

**THE ANALYSIS OF UTTERANCES PRODUCED BY 3 and 4
YEARS OLD CHILDREN**

*Submitted as Partial Fulfillment of the Requirements to Obtain S1
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Thesis



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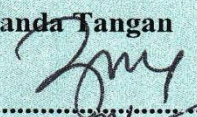

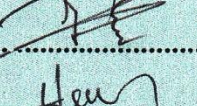
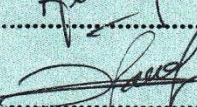
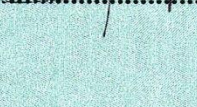
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ABSTRAK

Hutabarat, Mastaria, 2012 “An Analysis of Utterances Produced By 3 and 4 Years Old Children”

Pemerolehan dan perkembangan bahasa pertama bagi seorang anak adalah suatu hal yang menajubkan bagi banyak orang. Perkembangan bahasa pertama dimulai sejak bayi lahir dimulai dari bahasa yang cukup sederhana yaitu menangis, mendeguk, tertawa kemudian mereka sampai pada tahap pengucapan satu kata dilanjutkan dengan dua kata dan sampai seterusnya sampai mereka mampu menghasilkan bahasa yang kompleks.

Penelitian ini merupakan penelitian deskriptif, yang bertujuan untuk melihat fenomena yang ada dalam masyarakat secara empiris. Untuk mengetahui sejauh mana perkembangan pemerolehan bahasa pertama pada anak usia 3 dan 4 tahun, yang ada di PAUD Bhakti Husada, 3 orang anak untuk usia 3 tahun dan 3 orang anak untuk usia 4 tahun dijadikan sebagai sampel penelitian ini. Percakapan mereka dengan teman-teman, orang tua, pengasuh, dan pewawancara mereka direkam dan kemudian percakapan yang direkam tersebut dianalisis untuk mengetahui panjang ujaran yang di hasilkan masing-masing anak tersebut dengan metode penentuan *Mean length of utterances* (MLU) menurut Brown dan mengetahui kalimat-kalimat yang mereka hasilkan berdasarkan modus kalimat yaitu deklaratif, interogatif, imperatif dan interjektif.

Dari hasil penelitian ini, itu menunjukan bahwa meskipun usia anak tersebut sama, namun panjang ujaran dan tahap perkebangannya yang mereka hasilkan berbeda dan beberapa dari antara mereka tidak memenuhi persyaratan rumusan Brown sehubungan dengan tahap perkembangan yang dilihat dari panjang rata-rata ujaran atau MLU dan usia. Ditemukan bahwa MLU usia 3 dan 4 tahun dan tahap perkembangan nya bervariasi. Dari ketiga subjek usia 3 tahun ditemukan bahwa perkembangan bahasa nya berada ditahap I (MLU:1,62), II (MLU:2,28), IV (MLU: 3,14). sementara anak usia 4 tahun berada pada tahap IV untuk semua subjek dengan MLU yang bervariasi 3,02, 3,28, dan 3,4. Ditemukan juga bahwa beberapa anak usia 3 dan 4 tahun sudah mampu menggunakan pernyataan dalam semua jenis mood, deklaratif, interogatif, imperatif dan interjektif dan beberapa belum mampu. Mereka yang belum ini belum mampu menggunakan kalimat dalam mood intejektif. Dari hasil penelitian ini pada umumnya mereka menggunakan kalimat dalam modus deklaratif dalam percakapan mereka. Dari hasil penelitian ini, beberapa anak usia 3 masih meniru ujaran yang diujarkan oleh orang lain namun itu tidak terjadi pada anak usia 4 tahun. Dan juga beberapa anak usai 3 dan 4 tahun masih menggunakan ujaran holofrase dan ujaran telegraf. Hal ini menunjukan bahwa kemampuan verbal anak usia 3 dan 4 tahun masih minim. Ini diakibatkan beberapa faktor seperti kognitif, latar belakang sosial, bawaan lahir.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is the one of media to express what humans being felt, to communicate and to interact with others people. People communicate through verbal or non verbal communications which are through spoken, written, sign, and symbols. However, to use these ways, people have to have good language knowledge and have to have an effective language in order to succeed a communication. So that, what one person says to others can delivered effectively. However, people are not born in full of words, mastering grammatical order and master other linguistic components. They must acquire them from their parents, social life, association and environment. This process is called language acquisition. Language acquisition is the process of acquiring a language which the acquirer do not have a language yet in his/her mind. So, language acquisition refers to first language acquisition or it is usually called mother tongue.

