

THE RESEARCH OF CHILD LANGUAGE ACQUISITION AGE OF THREE

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ABSTRACT

Pada usia 18 bulan atau lebih, banyak anak mulai memproduksi ujaran satu- dua kata. Di usia ini, mereka mulai berinteraksi dengan lingkungan disertai bimbingan orang tua mereka. Penelitian ini difokuskan kepada cara pemerolehan bahasa anak berusia tiga tahun, dimana di dalam nya mencakup produksi satu-dua kata, kalimat lengkap, negative, dan kalimat tanya. Penelitian ini menggunakan metode kualitatif deskriptif. Data dianalisis secara deskriptif. Disimpulkan bahwa pemerolehan bahasa anak usia 3 tahun sudah bervariasi. Ujaran satu-dua kata sudah dipadupadankan menjadi kalimat lengkap yang dapat dimengerti. Kalimat negatif dan kalimat tanya pun sudah dapat diproduksi dengan baik.

Kata Kunci : pemerolehan bahasa, kata.

INTRODUCTION

First language acquisition is remarkable for the speed with which it takes place. (George Yule 2010: 170) Long before child start school, he or she has become extremely a sophisticated language user. Operating a system for self-expression and communication that no other creature, or computer, comes close to matching. In addition to the speed of acquisition, the fact that it generally occurs, without overt instruction, for all children, regardless of great differences in their circumstances, provides strong support for the idea that there is an innate predisposition in the human infant to acquire language. We can think of this as a special capacity for language with which each new born child is endowed. By itself, however, this inborn language capacity is not enough. The process of language acquisition has some basic requirements. During the first two or three years of development, a child requires interaction with other language-users in order to bring the general language capacity into contact with a particular language such as English.

According to George Yule, The child must also be physically capable of sending and receiving sound signals in a language. All infants make “cooing” and “babbling” noises during their first year, but congenitally deaf infants stop after about six months. So, in order to speak a language, a child must be able to hear that language being used. By itself, however, hearing language sounds is not enough. One case,

reported by Moskowitz (1991), demonstrated that, with deaf parents who gave their normal-hearing son ample exposure to television and radio programs, the boy did not acquire an ability to speak or understand English. What he did learn very effectively, by the age of three, was the use of American Sign Language, that is, the language he used to interact with his parents. A crucial requirement appears to be the opportunity to interact with others via language. In the other words, language is the main thing as a tool to communicate with the other, in order start from the infants know how to interact and convey the information that they want to be understood by the other. By age about three, the child can comprehend an extraordinary quantity of language behaviour. His speech capacity become rich as the generator of non-stop chattering and continual conversation. This fluency continue into school age as internalize increasingly complex structure, expand his vocab, and sharpen his ability to communicate or mingle with the other around his surroundings.

Under normal circumstances, human infants are certainly helped in their language acquisition by the typical behaviour of older children and adults in the home environment who provide language samples, or input, for the child. Adults such as mom, dad and the grandparents tend not to address the little creature before them as if they are involved in normal adult-to-adult conversation. The characteristically simplified speech style adopted by someone who spends a lot of time interacting with a young child is called caregiver speech (George Yule 2010; 171). The caregiver speech interferes the child to acquire language, for the first language that the child receive is language that is used where he/she lives, I. e : the first language studied by the infant is a language that is used in the family as daily language or mother tongue. In acquiring first language, the infant gets two process, they are competency process and performance process. The competence process exist unconsciously when it require two process; comprehending process and sentence producing process. If the child is able in producing new sentence, it means he/she did the language performance.

THEORETICAL BACKGROUND

The children language development is very unique. They are able to learn variety languages which is there in their surroundings. If a child who live in a bilingual environment, automatically he/ she become a bilingual child, even a multilingual one. A new-born baby will always learn every language that he/she receive as accurate as the native speaker (Dardjowidjojo, 1991). According to Fromkin and Rodman (1988) when a child learn language, it means he/she learns the element of its language, include phonology, morphology, syntax, and semantic, and automatically, they learn vocabularies too. Also, Fromkin and Rodman said that every normal child has an ability to learn language. It is not effected by social classes, geography, or even intelligence.

