



**ACQUISITION OF SENTENCES BY A THREE-YEAR-OLD  
INDONESIAN BOY: A CASE STUDY  
ON M. GENTAMAS RANSI ALDEN**

**Fadhila Hayani  
Siti Aisyah Ginting  
Rahmad Husein**

**English Applied Linguistics Study Program  
Postgraduate Program–Universitas Negeri Medan**

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**ABSTRACT**

This study was investigated about the acquisition of sentences by three-year-old Indonesian boy, M. Gentamas Ransi Alden. The objective of this study were to investigated the sentences that produced by three years old Indonesia boy, and to explain the reason for the sentences produced based on mood in a case study on M. Gentamas Ransi Alden. This research was conducted by using descriptive qualitative research design. The data were utterances from a three years old Indonesia boy and source of data taken from M. Gentamas Ransi Alden. For the duration of almost three months, the researcher observed and recorded the subject's produced sounds, words, and sentences. The researcher also observed how the learner interacts with various linguistics inputs to see how the subject processes them. Finally, the researcher also observed him as interacts with people to determine the levels of the various constructs of his communicative competence. The result of the data showed that the subject already acquired the sentences based on mood, they are: 1) declarative sentences, 2) imperative sentences, 3) exclamatory sentences, and 4) interrogative sentences. In acquiring the second language, the research subject acquired the sentence during the process of imitating from their parents since they start over to speak. The subject used a declarative sentence to declare their statements, the interrogative sentence they use it to ask about information of something, the exclamatory sentences they use to shows about the emotion and also to declare their statement, and the imperative sentences to ask another to do something.

**Keywords:** *Children Sentence Acquisition, Kinds of Sentences, a Three Year Old, Indonesian Boy*

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## INTRODUCTION

Human development and advancement requires quite a while and comprises of the stages that have their own qualities. Among the stages, the underlying development stage or the development pace of child is a stages that need an incredible consideration since it has importance for human development and advancement in the following time frame, particularly in the parts of language acquisition. Taking into account that language acquisition is a significant perspective that denotes the period of development and improvement of a child.

Talk about language acquisition in child is more fascinating to be examined considering relatively few individuals noticed (particularly the normal individuals including guardians who bring up their child). How the real language acquiring in child happened. We simply know out of nowhere when a youngster can talk. Never recently envisioned how expressions were procured and at last utilized by a child as a device to convey.

Language acquisition is the interaction of how an individual can talk or process children in general getting the first language (Ulfa, 2017). Likewise, Chaer (2009: 167), the acquisition of the first language is the language that is first mastered by a child, commonly called mother tongue. The child who is getting the sound system of his mother tongue, will initially say all the sounds that are available in chattering. Every child receives a mother tongue in the first phase of his life. Mother's language is the first language mastered or acquired by a child (Dardjowidjodjo, 2003: 241). This process of language acquisition is the mastery of language that takes place naturally through daily communication without having to go through special teaching. Toward the start of the acquisition of language typically the child will be more silent, listening, paying attention, and imitating what he listens to. However, after the age increases, the growth of the tool said the child can be known by the more perfect speeches produced by the child. The process of acquiring language is a controversial matter between linguists. The issue that is debated is the acquisition of language that is *nurture*, namely the acquisition is determined by the nature of the environment. While Chomsky accepts that language acquisition is not only based on *nurture*, but *nature*, namely children have been outfitted with an instrument called language acquisition tools. Every child has likenesses in language acquisition and goes through the similar interaction in dominating every language. (Dardjowidjodjo, 2010: 235-236)

Getting the language takes an extremely long interaction specifically began from prattling until he/she can utilize the language. It implies that one necessities quite a while to obtain the language since he can utilize the language in his everyday life. Infants are not brought into the world with the capacity of talking. They secure the language through a cycle of gaining, beginning quickly from birth (clark, 2003:1), this learning interaction obviously isn't done as an

arrangement way which is constantly directed in the class where the child learns any field of subject by the assistance of the teacher. It implies that the infants obtain the language with their own capacity without the way toward educating.

Taylor (1990) says that there are three perspectives that impact children language acquisition, they are: 1) parents; 2) environmental influences; 3) and the child's biological aspects. These aspects have their own effect to children language acquisition.

Seeing the acquisition of language of a child at the age of 2 to 4 years, it appears that the level of language acquisition in children is a series of unity that starts from the words one word, to simple sentences by combining more complicated words, namely syntax (Tarigan, 1988: 5). In other words, the acquisition of syntax in children through small things and continues to a more basic thing, meaning that the child will master the word, phrase, and then move on to the sentence.

