



THE MORPHOLOGICAL AQUISITION ON INDONESIAN 3 YEARS OLD CHILDREN

Maitri Rahmadhani

STKIP Al Maksum, Stabat, Indonesia
Maitri_rahmadhani@yahoo.com

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ABSTRACT

The children's language acquisition will always be interesting things to be investigated. This study is focused on the morphological acquisition on children's language acquisition of 3 years old children. It is the comparison of Indonesian - 3 years old-children speakers and English – 3 years old – children speakers viewed in their morphological acquisition. This study uses a qualitative approach with case study method in order to see all the phenomena that exist in the form of language acquisition children aged 3years old at the level of morphology. Data collection techniques are technical documentation and observation with the help of the recorder such as mobile phones and diaries. It is found that Indonesian - 3 years old- children speaker have faster and more complete in the case of morphological acquisition compared to English – 3 years old – children speaker.

Keywords: Language Acquisition, Morphology, Children

I. INTRODUCTION

The children's language acquisition will always be interesting things to be investigated. Most of us have always been fascinated by the almost miraculous unfolding of language in children, that is how babies born completely without language, but by the age of 3 up to 5 years old, they typically have acquired thousands of vocabulary words, grammatical and phonological systems, and equally complex rules for how to use their language appropriately in many social settings.

Many theories are related to children's language acquisition. Those theories have their own findings. It is really helping us to do other research about children's language acquisition that may lead us to different findings. This research tends to focus on the morphological acquisition of 3 years old children speaker of both Bahasa Indonesian and English that is trying to find any differences in acquiring those languages. The data is collected objectively and examined by using these theories and research methods and methodology.

The research on children's language acquisition needs several methods and methodology. These methods are needed in order to get the objective result that leads to the findings. Methodology means the ways in which one decides to approach the data of language acquisition. Finally, the researcher will review the observations that have been conducted to get the new findings and draw the conclusion of this research.

This study is focused on the morphological acquisition of children's language acquisition of 3 years old children. It is the comparison of Bahasa Indonesia - 3 years old- children speakers and English – 3 years old – children speakers viewed in their morphological acquisition. Next, there are two questions to be raised that interest the researcher to conduct this research. The items are: 1. Is there any difference in the morphological acquisition of Indonesian - 3 years old- children speakers and English – 3 years old – children speakers?. 2. Do Indonesian - 3 years old- children speakers have the same problem in morphological acquisition with English – 3 years old – children speakers?.

This research is written generally to know the process in morphological acquisition in both languages: Indonesian and English and also to give some specific objectives. The objectives are: 1. To find out whether there is a difference in the morphological acquisition of Indonesian - 3 years old- children speakers and English – 3 years old – children speakers.2. To find out whether the Indonesian - 3 years old- children speakers face the same problem in morphological acquisition with English – 3 years old – children speakers. This research is expected to be able to give some significance, both theoretically and practically. Theoretically, this research will give a general understanding of the morphological acquisition of Indonesian - 3 years old- children speakers and English – 3 years old – children speakers. Practically, this research will be able to be the base investigation for the readers who are interested in analyzing the same problem for deep and further investigation, and also to enrich the Language Acquisition field particularly.

II. LITERATURE REVIEW

Language acquisition is a scientific study of language particularly deals with how human (from infant to adult) acquire a language. Many students of language have observed and described the speech of children, beginning with the earliest sounds and continuing over a period of some years (Paivio, 1981)

The current approaches to language acquisition all concentrate much more on the child actively building their knowledge of the language. This is how they still tend to divide along **nativist** and **empiricist** lines. A nativist approach, like Chomsky's **Principles and Parameters Theory**, proposes a fair amount of inborn knowledge in the child. That is knowledge about the general rules that all human languages obey (**Principles**), and knowledge about the "permitted" ways that languages can vary from one another (**Parameters**). In this way, the children is believed have been given knowledge as well as the speech organ as tools to acquire a language.

Empiricist approaches do not assume any such inborn knowledge. Some empiricists like Jean Piaget, and those working in his tradition, see language development as the result of the child's striving to make sense of the world and to extract meaningful patterns, not just about language, but about all aspects of their

environment. Language acquisition is seen as a product of general intellectual development rather than of a separate language processing capacity. Here, the children language acquisition is seen as the result of the children interact with their environment. They imitate the adults in speaking a language.