Dardjowidjojo (2000) the development of child language deals with universal concept although it doesn't spread out to all language components. Besides that, every child get the language from their environment, so that the situation and the language used will affect his/her language acquisition.

Language acquisition is a process that is done for the first time for getting the appropriate language which is suitable with the cognitive potential based on the utterance that is received naturally. First words is the first spoken word which delivered by the child after having ability to communicate with the other to convey the information, it is recognized as language development process that is affected by the cognitive matureness.

There are three stages of psychology development of first three years child, as follow:

1. Pre-lingual Period (0-1 year old) / Cooing and Babbling Stage

The earliest use of speech-like sound has been describe as cooing. During the first few months of life, the child gradually becomes capable of producing sequences of vowel like sound. Between six and eight month, the child is sitting up and producing a number of different vowels and consonants, as well as combination such as ba-ba-ba and ga-ga-ga. This type of sound production is described as babbling. In the later babbling stage, around nine to ten months, there are recognizable intonation, pattern to the consonant and vowel combination such as ba-ba-da-da. (George Yul, 2010)

1. Early Lingual Period (1 - 2,5 years old)

It signed by ability in arranging one or more sentences in building up a conversation with the other. This period divided into three stages (The Syntactic Development)

a) The one word stage (holophrase)

Between twelve and eighteen months, children begin to produce a variety of recognizable single-unit utterances. This period, traditionally called the one-word stage, is characterized by speech in which single terms are uttered for everyday objects such as “milk,” “cookie,” “cat,” “cup” and “spoon”. (George Yul, 2010) We sometimes use the term holophrastic (meaning a single form functioning as a phrase or sentence) to describe an utterance that could be analyzed as a word, a phrase, or a sentence. While many of these holophrastic utterances seem to be used to name objects, they may also be produced in circumstances that suggest the child is already extending their use.

b) The two-word stage (Pivot Grammar)

Depending on what we count as an occurrence of two distinct words used together, the two-word stage can begin around eighteen to twenty months, as the child’s vocabulary moves beyond fifty words. By the time the child is two years old, a variety of combinations, similar to baby chair, mommy eat, cat bad, will usually have appeared. According to George Yule 2010, the adult interpretation of such combinations is, of course, very much tied to the context of their utterance. The phrase baby chair may be taken as an expression of possession (= this is baby’s chair), or as a request (= put baby in chair), or as a statement (= baby is in the chair), depending on different circumstances. This is the incomplete one, for the sentence is still unarranged well such as start from Subject (S), Predicate (P), and Object (O).

In Braine’s (1963) “pivot grammar”, a pivot (constant) and an open-class word (variable) are combined in a few well define construction such as:

$$S \rightarrow P1 + O$$

A sentence is decomposed into a pivot word and an open word, as in “see boy / doggie”. Another possible construction is O + P2 (“boot/bib off”) but not P1 + P2 (“see off”). As more and more children were studied, exception to the grammar multiplied. As Braine (1976, p. 1276) himself admit, “Pivot grammar appears to be one of a now fairly long list of ‘universals’ that have been proved non-universal by the next few children studied”.

The bulk of the word combination uttered by two years old fall into positional productive patterns, which can be classified broadly according to their semantic content and functional categories, as the table below:

Table 1. Two words utterances

UTTERANCE	POSITIONAL PATTERN	CONTENT AND FUNCTION
See doggy	See + X	Draw attention to object
That ball	That + X	Identify something
Big ball	Big/little + X	Properties of object
Daddy Shoes	X + Y	Possession
More sing/cookie	More + X	Recurrence
Two shoes	Two + X	Plurality
All-gone juice	All-gone + X	Disappearance
Mommy sit	X + Y	Actor – Action
Milk in there	X + (in/on) here/there	Location
Want ball/more	Want + X	Request
No bed/wet	No + X	Negation

Source: Based on data of Braine 1976.

