

## **Parsing Syntaxis on Language Acquisition of 3-4-Year-Old Children of Playgroup Darussalam Banyuwangi**

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### **Abstract:**

*The language acquisition of each child is different. Some children are perfect and good at language, but other children still have difficulties in language. This causes the other person also have difficulty understanding what they are saying. The purpose of this study was to determine the acquisition of language in children aged 3-4 years and to know the Parsing Syntax of the language of children aged 3-4 years in the Darussalam Study Group Blokagung Banyuwangi. The research design used is descriptive qualitative. Data were collected by applying observation and interviews with the teacher and the students of Playgroup of Darussalam. The data were analyzed using the Interactive model of Miles, Huberman, and Saldana. The results showed that language acquisition was obtained from the family environment, social environment, and school environment. The students of the Darussalam Blokagung Banyuwangi Playgroup have basic language acquisition. They tend to imitate or learn from the surrounding environment, family, school, or social environments.*

**Keywords:** *language acquisition, parsing syntaxis, social environment*

## **1. INTRODUCTION**

Children learn languages from birth. They need sounds and words, meanings, and constructions. They need to know how to use where and when, how to integrate language with other modes of communication, how to make themselves understood, and how to understand others (Halldórsdóttir, 2014). The stages that children go through when they learn to understand and speak start from when children learn their first language, they can build ideas around them about what language should represent and the ideas of communication around them. The language character of each child is different, the acquisition may also be influenced by the different properties of each language.

Language has a basic concept of consistency as the basis for constructing meaning. Internal consistency in language helps children keep track of what they are listening to and what they plan to say on their own. According to Lidz (2018), language in terms of psycholinguistics is a branch of linguistics that is concerned with linguistic performance as well as the production and understanding of speech (or signs). The study of psycholinguistics, in the field of children acquisition, is about how children acquire the complex grammar that underlies it.

According to Stefanson (2013), language acquisition in children is divided into two types, namely children acquisition and monitor hypotheses. Children acquisition is a subconscious state of children in the intuitive process of building a language system. While learning is a conscious process students are aware of their learning process and what is expected of them. While the Monitor Hypothesis is a learning process with the aim of "monitoring" learning progress and proposing improvements to what has been learned. The application of the most optimal strategy in cultivating the correct language in children is to plan at an early age using a good education system (Davies, 2007).

Children make parents, adults, and the environment their models in acquiring and using language, they imitate the voices of their parents or adults and use them in language. Language has an important feature because it is the main modality that children learn for the first time. Children practice the language they have acquired through a system in the sense that it consistently and usefully relates the meaning of a language to the sounds with which it is communicated. In accordance with the opinion of Krashen (2002), the first language words that are formed are simple words according to what they see and hear

Smith et al. (2006) studied the interaction between language and speech for 2-year-olds. The results of their study showed that the phonological development of 2-year-old children exceeds the lexical development of adults (advanced vocabulary). Children tend to be easy to remember and practice gradually according to ability and age. Building a strong foundation is an important part of successful activities

providing children with important proficiency standards with activities that strengthen their language skills (Greensboro Team, 2016).

The manifestation of language skills in children aged 2-3 years is very different. This is in accordance with the ability and age of the child. The language spoken is not perfect, sometimes ambiguous words appear that are difficult to understand, or only those who understand. According to Irawan (2008), the word ambiguity is an adjective that means more than one meaning, so sometimes it causes doubt, ambiguity, obscurity, and so on. The circumstances and conditions of the children also affect their language skills. Some children are proficient in pronouncing sentences correctly because they often interact socially, some others experience language retardation such as saying words or sentences backward, "teacher, color me first". There are also those whose pronunciations are repeated, such as "baim, want to feed the buanyak fish.". Besides that, there are also children who are still unable to compose sentences correctly, such as "no color!" meaning the child does not want to color. This sentence has a certain amount of ambiguity, although it is semantically implausible, it requires careful reading to see its meaning.

Some researchers have conducted similar studies. Lailiyah (2018) found that the average MLU of 2,327 was at the V Abstract stage. This study at ascertaining: (1) the length of sentences obtained by three-year-olds, (2) the sentence structure of three-year-olds, (3) the average length of speech based on the Mean Length of Utterance (MLU). The sentences produced by children were analyzed to find out the sentence mode of sentence length, sentence structure, and the average length of speech based on the Mean Length of Utterance (MLU). Fathonah (2019) discussed the field of pronunciation phonology consonant [s] becomes consonant [c], shifting consonant [f] to consonant [p], milling consonant [h] at the beginning of a word shifting vowel [o] to vowel [e]. In acquiring syntax, children are generally able to apply grammatical sentence structures. But there are also some sentence structures that are not grammatical. While in the field of semantics, children are able to use the true meaning or denotative meaning.