By the age of three-year-old, the children ought to have the option to create the sentences as what Dardjowidjojo (2000) said "*sebagian besar kalimat telah dikuasai anak sebelum umur 5,0 sehingga pada tahun kelima ini dia hanya memoles saja atau memperbaiki kekeliruan disana sini*" (a large portion of straightforward sentences have been dominated by the child before age long term, so that in the fifth year he/she simply clean and fix the mix-ups).

As research conducted by Arizona (2006), she try to find out what sentences do the children get by and which one prevailing, based on her research she found that children of the three-year-old can procure a wide range of sentences, they are: declarative, imperative, negative, exclamation sentence. Which the dominant they use are declarative, active and simple sentence.

Salnita (2019) also conducted a research to describe the language acquisition of child aged 3 years. Language acquisition for child aged 3 years is studied at the level of phonology, syntax, and semantics. The data in this study is the speech of child after 3 years. This study uses a qualitative descriptive design. The data analysis phase in this study there are three, namely reduction, presentation, and conclusion. The results of this study indicate that at the phonological level, the research subjects have not been able to test phonemes /r/ and /s/ correctly. At the syntactic level, the subject of research has been able to test four types of sentences, namely declarative, imperative, interrogative, and exclamation sentences. Words that are controlled by child are words that are close to the child's environment. At the semantic level, all utterances of child contain denotative meaning.

The subject in this thesis is a boy, his name is Muhammad Gentamas Ransi Alden which common called by Tamas. He is three-year-old. He comes from a wealthy family. He lives with

his parents at Jl. Marelan. His dad just moved on from senior secondary school, while his mom has a diploma. Now his father works as TNI-AL, while his mother is only a housewife.

In the age of 2 years, Tamas can already speaking by English language and cannot speak with Indonesian language. This made it difficult for Tamas to communicate with other family members. For example when his grandfather comes to his home and try to communicate with him, Tamas did not understand what his grandfather says and his grandfather also did not understand what was Tamas's speak, because his grandfather speak Indonesian while Tamas did not understand Indonesian, and so do the grandfather, he did not understand what Tamas's speak because he speak with English language while the grandfather did not understand English language.

Due to this communication problem, in his age 3 years the Tamass' family members agreed to transfer him to Kingsley school which this school is National Plus school and in this school they use English, Mandarin, and Indonesian language in their daily communication.

Since Tamas entered this school, he has started out to speak English, Indonesia, and Mandarin Language. But of the three languages he tends to speak Indonesian language. So now at his age 3.2 year, Tamas started out using Indonesian language in his daily communication although sometimes it was still mixed with English language, but the language he speak still using a standard form of Indonesia language. For example, when Tamas saw his father bought a new clothes, he asked his father "*Ayah membeli baju baru ya? Baju baru yang Ayah beli untuk siapa?*" which children at his age do not use a standard language like Tamas.

From those previous studies and the phenomenon found that have been analyzed above proved there are some similarities could be found in this research within the previous journals, but in this research was focus on child three-year-old Indonesian boy, and the researcher interested to investigated what types of sentences that acquired by him.

## **METHODOLOGY**

This study applied descriptive qualitative research design by describing the sentence of language acquisition. In this case the answer of the problem by giving explanation. The data was the utterances of a child three-year-old boy from the conversation to his family members. The study was conducted from a child three-year-old Indonesian boy. The data of this study were the transcript of the video recorded utterances which had been gathered from conversation between his and his family members. The data were analyzed by applying analysis model which consisted of three steps namely; 1) data condensation, 2) data display, and 3) conclusion drawing and verification. The data were synthesized based on Shopen

theory.

## FINDINGS AND DISCUSSION

After analyzing the data, there are four types of sentences that had been uttered by a child three-year-old Indonesian boy, it will be shown below;

### A. Declarative Sentence

Declarative sentence according to Shopen (2007) are generally and routinely used for talk acts, for instance, stating, communicating, yet furthermore accusing, condemning, promising, and guaranteeing, reporting, protesting and bragging, yet moreover shows of expecting and promising.

#### a. Stating

Data St1/ Mm1/ Tm2/ March 3, '21

Mm(1): *Adek eating apa?*

(What are you eating, dear?)

Tm(2) : *eating kenot* (carrot)

(I am eating carrot)

Mm(3): *ohhhh eating carrot.... Pake apa? Carrot sama apa itu? Tempe ya? Kasian....*

(*ohhhh* you are eating carrots. What are you eating? Carrot and what is that?)

