



A Case Study of Children Language Acquisition: The Form of Questions-Making Processes Employed by Preschoolers

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Article Info	Abstract
Article History Received: 2023-01-15 Revised: 2023-02-22 Published: 2023-03-01	This study shows the forms of questions making by 3 and 5 years old children. Purposive sampling was used to determine the objects of the study.. The forms were found through descriptive qualitative approach by implementing three methods, observation, interview, and note taking techniques to collect the data. To analyze the data, the researchers used data reduction, categorization, and conclusion. The researchers confirmed that there were four kinds of questions-making processes employed by Preschoolers. They were sign form, single word form, double word form or phrase, and clause or sentence. It can be concluded that the differences between those two ages were in term of the frequency of using the forms. The 3 years old child used single and double word forms frequently, while the 5 years old child used double word form or phrase and clause frequently.
Keywords: <i>Children Language Acquisition;</i> <i>Questions-Making;</i> <i>Preschoolers.</i>	
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-01-15 Direvisi: 2023-02-22 Dipublikasi: 2023-03-01	Kajian ini menampilkan bentuk-bentuk pembuatan pertanyaan oleh anak usia 3 dan 5 tahun. <i>Purposive sampling</i> digunakan untuk menentukan objek penelitian. Bentuk-bentuk pertanyaan pada penelitian ini diperoleh melalui pendekatan kualitatif deskriptif dengan menerapkan tiga metode, yaitu teknik observasi, wawancara, dan pencatatan untuk mengumpulkan data. Untuk menganalisis temuan, peneliti menggunakan reduksi data, kategorisasi, dan kesimpulan. Para peneliti menegaskan bahwa ada empat jenis proses pembuatan pertanyaan yang digunakan oleh anak-anak prasekolah. Bentuk tanda, bentuk kata tunggal, bentuk kata ganda atau frase, dan klausa atau kalimat. Dapat disimpulkan bahwa perbedaan antara kedua umur tersebut terletak pada frekuensi penggunaan bentuk-bentuk tersebut. Anak usia 3 tahun lebih banyan menggunakan bentuk kata tunggal dan ganda, sedangkan anak usia 5 tahun lebih banyak menggunakan bentuk kata atau frase dan klausa ganda.
Kata kunci: <i>Akuisisi Bahasa Anak;</i> <i>Pembuatan Pertanyaan;</i> <i>Anak Usia Sekolah.</i>	

I. INTRODUCTION

In ages between four and eight years old, the brain assigns a neuron for each sound in the mother tongue of a kid. These neurons are connected and strengthened together with children that start connecting sounds to utterances. If children listen to more than one language, so the brain will assign a neuron for another second language (Schiller: 1999). Hakim and Chiani (2019) also state that there is a correlation between children's brain development and their language acquisition. The children will be able to develop their language mastery by learning more languages. Sometimes on their first birthday, the first word appeared. Just when the child achieves this milestone is not easy to be understood. It is an event so eagerly anticipated by their parents. The parents try to figure out the meaning of the children's babbling through their body language. It is often to find misunderstandings between them. It is difficult to set up firm criteria for true linguistic uses of a

word, but some children consistently and spontaneously using and imitating the adult speech. It is also stated by Nida in 2000 that occasionally the stringent requirement for children's word production is from adult utterances (Nida: 2000).

From the statement above, we can use a foreign language like English as an instrument to train our children's brains. The more languages we let them hear the more advancements in their brain. In the first year, the children's brains respect language. Many scientists confirmed that hearing many languages can stimulate their brains. According to Philip, 1972 the sound of many languages can stimulate neurons in children's brains to be developed well. Finally, the children will be able to speak many languages when they become adults. Question is one of the forms that a child uses to learn a language. Parents must be able to response the questions from their Children. The parents sometimes find some confusing questions. It makes them difficult

to respond to or answer their children's questions. The confusing questions are caused by children's ability because they are still difficult to express their questions with complete forms of sentences. Some children sometimes use only a word, a phrase, or even a sign to ask something to their parents. Moreover, their parents will be angry because of unclear questions given by their kids. It is seldom for parents to label their children as a fretting child. This phenomenon is very dangerous to be applied by the parents, because it influences the development of children's language acquisition. From the problems above, this paper will describe the development stages for question formations made by the children. Hopefully, this paper can help us how to analyze our children's questions. So that, we can response and answer their question well and effectively.

II. METHOD

Agung (2012) explains, descriptive analysis is a technique that develops and interprets the meaning of the data that has been collected by paying attention and recording as many aspects of the situation under study at that time as possible so as to obtain a general and comprehensive picture of the actual situation by compiling it in an orderly manner. systematically in the form of words, categories regarding a subject (objects, symptoms, certain variables). To describe the developments, this paper will take two samples of children who have different ages. In the initial, they are M and H. M was 3 years old and H was 5 years old. The writers used a simple observation by following them on different occasions and in different places. The researchers visited M's house and went to the supermarket with H. Beside that, the researchers interviewed the respondents and also their parents to support the observation stages. Note taking was also used to reduce and categorized the data findings and at the last stage making conclusion by comparing the frequency of the research objects using the form of questions.

