INDONESIAN SENTENCES ACQUISITION BY
A THREE-YEAR-OLD CHILD

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Abstract: It is about the Indonesian acquisition declarative sentences produced by a three-year-old child. The language acquisition study is able to tell us more information about development of language psychologically and intellectually on child. Relationship of surrounding and children affect them in using language. The objective of this study is to investigate the patterns of sentence on Indonesian declarative are acquired by the three-year-old child. The study is a case study, the data were a child’s utterances and the source of the data were taken from a child is three year old. The way of the researcher to collect sufficient data, the recorder was used for collecting the data. The child’s utterances were recorded every Sunday for three weeks. The outcome of this study found A three-year-old child was not able to acquire the complex grammatical. Of the six pattern proposed, he was just able to acquire three out of them, the running pattern, being pattern and doing/seeing pattern. On the other hand, he wasn’t able to acquire the pattern of giving/buying (ditransitive verb), the pattern of making/considering (complex-transitive verbs) and same verb, different pattern. But from those three declarative patterns acquired, a child also acquired more the sub-patterns. Meanwhile the process tells that the subjects’ sentence production basically influence by both nature process (that language is basically innate, that children were born with language acquisition device that children acquire grammar of language without adult’s instruction) and nurture process (that children’s task is learning how different words behave in sentence, categorizing together words that behave in similar ways and extracting the pattern that govern this behavior from the input that they hear around them).

Keywords: acquisition, utterances, patterns, declarative, innate

I. INTRODUCTION

As a matter of fact, the way of language is acquired by children acquire is a very great process. It is convinced that by the time between 2 and 5 year old children particularly have obtained thousands of vocabulary words, complex grammatical and phonological system, and equally complex rules for how to use their language appropriately in many social settings (Gleason and Ratner: 1998). Language acquisition discipline is able to convey more knowledge development of psychological and intellectual child language. Relationship of surrounding and children affect them on using language.

Language acquisition theories have been occurred in order to elucidate the language acquiring process. The conflicts between the maintain of behaviorism and nativism have been
the debate seriously. Noam Chomsky mentions in his work, that knowledge of language is knowledge without grounds: it is not taught or learnt knowledge (Chomsky, 2004). A form of communication based grammatical rules and vocabulary deals with a pure phenomenon of human. All born children are equipped with the capability to acquire languages even though it is able to be denied to what level that takes. If a born child is equipped with a particular environment of linguistic, language acquisition will happen originally. Nevertheless, it isn’t convinced that it leads children to obtain language originally without problem, which isn’t to say that in fact they obtain language apparently without studying language. Goodluck (1991) the system of linguistic involves rules too abstract and complex to be learnt without the aid of innate knowledge about the nature of the system children are born with an innate power for acquisition of language, and that makes them acquire language handy and discover the grammar of a language solely. It is started from an infant begins to use a language to convey his/her happiness, unhappiness, hungry and other feelings. On the contrary, the behaviorists convince that acquisition of language deals with an experience process. Language deals with conditioned behavior that the stimulus response the process.

The stage of children language development has its own characteristics in the five year period. Goodluck (1996) debates that end of the third year, the child may be producing a range complements verbs and relative clauses, moreover a four-year-old frequently gives the impression of being a fully fluent of a language comparable to the adult language he is learning, if not identical to it.

Syntactic information can be used by children to obtain rests of meanings on premises number. Some kinds of structural representation, sentences, categorize words, and figure out the arguments grammatical function must be able to be built by children. Through this manner, children are able to map functions of grammatical to roles of thematic and infer a plausible meaning for every word in clause. The research questions are as follows:

1. What Indonesian declarative sentences patterns are acquired by the three-year–old child?
2. How does the three years old child develop Indonesian declarative sentence patterns the way he does?
II. LITERATURE REVIEW

The Innateness Hypothesis

Noam Chomsky presented the hypothesis, the innateness hypothesis. The innateness hypothesis is the hypothesis that children’s brains are ‘programmed’ to learn language. He believed that humans were born with innate traits that produced both language and grammar. “All is in our mind”. Or it can be said that “children are equipped with an innate template or blueprint and this blueprint aids the child in the task of constructing a grammar for their language” (Chomsky, 1965). The important thing is to note that children have the ability to acquire language easily but a much more difficult process happens to adults acquiring a second language. It deals with Universal Grammar is concerning merely for children are acquiring their first language. By applying the inborn ‘language awareness’ and language experience into knowledge that a child is able to use, there must be such kind of a drive inside brain of a child who pushes this comprehension forth.

