

## SYNTAXIC LEVEL OF LANGUAGE ACQUISITION IN 3 YEAR OLD CHILDREN: PSYCHOLINGUISTIC STUDY

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### ABSTRAK

This research aims to analyze and describe language acquisition at the syntactic level in children aged 3 years in relation to psycholinguistic studies. The method used is a descriptive method with a qualitative and technical approach, listen, get involved and be proficient. The subject in this study was a child aged 3 years and the child's parents. This research came to the conclusion that children aged 3 years can construct four types of sentences based on their syntactic form. The four types of sentences are interrogative sentences, exclamative sentences, declarative sentences and imperative sentences. The data in this study amounted to 23 in the form of conversations between subjects, researchers and parents. The details of the 23 data are 6 interrogative sentences, 3 exclamative sentences, 10 declarative sentences, and 4 imperative sentences.

**Keywords:** *Psycholinguistics; Language Acquisition; Syntax; B-1; Child.*

### INTRODUCTION

Humans use language as a means to communicate and interact with each other, expressing thoughts, ideas, opinions and information contained in their own minds. This opinion is the same as that expressed by Chaer and Agustina (2010: 100) who argue that the main function of language is as a communication tool or interaction tool that only humans have. Talking about language, humans are not born already fluent in language, however, there is a process called language acquisition, which means language is acquired through learning. The term language acquisition is discussed in psycholinguistic studies. Psycholinguistics is a science that discusses psychological methods or processes, neurological processes, and cognitive processes in using language. Furthermore, according to Antonius (2019: 10) psycholinguistics focuses on studying the way or behavior of human language, namely acquiring it, using it, and understanding it as a tool for thinking and as a means of communicating.

Language in children describes the child's behavior, personality and thought patterns. When communicating with people around them, that is through language activities, however, sometimes the language process for young children is still very simple, for example, using inappropriate sentences and words to express something. Language in early childhood usually includes things such as hearing, expressing things, and understanding language. So, language in children is one of the important and main things because by speaking children can express something and we are able to know the child's thought patterns and personality.

In the process of mastering a language, a child will usually start acquiring the first language or what is usually called the mother tongue. In accordance with the opinion expressed by Sri Utari and Nababan (1992: 72) states that every child with normal mental development will learn the first language (mother tongue; household language) in the first years of his life, and the process in the first years approximately 5 years old. So, the acquisition of a first language (mother tongue) at an early age affects a child's language skills during their growth period because, after puberty, a child's language skills do not progress much, so the acquisition of this first language is considered the most important for a child.

Rosidah, et al (2022: 24) state that language acquisition is a process that occurs in a child's brain when acquiring his mother tongue. So it can be said that in the process of mastering a child's acquisition of a first language or mother tongue and the process of learning a language in the classroom carried out by a teacher is learning, not acquisition. Children usually acquire this language naturally when learning

their mother tongue. This happens because language acquisition is closely related to language mastery. Then, language acquisition that occurs in children can also increase as the child gets older.

Every child definitely has the ability to communicate and the communication carried out is of course different. This is caused by the influence in language acquisition which is motivated by many factors. According to Ni'mah (2022: 77) factors in first language acquisition are cognitive development, social development, and language acquisition tools. The cognitive development factor in children means that children who can use a form of speech with the correct structure do not necessarily have mastered the first language because it is possible that children interpret the sentences they say differently from the way adults interpret these sentences. The child's social development factor means that the acquisition of a first language starts from the child's interaction with parents and family, then this interaction continues with teachers and friends, then this interaction increasingly extends to the surrounding environment or wider society. This shows that the better the way children socialize, the better their language development will be. Finally, there is the factor of language acquisition tools, in this case it is clear that children are born already equipped with the ability to speak language which of course must be trained. A child gets his first language through listening and imitating activities. In this process the role of parents is very large, because children will imitate the way their parents speak.