There is one thing that needs to be noticed is the differences between first language acquisition and second language acquisition. The first language acquisition is a process of acquiring language that is firstly received since the children born. This first language commonly called the mother tongue. While a second language acquisition is a process of acquiring a language that is obtained after mastering the first language and in general, this type of language is called a foreign language.

The very important point in language acquisition is that the acquisition itself brings the process to get a language that usually unstructured and take place in society, informal and without any action or any formula which are patterned by the teacher. Unlike language acquisition, language learning is the process of getting a language which is structured, formal which normally took place in the class and taught by the teacher/instructor.

There are many factors that affect how children successfully acquire the language. One of them is the environment where the children live. Generally, the language environment can be divided into two, i.e., (1) a formal environment or artificial that is found in the learning process; (2) informal or natural environment, which is found in the life of society (Krashen, 1982: 40). In many cases, although the environment gives positive support on children's language acquisition, some obstacles from other factors can also give a negative influence on children's language acquisition. They are neurological aspects, routines, and patterns. Thus, the success of children's language acquisition should be seen as an integrated process with many factors affect it.

In children language acquisition, Piaget argued that children construct their own knowledge of their own experiences with the environment. According to Piaget (in Tarigan, 2011:41) classifying language development into seven stages. (a) Phase I felt (pre-linguistic 0.0 to 0.5) first, (b) phase fingered (pre-linguistic 0.5-1.0) second: the word nonsense, (c) the linguistic stage I holophrastic; sentence one word (1.0-2.0), (d) phase II linguistics sentence two words (2.0-3.0), (e) phase III linguistics. Development grammar (3.0 to 4.0), (f) phase IV grammar linguistics pre-adults (4.0-5.0), and (g) phase V linguistic competence full (5.0-...). I specialized in linguistics stage around 1-2 years old children have started using a series of speech sounds that produces single speech sound meaningful.

Some investigators have assumed that since grammatical relations are universal, they must form part of the child's innate knowledge about language (McNeill, 1966, 1970). The children acquire the range of morphemes in language that does not have the transparent semantic meaning of the major lexical words. These morphemes are often called *grammatical morphemes* in the sense that their meaning is either partially or totally defined by the set of rules (or grammar) of a particular language (Brown, 1973).

The Morphological development in children may differ from one to another. There seem to be some degrees in the regularity in the stages that the children go through as they acquire different morphemes. As their age growing

older, they acquire more morphological process. Generally, children tend to acquire noun better than other part of speech. On nouns, for example, they start to add morpheme(s) to mark the gender, number, and case. Another example is on verbs. They add markers for aspect, tense, gender, number, and person. The process of morphological acquisition itself may be influenced by some factors. The acquisition of suffixes, for instance, it is normally taken earlier than the affixes and infixes.

Children learning a prefixing language like Mohawk acquire the inflectional prefixes later than children learning a suffixing language (e.g. Mithun 1989). This asymmetry is consistent with the more general asymmetry among languages: suffixing systems by far outnumber prefixing ones (Hawkins and Cutler 1988). When children are given nonsense prefixes and suffixes to imitate, they find suffixes easier than prefixes (Kuczaj 1979 in Eve Clark). In conclusion, children seem to find it easier to process information added to the ends of words than to the beginnings.

Children usually show a general preference for marking added meaning with an affix. In presenting with plural forms that differed from their singular counterparts for instance, i.e., (a) by the addition of an affix, (b) by subtraction of an affix, or (c) by zero, children prefer option (a), an added affix (Anisfeld and Tucker 1967 in Eve Clark). This is consistent with Greenberg's observation that added complexity (of the meaning) is typically marked in languages by added morphemes.

III. RESEARCH METHOD

This study uses a qualitative approach with case study method in order to see all the phenomena that exist in the form of language acquisition children aged 3 years old at the level of morphology. Data collection techniques are technical documentation and observation with the help of the recorder, such as mobile phones and diaries. Sources of data in this research are the recordings of speech uttered by Ando (3;1), Bowo (3;4) and Reisy (3;2). Data were analyzed using inductive models, with the steps: observation of data, insights into the structure of the data, the formulation of hypotheses, and testing hypotheses.

