



THE ACQUISITION OF MANDAILING LANGUAGE AND LANGUAGE DISORDER AT THE SYNTACTIC LEVEL IN TWO YEARS OLD CHILD

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ABSTRAK

This article aimed to analyze the acquisition of Mandailing language and language disorder at the syntactic level in two years old child in the term of Psycholinguistics. This study focused on these four purposes; describe the types of nouns, verbs, and adjective obtained by 2 years old child, describe the dominant word-class obtained by the child, describe the word in what meaning field the dominant child gained and describe language disorders that occur in children. The source of this study was a two years old child. The child named Nazla Yusyifa. The language the child used was Mandailing language. The data was collected in the form of recording of the child's speech with her parents. The linguistic aspect analyzed in this study was the syntactic level. The analysis was conducted qualitatively and quantitatively. Analyzing data was done with four steps, namely: Data Transcription, Data Selection, Data Classification and Exposure of Data Analysis Results.

Keywords: *mandailing language, language acquisition, language disorder, syntactic level.*

1. INTRODUCTION

Language plays an important role in our life. Language is used to communicate with others; humans need language as the medium. In other words, language is a means of communication between members of the public in the form of sound symbols produced by human speech tools to convey or receive messages, ideas, ideas and information. The language also facilitates the community in socialize with the environment around without human language will find it difficult to do anything.

Mandailing language is one of the regional languages spoken at Kubu Cotu, Rao Sub-district, Pasaman Regency, where researchers conduct the research. This area has two languages called bilingual because of its population, which consists of 2 different tribes, namely *Minang* and *Mandailing* tribes. Therefore, Mandailing language and Minang language are applied in this area. However, the focus of the author's writing is the acquisition of Mandailing languages.

According to Chomsky (1975), language can only be dominated by humans because only human beings who have an advantage in language and there lies human differences with other creatures. Since being born into the world, people are already speaking. A child is born with a language acquisition tool called LAD (Language Acquisition Device) Chair (2003: 222). LAD is considered a physiological part of the brain that is specialized for processing the language and



has no connection with other cognitive abilities. So, with the tools provided since birth, children already speak. It is evident that since childbirth has produced variations of tears.

From the sound of crying, parents understand that children cry because of hunger, pain, or because of boredom. Research on the acquisition of language is generally done on the output produced by the child because it is difficult to observe how the process occurs. The acquisition of a child's language has characteristics of continuity, possessing a series of unity, moving from the utterance of a simple word to a more complicated word combination. According to Sasangka (2000: 25), the level of language acquisition of children who are at the age of two years is in the period before adult grammar.

At this time, the child has produced complicated sentences. Viewed from the acquisition semantically, the child at that age is at the stage of the semantic field. At this stage, the child can already tell the true meaning because the child has a lot of control over the word. The words spoken by children come from the noun word class, verbs, and adjectives. In the process of language acquisition, children also experience interference.

Language disorder experienced by children is based on various factors and raises various types of disorders. Knowledge of the language disorder suffered by the child can help us in solving and tackling the various conditions of the language disorder. Therefore, there is a need for knowledge of language acquisition and language disorder that occurs in two years old children, especially in Mandailing language.

The problems in this study are focused on the acquisition of semantics of children, especially on the acquisition of words in the word class of verbs, nouns, and adjectives of a thirty-month old child and the language disorder experienced by the child. In accordance with the focus of the problem, the formulation of the problem in this study is how the form of acquisition of words in the form of verbs, nouns, and adjectives of a child aged thirty months and language disorders experienced by children.

This study aims to: (1) describe the types of nouns, verbs, and adjective obtained by two years old child, (2) describe the dominant word-class obtained by the child, (3) describe the word in what meaning field the dominant child gained And (4) to describe language disorders that occur in children.

Every normal child will learn the first language (mother tongue) in his first years, and the process takes place until about the age of five (Octavian, 2006: 72). In the process of development, all normal human children acquire at least one natural language. In other words, any normal child or natural growth gained a language, the first language or the mother tongue in the first years of life, unless there is a disturbance to the child. Chomsky stated that there are two processes that occur when a child gets his first language. The processes are the process of competence and performance process. These two processes are two different processes. Competence is a process of mastery of grammar (phonology, morphology, syntax, and semantics) unconsciously. This competence is carried by every child since birth. Although carried out from birth, competence requires coaching so that children have performed in the language.