Language acquisition occurs at the levels of phonology, morphology, syntax and semantics. Syntax is a science that discusses the ins and outs of sentences or the methods and principles for building sentences. Furthermore, according to Gusriani (2023: 2) syntax is a part of grammar that discusses the rules for combining words into larger grammatical units called phrases, clauses and sentences, as well as the placement of suprasegmental morphemes (intonation) in accordance with the semantic structure desired by the speaker. basically.

Language acquisition when viewed from a syntactic point of view can be seen when children begin to be able to construct very simple sentences at around the age of 18 months or 1.6 years. However, this can be different for each child depending on how the child is trained to be able to say a sentence, for example through the parenting style of the parents. Furthermore, according to Sudarwati et al (2017: 43) the acquisition of syntax in children occurs when they begin to learn two or more words (approximately when they are two years old). Viewed from a syntactic perspective, children begin to speak by producing one word that they mean has full meaning.

Acquiring language, especially in the area of syntax, the child will begin to say one word, where this one word is considered a full sentence by the child himself. Because, usually children are not yet able to express more than one word. Acquisition in the field of syntax in the form of sentences at this stage the child will begin to utter one word utterances to express something that functions to replace the main sentence because the child is not yet capable enough to pronounce complete sentences, however, if the child can already say two or more words or even combine words then, his words will be easier to interpret. This is the same as the opinion expressed by Mustadi (2021: 26) stating that the one-word utterance stage takes place when children are 1-2 years old. It is called a holophrase because at this stage children will only use one meaningful word to convey the overall meaning.

Sentences when viewed from a syntactic point of view can be classified based on their categories and forms. On this basis, sentences are divided into four types, namely: interrogative sentences, (exclamative sentences, declarative sentences, and imperative sentences. In more detail, interrogative sentences are uttered with the aim of getting answers to what is not or was not previously known. Furthermore, according to Khamdi (2021: 98) An interrogative sentence is a sentence that contains a request that we be told something, usually using interrogative words, interrogative punctuation marks, exclamative sentences are sentences that show the subject's admiration or feelings for something. An exclamative sentence is a sentence whose content is used to express feelings of admiration or surprise. A declarative sentence is a sentence that functions to report or tell the speaker about something. provide information or news about something. Imperative sentences are sentences that are used to ask or command the speech partner to do something they want.

At the age of 3 years, a child is usually able to acquire good vocabulary because at that age the child has entered the age to receive education at the play group level. Because this affects the development of children's language where children will interact with their social environment which will have an impact on language which is influenced by their social environment as well. The language acquisition that children receive from the educational environment is of course a process, it is not

acquired quickly by the child. Acquiring this language requires quite a long time so that the child is truly able to master language skills which are characterized by the child's ability to create meaningful utterances.

The researcher hopes that this research can help increase insight into the processes and factors of language acquisition at the syntactic level in children aged 3 years in relation to psycholinguistics for readers, especially parents. The researcher hopes that readers, especially parents, will utilize this research as reading material. in order to improve the quality of communication with children and adjust parenting patterns that can support language development in children.

## RESEARCH METHODS

The method used in this research is a descriptive method using a qualitative approach. According to Agustinova (2015: 10) qualitative research is a research method based on the philosophy of postpositivism, which emphasizes aspects of in-depth understanding of a phenomenon. The descriptive method used in this research functions as a description of the results related to the data that has been collected which has been carried out by researchers by conducting observations and interviews with parents and children. Observation activities take place in the field by observing the speech and utterances spoken by research subjects.

This research was carried out directly by observing how the grammar used and how the stages in first language acquisition can influence the language development experienced by the child. This research uses listening, engaging and speaking techniques where the research process is carried out by interacting with the child by inviting him to play which then encourages the child to pronounce various vocabulary and sentences. Next, the researcher records the results of the conversation and data is collected to observe and understand every word or sentence spoken by the research subject for analysis and drawing research conclusions.

## RESULTS AND DISCUSSION

The subject of this research is a 3 year old child named Alena Najwa Faradiba. The first language (B1) mastered by the subject is Indonesian. According to the parents' observations, the subject has begun to be able to speak and communicate well since he was 2 years old. Meanwhile, the types of sentences that are often uttered by subjects according to parents' observations are declarative sentences (news sentences) and interrogative sentences (question sentences). This is because children aged 3 years tend to have a high curiosity about many things, and children aged 3 years also tend to immediately tell or report what they know to people.