Language acquisition is a complex process which has developmental stages that must be followed by an acquirer in order to have good language knowledge. Lenneberg in Herschensohn (2007:16) states that there is a critical period for language developmental between the ages of two and twelve. He believes that maturation of brain is the one the factor in developing of first language acquisition.

Based on the Lenneberg's opinion, researcher sees that every a normal person who has a complete organ of speech has ability in acquiring a language as his/her first language. However, it is not spontaneously; it needs progression. Child in early stages is not able to communicate as complex as an adult language. Their language is different with adult language and to reach the stage of adult language, it begins from difference, resemble until the same to adult language. So, according to Herschensohn (2007:5) infant must follow some developmental language stages which began from phonology, lexicon, morphology, syntax and pragmatic.

Herschensohn quote from de Boysson-Bardies (1999) that newborn infants are sensitive to acquire both phonological and lexical characteristics. So, in this period, an infant only able to reflex such as crying if it hungry or thirsty, etc; reflex laughing if it is happy. In addition, it will babble and produce such as "nana", "baba", "papa", etc. According to Bloom in Herschensohn (2007:5) young people acquire vocabulary through teen years. In addition, Guasti in Herschensohn (2007:5) state that between eighteen months and four years are the time when children master vocabulary, phonology and syntax.

According to Hoff (2005), the acquisition of phonology or sound systems are started from vowel like coos at 6 to 8 weeks of age, followed by some consonant sounds, and the last followed by babbling. Hoff believes in early 5 months to teen months of age children typically produce their first word. In addition around 18 months children can achieve 50-words. Around the age of 18 months to 2 years, children begin to combine word. Steinberg (2001) said the combination of words in

ages of 18 months to 2 years is called holophrastic utterances. Children's two word combination are followed by utterances that are three and more words long, and children's utterances get longer. In these ages children's first sentences tend to be simple active declarative, negative sentence and question and lacking many of the word function or Steinberg (2001) called telegraphic utterances. By the time children are 4 years old, they can produce complex sentence and this age may be said children have mastered the grammar of their language.

Those things that make many researchers wonder how humans being acquire a language. One of experts that wonder about this phenomenon is Chomsky (1950) that believes humans being are completed by language acquisition device or LAD which encode the major principle of language and its grammatical structure to children's brain. And the others are Skinner which state in Fromkin et al (2007:314) state that language acquisition is heavily influenced by behaviorism, reinforcement, imitation association. The last is Lenneberg (Herschensohn, 2007; 16) claims that there is a critical period of language development between the ages of two and twelve. These experts seem to contradict in viewing of mechanism of language acquisition or language development.

Talking about the development of children language, MLU or Mean Length of Utterances is the one of way to measure that development. Based on the expert of this theory, Brown, who discover the correspondents a child's MLU to their ages (http://www.csun.edu/~vcoao0el/de361/de361s61_folder/tsld016.htm). He stated that in the approximate of 12-26 months, child's MLU in stage I or about 1.0-2.0; 27-30

months in stage II or 2,0-2,5; 31-34 months in stage III (2,5-,3,0); 35-40 months in stage IV (3,0-3,75); 41-47 months in stage V (3,75-4,5); 47+ months in stage V+ (4,5+). However, the researcher assumes that even though they have the same ages, it does not mean they have the same MLU. It is caused many factors such as cognitive, social factor, innateness, intelligence, etc that each of children has is different. So, it is possible that they have the same MLU.

In addition, even though they have the same ages such in ages 3 or 4, it does not mean they have the same ability in producing sentence in mood variety to express their feeling, ideas. Probably in a field, it can be found that not all 3 years old children when they are surprised by others utter such as “I am shock”, others may just express by “laughing, crying” without saying any words. It is same to 4 years old children. In other words, some children in 3 years old may be able to produce such mood interjection and others moods, but others may not.

Therefore, researcher is really challenged in conducting this research which about the analysis of utterances produced by 3 and 4 years old children for some reasons. Firstly, researcher wants to know how far as the ability of 3 and 4 years old children in acquiring their first language. This idea is basically gained from the lenneberg’s opinion which states that biological maturation such ages is the factor of language development. From the lenneberg’s opinion above that every child who has the same ages have the same ability in acquiring and producing his or her first language. However, researcher assumes that the ability in acquiring language of each child such as in ages 3 and 4 years old is different. Some aspects that differentiate

them are experiences, cognitive, maturation of vocal tract, doing interaction and maturation of brain.

In addition, through this research, parents can be helped to see whether their children have a good both language competence or language performance or not. Moreover, many people see this phenomenon is the common process. Therefore, through this research researcher wants to show that language acquisition has a unique process; that there are many aspects that help the development of first language.

1.2 Identification of the Problem

The utterances that are produced by 3 and 4 years old children can be analyzed through phonology, lexicon, morphology, syntax, semantic, pragmatic study and psycholinguistic study. In phonological study, 3 and 4 years old children's utterances can be analyzed based on the children's pronunciation, in lexicon study can be identified based on the number of word that the children's have, in morphology study can be identified based on the words structure like plural ending, past form and others. Moreover, the utterances 3 and 4 years old children can be identified based on the syntactically such the form of sentences structure. Then, it can be identified semantically in order to see the word meaning literally of the children utterances. It can be also identified pragmatically in order to see the meaning of children utterances based on the context. The last, it can be analyzed through psycholinguistic study by investigating the ability between 3 and 4 years old in acquiring their first language and identifying what factor that help children acquire their first language.

1.3 Focus of the Problem

There are many problems that can be found in the utterances that are produced by 3 and 4 years old children like researcher mention in the background of the problem and identification of the problems above. However, this research is concerned with the psycholinguistic study that investigates the ability between 3 and 4 years old in acquiring their first language. To investigate this thing, the researcher identifies the length of utterances and their kinds of sentence based on sentence moods that both each of ages produce.

1.4 Formulation of the Problem

Based on the identification and the focus of the problem, this research is formulated as follow “what are the forms of utterances which are produced by 3 and 4 years old children?

1.5 Research Questions

Based on the limitation and formulation of the problem above, the research questions are:

1. In what stages 3 years old children’s utterances are?
2. In what stages 4 years old children’s utterances are?
3. What is the kind of 3 years old children’s sentence based on sentence mood?
4. What is the kind of 4 years old children’s sentence based on sentence mood?

1.6 Purpose of the Research

Based on the research questions and the formulation of the problem, the purposes of this research are:

1. To identify the stages of 3 years old children's utterances by using MLU
2. To identify the stages of 4 years old children's utterances by using MLU.
3. To identify the kinds of 3 years old children's sentence based on the sentence mood.
4. To identify the kinds of 4 years old children's sentence based on the sentence mood.

1.7 Significance of the Research

This research is contributed to be useful theoretically and practically. Theoretically, this research is expected to be useful for linguistic student to enrich the knowledge for English department especially in field of psycholinguistics related to language acquisition and it can be a relevance study for linguistic or non linguistic research.

Practically, this research is expected to help reader to know how far as the language knowledge ability of 3 and 4 years old. In addition, this research also can help parents to help their children in developing their children language. And also to help parent to know that each children have different ability in acquiring language, so they do not worry about their children if there is something abnormal in their children

spoken. By this research, parents can know whether their children have a good language knowledge and competence or not.

1.8 Definition of the Key Term

Language acquisition: Language acquisition is the process of acquiring first language by children approximately the age of 0-4 years old without learning it from school.

Utterance : Utterance is the natural unit of speech bounded by breaths or pauses.

Sentence : Sentence is the grammatical unit which represents a complete meaning.

Mean Length of

Utterance (MLU) : MLU is the one of way to measure the children language development especially number of morphemes or word.