Rahmawati (2020) found that the sentence pattern is reviewed from the syntactic function uttered by a 2.1-year-old child named Queenarela Selena Raikenes. The subject (S) is 10, the predicate (P) is 10, the description (K) is 7, subject-predicate (S-P) is 25, 11 predicates-subjects (P-S), 7 object-predicates (P-O), 5 predicates (P-K), 4 predicates (K-P), 6 subject-predicate-objects (S-P-O), subjects -description-predicate (S-P-K) as many as 7, subject-complementary predicate (S-P-Pel) as much as 11, subject-description-gan-predicate (S-K-P) as much as 3, subject-description (S-K) as much as 2, and description-subject- predicate (K-S-P) as many as 2. The sentence pattern that is often spoken by Kenes is the subject-predicate sentence pattern (S-P) because it is easier to pronounce. Mushaitir (2017) promotes that there is the use of single sentences, including (1) clauses based on the completeness of the core elements, in which there are complete clauses and incomplete clauses; (2)

clauses based on their internal structure, in which there are clauses with a coherent structure and clauses with an inversion structure; and (3) a clause based on the negation element in the predicate; In addition, there is also the use of coordinating compound sentences and subordinating compound sentences. Nasution (2019) explored that children aged 5 years are able to use the language according to its function as stated by Halliday. Based on Brown's theory of MLU (Mean Length of Utterance), the subject under study is at level X, which has a value of 4.5+ for syntax acquisition. That is, this research also confirms the truth of the theory.

Rosita (2017) discussed the field of phonology, children are said to have not been able to pronounce the consonant /s/ into a phoneme /c/, /j/ into a phoneme /d/ or /dz/, /r/ into a phoneme /l/, and omission of consonants /h/, /p/, and /k/, in acquiring syntax, children are able to use one-word, two-word, and multi-word sentences. Pramita (2019) found that the King has been able to master the entire vowel, which consists of (a), (i), (u), (e), (o) which are pronounced well. The king has also been able to string a few words into a sentence. But for the semantic acquisition of the King there are still deviations between the meaning of the word where the meaning mentioned does not correspond to the actual. Impuni (2012) proposed the result of the research that the acquisition of single sentences and compound sentences is appropriate for their stage of development. The use of one word and two words is still often produced by children. Maryani (2018) discussed the use of 3- 5 words in one sentence which can be in the form of statements, negatives, questions, and commands. 4-year-olds have begun to use reasonable sentences such as "I'm crying" because of illness." At the age of 5 years, their speech begins to develop where the vocabulary used is more and more complicated. Hutabarat (2018) found there was a subject of two-year of age who could only produce sentences in declarative and imperative moods. He also found that three-year-old children could improvise the sentences they produce. Sometimes, two-year-old children imitated what other people said when they had difficulties expressing something, but three-year-old children already had good competence in producing sentences of their own creations. The syntax acquisition of two-year-old and three-year-old children was affected by four factors which were natural factors, cognitive development factor, social background factor and heredity factor; intelligence, and the style of language acquisition.

The difference between this research with the previous research is in the different object of research, some previous research examined the language acquisition of children at the different ages and schools, while this study examines the parsing language acquisition of children in the Darussalam playgroup class. while this study examined the exact parsing analysis of language acquisition in the Darussalam playgroup children. The formulation of the problem can be made as follows:

1. How is language acquisition for children aged 3-4 years in the Darussalam Study Group?

2. How to parse the language syntax of children aged 3-4 years in the Darussalam Study Group?

## **2. LITERATURE REVIEW**

Language acquisition is the process that children use to adjust word sets obtained from the best and simplest grammatical rules (Mckee, 2010). The acquisition of the first language for children is done unconsciously, starting from the things they understand in the family, social, and school environment. The age of about two-three years is the best age for children to acquire language as their language acquisition. During this age, children need more roles from adults or parents to help them acquire language.

This acquisition process is obtained by learning to pronounce a few words through an imitation process. This development starts from a simple language to a complex structure (Khomsiyatun, 2019). This process takes place effectively at the age of under five years (toddlers). The process gradually continues to follow the development of age and experience. The potential for language learning in children under five is high, so that potential needs to be optimized, considering that language acquisition is very influential on other mastery processes when children enter school age (Arsanti, 2014).

Children's language development includes terms of the syntactic and semantic acquisition, as well as reading comprehension (Rahmawati, 2018). Natural Language Processing (NLP) as an introduction to grammar. Research in natural language processing has been going on for decades starting in the 1940s. Grammatical patterns are represented in a tree diagram using the syntactic parsing method (Mardiyantoro, 2018).

In understanding the meaning of ambiguous sentences, an easy way is to use the syntactic parsing method. Syntax parsing is the task of establishing a syntactic structure for a sentence. Parsing here will introduce an alternative type of parse tree parsing structure (Jurafsky & Martin, 2021). Parsing the tree can be an intermediate stage of representation for analysis.