III. RESULT AND DISCUSSIONS

There were some forms of questions that the researchers found from the observation. The Respondents were M (3) and H (5). There were four form of questions that used by them. There were sign form, single word form, double word form, and sentence form. Sign form, the researcher found that M and H used to sign in giving some questions. The moment they wanted to know the name of something, they did not ask

the name of it by using interrogative sentences but they just used their body language. For example, when the researchers arrived at M's house, suddenly He took a book from the researcher's hands and gave it to his mother. Then his mother said "nak jangan dipake main" (do not use the book like a toy), then he cried. But when the researchers gave the book and told him that it was a storybook, then he stopped crying and finally he gave the researcher the book after he knew the name of the thing. It was also found that the H used a sign to ask something. H did a different way to ask the name of something. At the time we went to a supermarket. Then he wanted to know the name of the thing in front of us. But he did not ask me by giving a direct question. He just pointed to the thing, The researchers responded him by saying "kamu mau?" then he answered "no" finally the researchers understood that he wanted to know the name of it. The researchers told him that it is a rice cooker. The sign form was only used by them to ask "what" but both of them never used the sign form to ask when, how, where, and why.

A single word form, the researchers found many questions from them that used a single word only in asking for something. This form was very dominant. They used the single-word form when they wanted to ask what, where, when, how, and why. For example when M wanted to ask where was the researchers' home?, he asked me by saying "rumahnya?" at the time the researchers did not understand what does it mean, then the researchers told him "kenapa dengan rumah saya" he repeated the question tensely "rumahnya?" then his mother answered his question "rumah omnya di Bima". We also found H used only a single word form. For example, when he asked us when will we get back? He said "pulangnyanya?" and we answered "yah sebentar lagi". Beside that he also used a word when he wanted to know how does the escalator work, He asked me "kok?" the question was mentioned when he was shocked after seeing the escalator running. Then we answered "ada mesinya sayang". M used a single-word form in asking why. At the time he asked us why did we came to his house. He asked again "ngapain?". The same word was used also by H on different occasions. The most dominant single words that M and H used in my observation were apa, bagaimana, kenapa, siapa, kapan, dan dimana. They just mentioned those words without adding other words.

Double word forms. It is also dominantly appeared. This form is a question that used two words only as an interrogative purpose. But it was not a form of a complete sentence. It can be categorized as phrase form. They used this many times. For example at M's house, we watched a TV program. M saw a boy on TV. The boy can fly. When M wanted to know how the boy flew. He asked "kok bisa?" M also used phrases in his question. For example, when M wanted to know why did we always write our dialogues? He asked again "ngapain sih?". Then the researchers answered "om hanya menulis daftar belanja kok". He asked again "masak sih?". Another phrase that found from them was "bisa ga, dimana tu, bisa ya, mau gak, siapa tu, etc. A Sentence form, this form was always used by H. It was found in this form once from M. When H wanted to know the name of a thing he always used a complete sentence. For instance, the moment he wanted to know the name of a thing, He asked "Ini namanya apa om?". He also used complete sentence when he wanted to know the price of something. He asked again "Ini harganya berapa ya?". But we only found one from M. He asked us to eat something. "om mau makan ini ga?".

The notion of semantic features has guided much research on the development of word meaning including question meaning. Logically, one possibility of the pattern of development is the initial word and its meaning specifically. Carnegie in Uce, 2017 stated that the development of children's brains is influenced by the environment. They learn something from their experiences. These are based on too many features. For example, a child who sees a particular dog and hears the word dog might define the word or the question in terms of the particular features of the dog, perhaps color and size. For example, when we observed M who was 3 years old, he asked a question by saying "yang merah itu" and he pointed to a red thing. From the question, he wanted to know that what the red one was. Whereas H used more complex questions by saying "apa itu yang warnanya hitam?". It means that different ages might have different forms of a question. In this instance, the development requires a process of abstraction. Irrelevant features would have to be eliminated. The contrasting possibility is that children begin with only partial meanings; that is, with only one or two features perhaps overall shape. Development then consists of adding features. The first possibilities predict that early word and question meaning should be over-specific.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Overall, the age of children determines the way of making questions. The children prefer to use simple questions than complex questions, and children often give questions in many kinds and forms. They types of questions employed by the preschoolers were sing form, single word form, double word form or phrase, and clause or complete sentence form. Form the the age, the 3 years old kid used sign, single word and double word form frequently, while the 5 years old kid was able to use complete sentence form and sometimes also used the other forms. Because of that, the parents are expected to learn more and have to be patient to understand their children's questions. They have to respond and answered those questions well as a positive support system for their children. A good response determines the development of children's language acquisition.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to examine more deeply and comprehensively about a Case Study of Children Language Acquisition: The Form of Questions-Making Processes Employed by Preschoolers.

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