Dealing with idea of Chomsky, humans are born equipped with a set of tools for language learning concerned to as the LAD. The Language acquisition device is the human mind abstract part that houses the capability for people to obtain and utter language. Chomsky described that children can produce a language rules through testing of hypothesis since LAD embedded them. Then these rules are transformed by LAD into fundamental grammar. Therefore, correspond to Chomsky, why children emerge to possess the indigenous capability to obtain a language and notifications for why no obvious teaching is requisite for a child to obtain a language are explained by LAD.

On the other hand, Chomsky had argued over the process of language acquiring knowledge. Piaget (2014) argues that the innateness hypothesis lacks concrete truth. He elucidates that knowledge is obtained by means of doing and event and that mixing is the basic relationship that denotes knowledge. He obtains constructivism the merely manner to elucidate knowledge acquisition. According to him, constructivism elaborates both the mechanisms of the formation of new concepts and the characteristics these concepts acquire in the process of becoming logically necessary. In relation to receive the innateness hypothesis, Chomsky would have to elucidate by means of mutation in the process of natural selection universal grammar developed while constructivism depends on experience and has nothing to do with mutation. Hence, Piaget
is not be able to receive Chomsky’s hypothesis of an “innate fixed nucleus” since the mutation would be inexplicable and it would have to be a fixed nucleus (Piaget & Chomsky, 2004).

The behaviorist B.F. Skinner mentions that knowledge is learnt by the learner’s closest environment and by reinforcement. That is, children study language by rewards or punishments. Skinner separated the acquisition of knowledge into operant and classical conditional and he put language acquisition into operant conditioning. “Correspond to him, language is learnt when children’s verbal operant are brought under the ‘control’ of environmental conditions as a result of training by their caregivers” (Cowie, 2010).

First Language Acquisition

As Goodluck (1996) states that all normal human learn the languages that they hear around them. Children need to learn the regularity about pronunciation of words and phrase, formation of new words by combining words together, the range of permissible meaning of words, phrase and sentence and the organization of words into phrases and sentence.

There are two main views about language acquisition. the two theories could be traced back to the “nature versus nurture” debate about how knowledge in any domain is acquired. The nativist emphasized the believed that every human must be equipped with an innate language acquisition device; a set of outline principles about the way is structured a procedure for discovering the reminder.

Theory of universal grammar (Chomsky, 2006) states that the most successful turned out to be efforts to formulate principles, attributed to Universal Grammar that is the genetic endowment-leaveing a somewhat reduced due to phenomena that would result, somehow, from experience. It means that humans are born with an innate knowledge of universal principles of grammar common to all human languages.

In addition, Meniado (2016) postulated that the subject acquired his first language largely biologically (nature). The observed behavior evidently confirms that he has a well-functioning Language Acquisition Device that mainly enables subject to acquire the language he/she is exposed to.

However the nativism is critized B. F Skinner (1957) for the role adult for the role adult speech be ruled out in providing a means of enabling children to work out the regularities of language for themselves. He added suggested that the successful use of a sign, such as a word
or lexical units, given a certain stimulus, reinforces its momentary or contextual probability. The behaviorism hypothesized that children learned their first language through stimulus, response, and reinforcement as well, postulating imitation and association as essential process. A child should learn to make a response in the first place, and then the response should be reinforced in a variety of ways.

Types of Sentences

Verspoor and Sauter (2002) stated that in a sentence of declarative, information about situations or events are given by the speaker or writer. In case of different words express the same situation or event, it is possible that they use different words to show it because those words may find different things of the scene important or interesting.

1. Interrogative sentence

Greenbaum and Nelson (2002) stated that the interrogative mood is the mood usually used in questions. In clauses in this mood, the subject is often placed after the main verb or after an auxiliary verb.

2. Imperative sentences

The imperative mood is the mood used to tell someone to do something. In clauses in the imperative mood, the subject is usually omitted and the base form of the verb is used.

3. Exclamation Sentence

Exclamatives: initial phrase introduced by what or how, subject-verb order, such as, what a terrible night!

Declarative Sentences Patterns

Verspoor and Sauter (2002) state that there are six typical declarative sentence pattern. They are:

a. The running pattern (intransitive verbs)

It consists of a subject and predicate, but it is often adhered by an adverb. In this pattern we have a verb to express a doing involved merely a major participator. It can be found a lot of verbs like run that describes a pure doing, for instance talking, walking, listening, swimming, and etc. This formula of sentence may have one or more adverbs, but it doesn’t have direct object or subject.
Khayla is running fast
S       P    (A)

b. The being pattern (copula verbs)

It consists of a subject and predicate adhered by a subject attribute. The subject attribute conveys explanation about the subject, not about the predicate. The sense of such a verb is only to show a link between the first participator and an attribute or a cdenomination (Verspoor and Sauter, 2000). For the following sample, fast describes an attribute of Khayla, and the runner shows to what determination Khayla appertains.

Khayla is fast (in the game)
S       P   SA    (A)

c. The doing/seeing pattern (monotransitive verbs)

It consists of a subject and predicate adhered by a direct object. For this formula, it is needed a verb to express a doing or a (mental) experience such as concept implicating two participators, one who does the playing or experiencing and one who is acted upon or apprehended (Verspoor and Sauter, 2000). It can be found verbs like action, for instance, building, counting, holding, kicking, and many verbs like seeing that express (mental) experience like thinking, hearing, believing, feeling, etc. For examples:

Ben kicked the ball (when it was thrown by Paul)
S       P          DO              (A)

d. The giving/buying pattern (distransitive verbs)

Independent clause with the giving/buying pattern deals with a subject, predicate, indirect or indirect object, and direct object. Furthermore, this pattern occurs, there must be an experience involve at least three participators, namely: a person who gives someone a thing (the subject), then the thing that is given (the direct object), and the receiver (the indirect object) (Verspoor and Sauter, 2000). Few of verbs can be used in such formulas. The most general verbs are pass, write, play, bake, buy, tell, make.

Ben gave John the ball (for his birthday)
S       P     IO     DO         (A)

e. The making/considering pattern (complex-transitive verbs)
It occurs merely with a very restricted total of verbs deal with a subject and predicate adhered by a direct object. This direct object, in turn, is adhered by an object attribute explaining merely the direct object (Verspoor and Sauter, 2000).

They made John the umpire

\[
\begin{array}{cccc}
S & P & DO & OA \\
\end{array}
\]

f. Same verb, different patterns

Although there are typical verbs for typical sentence patterns, many verbs may be used in several patterns. Especially, the verb make has several distinct senses.

He **makes** a good coach.  
*make* used in being pattern

\[
\begin{array}{cccc}
S & P & SA \\
\end{array}
\]

He **made** a goal.  
*make* used in doing/seeing pattern

\[
\begin{array}{cccc}
S & P & DO \\
\end{array}
\]

We **made** him a cake.  
*make* used in giving/buying pattern

\[
\begin{array}{cccc}
S & P & BO & DO \\
\end{array}
\]

We **made** him president.  
*make* used in making/considering pattern

\[
\begin{array}{cccc}
S & P & DO & OA \\
\end{array}
\]

### III. METHODOLOGY

This study was conducted by applying qualitative research design to obtain the Indonesian declarative sentence patterns are acquired by the three-year-old child. Bogdan and Biklen (1992) state that qualitative research has natural setting, as the direct source of data and the researcher is the key instrument. It was designed to reveal a target audience’s range of behaviors and perceptions that drive with reference to specific topics or issue. The type of this research was a case study. Yin (1984) states that case study research design is an intensive analysis of an individual unit (e.g., a person, a group or event) stressing developmental factors in relation to context.

In this case, the data were a child’s utterances and the source of the data were taken from a child is 2 year and 7 month old. He is Muhammad Ar Rayyan, a mandailingnese child. The way of the researcher to collect sufficient data, the recorder was used for collecting the data.
The child’s utterances were recorded every Sunday for three weeks. The conversation was done by the researcher and the child and also the conversation between the child and his mom. Considering by the theories were used to analyze the data, the theory Verspoor and Sauter (2000) was used to analyze the existence of pattern of declarative sentences.

Data Analysis

This study deals with Indonesian declarative sentences acquired by a three year-old child. While the source of data in this study was sentences taken from utterances which were produced by a subject was playing and talking with his family members. The researcher has made some data about the acquisition of declarative sentences through the observation.

IV. RESULTS AND DISCUSSIONS

THE DECLARATIVE SENTENCE ACQUIRED BY THE SUBJECT

The Running Pattern (Intransitive verbs)

The data were taken from the subject’s utterances through three weeks observation in October. At the age of three, a child has acquired declarative sentences. The following, the explanation and classification of the patterns of sentence produced by a child. The sentences were classified based on his pattern. There are six typical declarative sentences patterns according to the theory of Verspoor and Sauter (2000). The following are some of Rayyan utterances according to the running pattern.

<table>
<thead>
<tr>
<th>No</th>
<th>Sub Pattern</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P-S</td>
<td>Belanja mami</td>
</tr>
<tr>
<td>2</td>
<td>S-P-Adv</td>
<td>Adek ke rumah auntie</td>
</tr>
<tr>
<td>3</td>
<td>Adv-S-P</td>
<td>Tadi adek nangis</td>
</tr>
<tr>
<td>4</td>
<td>P-S-Adv</td>
<td>Duduk mami sini</td>
</tr>
<tr>
<td>5</td>
<td>Adv-S-P</td>
<td>Nanti adek makan</td>
</tr>
<tr>
<td>6</td>
<td>S-P-Adv</td>
<td>Auntie bobo sini</td>
</tr>
</tbody>
</table>
Since Indonesian is a language which the subject is not obligatory in the beginning of the sentence. These patterns are leading to the emergency of linguistic competence in the running pattern. Some factors may contribute to subject’s acquisition of running pattern. All his sentences can be understood well by the hearers.

(1) *Main-main adek*

It can be seen that the pattern of this sentence is P-S which its predicate is an intransitive verb, *main-main*. The subject is a third person, *adek*, himself. Based on Verspoor and Sauter (2000), this sentence belongs to the running pattern, but the rule is incorrect way because the verb is repeated and preceded by the subject. On the other hand, in Indonesian language, there is a reduplication verb (*kata kerja berulang*). This sentence exemplified the simplest form in this pattern. It may appear because Rayyan’s activity only focused on *main-main*, at the age of his. It may also that he got the input which the adults around him ever produced that pattern. The datum is contrary to Chomsky’s theory (1965), children are equipped with an innate template or blue print and this blue print aids the child in the task of constructing a grammar for their language.

(2) *Tadi adek nangis*

The pattern of this sentence is Adv-S-P. The subject is *adek*, himself. The predicate is verb, *nangis*, however Rayyan should add prefix *me-* to *nangis* to make it verb. The adverb is adverb of time. According to Verspoor and Sauter (2000), this sentence belongs to the running pattern since its predicate is an intransitive verb. The acquisition of this pattern may occur because he wanted to tell others, *tadi*, not now, that’s why the adverb is preceded by subject. The datum corresponds to the Chomsky’s theory (1965), innateness hypothesis that children can obtain language rules by means of hypothesis testing since they are completed with language acquisition device.

(3) *Mau pulang umah mami adek*

The pattern of declarative sentence is P-Adv-S. The subject is the third person, *adek*. The predicate is an intransitive verb. Based on Verspoor and Sauter (2000), the verb belongs to the running pattern, but the rule is incorrect way. Rayyan may say the sentence to tell others that he had an intention to do *pulang*. He was able to construct a verbal phrase *mau pulang*. In this process of declarative language acquisition, he naturally developed from verbal form more
complex. The datum doesn’t correspond to Chomsky’s theory of LAD puts that a set list of acceptable structures of sentence, that is likely collaborations of subjects, verbs, objects, and modifiers are known to children at birth.

(4) *Adek ke rumah auntie besok*

The sentence shows that the pattern is S-P-Adv. The subject takes a form of third person, *adek*, himself. Based on Verspoor and Sauter (2000), the predicate is an intransitive verb, *ke rumah* which makes it the running pattern. The verb expressed an action involving only the main participant. The adverb is adverb of time. The datum corresponds to Chomsky’s innateness hypothesis (1965), the LAD elaborates that it seems that children possess the original capability to obtain a language and reports for why no obvious teaching is requisite for a child to obtain a language.

(5) *Nanti adek datang*

This declarative sentence has an Adv-S-P pattern. The subject takes a form of third person, *adek*, himself. According to Verspoor and Sauter (2000), since the predicate is an intransitive verb *datang*, it’s categorized into the running pattern. The adverb is adverb of time. The datum corresponds to Chomsky’s innateness hypothesis (1965) innateness hypothesis that children can obtain a language rules by means of hypothesis testing since they are embedded with language acquisition device.

(6) *Auntie bobo sini.*

The sentence shows that the pattern is S-P-Adverb of place. The subject is the third person, auntie, the predicate is intransitive verb, *bobo*. Based on Verspoor and Sauter (2000), this is sentence belongs to the running pattern since it has intransitive verb. This sentence is modified by an adverbial phrase *di sini*. He was capable to construct the good order of simple sentence based on the functional and grammatical position of simple Indonesian sentence pattern. The datum corresponds to Chomsky’s innateness hypothesis (1965) that children are born embedded knowledge of the fundamental grammar.
The Being Pattern (Copula Verbs)

In table 2 below can be seen some sentences produced by the subject which belongs to the being pattern (copula verbs). Being pattern of sentences deals with a subject and predicate adhered by a subject attribute. The followings are the data produced by Rayyan:

Table 2. The Being Pattern by Subjects

<table>
<thead>
<tr>
<th>Rayyan Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

1) Pesawatnya kek gini

The pattern of this sentence is S-P. The subject phrase takes form of third person, *pesawatnya* and the predicate is an adverb phrase. Based on Verspoor and Sauter (2000) the datum, *pesawatnya kek gini* is categorized being pattern since the subject attribute delivers explanation deals with the subject merely, not about the predicate, *Kek gini* indicates to what category *pesawat* belongs, so it has the being pattern. The datum corresponds to Chomsky’s innateness hypothesis (1965) that children are born embedded knowledge of the basic principle.

2) Itu kak Khayla

The sentence shows that its pattern is S-P. The subject takes a form of pronoun, *itu* and the predicate is noun phrase, *kak Khayla*. Based on Verspoor and Sauter (2000) it’s categorized into being pattern since the subject attribute delivers information deals with the subject only. *Kak Khayla* indicates to what category *itu* belongs, so it deals with the being pattern.

The datum corresponds to Chomsky’s (1965) that children are equipped with an innate template or blueprint and this blueprint aids the children in the task of constructing a grammar for the language.

3) Ini ada cet

The sentence shows that its pattern is S-P. In this pattern, the subject takes a form pronoun, *ini*. The predicate takes a noun, *cet*. According to Verspoor and Sauter (2000) this datum, *Ini ada cet* belongs to the being pattern, the subject delivers information deals with the subject only.
This datum corresponds to Chomsky’s (1965) as well, that children are pre-programmed to acquire language that is why they acquire it.

(4) Ada cet mi

Verspoor and Sauter (2000) propose that the sense of such a verb is only to show a link between the first participator and an attribute or a determination. But the pattern of this sentence is P-S, which the verb ada existed. The subject is noun, cet. The datum, ada cet mi belongs to the being pattern since the subject attribute delivers information deals with the subject only, but it’s incorrect way, actually, Predicate must be preceded by Subject. It means that the datum doesn’t support to Chomsky’s (1965).

(5) Itu panas

The sentence shows that its pattern is S-P. This subject takes a form of pronoun, itu. The predicate is adjective, panas. Since the subject attribute delivers the information deals with the subject only, the sentence belongs to the being pattern as stated by Verspoor and Sauter (2000). The datum is also supported by Chomsky’s (1965), LAD explains why children seem to have the innate ability to acquire a language and accounts for why no explicit teaching is required for a child to acquire a language.

The Doing/Seeing Pattern (Monotransitive Verbs)

The following were sentences which belong to the Doing Pattern that produced by the subject.

<table>
<thead>
<tr>
<th>No</th>
<th>Pattern</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S-P-O</td>
<td>Ini tempat pasirnya</td>
</tr>
<tr>
<td>2</td>
<td>S-P-O</td>
<td>Tapi dia indak pinjam tulis</td>
</tr>
<tr>
<td>3</td>
<td>P-O</td>
<td>Naik sepeda</td>
</tr>
<tr>
<td>4</td>
<td>S-P-O</td>
<td>Adek mau pinjam itu</td>
</tr>
<tr>
<td>5</td>
<td>P-O</td>
<td>Indak dikasi mainannya</td>
</tr>
<tr>
<td>6</td>
<td>S-P-O-S-P</td>
<td>Adek makan udangnya adek makan</td>
</tr>
</tbody>
</table>
(1) *Ini tempat pasirnya*

The sentence shows that its pattern is S-P-O. The subject is a form of pronoun, *ini*. The predicate is a transitive verb, *tempat*. The object is a direct object, *pasir*. Based on Verspoor and Sauter (2000) this sentence belongs the doing/seeing pattern since it has a monotransitive verb. This datum supports Chomsky’s (1965), the theory of LAD puts a bunch list of compatible structures of sentence, that is likely collaborations of subjects, verbs, objects, and modifiers are known to born children.

(2) *Tapi dia indak pinjam tulis*

According to Verspoor and Sauter (2000) the datum, *Tapi dia indak pinjam tulis* is categorized to doing/seeing pattern since it has a monotransitive. The pattern of the sentence is S-P-O. The subject of this sentence is a form of pronoun, *dia*. The predicate is a transitive verb phrase, *indak pinjam*. The object is a direct object, *tulis* means a pen. This sentence also corresponds to Chomsky’s (1965) that born children embedded knowledge of the basic principles of grammar. Here, the child was able to build the sentence in negation form.

(3) *Naik sepeda*

The datum tells us that it is preceded by verb. The pattern of the sentence is P-O. It doesn’t have the subject, but the predicate is a transitive verb, *naik* and the object is *sepeda*. The verb of the datum employs to doing/seeing pattern since it has monotransitive based on Verspoor and Sauter (2000), but Rayyan did without Subject, so it’s incorrect way. The datum also doesn’t correspond to Chomsky’s (1965) since the child didn’t begin his utterance by the subject. LAD theory didn’t work perfectly in this case.

(4) *Adek mau pinjam itu*

The sentence shows that its pattern is S-P-O. Verspoor and Sauter (2000) categorized the datum into the doing/seeing sentence since its predicate is verb transitive phrase, *mau pinjam*. The subject of the sentence is the third person, *adek*, himself. And the object is pronoun *itu*. The datum also supports Chomsky’s (1965), the LAD study places that a bunch list of compatible sentence structures, that is possible collaborations of subjects, verbs, objects, and modifiers are known to born children.

(5) *Indak dikasi mainannya*

The sentence shows that there’s no subject in that sentence. The predicate is transitive verb phrase, *indak dikasi*. And the object is noun phrase, *mainannya*. Because the predicate is
transitive verb, then its sentence is categorized into the doing/seeing sentence based on Verspoor and Sauter (2000), but the datum is incorrect rule, no subject found in it. The datum doesn’t correspond to LAD theory said that children are equipped with an innate template or blue print and this blueprint aids the child in the task of constructing a grammar for their language.

(6) Adek makan udangnya adek makan

The pattern of that sentence is S-P-O-S-P. The subject of its sentence is third person, adek, himself. which is uttered twice. Its predicate is transitive verb, makan, which is also uttered twice. And the object is noun phrase, udangnya. Eventhough the predicate shows that the sentence belongs to the doing/seeing sentence, but Verspoor and Sauter (2000) didn’t propose the repetition of subject and verb in, Adek makan udangnya adek makan. From the analysis above, the datum doesn’t Chomsky’s (1965), theory of LAD puts that a bunch list of appropriate structures of sentence, that is likely collaborations of subjects, verbs, objects, and modifiers are known to born children.

The Way of Three Year Old Child Develop Indonesian Declarative Sentence

Verspoor and Sauter (2000) state when people communicate, they do so for informing someone of something. This communication functions having typical sentence pattern, such as Subject and Predicate.

Here are the way Rayyan produced the declarative sentences:

<table>
<thead>
<tr>
<th>No</th>
<th>Rayyan’s Sentences</th>
<th>The beginning of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pesawatnya kek gini</td>
<td>Noun phrase</td>
</tr>
<tr>
<td>2</td>
<td>Ndak dikasi mainannya</td>
<td>Negation</td>
</tr>
<tr>
<td>3</td>
<td>Mau pulang adek umah mami</td>
<td>Verb</td>
</tr>
<tr>
<td>4</td>
<td>Terus nagis dia</td>
<td>Adverb</td>
</tr>
<tr>
<td>5</td>
<td>Itu kak Khayla</td>
<td>Demonstrative pronoun</td>
</tr>
<tr>
<td>6</td>
<td>Dek tumbuk</td>
<td>Third person singular, himself</td>
</tr>
<tr>
<td>7</td>
<td>Tapi dia ndak pinjam tulis</td>
<td>Conjunction</td>
</tr>
<tr>
<td>8</td>
<td>Panas tapi itu panas</td>
<td>Adjective</td>
</tr>
</tbody>
</table>

(1) Pesawatnya kek gini
The subject is noun phrase takes form of third person, *pesawatnya* and the predicate is an adverb phrase. Based on Verspoor and Sauter (2000) the datum, *pesawatnya kek gini* is categorized being pattern since the subject attribute provides explanation about the subject merely, not about the predicate, *Kek gini* indicates to what category *pesawat* belongs, so it has the being pattern. The datum corresponds to Chomsky’s innateness hypothesis (1965) that children are born with knowledge of the basic principle.

**(2) Ndak dikasih mainannya**

The sentence shows that there’s no subject in that sentence and He takes the negation form *Ndak* to start his sentence. The predicate is transitive verb phrase, *indak dikasi*. And the object is noun phrase, *mainannya*. Because the predicate is transitive verb, then its sentence is categorized into the doing/seeing sentence based on Verspoor and Sauter (2000), but the datum is incorrect rule, no subject found in it. The datum doesn’t correspond to LAD theory said that children are equipped with an innate template or blue print and this blueprint aids the child in the task of constructing a grammar for their language.

**(3) Mau pulang adek umah mami**

The pattern of declarative sentence is P-Adv-S. The subject takes the third person singular, *adek*, himself. But in this case the sentence is started by the verb. The predicate is an intransitive verb. Based on Verspoor and Sauter (2000), the verb belongs to the running pattern, but the rule is incorrect way. Rayyan may say the sentence to tell others that he had an intention to do *pulang*. He was able to construct a verbal phrase *mau pulang*. In this process of declarative language acquisition, he naturally developed from verbal form more complex. The datum doesn’t correspond to Chomsky’s LAD study places that a bunch list of compatible sentence structures, that is possible collaborations of subjects, verbs, objects, and modifiers are known to born children.

**(4) Terus nagis dia**

He takes the form of adverb as the beginning of his sentence which cannot function as subject. Based on Verspoor and Sauter (2000), the declarative sentence is preceded by subject. It means that it’s contrary to the theory.

**(5) Itu kak Khayla**

The sentence shows that its pattern is S-P. The subject takes a form of pronoun, *itu* and the predicate is noun phrase, *kak Khayla*. Based on Verspoor and Sauter (2000) it’s categorized
into being pattern since the subject attribute employs information about the subject only. *Kak Khayla* indicates to what category *itu* belongs, so it deals with the being pattern. The datum corresponds to Chomsky’s (1965) that children are equipped with an innate template or blueprint and this blueprint aids the children in the task of constructing a grammar for the language.

(6) *Adek tumruk*

The subject takes a form of third person, *adek* addressed himself to begin a Sentence. It corresponds to Verspoor and Sauter (2000) since the communication functions having typical sentence pattern, such as Subject and Predicate. And it also supports the Chomsky’s LAD theory.

(7) *Tapi dia ndak pinjam tulis*

The beginning of the sentence takes conjunction to start the sentence, and it’s followed by form of third person singular *dia* as subject. And it’s called sub-clause. It corresponds to Verspoor and Sauter (2000) since the communication functions having typical sentence pattern, such as Subject and Predicate. And it also supports the Chomsky’s theory of LAD puts that a bunch list of appropriate structures of sentence, that is likely collaborations of subjects, verbs, objects, and modifiers are known to born children.

(8) *Panas tapi itu panas*

The sentence, *panas tapi itu panas* is started by adjective causing the datum doesn’t correspond to Verspoor and Sauter’s theory. Based on Verspoor and Sauter (2000) state when people communicate, they do so for informing someone of something. This communication functions having typical sentence pattern, such as Subject and Predicate.

**Findings**

There were some findings could be found by the researcher after doing such analyzing and observation of this research, such as three-year old child.

Patterns he uttered about 27 sentences containing 8 sub-pattern, namely: (1) S-P, (2) P-Adv, (3) S-P, (4) P-S (5) P-S-P, (6) S-P-S, (7) Adv-S-P, (8) S-P-Adv, and Doing Patterns he uttered about 16 sentences containing 4 sub-patterns, namely: (1) S-P-O, (2) P-O, (3) S-P-O-S, (4) S-P-O-S-P. In producing these declarative sentences, it can be seen that he dominantly acquired Running patterns with P-S sub-patterns.

2. There were about nine ways of three year old child to produce Indonesian declarative sentence. They were 1) the sentences were started by noun phrase about 2 items, 2) the sentences were started by negation about 5 items, 3) the sentence were started by verb about 16 items, 4) the sentences were started by adverb about 10 items, 5) the sentences were started by demonstrative pronoun about 10 items, 6) the sentence was started by pronoun about 24 items, including the subject takes a form of third person singular, *adek* to address himself about 11 items, 7) the sentence was started by conjunction about 1 item, and 8) the sentences were started by adjective about 3 items.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions


The way the three year-old child produced the sentence basically influence by both nature process (that language is basically innate, that children were born with language acquisition device that children acquire grammar of language without adult’s instruction) and nurture process (that children’s task is learning how distinction words behave in sentence, categorizing together words that behave in similar ways and extracting the pattern that govern this behavior from the input that they hear around them).
Suggestions

It is suggested that parents should assist the children in process of language acquisition. parents let them communicate freely to produce sentences in different situation and there should be someone to converse with tem in order to acquire many kinds of words they have heard that he produced sentence based on he heard.

It is suggested that there will be more researchers having the further research about language acquisition. Because every single child has the different way to acquire the language to another.

REFERENCES