Below we will present the results of the research which shows the types of sentences that are often and rarely uttered by the subjects as well as the factors behind them. In each speech event there are coding or abbreviations R, S and OT, R stands for researcher 1, S stands for subject, and P stands for parent.

### Interrogative sentences

Interrogative sentences are generally sentences that are used very often by children aged 3 years. This is motivated by children's high curiosity about many things, especially about new things. So that is the reason why this type of interrogative sentence is one of the most frequently used sentences. 3 year old children with a high sense of curiosity tend to immediately ask their parents or people around them to get answers to what they don't or don't know. In this research, 6 data were found which contained interrogative sentences.

#### Data 1

- S : Ini namanya gitar ini (This is the name of this guitar)  
R : Bukan, apa coba tebak (No, guess what)  
S : Nggak tau ah, emang itu apa? (I don't know, what is that?)  
R : Itu namanya biola (That's called a violin)  
S : Biola apa? maininnya kayak gitar bukan? (What violin? Play it like a guitar, right?)  
R : Beda, kalo biola maininnya kayak gini (It's different, if you play the violin like this)

In speech event data 1 there are sentences that include interrogative sentences. (1) S: I don't know, what is that?, (2) What violin? Playing the word guitar, right? Sentences (1) and (2) are

interrogative sentences because the subject as the speaker asks something to receive an answer from the interlocutor. These two sentences were uttered by the subject with the aim of getting answers to what they did not or did not know before. In sentence (1) the subject as speaker asks the speaker the name of a toy which he thinks is similar to a guitar, in sentence (2) the subject as speaker asks the speaker how to play the violin. This question arose because the subject already knew about the guitar musical instrument which has a shape almost similar to the violin.

#### Data 2

- R : Liat ini gambarnya banyak (Look at the many pictures here)  
S : Itu mah gambal ini. Nggak tau deh (That's this picture. I don't know)  
R : Dinosaurus (Dinosaurs)  
S : Dionosalusus? (Dionosalusus?)  
R : Bukan dionosalusus, tapi dinosaurus (Not a dionosalusus, but a dinosaur)  
S : Kalo yang ini apa walna-walni? (Is this one colorful?)  
R : Ini buat ngewarnain gambar kuenya (This is for coloring the cake picture)  
R : Mau diwarnain nggak gambarnya? (Do you want to color the picture?)  
S : Mau, tapi digimanain? nggak tau (I want to, but how? do not know)  
R : Ditaburin bubuk ke gambar kuenya ya (Sprinkle powder on the cake picture)

In speech event data 2 there are sentences that include interrogative sentences. (1) S: I want to, but how? do not know. This sentence is an interrogative sentence because the subject as the speaker asks something to receive an answer from the interlocutor. This sentence is uttered by the subject with the aim of getting an answer to something that was not or was not known before. In sentence (1) the subject as speaker asks the speaker how to color a picture with colorful powder. This question arises because the subject only has knowledge from previous experience, namely coloring pictures with colored pencils, markers or crayons.

#### Data 3

- S : Kok ini bubuknya nggak mau nempel sih ke gambal lumba-lumbanya? (How come this powder won't stick to the dolphin picture?)  
R : Kalo gambar lumba-lumba diwarnainnya pake pensil warna, kalo bubuk buat gambar yang kue bolu (If it's a picture of a dolphin, color it using colored pencils, if it's powder make a picture of a sponge cake)  
S : Ini ke sini pasangannya? yang ini ke sini pasangannya? gitu bukan? (Is this the partner coming here? this one here is the partner? like that, right?)  
R : Iya gitu (Yes, like that)

In speech event data 3 there are sentences which include interrogative sentences. (1) S: How come this powder won't stick to the picture of the dolphin? (2) S: Is this where the partner is? this one here is the partner? like that, isn't it? Sentences (1) and (2) are interrogative sentences because the subject as the speaker asks something to receive an answer from the speaker. These two sentences were uttered by the subject with the aim of getting answers to what they did not or did not know before. Sentence (1) the subject as speaker asks the speech partner the reason why powdered dye cannot stick to the coloring book, to this question the subject gets an answer from the speech partner that powdered dye can only be used to color picture toys with adhesive, while pictures of dolphins can be colored with colored pencils, markers, or crayons. Sentence (2) The subject as the speaker asks the interlocutor to ensure that his understanding is in accordance with what the interlocutor explained.