IV. ANALYSIS AND FINDINGS

Indonesian 3 years old children speaker

Researcher : eh, ayamnya kenapa tu?

Ando (3;1) : hahaha, kebingungan dianya (Confix ke-an)

Bowo (3;4) : haha, iya, binun dia. (binun = bingung : base form, but still incorrect)

Reisy (3;2) : enggak enggak, ketakutan bu. (confix ke-an)

Researcher : ibu punya permen loh, mau ga?

Ando, Bowo, Reisy: Mau. Mau.

Ando : dibuka dulu lah tapi.. (di- + base form)

Bowo : buta-in bu. (buta-in = bukain, Suffix -in)

Reisy : ini buka juga.

Bowo : mmm ena' (ena' = enak)

Researcher : inget ga lagu yang Reisy suka. Yang gini: ...bermain, bertepuk, bersiul-siul..

Reisy : o tau. tau.

- Bowo : wowo tau. (wowo = bowo)
Researcher : Nyanyilah! Tadikan sudah dapet permen.
Ando : bel-nyanyi kita bel-nyanyi. Tandanya gembira ati
(bel-nyanyi = bernyanyi, ber- + base form; gembira = gembira, ati
= hati)
Researcher : sambung lah Sya!
Reisya : ber:sor:ak, ber:tepuk, ber:siul-siul (ber:sor:ak = bersorak, ber +
base form. In this case she pronounce 'r' sound not as clear as
adult.
Bowo : (at the same time with reisya) be-soyak, be-tepu>k, be-shiul-shiul
(be- in this case means ber + base form. Bowo pronounce all 's'
sound as 'sh'.
Researcher : loh, ayah Reisya kok sudah pulang tu jam segini?
Reisya : loh.. (facial expression : confused)
Bowo : iiii ayo... dimayain bos na.. (dimayain = dimarahi, affix
combination di-i)
Ando : tel-lambat .. (tellambat = terlambat, ter + base form)
Reisya : hahaha, ketipuan..!! (ketipuan = tertipu, confix ke-an. She
misinterpret tertipu becomes ketipuan because there is a word
ketipu, then she add -an)

English 3 years old children speaker

- C (3;0) : Bert knocked down [=get knocked down]
C (3;1) : (handing mother an orange half and waiting expectantly for
mother to squeeze the juice into her mouth) Drink me, uh.....put it
in.
E (3;2) : (wanting mother to help her climb a pole) Will you climb me up
there and hold me? [=make/have climb]
Benjy (3;3) : We have two kinds of corn: popcorn, and corn. Popcorn: it
crunches. And corn doesn't crunch; its eats [=get/be eaten]
J (3;6) : (sitting on a metal stool) It colds my bottom
Jim (3;9) : I want that make, off my mittens. (he omitted word- endings
plural -s and past tense -ed)

Based on Bowerman 1982a, Clark, unpublished diary data, Lord 1979 in Eve

Clark's *First Language Acquisition*.

Based on the observation in this research, I found that Indonesian - 3 years old- children speaker have faster and more complete in the case of morphological acquisition compared to English - 3 years old - children speaker. Indonesian - 3 years old- children speaker can already form words they want to spoke by using various affixes attached to the base form of the words. They use ber + base form, ter- + base form, di- + base form, confix ke-an, affix di-i, and suffix -in. on the contrary, English - 3 years old - children speaker can only use affix particularly Inflectional Affix. This affix is used to form the grammatical function, for instance, affix -s is needed to change the singular form to be the plural form, affix -ed is needed to change the base form of the verb to be the past form verb.

Indonesian - 3 years old- children speaker do not have the same problem in facing the morphological acquisition with English - 3 years old - children speaker. The Indonesian language grammatically does not have tenses that can

change the verb in a sentence. While, grammatically, English has tenses that can change the meaning and verb in a sentence.

V. CONCLUSION

Since Bahasa Indonesia and English has different grammatical rules, the morphological acquisition of both language speaker also differs viewed in its development. Indonesian - 3 years old- children speaker have are faster and more complete viewed in morphological acquisition than English – 3 years old – children speaker.

It is strongly suggested to the researcher to analyze the same problem for deep and further investigation since this research focuses on the Bahasa Indonesia 3 years old children compare to the English 3 years old children. It is also suggested to the parents to give support and positive input to the children, to help the children acquiring their first language.

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