Performance is the ability of children to use language to communicate. The



performance consists of two processes, namely the process of understanding and the process of publishing sentences. The process of understanding involves the ability to observe or perceive the sentences heard, while the publishing process involves the ability to produce sentences themselves (Chaer 2003: 167).

The process of acquiring a language is a controversial thing among linguists. The debatable issue between the experts in the acquisition of language is nature and nature (Dardjowidjojo, 2000: 235). Linguists who adhere to the flow of behaviourism say that the acquisition of language is natural; the acquisition is determined by the natural environment. Other linguists say humans are born with a tabula rasa, a kind of empty plate without anything. The plate is then filled by nature, including its language.

B. Development of Syntax

The acquisition of syntax of a child starts by speaking a word (or a part of the word). This word, for the child, is actually a full sentence, but since it cannot say more than one word, it takes one word; it takes only one word from the whole sentence. The question is which word he chose? According to Dardjowidjojo (2010: 246) in the mindset that is still simplest, it seems the child already has knowledge about old information versus new information. Sentences are spoken to give new listeners new information. Of the three words in the sentence *Adi wants candy*, the new is the word "candy". That's why children choose "ndi" and not in, or want to. With the abbreviation that can be said that in the utterance called USK, (one-word utterance) the child does not arbitrarily just choose words that provide new information. In terms of syntactic, USK is very simple because it consists of only one word; even for the Indonesian language, only a part of that word.

But in terms of semantics, USK is complex because one word has more than one meaning. Children who say / bi / for cars can mean to say: a. Ma, that's a car. b. Ma, let's go to the car. c. I'm going to the car. A one-word word that has many meanings is called holophrastic (holophrastic) utterance. At the beginning of the USK, there is also no consonant cluster. All clusters present at the beginning or end of the sentence are simplified into consonants only.

Words like *play* and *cold massing*, respectively will be pronounced as / pe / and / cod /. The Indonesian word *princess* (for the Princess's Eve) is pronounced by Echa at first as *Eyang / ti /*. Another feature of USK is that words are used only from the main categories of syntax (content words), namely nouns, verbs, adjective, and possibly adverbs. No function words like *from*, *to*, *from*, or *to*. In addition, the words are always from categories here and now. Nothing refers to neither the past nor the past or the future. The child can also declare Noah's negation, repeat more or more, and the ending of something gone. Deadlights are also often said to be gone. Around the age of 2, 0 children began issuing a Two-word utterance, UDK (Two Word Utterance).

The child starts with two words interspersed with pauses so as if the two words are separate. To indicate that the lamp is on, Echa, for example, does not say / *lampunala* / "lights on" but / *lamp // nala* / "Lamp. On is "with a pause between the lights and the flame. Obviously, this is getting shorter and shorter to become a normal speech.

Another feature of UDK is that these two words are words with main categories: nouns, verbs, adjectives, or even adverbs. There is no such function



word in, which, and so on. Because the speech form is like this telegraphic language, then UDK is often also referred to as telegraphic speech (telegraphic speech). In UDK also has not found any affixes. For English, for example, there has been no -s inflexion for the plural or present; no -ing for progressive, etc. For the Indonesian language, the child also does not use a man- or suffix prefix, -i, or -an. This is a universal phenomenon. At approximately two years of age, the child has known the relationship of cases and operations.

Although the semantic UDK is more obvious, the meaning of the child is still to be guessed according to the context. The research was done by recording Nazla' speech; Nazla is a child of Nurhasanah in Pasaman.

C. Measurement of Mean Length of Utterance (MLU)

MLU is a measure for the development of children's syntax. According to Brown (in Dardjowidjojo, 2000: 241) how to calculate the MLU can be done with several steps, first, take a sample of 100 speeches. Second, calculate the number of morphemes. Third, divide the number of morphemes by the number of speeches, as in the following formula.

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

Brown (in Kridalaksana, 2005) divides the childhood language acquisition stage according to MLU children into ten stages:

1. Stage I MLU (1-1.5) at 12-22 months of age
2. Stage II MLU (1.5-2.0) at the age of 27-28 months
3. Stage III MLU (2.0-2.25) at the age of 27-28 months
4. Stage IV MLU (2.25-2.5) at 28-30 months of age
5. Stage V MLU (2.5-2.75) at 31-32 months of age
6. Stage VI MLU (2.75-3.0) in regular months 33-34 years
7. Stage VII MLU (3.0-3.5) at 35-39 months
8. Stage VIII MLU (3,5-3,45) at the age of 38-40 months
9. Stage IX MLU (3,5-3,45) at age 41-46 first
10. Stage X MLU (45+) at age + 47 months

II. RESEARCH METHOD

The source of this study was a 25-month-old child. The child named NazlaYusyifa. The language the child used was Mandailing language. The language was her first or her mother tongue. The child lives with her parents in Kubucotu, Rao Sub-district, Pasaman Regency.