#### Data 4

- R : Hewan apa ini anaknya digendong (What animal is this carrying its child?)  
S : Nggak tau, emang itu apa sih? (I don't know, what is that?)  
R : Hewan apa itu, yang anaknya digendong di perut (What animal is that, whose child is carried in its stomach?)  
S : Nggak tau, namanya apa? kuda bukan? (I don't know, what's it called? horse, right?)  
R : Tuh ini ada anaknya, ya? (There's a child here, right?)  
S : Kalo ini siapanya? (Who is this?)  
R : Itu papanya (That's his papa)  
R : Ini namanya kangguru (This is called a kangaroo)  
S : Kanjulu (Kangaroo)

R : Kangguru (Kangaroo)  
S : Nggak tau ah (I don't know)

In speech event data 4 there are sentences that include interrogative sentences. (1) S: I don't know, what is that?, (2) I don't know, what is it called? a horse, right? (3) If so, who is this? Sentences (1), (2) and (3) are interrogative sentences because the subject as the speaker asks something to receive an answer from the interlocutor. These three sentences were uttered by the subject with the aim of getting answers to what was not or had not been known before. Sentences (1), and (2) the subject as the speaker asks the name of an animal he has seen for the first time in a coloring book, according to the subject the animal has a shape similar to a horse, to this question the subject gets an answer from the speaker that is the name of the animal is a kangaroo. In sentence (3), the subject as the speaker asks who the big kangaroo is who is carrying the small kangaroo in his pouch. To this question the subject gets an answer from the speaker that the big kangaroo is the father of the small kangaroo he is carrying. Questions (1) and (2) arose because the subject already knew the shape of a horse, which he thought was almost similar to the kangaroo he had seen for the first time.

#### Data 5

S : Ih jelapah itu mah ya? (Oh, that's a giraffe, right?)  
R : Iya jerapah (Yes, giraffe)  
R : Lagi pake apa coba itu jerapahnya? (What are you wearing, try that giraffe?)  
S : Nggak tau tapi kayak donat, namanya apa emang? (I don't know but it's like a donut, what is it called?)  
R : Itu ban warna merah (That's a red tire)

In speech event data 5 there are sentences that include interrogative sentences. (1) S: Oh, that's a giraffe, right? (2) S: I don't know but it's like a donut, what's it called? Sentences (1) and (2) are interrogative sentences because the subject as the speaker asks something to receive an answer from the speaker. These two sentences were uttered by the subject with the aim of getting answers to what they did not or did not know before. In sentence (1), the subject as the speaker asks the speaker to confirm whether the animal he saw in the coloring book is a giraffe. To this question, the subject gets an answer from the speaker that the animal is really called a giraffe. In sentence (2) the subject as the speaker asks the name of the object that the giraffe is wearing around its neck, according to the speaker the object looks like a donut because it has a hole in the middle, to this question the subject gets an answer from the interlocutor that the object on the giraffe's neck is a tire for swim.

#### Data 6

S : Kuda ini beldua aja, papanya lagi apa ini? anaknya lagi apa ini? (Just the two of us, what's the papa doing? what is this child?)  
R : Lagi lari (Running)  
S : Kok beldua aja sih, mamanya ke mana sih? (How come it's just the two horses, where is the horse, mama?)  
R : Kan mamanya di sini (Her mother is here)  
S : Oh iya, mamanya belum dijemput pulang ya? (Oh yeah, your mother hasn't been taken home yet, has she?)  
R : Iya (Yes)