## **3. RESEARCH METHODOLOGY**

The design of this research is descriptive qualitative. This research uses qualitative analysis. Creswell (2009) states that qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used to find out and know why and how a social phenomenon happens. This study aims to describe what is seen, heard, and felt so that information is obtained, then focuses on certain problems, which in this case is language acquisition in children aged 2-3 years-study of phonology and its lexicon so that it can analyze the problem that is the focus.

The data of this research is the language acquisition found in the learning process of Playgroup Darussalam. Data sources are sources of data obtained, such as people, events, behavior, documents, files, and others (Maryadi et al., 2011). Data sources are all information such as events, and real things. Sukandarmudi (2006) suggests sources of qualitative data, are not subjective, therefore it is necessary to provide quality. The sources of data in this study are linguistic acquisition data originating from the research subject, several children aged 2-3 years, who were taken as research subjects from Playgroup Darussalam Blokagung Banyuwangi.

Data were collected by using observation and interviews. The researcher did observations during the learning process in the Playgroup Darussalam class. The observation is carried out to obtain the skills of children who are the target of the research. The data were collected by recording and note-taking techniques. In the interview, the data were collected through the oral question.

Data were analyzed using some steps; data collection, data condensation, data presentation, and the last step is conclusion. Data condensation is simplification through selection and focusing raw validity data into meaningful information, making it easy to draw conclusions. The data presentation is in the narrative. Then, the last step is drawing a conclusion. Data has been compiled and compared with one another, is to make a conclusion as an answer to the problem.

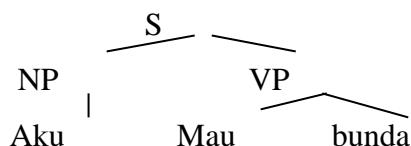
#### 4. FINDING

Based on interviews and observations, the researchers got the results in form of data on children's language expressions as follows:

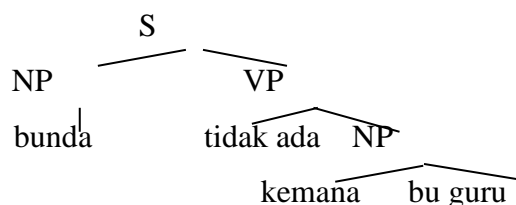
##### Data 1

*“Aku mau bunda, bunda ga ada kemana bu guru”*

##### Parsing 1



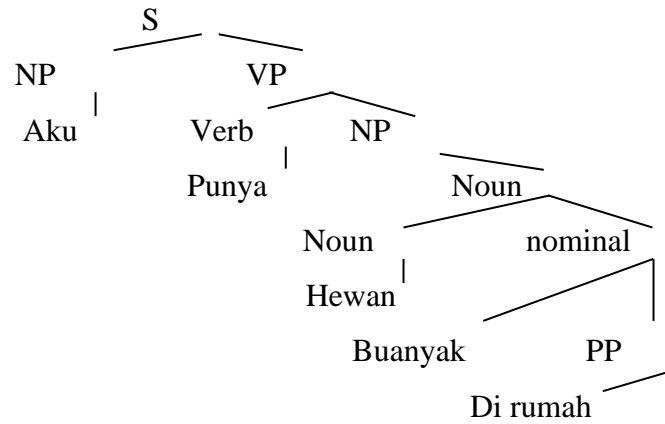
##### Parsing 2



**Data 2**

“di rumah aku buuanyak punya hewan piaraan”

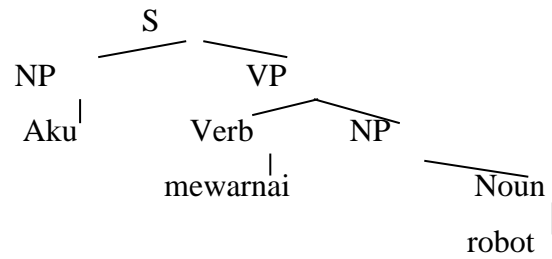
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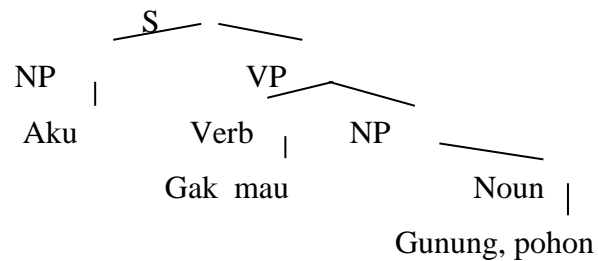
**Data 3**

