Seri 1

Proceedings

INTERNATIONAL SEMINAR

The 3rd Annual International Conference on Islamic Education

February 24-25th 2018

Sekolah Tinggi Ilmu Tarbiyah NU Al Hikmah Mojokerto

FKDPedia JURNAL AL-HIKMAH PRESSINDO Kamajo MODELING JURNAL PROGRAM STUDI PGMI Seling

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Acquisition and the Development of the Third Children AGE THREE YEARS in Education of Children Age Laboratory School University Nusantara PGRI Kediri

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Abstract

In the first year of life children begin to imitate the words they hear from the surrounding environment and it can be said that at that moment the child begins to produce "first words". When the child is 18 months old the words they produce more and change from one-word sentences to two-word words and three words. The study was based on Chomsky's biological-cognitive theory that every child is born with biological potential for language, while Skinner's theory states that language acquisition and development occurs not only because of biological potential but also because of a supportive language environment. Three-year-olds in speaking generally say cutting words, as well as mastery of language controlled by the child is obtained through certain stages. Three-year-olds are able to compose a sentence in saying although still very simple and limited. The acquisition of a child language can be categorized in several stages of MLU (Mean Length of Utterance) namely; I (12-22 months), II (27-28 months), III (28-29 months), IV (29-30 months), V (31-32 months), VI (33-34 months), VII (35-39 months), VIII (39-40 months), IX (41-46 months), X (47+ months).

Keywords: language acquisition, and MLU.

INTRODUCTION

The process of language acquisition and development in children is one thing that needs to be studied more deeply. How humans acquire language is a very amazing and difficult problem to prove. Different theories from different disciplines have been put forward by reviewers to explain how this process applies to children. Admittedly, whether consciously or unconsciously, linguistic systems are appropriately controlled by individual children although generally not in formal teaching.

The process of language acquisition and development in children is one thing that needs to be studied more deeply. How humans acquire language is a very amazing and difficult problem to prove. Different theories from different disciplines have been put forward by reviewers to explain how this process applies to children. Admittedly, whether consciously or unconsciously, linguistic systems are appropriately controlled by individual children although generally not in formal teaching.

Newborns are already familiar with the sounds that surround it. Brookes (in Yusoff 1995: 456) says that the acquisition and development of language in the simplest form for each baby starts when the baby is about 18 months old and achieves a near-perfect form when he is about four years old. According Simanjuntak (1982: 76) the acquisition of language is a mastery of language by someone indirectly and is said to be active in the circle of children in the age of 2-6 years.

The acquisition and development of language is associated with the mastery of a language without being realized or learned directly, ie without formal education to learn it. Assessment of language acquisition and development is very important in the field of language teaching. Tarigan (1988: 3) says that the acquisition and development of language is largely determined by the intricate interactions of aspects of biological, cognitive, and social maturity. Sufficient knowledge of the process and the nature of language acquisition will help determine success in the field of language teaching.

The acquisition of the first language is the language first mastered by a child who is usually called the mother tongue. Any normal child under the age of five can communicate in the language used in his or her environment, even without formal learning. In this age generally children have mastered the phonological, morphological, syntactic, and semantic systems of the first language. Child language acquisition or development is gradually acquired (Dardjowidjojo, 2010: 225).

Samsunuwiyati (2011: 62) argues that one of the typical language development experienced by children is the development of syntax. In the early period the child uses a one-word sentence, two-word sentence, three-word sentence, and so on until the complete phase of the structure (agent-action-object-location). The number of meaningful elements in a spoken sentence can be measured by Mean Length of Utterance (hereinafter referred to as MLU). MLU is a concept used to measure linguistic products produced by a child. In general, MLU calculations are performed by dividing the morpheme number by speech numbers. That is, the number of required speech numbers is 100 main speech of the child. The higher the MLU the child the higher the child's language mastery. The subjects of this study were three-year-olds and within a maximum of three months. Based on the results of these observations researchers want to examine more deeply about the acquisition and language development of children aged three years in PAUD Laboratorium School Universitas Nusantara PGRI Kediri.

Language acquisition and development

Language acquisition or acquisition is a process that takes place inside a child's brain when he or she gets his first language or his mother tongue. Language acquisition is usually distinguished from language learning. Language learning deals with the processes that occur when a child learns a second language after learning his first language. Thus, the acquisition and development of language with respect to the first language, while language learning relates to a second language.

The process of language acquisition and development is controversial among linguists. The debated issue between the experts is the acquisition of language that is nuture and nature (Dardjowidjojo, 2010: 235). Linguists who adhere to the flow of behaviorism say that the acquisition of language is nurture, ie acquisition is determined by the natural environment. Other linguists say humans are born with a tabular sense, a sort of empty plate without anything. The plate is then filled by nature including its language.

In contrast to Chomsky (in Chaer, 2009: 221) holds that the acquisition of language is not only based on nurture, but nature. Children are not born as empty plates or tabular, but the child has been equipped with a tool called a language acquisition device. Each child is shown to have similarities in language acquisition and through the same process in mastering their respective languages. (Dardjowidjojo, 2010: 236).

From some of the above opinions, it can be concluded that the acquisition of a child's language is necessary for language acquisition. Nature is necessary because without the provision of nature, the creatures can not speak. Nurture is also needed because without any input from the natural surroundings, the provision of the natural will not be realized

Language and Cultural Relations

Chaer (2003: 30) mentions that language is a verbal tool of communication, he asserts that language as "an arbitrary symbol of sound used by a group of community members to interact and identify themselves".

In the Third Language Dictionary (KBBI) edition III (2005: 88) it is mentioned that language is an arbitrary system of symbolic sounds, used by members of one community to cooperate, interact, and identify.

While culture is the mind, the mind, which includes it also customs (KBBI, 2005: 96). Thus, culture can be interpreted as something that results from thought or thought. In social interaction, it is not uncommon that what we convey to the other person is not well understood. The failure to understand this message is due to several factors including: age, education, and culture.

Selection of words that are appropriate for the purposes of social interaction depends largely on the culture in which the language is used. This is in line with what was put forward by Sumarsono & Partana (2002: 20) that language is often regarded as a social or cultural product, even an integral part of that culture.

Nurture and Nature Theory in Language Acquisition and Development

Man will be able to, master, or rather acquire a language as long as he grows in a society (Dardjowidjojo, 2008: 234). This research is based on the theory of behaviorism and nativism. The flow of Behaviorism pioneered by Skinner says that the acquisition and development of language is nurture, that the acquisition and development of language is determined by the natural surroundings. According to the stream man is born with a tabularasa that is, a kind of empty plate without anything. This plate is then

filled by the nature around us, including the language. Thus, whatever knowledge then acquired by man is solely derived from his environment.

Skinner experiments on a mouse, a mouse can finally gain knowledge through a process called operant conditioning or so-called stimulus-response. From the research Skinner concluded that the acquisition of knowledge, including knowledge of language usage is based on the existence of stimulus, then followed by response. This behaviorism theory uses positive reinforcement and negative reinforcement. Positive reinforcement is often called a 'reward' or reward. Negative reinforcement is often called 'punishment' or punishment. If the response is true then it is entitled to a reward or reward, otherwise if the response is wrong it will get punishment.

The acquisition and development of language is not based on nurture but nature. The child gains the ability to speak as he gains the ability to stand and walk. The Child Acquisition Device (LAD), which serves to allow a child to acquire his mother tongue (Chaer, 2008: 169). The device is universal, meaning any child has this device. This is evidenced by the similarity between one child and another in the process of acquiring their language. Nurture ie, input in the form of the language will be the subject matter of which will be obtained by the child, but the process itself is natural (innate) and inner-directed.

From some theories above, it can be concluded that language is not a habit but a system governed by a set of rules (rule-governed). Language is also creative and structurally dependent. The two natures of this language can only be possessed by humans. Therefore, equating humans with rats in the acquisition of knowledge, especially in the knowledge of language, is a way that simplifies the fact.

Tahap Pemerolehan Bahasa

According to Tarigan (1993: 1.14) stage of acquisition of language ie:

1. *Cooing*
   This stage is performed by babies around the world, unaffected in the type of language that surrounds it. Deaf babies do it. Usually consists of sounds of vowels.
2. *Babbling*
   This stage shows the tendency of infants to excrete various types of phonemes that are combined between vowels and consonants. At this stage the sound of babbling sounds the same in any language baby.
3. Speak one word
   This stage shows the baby's tendency to issue useful phonemes in his language, both vowels and consonants. The Japanese baby will not issue a phoneme / la /. At this time the baby starts out a word.
4. Speech of two words and telegraphic narrative

This stage takes place at the age of 1.5 - 2.5 years, infants and toddlers begin to combine two or three words. At this time the child starts to learn to understand the syntax.

5. The basic structure of an adult sentence
   his stage begins to emerge at the age of four. Supported by the accretion of exponentially increasing vocabulary.
   From the opinion of Tarigan (1993: 1.14) above can be seen through the chart as follows:

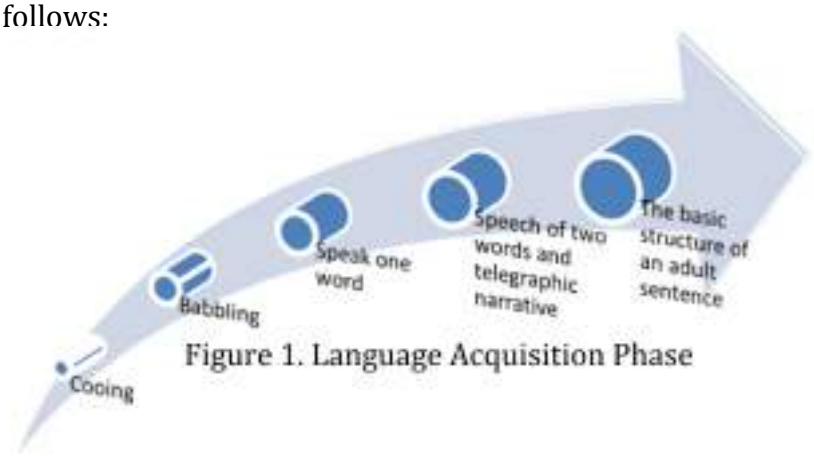

Figure 1. Language Acquisition Phase

Development of Syntax

In the field of syntax, at the age of less than 2: 0 years the child starts the language by saying a word (part of the word). This word for the child is actually a full sentence, but since he can not say more than one word, he only takes one word from the whole sentence n terms of syntax, Ujaran Satu Kata, USK (one word utterance) is very simple because it only consists of one word only, even for languages like Indonesian only a part of it. But in terms of semantics, USK is complex because one word can have more than one meaning. Ujaran Satu Kata which has various meanings is called holofrastik (holophrastic) utterance.

According to Dardjowidjojo, (2010: 248) One word's words have the characteristic that the words used are only words from the main contentation categories, namely nouns, verbs, adjectives, and possibly adverbs. There is no such function word from, for, from, or to.

The age of 2: 0 years the child is able to compose two or more words two word utterance 'UDK' (UDK). The child starts with two words interspersed with pauses so as if the two words are separate. With the two words in UDK, adults can better guess what the children mean because the scope of meaning becomes more limited. UDK syntax is more complex and the semantic is also more obvious (Dardjowidjojo, 2010: 248). Another feature of UDK is that these two words are words from the main categories, namely nouns, verbs, adjectives, and adverbs.

According to Brown (in Dardjowidjojo, 2010: 249) children aged 2; 0 have mastered the relationships of cases and operations such as actors-deeds (FN-FV), object-actors (FN-FN), deeds (FV- FN), action-location (FV-FAdv), owner-owned (FN-FV), object-location (FN-FAdv), attributes, nominative, retrieve, nothing else. Although, the meaning is obvious but every child's speech must be adapted to the context.

Structure of Indonesian Sentences

The science of Indonesian language, know the language units such as words, phrases, sentences, and others. Sentences in Indonesian have different structure according to the type of sentence. The sentence is the smallest part of speech or text that expresses the whole mind or linguistic or set of words in oral or written form used to express thoughts or opinions to others (Khoiruddin, 2007: 61). A sentence can consist of several elements such as subject, predicate, object, complement, and description. The existence of these elements in a sentence causes the structural differences of each sentence.

To be called a perfect sentence, in a sentence must have at least a subject and predicate.

1. **Subject**
   The simplest definition of the subject is the actor or the person doing something. The subject is the most important part of the sentence because he is the subject of the conversation. Called subject if has the following characteristics:
   a. Is the answer to the question "what" or "who" to the predicate.
   b. Usually followed by the words "that", "this", and "yang" (as a barrier between the subject and the predicate).
   For example: The school building collapsed in the wind
2. **Predicate**
   Predicates can be interpreted as part of a sentence that explains the nature or deeds of the subject. It is called predicate if it meets the following characteristics:
   a. Duty to explain the subject in kalimt
   b. Various verbs, nouns, adjectives, foregrounds, word numbers, and pronouns.
   c. Become the answer to the question why, how, regardless of subject.
   For example: Sister studied in room
3. **Objects**
   Objects are often defined as something that is subject to work or as a sufferer. According to Khoiruddin (2007: 63) object is a word in the sentence that lies behind the predicate. Called objects when they meet the characteristics:
   a. Being after the predicate.
   b. Can occur from a noun or pronoun.
4. **Complementary**
   Complement is a part of the word in a sentence that serves to be complementary. Complement is often equated with the understanding of objects and auxiliaries,

because between them there is a resemblance, that is behind the predicate (Khoiruddin, 2007: 63). For example:

a. He trades batik cloth in Surabaya (object)
b. He trades batik cloth in Surabaya (complementary)

The Development of Words and Sentences

Newborns until the age of one year commonly referred to as infant means 'not able to speak'. This term is appropriate when associated with the ability to speak or speak. However, it is inappropriate or incorrect to be associated with the ability to communicate, because even if 'without language' the baby can already or have communicated with the person who cares for it, for example by crying, smiling, or gestures (Chaer, 2003: 229).

The ability to vowel is followed by the ability to speak a word, then say a simple sentence, and a more perfect sentence. But it is mastered in stages and within a certain period.

1. One word sentence

The first word the child will successfully say will be followed by the second, third, fourth, and so on. The privilege of words spoken by a child can usually be interpreted as a meaningful sentence (Chaer, 2003: 234). Thus, the language of the first child of meaning is composed of a one-word sentence. The first to appear is a utterance that is often spoken by adults and who are heard.

The one-word phrase commonly referred to by holofrasis by many experts can be regarded not as a sentence, because its meaning is difficult to predict. Acquisition of syntax begins when the child is able to combine two words (more or less when he is two years old) (Chaer, 2003: 35).

2. Two Word Sentences

A two-word sentence is a sentence consisting of only two words, as a continuation of a one-word sentence. The ability to combine these two words in the form of a sentence controlled by the child before the age of 18 months. In combining words, children follow the word order contained in the adult language. The two-word sequence as reported by Bloom & Brown (in Owens, 2008: 165) is as follows:

agent + mama action coming
action + object to eat rice
action + location go school
entity + cup location on the table
owner + my father's thermostat
entity + large crayon attribute
pointer + entity is money

But there are many combinations of words that are taxa, such as adek mattresses that the child can use to refer to the 'lying place of the child'. Speech in the form of a two-word phrase is far more productive than a one-word phrase. This is certainly in accordance with the development of the child's ability as a whole.

3. Further Sentence

After the mastery of a two-word phrase reaches a certain stage, then the development of the composition of a sentence consisting of three words. According to Brown (in Chaer, 2003: 236) the construction of these three words is actually a result of the merging or expanding of the previously combined two-word construction. For example the construction of an agent + action coupled with the action + object construction, thus becoming the agent + action + object structure so:

agent + action = father kicking
action + object = kick the ball
agent + action + object = father kicked the ball

contoh lain:

agent + locative = mama seat
action + locative = sitting chair
agent + action + locative = mama sitting in a chair

By the age of two years the average child has been able to compose a four-word sentence that is by extension, although the phrase two words still dominate the corpus of speech.

In parenting, mothers often use the "yes-no" yes-no "sentence-sentence pattern in children aged two to three. At this time the development of the language of the child increases rapidly, especially since a mother often uses some techniques to invite the children to talk. Questions that can be answered children will be answered by the mother, so by the age of three years the child is familiar with the pattern of dialogue, among others, understand when to turn to speak and when turn the other person to speak. This goes on until the child is four or five years old.

Mean Length of Utterance (MLU)

MLU is a tool to measure the development of syntax of children. MLU was first discovered by Roger William Brown (14, April 1925 - 11, December 1997) a social psychologist from America.

According to Brown (in Dardjowidjojo, 2010: 241) how to calculate the MLU can be done with a few steps, first take a sample of 100 speech. Second, calculate the number of morphemes. Third, divide the number of morphemes by the number of speeches. The signs used are for example, the form of compound (railroad), irregular verb (drank), and irregular plural (children) is considered a morpheme. consider the following MLU formulas:

$$MLU = \frac{\text{Number of morphemes}}{\text{Number of speeches}}$$

Brown (in Owens, 2008: 79) divides the stage of child language acquisition by MLU children into ten stages:

Table 1. MLU Stages According to Brown

No	Stage	MLU	Age / month
1	I	1 – 1,5	12 – 22
2	II	1,5 – 2,0	27 – 28
3	III	2,0 – 2,25	27 – 28
4	IV	2,25 – 2,5	28 – 30
5	V	2,5 – 2,75	31 – 32
6	VI	2,75 – 30,0	33 – 34
7	VII	3,0 – 3,5	35 – 39
8	VIII	3,5 – 3,45	38 – 40
9	IX	3,5 – 3,45	41 – 46
10	X	45+	47+

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