In speech event data 6 there are sentences that include interrogative sentences. (1) S: This horse is just two, what is his father doing? What's the child doing?, (2) S: How come it's just the two horses, where is the horse, mama?, (3) Oh yeah, the mother hasn't been taken home yet, has she? Sentences (1), (2) and (3) are interrogative sentences because the subject as the speaker asks something to receive an answer from the interlocutor. These three sentences were uttered by the subject with the aim of getting answers to what was not or had not been known before. In sentences (1), (2), and (3) the subject as the speaker asks the reason why there are only two horses in the coloring book, according to the horse's mother not participating in the picture. These three questions arise because the subject has a very high sense of curiosity. Therefore, the subject tries to get an answer from the interlocutor regarding his ignorance.

### Exclamative sentences

Exclamative sentences can be classified as sentences that are rarely uttered by 3 year old children. Exclamative sentences are only used when children want to express praise or admiration for something. In this research, 3 pieces of data were found in which there were exclamative sentences.

#### Data 1

- P : Ada *barbie* juga, lucu banget (There's a Barbie too, really cute)  
R1 : *Barbi*nya lucu nggak? (Isn't Barbie cute?)  
S : Lucu banget (Very cute)

In speech event data 1 there are sentences that include exclamative sentences. (1) S: Very cute. Sentence (1) is an exclamative sentence because it shows the subject's admiration or feelings for something. The subject uttered this sentence to express his praise or admiration for the Barbie doll he had just received from his interlocutor.

#### Data 2

- R : Ini *barbie* kecil rambutnya warna apa ini? (What color is this little Barbie's hair?)  
S : Walna biru, itu juga sama lambutnya diiket, cantik deh (Blue, that's the same with her hair tied up, it's beautiful)  
R : Cantik kayak siapa? (Beautiful like who?)  
S : Kayak mama (Like mom)

In speech event data 1 there are sentences that include exclamative sentences. (1) S: Blue, that's the same with her hair tied up, it's beautiful, (2) Like mom. Sentences (1) and (2) are exclamative sentences because they show the subject's admiration or feelings for something. Sentence (1) was uttered by the subject to express his praise or admiration for the Barbie doll with neatly tied blue hair, according to him the Barbie doll had a beautiful face. Sentence (2) is said by the subject to express praise or admiration for the Barbie doll and her mother because they both have beautiful faces.

#### Data 3

- R : Tuh liat bagus nggak warna dapet aku? (Do you see, the color I got is good or not?)  
S : Bagus, bagus banget tau itu walnanya (Good, really good to know that color)  
R : Kasih nilai, nilai gambarnya berapa? (Give a rating, what is the value of the picture?)  
S : Nggak tau ah, ini gambal kue bolu ya? bagus tau (I don't know, this is a picture of a sponge cake, right? good you know)

In speech event data 2 there is an exclamative sentence. (1) S: Good, really good to know this color, (2) I don't know, this is sponge cake gambal, right? Good you know. Sentences (1) and (2) are exclamative sentences because they show the subject's admiration or feelings for something. Sentences (1) and (2) were uttered by the subject to express praise or admiration for the picture that had been colored by the researcher.

### Declarative sentences

Declarative sentences are generally the sentences most often uttered by children aged around 3 years. A child's ability to report or convey information depends on the child's knowledge of what he or she is going to convey. This is also influenced by the child's previous experiences. In this research, 10 pieces of data were found which contained declarative sentences.

#### Data 1

- R : Ih ini nggak ada badannya nih (Oh, it doesn't have a body)  
S : Nggak ada copot itu (It didn't come off)  
R : Kemana badannya? (Where is his body?)  
S : Badannya ini sama kayak balbie, ini mamanya tau, ini anaknya (This body is the same as a Barbie, this is the mother, this is the child)  
R : Oh, ini mamanya, ini anaknya (Oh, this is the mother, this is the child)  
S : Iya (Yes)

In speech event data 1 there are sentences that are declarative sentences. (1) S: It doesn't come off, (2) S: This body is the same as a Barbie, this is the mother you know, this is her child. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about the subject's Barbie doll. The subject can explain in detail about the condition of the Barbie doll. This indicates that the subject can use declarative sentences well.