Tm(4): *enak ya*

(It's delicious)

The data was taken from Tm and Mm conversation on March 3, 2021 at their house. The occasion is when Tm is eating and Mm looks then asked what he was eating, and he answered he is eating carrot, *eating kenot*. The sounds like “n” in *kenot*, because he was eating at that time to stating that word. And It can be seen in Tm sentence that Tm was acquire a declarative sentences, and Tm uses this sentences to declare or stating about what he eat and the taste of food.

Data St2/ Mm 3/ Tm4/ March 3, '21

Mm(1): *Adek eating apa?*

(What are you eating, dear?)

Tm(2) : *eating kenot* (carrot)

(I am eating carrot)

Mm(3): *ohhhh eating carrot.... Pake apa? Carrot sama apa? Tempe ya? Kasian....*

(ohhhh you are eating carrots. What are you eating? Carrot and what is that?)

Tm(4) : *enak ya*

(It's delicious)

The data was taken from Tm and Mm conversation on March 3, 2021 at their house. The occasion is when Tm is eating and Mm looks then asked what he was eating, and he answered he is eating carrot. Then, his mother asked him what he eaten. And It can be seen in Tm sentence that Tm was acquire a declarative sentences, and Tm uses this sentences to declare or stating about the taste what he eat at that time, he said *enak ya*.

Data St3/ Mm24/ Tm25/ March 7, '21

Mm(24): *rumah uti..... rumah uti, dimanakah rumah uti?*

(Grandmother's house... grandmother's house, where is it?)

Tm(25): *di bandana* (bandara)

(at airport)

The data was taken from Tm and Mm conversation on March 7, 2021 in car when they wanted to go to grandmother's house. Mm asked to Tm where the grandmother's house is, he stated that at airport. It can be seen Tm sentence that Tm was acquire a declarative sentence, and Tm uses this sentence to stating about his grandmother's house, *di bandana*.

Data St4/ Mm28/ Tm29/ March 7, '21

Mm(28): *di Bagan Deli!*

(At Bagan Deli)

Tm(29): *di Badan Deni*

(di Bagan Deli)

(at Badan Deni)

The data was taken from Tm and Mm conversation on March 7, 2021. In this context the conversation happened when they were on the way to go to grandmother's house. This is

their conversation continued from data above, when Tm stated that his grandmother's house was at airport and his mother corrected the word. Tm directly replied the place, *di Badan Deni*. It can be seen Tm sentence that Tm was acquire a declarative sentence, and Tm uses this sentence to stating about his grandmother's house.

Data St5/ Mm30/ Tm31/ March 7, '21

Mm(30): (tertawa) perginya sama siapa-siapa aja?

({laughing} with whom you go to there?)

Tm(31): *mama*

(With mommy)

The data was taken from Tm and Mm conversation on March 7, 2021. In this context the conversation happened when they were on the way to go to grandmother's house. This is their conversation continued from data above, when Mm asked with whom he goes to his grandmother's house, he answered *mama*. It can be seen Tm sentence that Tm was acquire a declarative sentence, and Tm uses this sentence to stating about with whom he go to his grandmother's house.

## **b. Reporting**

Data Rp1/ Tm8/ March 3, 21

Tm(8) : (*diam*) *ibu sayun, Amas matan kelot*

(*ibu sayur, Amas makan carrot*)

({silent} mam, Amas is eating carrot)

The data was taken from Tm and Mm conversation on March 3, 2021 at their house. The occasion is when Tm was eating and Mm looks then asked what he was eating. Tm said to the huckster that he was eating carrot. In this sentence Tm use a declarative to represent or reporting that he eats the vegetables to huckster, *ibu sayun, Amas matan kelot*.

## **c. Criticizing**

Data Ct1/ Mm13/ Tm14/ March 3, '21

Mm(13): *kenapa?*

(why?)

Tm(14): *itu tepe!*

(*itu tempe*)

(that's *tempe*)

The data was taken from Tm and Mm conversation. The context of this conversation when Tm is eating and Mm ask what was happened with Tm. Because Mm look at to Tm is look seriously to his food. His mother heard that in his plate is cabbage not *tepe*. The sounds of him make his mother understanding. In this case show that he criticized, he knows what the kind of dish is and he look seriously with the food which plating on the plate.

## B. Interrogative sentences

According to Shopen (2007), interrogative sentences are routinely connected with the discourse demonstration of requesting information, asking question, introducing deliberation and so on. Interrogative sentence here can be utilized for order discourse act. It shows that the object of this research was acquired some sentences of interrogative sentence. It can be seen in the explanation below;

Data As1/ Mm 55/ Tm56/ March 14, '21

Mm(55) : *hai tamas*

Tm(56) : *hai, tamu mau temana? (hai, kamu mau kemana?)*

(Hi, where are you going?)

The data was taken on March 14, 2021. This conversation occurred when Tm and family is on the way. They wanted to go to *Bukit Lawang*. The context showed Mm greeted Tm, and Tm response it '*tamu mau temana?*'. In this context Tm use interrogative sentence to ask where they to go are.

Data As2/ Tm 105/ April 18, '21

Tm(105) : *why? Mommy, why you throw my biscuit?*

The data was taken on April 18, 2021. This sentence occurred when Tm wanted to eat his biscuit. And his mommy was thrown his biscuit. And the sentence that Tm use is interrogative to ask "why you throw my biscuit" about reason his biscuit.

Data As3/ Tm156/ April 30, '21

Tm(156) : *iya, di tana ponta bian dia dipenjama **tengok itu kenapa di fotoin** ? (di sana pun kan biar dia dipenjara tengok itu kenapa difotoin)*

(yes, so she's imprisoned there. **Look at her, why is she recording me?**)

This data was taken on April 30, 2021. The context of this sentence is when they



were on the way and Tm asked his daddy to drop off his mommy to police station because he said that his mommy is naughty. And his daddy just laughing without says anything. After that he saw his mommy recorded him, he said *tengok itu kenapa difotoin*. It means that he use interrogative sentence to request or ask his daddy why his mommy did it.

### C. Exclamatory sentences

Exclamatory sentences are like declarative sentences in that they make a statement instead asking a question, but their fundamental intention is to communicate forceful feeling. They are handily perceived in light of the fact that they end in an interjection point rather than a period. There are some sentences of exclamatory sentence that acquired by the subject, and it will show below.

Data Ex1/ Tm105/ Mm106/ April 18. '21

Tm(105) : **I want to eat my biscuit**

Mm(106) : mommy throw away your biscuit

This conversation is between subject and his mother, through this exclamatory sentence Tm want to show his strong emotion to his mother that he wants to eat the biscuit. And this conversation occurred April 18, 2021 when the subject wants to eat his biscuit he used English *I want to eat my biscuit*.

### D. Imperative sentences

Imperative sentence is not just expresses a reality but rather tell someone to do something. These can be as cordial counsel, fundamental guidelines or more intense orders. As indicated by Shopen (2007) imperative sentences have their fundamental use in all endeavors to get or encourage the listener to accomplish something. For basic sentence, it can be used for directive speech act. The subject also has acquired the imperative sentence, it very well may be found in the information below. Here are some basic sentences that obtained by the subject;

Data Im1/ Tm11/ March 3, '21

Tm(11) : *tenok itu...tenok itu.... diambin* (tengok itu, tengok itu, diambil) \*nunjuk makanan

(look at that! Take it!) \*show food

The first imperative sentence that acquire by the subject is in sentence, this imperative sentence shown in the conversation. Tm sentence shows that ask his mother to take to food when Tm eating carrot and tempe, *tenok itu..tenok itu..diambin*.

Data Im4/ Tm146/ April 30, '21

Tm(146) : *pa, tununkan mama di tanton polici*

(pa, turunkan mama di kantor polisi)

(Daddy, dropped off mommy to police station!)

Another imperative sentence also can be seen in Tm146, when the subject talk with his father asked to drop off his mommy to police station, *pa tununkan mama di tanton polici*. In this context he use imperative sentence to ask his father to do something. This is occurred on April 30, 2021.

Data Im4/ Tm145/ April 28, '21

Tm(145) : *mama denan tu suana ajan, yok ambil wuduk haha abis tu shonlat*

(*mama dengar tu suara adzan, yok ambil wudhu haha abis tu sholat*)

(Mommy, listen! It is adzan. Let's go to pray!)

The next imperative sentence that acquired by subject can be seen in Tm145. In this conversation can be seen that Tm asked his mother to pray, *mama denan tu sauna ajan, yok ambil wuduk abis tu sonlat*. This is occurred on April 28, 2021, he uses imperative sentence to ask mommy do something.

## CONCLUSIONS

It is found that all the four types of sentence occurred in a sentence from a child three-year-old Indonesian boy namely; declarative sentence, interrogative sentence, exclamatory sentence, and imperative sentence. In declarative sentence, the researcher found stating, reporting, and criticizing sentence. From those four types of sentences the subject dominantly acquired about declarative sentence than another types of sentence. In declarative sentence, the subject was used stating, reporting, and criticizing sentence. And the subject is going process to develop to another type of sentence such as complex sentence.

1. Dealing with the realizations of child language acquisition, and found out that the most dominant appeared in the declarative sentence, it's highly recommended to the further investigator to additionally explore about a similar point concerning complex sentences

securing of three-year-old kindergarten understudies with bigger quantities of subjects. Hopefully, there will be discovering numerous different things.

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