Every day the child was playing in the house where the mother lived. The data was collected in the form of recording of the child's speech with her parents. Data was recorded by phone. The recording was transcribed with phonemic spelling and translated into English. The data collected was only about 100 child speeches taken as samples to measure the child's MLU. The data was taken from 17th -19th November 2017 in Nazla' house.

The linguistic aspect analyzed in this study was the syntactic level. The analysis was conducted qualitatively and quantitatively. Quantitative methods involved analysis of MLU distribution and estimates as a determinant of the



language development of the child. Analyzing data was done with four steps, namely: 1. Data Transcription Speeches recorded through the Mobile phone were edited and transcript in sentence form. The collected data was arranged in the form of sentence structure of children's utterance. 2. Data Selection Transcribed data were processed by separating the required data and meeting the requirements for the purpose of the study. The selected child's speech was a qualified speech for her MLU count. 3. Data Classification The data that had been selected in accordance with the research objectives and data that calculated MLU it. The way to classify the data was to group the child's speech based on the number of morphemes of each speech. Furthermore, the number of morphemes of each speech was summed (the number of speeches is limited to 100 words). Then, the morpheme count of the 100 utterances was divided by 100. 4. Exposure of Data Analysis Results When the MLU results were already obtained, the results were analyzed to find out which children were the samples of the research were at what stage and analyzed the syntactic acquisition in terms of the length of speech and syntactic structure. Syntactic structures such as the kind of words that had been obtained and sentence patterns were obtained.

III. ANALYSIS AND FINDING

The recording of a child's speech which had been transcribed into phonetic spelling was translated into English.

1) Language Acquisition

1. One word sentence

Nda 'no'

Tak 'sister

'Ipstik 'lipstics'

Mak 'Mom'

Yah 'father'

Jaja 'buy'

Didi 'take a bath'

2. Two word sentences

Ndaiot 'I dislike'

icaau 'I can'

Tatak auk 'sister is rotten'

auk ma 'give me mom'

pepengmak 'money ma'

dung ate 'have been off'

3. Three word Sentences

Indaiot au 'i dislike'

Dok au wak 'I'll join with you aunty'

Ndasyatikia 'she is not pretty'

Kakangabammak 'my brother is naughty mom'

Ukon on kak 'throw this away'



4. Four word sentences

Injamilayo 'borrow me please!'
Bada iailamak 'he disturb me mom'
Naekbumbumodang 'drive a big car'
ciktotokilamak. 'i have a stomached mom'
A do on wak. 'what is this?.'
Dung mamam au kak. 'i've eaten sist'

5. Five word sentences

Adungke bam papa 'bro Arpa had gone'
Ndakiotiaium es 'he/she dislike to drink ice'
Bucijauakcogolengmak 'buy me fried meatbowl mom'

2) Language Disorder in two years old child

Language disorder experienced by Nazla was an articulation disorder in the delivery and use of language. There was the unclear sound of word and sentences that uttered by Nazca.

Based on MLU measurements above, the length of Nazla's speech was 2.51 words per speech. When adjusted to Brown's opinion, Nazla was still at stage V which means the acquisition of language was still low because at the age of Nazla now MLU should be at stage VIII, the MLU ranges between 3.5-3.45 words per speech. The higher the MLU of the child the higher the child's language mastery. Based on the data obtained and grouped, Nazla had been able to speak from one-word sentence to five words.

The types of words that Nazla already recognizes were nouns (N), verbs (V), Adjectives (Adj), Adverbial (Adv) N Liptik 'lipstick', mak 'mom' V mayam 'go playing' Adj kakang 'naughty', buci 'buy' Adv tuputupu ang lucu 'funny butterfly' First Nazla learned the first word. The pronunciation was limited to his articulation abilities. In infants, there were a number of obstacles in spreading some phonemes such as phonemes / k / have not been able to be pronounced, but can already mention the phoneme / t /. A single word phrase called holofrasis by experts was often considered not a sentence because its meaning is difficult to predict. [fish] pronounced / itan / [naittuda] - riding horses [tupu-tupu] - butterflies Then followed by two, three, four, and five word sentences. In addition to being able to compose sentences of up to five words, she had been able to compose whole sentence structures in subjects and predicates, such as: [ciktotokilamak/I have a stomach mom], [bucijauakco/buy me meatbowl]. B.

Language Disorders in 25-month-old child Articulation Disorder Children whose speech was unclear or difficult to grasp in psychological/psychiatric terms were called articulation or phonological disorders. However, this disorder was reasonable because it was classified as developmental disorders. With age, this disorder was expected to be overcome. Even so, the disturbance was light and heavy. Which is light, by the age of 3 years, the child can not mention [l], [r], and [s]. So the word car called "bum bum" or run practically "lali". Usually, this disorder disappeared with the age of the child or if we train it by getting used to a good and correct language. It's just for children who are classified as "rebel", generally



reluctant to be corrected.

We should not force even to keep telling the truth by repeating the word that he said. For example, "Ma, yuk, we lali-lali", immediately timpali, "Oh, mean Adek, run". Categorized as heavy, children remove certain letters or change letters and syllables. Such pronunciation will be difficult for others to understand.

Phonological disorders may be due to an age factor that causes speech or speech motors to be incomplete or not fully developed; from the arrangement of the teeth, the shape of the jaw, to the tongue that may still be stiff. Some cases of this disorder were associated with mental retardation. Children whose intelligence was not so good, the development of speech will also be disrupted. When the neurological disorder was the cause, it means there was a nervous system function that has interference. Another cause was hearing loss. When the child could not hear clearly, automatic speech development was disrupted. The equally important as environmental factors, especially if the child was not / trained to speak properly. If the cause was lack of exercise or stimulation, it would be easier and relatively faster healing as long as it gets good handling. However, if due to neurological disorders, should be consulted to a neurologist. Meanwhile, when it came to mental anxiety, it was usually relatively more difficult because it depends on the level of mental tenderness. If the category was underdeveloped, the pronunciation of a child's words is also difficult to catch. However, with speech therapy, the pronunciation can be somewhat clear, although there are also some that are still difficult to digest by the person who listens. What is clear, if the disorder is in the difficult stage, it is advisable to bring children consulted.

IV. CONCLUSIN

1) Conclusin

Based on the data and discussion done in this study, 25 month old child had obtained nouns, verbs, and adjectives. It could be concluded that a child who was two years old can already master nouns rather than verbs and adjectives. The type of nouns controlled by the child was generally the noun, noun and nouns. From the above discussion can also be seen, the child had mastered the verb deeds, process verbs, and state verbs. The types of words that had been obtained and told by Nazla included nouns, verbs, adjectives, and adverbs. Nazla had been able to speak the full sentence. The child' acquisition of syntax was started by speaking a word (or a part of the word).

This word, for the child, was actually a full sentence, but since it cannot say more than one word, it takes one word; it takes only one word from the whole sentence. The question was which word she chose? There were similarities in the ability of children to say certain words. In general, there were children's utterances that show similarities, such as maem, mimic, papa, mama, and others.

The most important role in developing the language skills of children was the mother. In this case, the mother was considered the most determinant of the acquisition and language proficiency of children because in essence children tend to imitate and follow the footsteps of their parents, including the language, it was recommended not to mention the name of the object with a lisp.

The best effort in developing children's early language skills is by training



vocals, which were best, understood by children, for example. Furthermore, children need to be given the opportunity to speak in front of their parents, not so that children have the courage to issue vocabulary. The language skills of this child were needed to be prepared early because the linguistic potential of children can be developed in the age of 0 to 11 years.

Toddler period (under three years) was a critical issue in language development, so as a parent must have to take advantage of this time as well. There were several ways parents can practice and enrich the children's vocabulary, completed the words of the little one, described clearly the words in question, always introduced a new word, and introduced the habit of reading early. Language disorder commonly occurred in children aged two years is an articulation disorder.

The process of brain development that had not been perfect because the delivery of the language of children does not have a clear articulation. Articulation disorders could also be caused by environmental factors.

2) Suggestion

Parents should pay attention to the process of language development in children. Parents should take advantage of the development of the child's language acquisition as well as possible. Parents should diligently train and enrich the child's vocabulary early on.

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