#### Data 2

- R : Ini gambar apa coba tebak (What picture is this? Guess what?)  
S : Ini gambal badak, kalo ini gambal lumba-lumba (This is a picture of a rhino, this is a picture of a dolphin)  
R : Kamu sukanya yang mana? (Which one do you like?)  
S : Sukanya itu, maunya yang lumba-lumba aja bagus ada dua soalnya, ada papa sama anaknya itu (I like that, I want the dolphins to be good, there are two things, there are fathers and their children too.)

In speech event data 2 there are sentences that include declarative sentences. (1) S: This is a picture of a rhino, if this is a picture of a dolphin, (2) S: I like it, I want the dolphin to be good, there are two problems, there is a father and his child too. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about 2 different types of animals and also the animals they like. The subject can explain in detail that there are two types of animals, namely rhinos and dolphins. This indicates that the subject can pronounce declarative sentences well.

### Data 3

- R : Ini namanya bintang laut (This is called a starfish)  
S : Bintang laut (Starfish)  
R : Bintang laut rumahnya di mana coba tebak? (Where do sea stars live? Guess what?)  
S : Lumahnya di laut dong (The house is on the sea)  
R : Bukan di rumah? (Not at home?)  
S : Bukan dong, lumahnya di laut, di sana jauh pokoknya (No, the house is on the sea, it's far away)

In speech event data 3 there are sentences that are declarative sentences. (1) S: The house is on the sea, (2) S: No, the house is on the sea. It's really far away there. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about the habitat of starfish. Subjects can say with confidence that starfish live in the sea. This indicates that the subject can pronounce declarative sentences well.

### Data 4

- R : Ini gambar buaya boleh aku warnain nggak? (Is this a picture of a crocodile? Can I color it?)  
S : Boleh (Yes)  
R : Pake warna apa ya biar bagus? (What color do you use to make it look good?)  
S : Kalo buaya pake walna hijau (If the crocodile wears green)  
R : Warna hijau? Sama kayak dinosaurus dong (Green? Just like dinosaurs, right?)  
S : Iya, sama kayak walnanya dinosarusus hijau juga (Yes, the same color as dinosarusus is green too)  
R : Dinosaurus (Dinosaurs)

In speech event data 4 there are sentences that include declarative sentences. (1) S: If a crocodile wears a green color, (2) S: Yes, the same color as a dinosaur is green too. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the speaker about the type of animal and its color. The subject can explain in detail that there are two types of animals, namely crocodiles and dinosaurs, which are both green. This indicates that the subject can pronounce declarative sentences well.

### Data 5

- S : Selu banget campul-campul walna (It's really fun mixing colors)  
R : Itu warna apa aja yang lagi dicampur-campur? (What colors are you mixing?)  
S : Walna biru, walna pink, walna ungu, walna pelangi (Blue, pink, purple, rainbow colors)  
R : Emang pelangi ada warna apa aja coba sebutin (What colors do rainbows come in? Try to name them)  
S : Nggak tau, tapi walna-walni banyak deh (I don't know, but there are lots of colors)

In speech event data 5 there are sentences that are declarative sentences. (1) S: Blue, pink, purple, rainbow colors, (2) S: I don't know, but there are lots of colors. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about types. The subject can explain in detail what types of colors he sees. This indicates that the subject can pronounce declarative sentences well.

### Data 6

- S : Ada kuda tau (There are horses)  
R : Di mana? coba liat (Where? take a look)  
S : Ini walna putih, ini mamanya tau, ini mamanya kuda kasian sendilian (This is white, this is the mother you know, this is the mother of the poor horse alone)  
R : Emang anaknya ke mana? (Where has the child gone?)  
S : Anaknya mau ke sini, mau jemput mama katanya (The child wants to come here, he wants to pick up his mother)  
R : Emang mamanya lagi di mana ini? (Where is his mother anyway?)