Mewarnainya gak mau gunung sama pohon, robot aja aku mewarnainya

Parsing



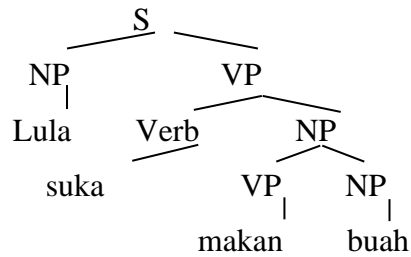
Parsing 2



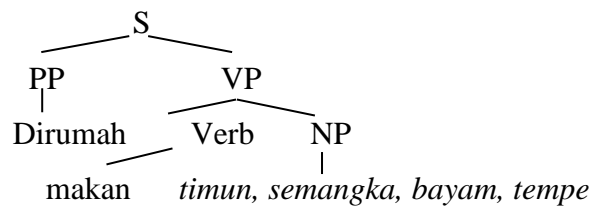
**Data 4**

*Lula suka makan buah, dirumah makan timun, semangka, bayam, tempe.*

Parsing 1



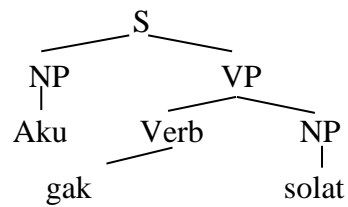
Parsing 2



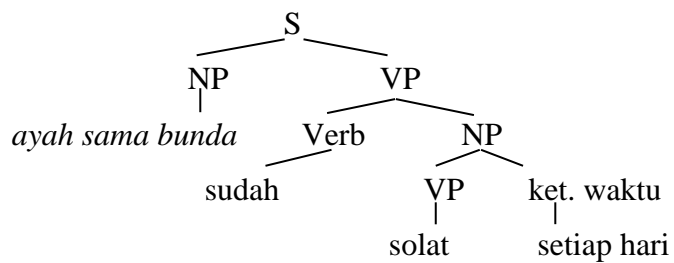
**Data 5**

*aku gak solat ayah sama bunda sudah solat setiap hari*

Parsing 1



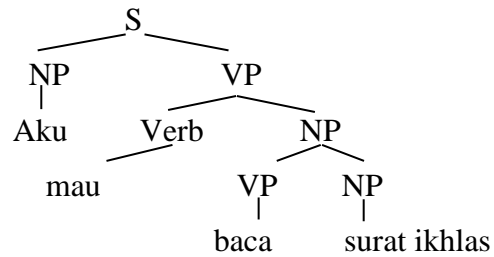
Parsing 2



**Data 6**

*Aku buguru, mau baca surat ikhlas*

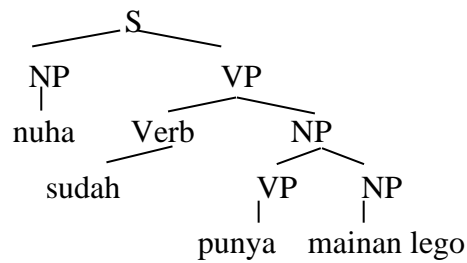
Parsing



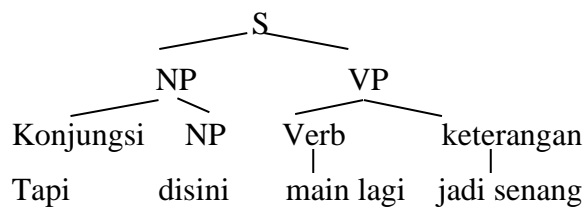
**Data 7**

*Nuha di rumah sudah punya mainan lego, tapi di sini main lagi jadi suuueneng*

Parsing



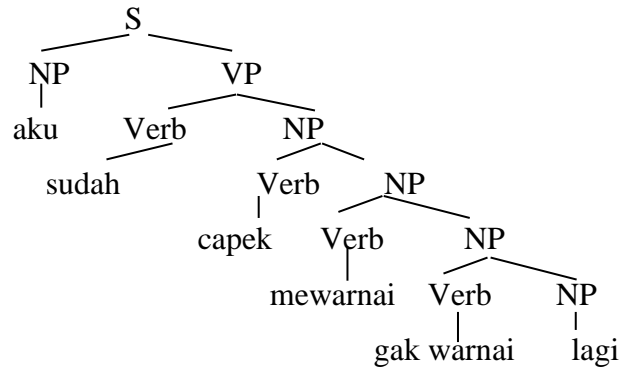
Parsing 2



**Data 8**

*Aku sudah capek bu guru, gak mau warnai lagi*

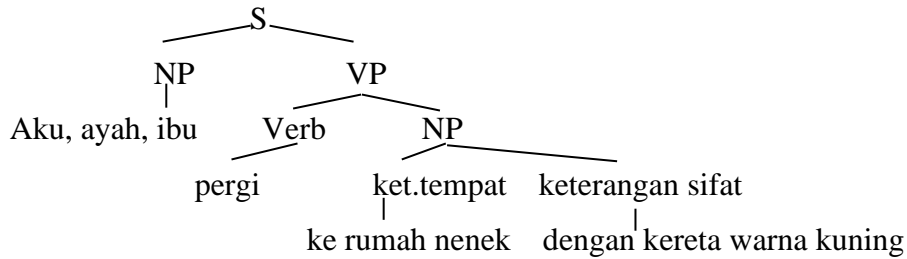
Parsing



**Data 9**

*Kereta warna kuning semua, aku dan kereta ke rumah nenek ada ayah, ibu*

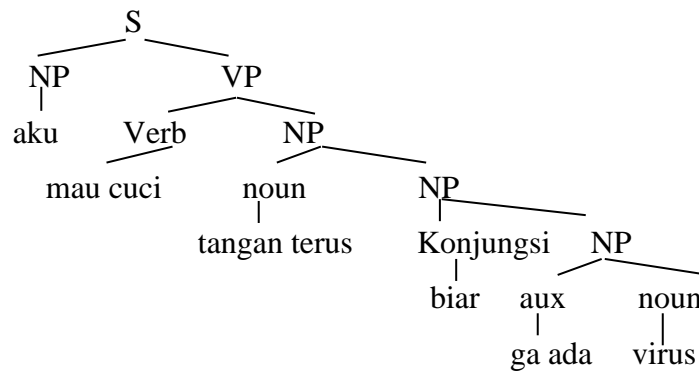
Parsing



**Data 10**

*Aku mau cuci tangan cuci tangan terus bu guru, biar bersih ga ada virus*

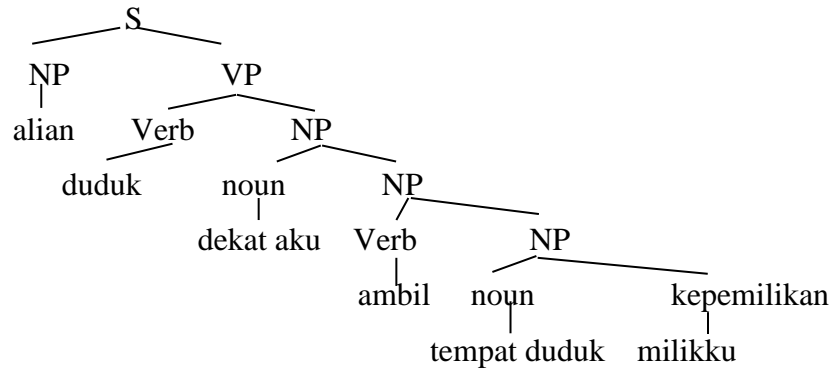
Parsing



**Data 11**

*Bu guru, alian duduk dekat dekat ambil tempat duduk ku*

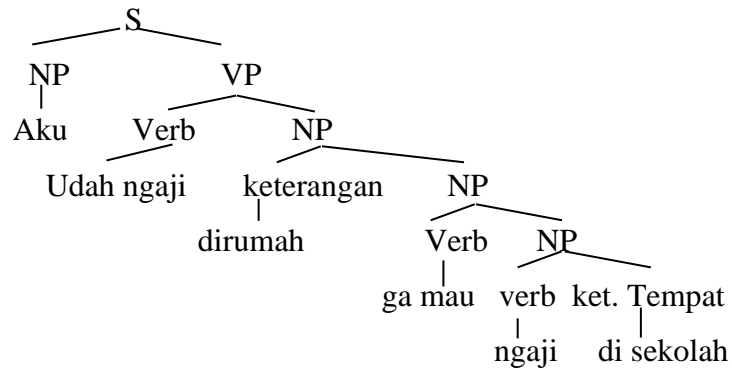
Parsing



**Data 12**

*Di rumah udah ngaji sama bunda, di sekolah ga mau ngaji*

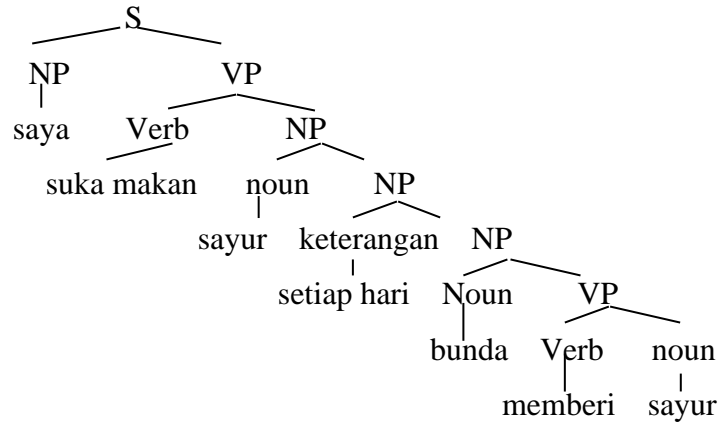
Parsing



**Data 13**

*Saya suka makan sayur bu, setiap hari makan sayur di kasih bunda*

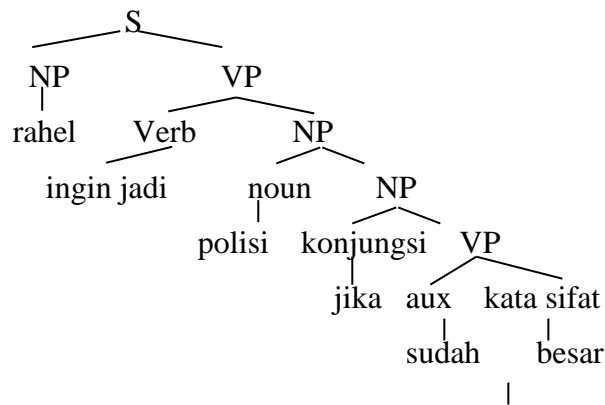
Parsing



**Data 14**

*Kalo sudah besar rahel mau jadi polisi*

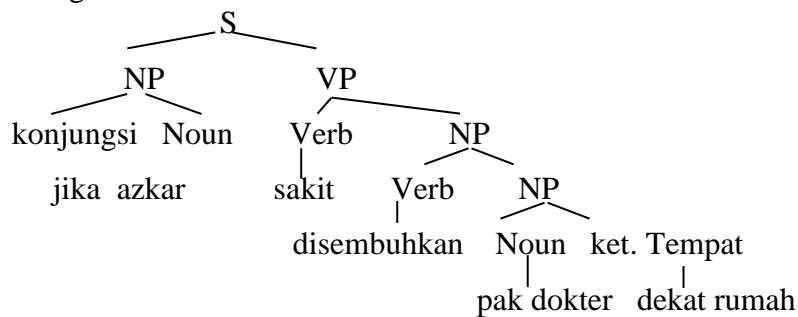
Parsing



**Data 15**

*Kalo azkar sakit yang disembuhkan pak dokter di dekat rumah*

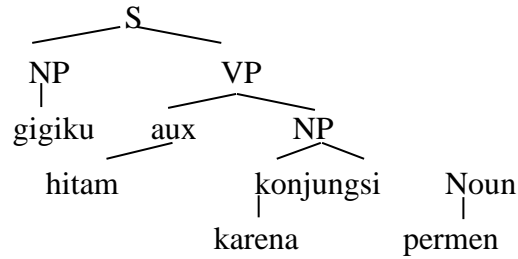
Parsing



**Data 16**

*Kata bunda permen yang bikin gigiku hitam*