In table above, “see + X” means that see is a consonant and X is a variable. In “X + Y”, Y is another variable. However, X and Y each encompasses a narrow semantic category, applying to only a handful or highly similar words, not necessarily of the same grammatical class. The semantic basis of two-word combinations is at first limited in scope in that each pattern is tied to the particular word (e.g, all, more) and expresses only narrow semantic relationship. Eventually, these limited scope patterns are combined into more general patterns. Thus, big/little/old/hold + X is generalized into “attribute + X” (Braine 1976, Ewing 1982).

c) Telegraphic Speech

Between two and two-and-a-half years old, the child begins producing a large number of utterances that could be classified as “multiple-word” speech. The salient feature of these utterances ceases to be the number of words, but the variation in word forms that begins to appear. Before we investigate this development, we should note a stage that is described as telegraphic speech. This is characterized by strings of words (lexical morphemes) in phrases or sentences such as this shoe all wet, cat drink milk and daddy go bye-bye.

Toddlers produce utterances that lack most if not all grammatical morphemes (in square brackets); (Halliday 1975, Miyahara 1974, Brown 1973) as follows:

1. [The] man [was] clean [ing] [his] car. (Nigel, 1;8)
2. Where [does] [it] go? (Eve, 2;2)

The above utterances are examples of telegraphic speech that lack of grammatical morphemes, but maintain, more or less, the correct word order. Even in imitating model sentence, pre-schooler tend to delete function words (Scholes 1970). Why do children produce telegraphic speech? Limitation of vocabulary cannot be the cause of it because children age of 2 and so know over 200 words. On the one hand, because the missing words are short and frequent morphemes, on the other. Hardly, young children produce telegraphic speech because they possess only limited processing capacity, which they exhaust in producing key content words.

2. Differentiation Period (2,5 – 5 years old)

In this period, the children are able in comprehending language based on its requirement well and perfectly. The sentence start arranging completely from Subject (S), Predicate (P), and Object (O). Their vocabulary become rich and develop not only quality but also quantity.

Also, in this period, the children syntactic development appear more variety. They do several experiment in making sentences. In a few years, children learn to produce sentences containing an increasing number of constituent. They learn to produce and comprehend sentence in their canonical word order, negative sentences, interrogative and even passive sentences.

DEVELOPING SYNTAX

Similar evidence against “imitation” as the basis of the child’s speech production has been found in studies of the syntactic structures used by young children. One child, specifically asked to repeat what she heard, would listen to an adult say. It is clear that the child understands what the adult is saying. She just has her own way of expressing it.

According to George Yule (2006, 2010, p. 178) by most English-Speaking children, in the formation of questions and the use of negatives, there appear to be three identifiable stages. The ages at which children go through these stages can vary quite a bit, but the general pattern seems to be that Stage 1 occurs between 18 and 26 months, Stage 2 between 22 and 30 months, and Stage 3 between 24 and 40 months. (The overlap in the periods during which children go through these stages is a natural effect of the different rates at which different children normally develop these and other structures). The following are the description:

- a. Forming Question

In forming questions, the child’s first stage has two procedures. Simply add a Wh-form (Where, Who) to the beginning of the expression or utter the expression with a rise in intonation towards the end, as in these examples:

Where kitty? Doggie?

Where horse go? Sit chair?

In the second stage, more complex expressions can be formed, but the rising intonation strategy continues to be used. It is noticeable that more Wh-forms come into use, as in these examples:

What book name? You want eat?

Why you smiling? See my doggie?

In the third stage, the required movement of the auxiliary in English questions (I can have ... ⇒ Can I have ...?) becomes evident in the child's speech, but doesn't automatically spread to all Wh-question types. In fact, some children beginning school in their fifth or sixth year may still prefer to form Wh-questions (especially with negatives) without the type of inversion found in adult speech (e.g. Why kitty can't ...? instead of Why can't kitty ...?). Apart from these problems with Wh-questions and continuing trouble with the morphology of verbs (e.g. Did I caught ...? instead of Did I catch ... ?),

Stage 3 questions are generally quite close to the adult model, as in these examples:

Can I have a piece? Did I caught it?

Will you help me? How that opened?

What did you do? Why kitty can't stand up?

b. Forming Negative

In the case of negatives, Stage 1 seems to involve a simple strategy of putting No or Not at the beginning, as in these examples:

no mitten not a teddy bear

no fall no sit there

In the second stage, the additional negative forms don't and can't appear, and with no and not, are increasingly used in front of the verb rather than at the beginning of the sentence, as in these examples:

He no bite you I don't want it

That not touch You can't dance

The third stage sees the incorporation of other auxiliary forms such as didn't and won't while the typical Stage 1 forms disappear. A very late acquisition is the negative form isn't, with the result that some Stage 2 forms (with not instead of isn't) continue to be used for quite a long time, as in the examples:

I didn't caught it He not taking it

She won't let go This not ice cream

The study of the developing use of negative forms has produced some delightful examples of children operating their own rules for negative sentences. One famous example (from McNeill, 1966) also shows the futility of overt adult "correction" of children's speech.

CHILD : Nobody don't like me.

MOTHER : No, say "nobody likes me."

CHILD : Nobody don't like me.

(Eight repetitions of this dialog)

MOTHER : No, now listen carefully; say
 “nobody likes me.”
 CHILD : Oh! Nobody don’t likes me.

METHODOLOGY

This research is qualitative descriptive research with the library research method which is a naturalistic research too, for it is done of an object in natural condition where the researcher is the key instrument. The data collected by observation method. In doing the observation, the researcher is a direct instrument by giving stimulation to the subject research, so the data will be gained as much as possible.

This research focuses on the “Syntactic Development” of first language acquisition. The respondent or subject research is the researcher’s son age of three, Daffa Al Abbrar Arfansyah, He lives in Tasikmalaya, and His first language is Indonesian language. The subject is a normal child both physical and mental. Also, he doesn’t have any disorder in his language development. The data obtained by recording the conversation in his daily activity with his mother during 1,5 months.

DATA ANALYSIS AND RESULT

The following are the script of the data collected by recording the subject daily language in his daily activity, and it is translated into English. Syntactic Development is the hint of his language acquisition.

Dialogue #1

(The situation is when Daffa woke up in the morning and he wanted to see car picture in hand phone)

Mother : Yes, honey?

Daffa : Momy....momy...

Mother : Who wanna pray ?

Daffa : momy..momy I wanna see em
 (car)...

Mother : see *em* ?? why?

Daffa : wanna see *em* mom *em*..

Mother : yes, why do you wanna see it?

Daffa: uuhhh....ahhh....ahhhh...this....this!

Mother : OK,,Okk,,Hii, do you wanna follow momy to go to the grocery?

Daffa : No, No, don’t wanna...

Mother : why don’t you?

Daffa : No, No, don’t wanna follow...

Mother : just waiting here??

Daffa : just waiting...

Mother : Ok, Momy goes now...

- Daffa : I follow.....
 Mother : You said U don't want to follow
 momy..
 So, Will you follow or not?
 Daffa : Yes, follow, but see *em* first...
 Mother : Ok , see *em* , after that you'll
 follow ???
 Daffa : see em,see em, see em.....

From this conversation, we can see that Daffa has used his syntactic development with not only one word stage (holophrase), but also Pivot grammar; two-word stage in saying “see *em*”. He used positional pattern See + X = Draw attention to object. Also, he performs his syntactic development in making full sentence. It appears in “I wanna see em”, Subject= I, Predicate = wanna see, Object = *em* (car).

Dialogue #2

(The situation is when Daffa asked mother to make formula milk in feeding bottle while watching movie in the late evening; Despicable Me, then see the mini market shopping catalogue)

- Daffa : Momy....momy..... I wanna
 e'nyon (drinking milk by
 feeding bootle).
 Mother : *e'nyon*???
 Daffa : yes, *e'nyon*...
 Mother : do you feel sleepy?
 Daffa : uuhhh.....sleepy
 Mother : wanna go bed now?
 Daffa : yes, go to bed..
 Mother : or... you want to watch ?
 Daffa : wanna e'non
 Mother : and...you'll go to bed, right?
 Daffa : “No, I'm not” (imitating the
 dialogue in the movie and keep
 watching)
 Mother : Do you want to go bed now?
 Hmmm, see this picture! What
 is this?
 Daffa : no, no,no,, wrong position....
 This ...laptop..
 Mother : O,,laptop.. and what is this?
 Daffa : *em* (car)
 Mother : oh, *em* ...and this ?
 Daffa : this is,,,,,soap...

Mother : no, this is shampoo..
 Daffa : soap, soap,,,
 Mother : haha,,yes, right.. momy was
 wrong..and then ?
 Daffa : this is soap, soap,,,
 Mother : what about this ?
 Daffa : tooth brush for momy (pointing
 adult tooth paste)
 Mother : this one?
 Daffa : soap!
 Mother : What soap??
 Daffa : soap for washing plate..
 Mother : yes,,good!! What about this?
 Daffa : that is malkist.
 Mother : yess,,right!! And this?
 Daffa : milk
 Mother : what milk?
 Daffa : milk...mmmm....this, what
 this?
 Mother : so,what is this,, this is your
 favourite..
 Daffa : that is.....*Teh Gelas!!*
 Mother : why do you like it?
 Daffa : (silent.....and keep watching)
 Mother :hi,,why do you like
 it?hi,,why?
 Daffa : mm.....yes,just *teh gelas...*
 Momy,momy hold
 this....momy, what is this?
 Mother : which one?
 Daffa : this is soap..
 Mother : see... soap? No, this is
 softener..and this?
 Daffa : (silent and keep watching)

In this dialogue, Daffa performs variety ability making language performance, one and two-stages word appears. Also, he perform his ability in pivot grammar in saying “wanna e’non”. It shows pattern “Want + X = request”. Several pivot grammar appears too. They are “this laptop, washing plate”. The full sentence also appear in sentence :

<u>I</u>	<u>wanna</u>	<u>e’non</u>
S	P	O

Also, in this dialogue, he shows the question form in sentence “what is this?” The question “why” cannot be answered and describe well.

Dialogue #3

(The situation is when Daffa with his mother in the kitchen)

Daffa : momy, I warm...wanna take this medicine..

Mother : warm? Take medicine?

Daffa : yes..

Mother : what does this is taste? Sweet?

Daffa : taste sweet...

Mother : and then, you take medicine if you feel.....

Daffa : headache

Mother : oh, headache ... you'll take medicine by using?

Daffa : spoon...

Mother: oh, spoon...where is it?

Daffa : this...

Mother: ready,,this,,bismillah...hmmm,, thendrink...

Daffa : mom, with me..

Mother : o, drinking by yourself? Ok!! This Is it bitter?

Daffa : bitter...

Momy : you have said it's sweet...

Daffa : mom, that! (pointing the thunder)

Mother: oh , ya alloh,,,, are you scare?

Daffa : (silent...)

Mother : hey, what medicine is this?

Daffa : this for Cold..

Mother : what is it named?

Daffa : its name....*tik bey* (his code language)

Mother : this is *Tolak Angin*

Daffa : momy, I want , I want...

Mother : No, you just drinking *Hufagrip*....later,ok!

Daffa : *ko ke Tu tu tu... uuuuhhhh...*

Mother : what's that?

Daffa : for the adult...

Mother : o, glass for the adult..and which one does belong to you?

Daffa : this...

Mother : alright.. what color is that?

Daffa : color...pink
 Mother : pink...that color is gree.....
 Daffa : black
 Mother : greeeee.....
 Daffa : green..... hot water
 Mother : hot water,, watch out....be
 careful..
 Daffa :momy,momy... wanna
Energen,,
 Mother : *energen*? Ok! Give it to me
 Daffa : this!!
 Mother : what does it taste?
 Daffa : spicy ...
 Mother : spicy ??? hahaa... no, it is va-
 ni?
 Daffa : laaa.....
 Mother: do you like the chocolate one?
 Daffa : no...
 Mother : so, what do you like?
 Daffa : strawberry
 Mother : strawberry...ok.. momy makes
 it.

The one word stage (holophrase) almost appear, then pivot grammar in request also appear in saying “wanna take medicine, wanna *Energen*”. The pattern is “Want + X = request”. In this dialogue, he performs holophrase indicates to Adjective and a little of verb.

Dialogue #4

(The situation is when Daffa woke up)

Mother : what’s your name?
 Daffa : Abow Adiasah (his nick name)
 Mother : how old are you?
 Daffa : tw.....ooooo
 Mother : two or three??
 Daffa : @#%^%\$#^&*%\$#@%\$%
 (singing)
 Mother : do you wanna wake up or stay laying down?
 Daffa : laying down....
 Mother : Ok...

From the above dialogue, only appears two-word stage in saying “laying down” and one word stage in saying “two”.

Dialogue #5

(The situation when Daffa and his mother talking)

Mother : uuhhh,,hiks,,hiks,,abow is so
naughty, annoying,,,

Daffa : aahhh,,momy.....
Momy,,I wanna sore lip..

Mother : no,momy suffered it now..

Daffa : this...

Mother : no, this is acne.. sore lip is
inside the mouth... like this,,
Momy sees,, put out your
tongue!

Daffa : aaaaaa..... (show the
tongue)

Mother : your lip? Is it hurt?

Daffa : @#\$%^&* &* *(!@##\$%^&

Mother : momy wants to take medicine,
wait here ,ok!

Daffa : Abow wants take medicine... I
warm..

Mother : no, this medicine from leaf,
sirih leaves, and chew..

Daffa : (singing)

Mother : let's take a bath , change your
spiderman T-shirt with the
Superman one.

Daffa : wait...

Mother : come on,,let's...

Daffa: nooooo.....#@\$#%\$^^&((

Here, we can see the repetition of request pattern in saying “wanna sore lip,
wants to take medicine”. Complete sentence also appear in sentence :

<u>I</u>	<u>wanna</u>	<u>sore lip.</u>
S	P	O
<u>Abow</u>	<u>wants to take</u>	<u>medicine.</u>
S	P	O

The refusal appears in saying “no”.

Dialogue #6

(The situation when Daffa plays inside home)

Mother : Abow....

Daffa : what is that?

Mother : cake?? Wanna??

Daffa : No,,,

Mother : heyy,, put it down... it will

broken
 Daffa : this?
 Mother : durian...(wooden durian)
 Daffa : durain??
 Mother : yes. Put it down to the table.
 Daffa : this is plate???
 Mother : yes,plate.
 Daffa : what is this?
 Mother : apple.... What about this?
 Daffa : dragon fruit
 Mother : dragon fruit??? No, this is
 pineapple.
 Daffa : pineapple.
 Mother : yes,, this?
 Daffa : what is if this?
 Mother : this is ,,sawo!!
 Grandma: no,pear,,pear fruit!
 Mother : what about that?
 Daffa : that isss.....momy (pointing to
 the big adult wooden duck,
 when there is the
 smaller one, indicate to the
 duckling)
 Mother : Hhahaa,,the biggest one is
 mommy, the smallest one is
 abow...

From the dialogue above, it appears that Daffa performed many question form with “What” in asking : “ what is this” and “what is that?”. As usual, holophrase and pivot grammar appear.

Dialogue #7

(The situation is when Daffa play in the ground)

Daffa : mommy.....spider....
 Mother: spider? Where?
 Daffa : there ...there,, that,,that....
 Mother: big or small?
 Daffa : big
 Mother : are you scare?
 Daffa : scare
 Moter : where? Momy can't see it.
 Daffa : over there.....beside the leaf.
 Mother : what color is that?
 Daffa : brown color..
 Mother : brown... does it have many legs?

Daffa : yes...
 Mother : where?
 Daffa : beside the leaf... beside the
 leaf...
 Mother : o, there.... Are you surprised?
 Daffa : surprised
 Mother : scared?
 Daffa : scared
 Mother : uuuuu,,,spider makes abow
 scare...

From the dialogue above, we can see that one word stage (holophrase) is dominate. All the answers tent to perform his repetition to what the mother said. Besides it, the pivot grammar appears too in sentence “beside the leaf and brown colour”. Adjective exist in this dialogue, too.

Dialogue #8

(The situation when Daffa and his mother taking in their leisure time)

Daffa : get money
 Mother : get money?
 Daffa : yes, get money...
 Mother : how can you get?
 Daffa : from this....get money...
 Mother : oh, from the *atm* card.. where is
 the card?
 Daffa : the card.....this for playing...
 Mother : that is for playing game.
 Daffa : this is for playing game?
This is for hand phone
 Mother : which one?
 Daffa : mom,, mom,, this is for momy
to play game.
 Mother : not momy, but abow who plays
 game
 Daffa : is this for playing game?
 Mother : yes,,, do you wanna buy the
 same *em*, like this?
 Daffa : humh...
 Mother :What colour?
 Daffa : wannaaaaa.....
 Mother : with the light lamp?
 Daffa : toy and car
 Mother : what color?
 Daffa : red colour..

Here, Daffa's syntactic development arise, such question form in sentence "is this for playing game?". The sentence also clearly found in :

This is for hand phone.
S P O

& This is for mommy to play game.
S P O

Two word stage appears as his usual ability in his language performance.

Dialogue #9

(The situation is when Daffa played in the Yard)

Mother : yaa.... What happened?

Daffa : dragonfly

Mother : dragonfly? Where?

Daffa : over there!

Mother : what happened with the
dragonfly?

Daffa : it has died

Mother : what color?

Daffa : pink colour

Mother : pink... how many?? One?
Two? Three?

Daffa : one

Mother : big or small?

Daffa : small

Mother : does it has wing?

Daffa : no wing

Mother : it has died, so there is no wing

Daffa : humh....

The holophrase and Pivot grammar found in this dialogue. Such as, dragonfly, small, pink color, Moreover, the clause exist in saying:

"It has died."
S P

Also, negative statement appears in responding "no wing" with pattern NO + X = negation.

Dialogue #10

(The situation is when Daffa wanted to play in the Yard)

Daffa : mom,, Ade wants to ride
bicycle.

Mother : ok ,, where is it? What is the
colour?

Daffa : here it is... momy, move the motorcycle first..
 Mother : no,, momy can't park it , hard...
 Daffa : hard?
 Mother : you can ride there, ok? Where is the sandal?
 Daffa : there....there,,,,,
 Mother : put on...
 Daffa : sandal..sandal...sandal (singing)
 Mom hot...hot....
 Mother : come on cycling ...
 Daffa : mom, here...luckily,no rain..
 Mother : haaa..no rain...
 Daffa : mom, where to turn left? Turn right?
 Mother : go on,,,,,

Clearly, the syntactic development found in variety sentence, such in saying full sentence:

Ade wants to ride bicycle.
 S P O

The question form found in sentence “where to turn left?”. In addition, pivot grammar found with pattern NO + X = negation in saying “no rain”.

Dialogue #11

(The situation is when Daffa and his mother play outside)

Daffa : mom,,look...has woke up.
 Mother : has woke up?
 Daffa : yes. The truck has woke up
 Mother: where will they go?
 Daffa : will go there...
 Mother : big or small?
 Daffa : big truck
 Mother : what color?
 Daffa : don't know
 Mother : red
 Daffa : mom, see, that look like crash...
 Mother : what are they bringing?
 Daffa : sand

From this last dialogue, Daffa's language ability continues found in forming several kinds of sentences. Pivot grammar found in “Big truck”; It means he used the pattern “Big/little + X = Properties of object. The full sentence appears in saying:

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