In speech event data 6 there are sentences that include declarative sentences. (1) S: There is a horse, (2) S: This is white, this is the mother, you know this is the poor horse's mother alone, (3) S: The child wants to come here, he wants to pick up mother, he said. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about the horse he saw in the coloring book, which the subject refers to as mama horse. The subject was able to describe in detail the horse in the coloring feathers and told the researcher that the horse was alone which made the subject feel sad. This indicates that the subject can pronounce declarative sentences well.

#### Data 7

- S : Kalo malem suka ada bintang tau (At night there are often stars, you know)  
R : Di mana liat bintang? (Where can you see the stars?)  
S : Di langitlah (In the sky)  
R : Bukan di laut? (Not at sea?)  
S : Bukan, kemalen aku liat bintang tau banyak di atas (No, yesterday I saw a lot of stars above)  
R : Di atas apa di laut? (Above what in the sea?)  
S : Di langit (In the sky)

In speech event data 7 there are sentences that include declarative sentences. (1) S: At night there is often a star, (2) S: In the sky, (3) S: No, yesterday I saw a star above. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the speaker about the stars that can be seen at night. The subject can explain in detail about the many stars he saw last night in the sky. This indicates that the subject can pronounce declarative sentences well.

#### Data 8

- R : Ih gambar apa ini ada dua? (Hey, are there two of these pictures?)  
S : Bulung (Bird)  
R : Bukan ayam? (Not chicken?)  
S : Bulung itu mah, soalnya ada mamanya sama anaknya itu (It's a bird, because there is a mother and her child)  
R : Papa burungnya pergi ke mana? (Where did the bird go?)  
S : Lagi kelja cali uang (Working to earn money)

In speech event data 8 there are sentences that include declarative sentences. (1) S: It's a bird, because there is a mother and her child, (2) S: I'm working to earn money. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the speaker about the two birds he saw in the coloring book. The subject can explain in detail about the two birds called the mother bird and the baby bird, the subject also explains that the father bird goes to work to earn money. This indicates that the subject can pronounce declarative sentences well.

#### Data 9

- S : Gajah gede banget badannya (Elephants are really big)  
R : Itu gajahnya sehat (That's a healthy elephant)  
S : Iya, soalnya gajahnya suka salapan (Yes, because elephants like breakfast)  
R : Kalo ini apa ini? (What is this?)  
S : Bebek itu mah walna hijau (Ducks are green)  
R : Kalo ini apa? (What about this?)  
S : Kuda itu mah walna melah (That horse is red)

In speech event data 9 there are sentences that include declarative sentences. (1) S: The elephant's body is really big (2) S: Yes, because the elephant likes breakfast, (3) S: The duck is green, (4) S: The horse is red. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about an elephant, duck and horse. The subject can explain in detail the



characteristics of elephants with large bodies and also the habits of elephants who like to eat breakfast, as well as explaining that ducks are green and horses are red. This indicates that the subject can pronounce declarative sentences well.

#### **Data 10**

- R : Kamu pernah jadi dokter, ya? (You were once a doctor, right?)  
S : Iya dong, seling ngobatin boneka yang lagi auh (Yes, I often treat sick dolls)  
R : Buka praktik di mana, Bu? (Where do you open a practice, ma'am?)  
S : Di klinik dong (At the clinic)

In the speech event data 10 there are sentences that include declarative sentences. (1) S: Yes, bro, I often treat the doll that's going on (2) S: At the clinic. Sentences (1) and (2) are declarative sentences because the subject as the speaker reports or tells the interlocutor about the duties of a doctor and his place of work. The subject was able to explain in detail how he acted as a doctor who often treated his patients in the form of dolls and stated that his place of work was at the clinic. This indicates that the subject can pronounce declarative sentences well.

#### **Imperative sentences**

Imperative sentences can be classified as sentences that are rarely uttered by 3 year old children. Imperative sentences are only used when children need help to do something. Usually children will ask for help or give orders to other people to do something they haven't done or can't do. In this research, 4 data were found in which there were imperative sentences.

#### **Data 1**

- S : Mau dibukain ini (I want to open this)  
R : Boleh, ini gambar apa ini (Well, what is this picture?)  
S : Gambal monyet, mau diwalnain (Picture of a monkey, I want to color it)  
R : