain stages. SP V in uttering phoneme {r}, *roti* (bread) pronounced as *loti*. Thus, in this case SP V was still classified into stage III in the mastery of phoneme {r}, i.e phoneme {r} turned into phoneme {l}, caused by speech organ not yet functioning optimally.

In addition SP V has not been able to fully master the phoneme {s}, *Nda* (meaning Mother or Aunt), Sulis pronounced *Nda Yis* so that phoneme {s} is changed into phoneme {y}.

### The Analysis based on the Structure of A Sentence

A sentence is a speech that conveys a complete mind that is

composed of the subject and predicate (Kridalaksana, 2001). The subject refers to something said or commonly referred to as the actor and predicate is what the speaker or subject says, the subject and predicate term refer to the syntactic function of the language, not to the word type.

Notice the following excerpt of SP IV a three-year-old kid underneath:

SP IV : *Ade' lapal*. (I'm hungry).  
Mama : Alright my dear, i'm  
          : making you fried egg.  
SP IV : Quick....  
Mama : Yes. Wait a second, i'll get  
          you soya sauce on it.  
SP IV : *Acik. Ade' maeme di lual*  
          *ya*. (Great. I'll eat outside)  
Mama : Sure, wait.  
Notice the next excerpt of SP I, a  
three year and three months old  
child:  
SP I : *Adek anis*. (Little one is  
crying.)  
Papa : Why?  
SP I : *Dak tau*. (I do not know)  
Papa : Did you pinch him?  
SP I : *Ndak,,,,*, (No...)  
Papa : Where is he?  
SP I : *Di lual*. (Outside)  
Papa : Let's go out.

The excerpts in SP IV and SP I speech above, a three-year-old child could already utter a sentence. Sentences that the child said were still very simple but they could be categorized as a sentence. For

example *Ade' lapal* / i'm hungry /, the speech has been able to stand alone as a sentence because the function of a minimum sentence is composed of Subject and Predicate.

*Dede'* functions as S' dan *lapal* functions as P'. And *Adek anis*, *Adik* functions as S and *Anis* as P. Similar to *Ade' maeme di lual ya*. *Dede'* functions as Subject, *maeme* (in bahasa Indonesia/BI the activity of eating) functions as predicate and *di lual ya* functions as adverb .

### The Analysis of the Average

#### Length of Speech

$$\begin{aligned}\text{Mean} &= \frac{\text{Overall data}}{\text{the number of data}} \\ &= \frac{2,23+2,30+2,51+2,06+2,08}{10} = \frac{24,18}{10} \\ &= 2,327\end{aligned}$$

Based on the MLU measurements above, the mean length of speech was 2.327. The subject of research was at stage V, that the acquisition of language was still low. At age three, according to Brown (in Owens, 2008: 79) a child by the age of three should be at the VII level of 3.0-3.5 words per speech.

### CONCLUSION

Based on the analysis of the object of research of three-year-old child and

three months in Perum Graha Mukti Regency, a conclusion can be drawn as follows:

1. The length of sentences of three-year-old children (and maximum five months) at Perum Graha Mukti Regency Kediri, the words uttered were still fragmented. But the words were were classsified into a sentence with the characteristics of the actors and verbs.
2. The three-year-old children (and at a maximum of five months) in Perum Graha Mukti Regency Kediri were able to compose a sentence, although still very simple and limited. The research object has been able to say from one word to a five-word sentence, which has a complete syntactic function. The types of words that have been obtained and spoken by SP include nouns, verbs, adjectives, and adverbs.
3. Speech analysis showed the average SP having a MLU of 2.327 at stage V which means it was at a low stage because at the age of three years according to Brown (in Owens, 2008: 79) it should be in the VII stage 3.0-3.5 words per speech. However,

it must be admitted that the acquisition of the language of the child does not have to be always the same, because each child has different abilities and have their own uniqueness.

## REFERENCES

- Abdullah, Yusoff dan Che Rabiah M.. 1995. *Teori Pembelajaran Sosial dan Pemerolehan Bahasa Pertama*. Jurnal Dewan Bahasa. Mei. 476-484.
- Creswell, J.C. (2012). *Introduction to Research Methods in Education*. Sage Publication: Los Angeles.
- Darjowidjojo, Soenjono. 2010. *Psikolinguistik (Pengantar Pemahaman Bahasa Manusia Jilid II)*. Yayasan Obor Indonesia: Jakarta.
- Dardjowidjojo, Soenjono. 2010. *Echa (Kisah Pemerolehan Bahasa Anak Indonesia)*. Grasindo: Jakarta.
- Harimurti, Kridalaksana. 2001. *Kamus Linguistik Umum*. Gramedia Pustaka Utama: Jakarta.
- <https://id.wikipedia.org/wiki/Kalimat>. Diakses pada tanggal 2 Juni 2017.
- Khoiruddin Alang, dkk. 2007. *Sapu Jagad*. Pustaka Ilalang: Lamongan.
- Mar'at, Samsunuwiati. 2011. *Psikolinguistik (Suatu*

- Pengantar*). PT Refika  
Aditama: Bandung.
- Mangantar, Simanjuntak. 1982.  
*Pemerolehan Bahasa Melayu  
(Bahagian Fonologi)*. Jurnal  
Dewan Bahasa.  
Ogos/September/II. 615-625.
- Safriandi. Analisis Kesalahan  
Berbahasa. Tersedia pada:  
<http://www.gemasastrin.wordpress.com>. Diakses pada tanggal  
22 Mei 2017.

# Uji Plagiasi The Analysis of Syntac

## ORIGINALITY REPORT

14%

SIMILARITY INDEX

14%

INTERNET SOURCES

0%

PUBLICATIONS

2%

STUDENT PAPERS

## PRIMARY SOURCES

1

[journal.umpo.ac.id](http://journal.umpo.ac.id)

Internet Source

12%

2

Submitted to Universitas Negeri Padang

Student Paper

<1%

3

[jhonynasution.blogspot.com](http://jhonynasution.blogspot.com)

Internet Source

<1%

4

[www.jurnal.stitnualhikmah.ac.id](http://www.jurnal.stitnualhikmah.ac.id)

Internet Source

<1%

5

[ppkn.fkip.uns.ac.id](http://ppkn.fkip.uns.ac.id)

Internet Source

<1%

6

[totobuang.kemdikbud.go.id](http://totobuang.kemdikbud.go.id)

Internet Source

<1%

7

[wada-ama.org](http://wada-ama.org)

Internet Source

<1%

8

[123dok.com](http://123dok.com)

Internet Source

<1%

9

[www.scribd.com](http://www.scribd.com)

Internet Source

<1%

---

Exclude quotes      Off

Exclude matches      Off

Exclude bibliography      On

# Uji Plagiasi The Analysis of Syntac

## GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11