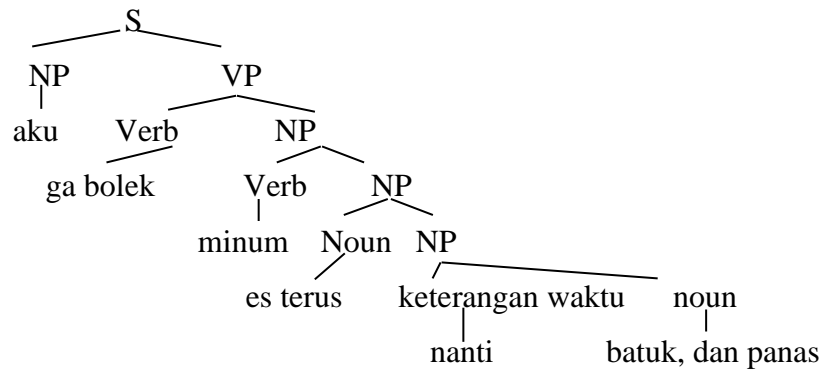
Parsing



**Data 17**

*Ga boleh minum es terus terus, nanti batuk dan panas badanya*

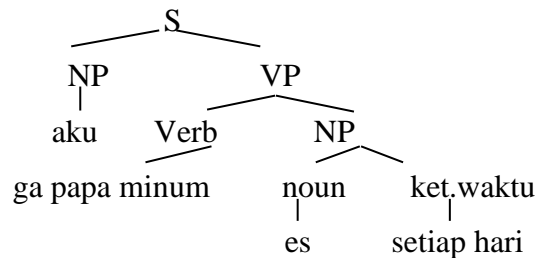
Parsing



**Data 18**

*Bu guru aku ga papa minum es setiap hari ga papa kata ayah*

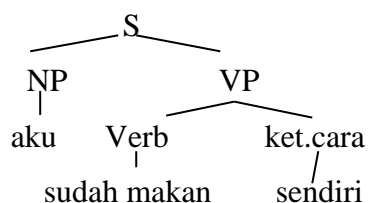
Parsing



**Data 19**

*Aku sudah makan sendiri*

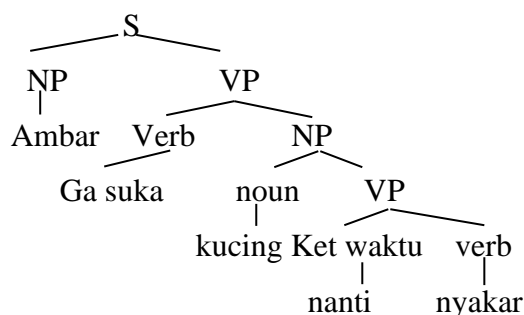
Parsing



**Data 20**

*Ambar ga suka kucing bu guru nanti nyakar*

Parsing



**5. DISCUSSION**

**5.1 Syntax parsing of the language of children aged 3-4 years**

Data 1 shows a sentence that actually consists of 2 sentences but the children pronounce it into one sentence, by repeating the word "Mother" so that to understand it, they must eliminate the repeated word, namely Mother. Data 2 shows sentences that have irregular arrangements such as adverbs placed in front, then the pronunciation of a word is excessive, for example, "buaaanyak". Data 3 shows the sentences spoken by the child in the absence of a subject and then repeats the word or verb. Data 4 shows data that is structurally or grammatically appropriate but in meaning does not show coherence because it shows Lula likes to eat fruit but what is mentioned is vegetables. Data 5 shows sentences that are spoken with no conjunctions so if the sentence is not parsed properly then it is difficult to understand. Susanti (2018) explains the results of her research that speech analysis shows Fahlevi has an MLU of 1.21 which is in stage II which means to be at a high level. At Fahlevi's age his MLU should be on hold I whose MLU is between 1-1.5. 2. Types of words that have been obtained and spoken by Fahlevi include nouns, verbs, adjectives, and adverbs.

Data 6 shows a sentence that is actually one sentence but the child mentions the word called “bu guru”, so it needs to be removed or eliminated in the parsing so that later it can be understood properly. Data 7 shows a sentence consisting of 2 sentences, but there are advantages to saying the word happy, then there is no subject in the second sentence. Data 8 shows 1 sentence which actually consists of two sentences, but does not use conjunctions. So there's the direct pronunciation. Data 9 shows that the child pronounces sentences that are back and forth between the subject and the verb, so it is necessary to arrange a subject-verb and an explanation. In data 10 children repeat the word wash their hands so that one must be eliminated. In data 11 there is the word “bu guru” which is a vocation so it is not included in the main sentence. Children also repeat the words “duduk manis”, To understand, you must first find the subject and eliminate the repetition of words. Data 11 consists of sentences that do not have a subject, but where there are 2 statements, the object must be analyzed according to the object and predicate. Rohimajaya (2020), concluded that Dilara was able to communicate appropriately. Finally, the parent’s role is important to develop the child’s language. The parents should build interaction with their children to know their child’s language development. Besides that, the researchers suggest the parents say the right pronunciation to their children.

Data 13 visible “dia suka makan sayur” but to pronounce kan using passive sentences without conjunctions, it is necessary to analyze them according to the correct arrangement and correct conjunctions. Data 14 shows that the sentence is a conditional sentence and the conjunction is in the front, so it needs to be placed in an easy place or in the middle so that it can be understood. Data 15 is also a compound sentence or a mixed sentence that uses conjunctions in front of the sentence. So to understand, it is necessary to identify the conjunction of the subject, verb, and object. In sentence 16, it looks like a direct sentence so the sentence being analyzed or parsed is the main sentence. In the data, 17 subjects are missing, so the subject must be analyzed, then verbs and objects. Data 18 shows that many repetitions of words such as “gak papa” then one must be omitted to interpret properly. Data 19 shows simple data, namely sentences that are spoken but the object does not exist. Data 20 shows that the sentence is a mixed causal sentence, but in the causal sentence, the subject and verb are not fully stated. Grady (2019) claims that children’s acquisition of syntax, whose complexity continues to baffle professional linguists, is a remarkable achievement made even more so by the spontaneity, rapidity, and uniform success that are typical under normal circumstances. Syntactic development and the mysteries surrounding it rightly occupy a central place in linguistics and cognitive science. The years ahead hold the promise of further progress, as research is extended to an even broader range of languages and phenomena. Omaki (2015) shows that the first linking problem is that children’s behavioral data that is observable to researchers do not provide a transparent window into the developing grammar, as children’s immature linguistic behaviors

may reflect the immature parser. The second linking problem is that the input data that researchers investigate may not correspond veridically to the intake data that feed the language acquisition mechanisms, as the developing parser may misanalyze and incorrectly represent the input. Based on reviews of child language comprehension studies that shed light on these two linking problems, it is argued that further research is necessary to closely integrate parser development and acquisition of syntactic knowledge.

## **5.2 Language acquisition for children aged 3-4 years**

Family is an important factor in shaping the character and skills of children. Children who are often involved in social activities will be more skilled in language, which includes regular visits to the theatre, concerts, museums, and libraries, or an interest in developing something. The practice of language socialization in the family is the most basic. Because parents are the closest people to children who use their first language. Hutabarat (2018), says that three-year-old children could improvise the sentences they produce. Sometimes, two-year-old children imitated what other people said when they had difficulties expressing something, but three-year-old children already had good competence in producing sentences of their own creations. The syntax acquisition of two-year-old and three-year-old children was affected by four factors which were natural factors, cognitive development factors, social background factors, heredity factors; intelligence, and the style of language acquisition.

The educational status of parents is also related to the social and cultural resources that their educational status generates (Lareau, 2000). First, academic parents who have a higher level of education accumulate and are more active in social capital through the involvement of their children in various interactions and relationships within the family and in society. Second, their educational status also socializes their children into the academic world of parental literacy in the adaptation stage to realize that children need to be prepared for the language used in society at large.

The students' language acquisition depends on the environment (Sari, 2018). Data analysis in this study was carried out using comparing any data or responses obtained against children ages 3;0-4;0 years, interpreting it according to available data, and drawing conclusions based on the analysis of the data language in terms of semantic features with this image media can make children acquire language and with stimulus-response from the environment around can make a child's psychological development develop and respond when generalizing pictures can make children's understanding of pictures the image is shown. Hua (2010) argues that playing with friends outside the home is important in creating and maintaining social relationships. Therefore, through this activity, children can expand communication and socialization with friends by enriching the language according to their environment. Language acquisition is a natural process. The NS process is not tied to a study room or formal situation and is not related to standard linguistic aspects such as rules and so on. Language acquisition is actually obtained by

children at birth because the language device in the child's active brain has existed since he was born (Tussolekha, 2015).

Socializing with friends around will make the exchange of different language backgrounds, so that language skills also increase. The language background of one friend with another is actually different, namely that some children who have broad language skills will be more active in speaking than other friends will follow what is being discussed so that language skills will increase through socialization with friends. They will also observe objects and the surrounding environment so that some words and sentences will appear according to the environment they are studying.

An institution or place where children learn for the first time is a Play Group. Within a Play Group, children are not allowed to learn to read formally but are sufficient to stimulate children's stimulus in learning something, especially language. Lailiyah (2019) shows the results of speech analysis show that the average research subjects from Tulungagung, Malang, Kediri, and Surabaya had an average MLU of 2.92 in stage VI, which meant that they were still at a low stage, which at the age of three was already at stage VII 3.0-3.5 words per speech. All activities are based on a stimulus that will make children active in learning in this case the priority is the language because the most basic thing in learning groups, especially children aged 2 to 3 years is to develop their language so that they can socialize well. Ochs & Schieffelin (2008) argue that there are two groups of communication orientations that can be found in the process of language socialization in children. The first is a child-centered orientation, while the second is a situation-centered orientation. When the child is at the center of the communication orientation, the teacher considers the child's point of view when talking to them so that the topic focuses on the child. Therefore, children are often involved as talking partners and parents meet children during their growing period. Hyams (2015) discusses four important stages in language acquisition. At their beginning sentence production, children optionally omit verbal (RI stage) and subject (NS) inflections stage), and there is evidence from the production and understanding that this omission is because of the differences between the grammar of children and adults. Later in its development, children who have productive language are mostly like adults but continue to show difficulties in understanding movement A and certain control structures. Universal Grammar is a theory of the grammatical forms that the human mind can derive under normal conditions of language exposure and cognitive growth, and in this sense also defines a grammar that can entertain children in their development process.

## **6. CONCLUSION**

The acquisition of language from the family environment is an important factor in shaping the character and skills of children. The acquisition of language from the social environment such as playing with friends outside the home is important in

creating and maintaining social relationships. The acquisition of language from the school environment, including an institution or place for children to learn, the first time is a Play Group in a Play Group, children are not allowed to learn to read formally but are sufficient to stimulate children's stimulus in learning something, especially language. In parsing the syntax for children's language acquisition in the Darussalam Blokagung Play Group, data 1 to 20 were obtained. From the overall data, it can be concluded that children often repeat words in the pronunciation of a sentence, and cannot place the sentence structure in the appropriate position, for example, subject, verb, object, and description, either adverb of time, place, or adverb of the method. For example, the adverb of a place in the middle or in front, then the absence of objects and verbs. This shows that at the age of children 1 to 2 years, language acquisition is still basic in accordance with the performance of their brains, which tend to imitate or learn from the surrounding environment, be it the family, school, or social environment..

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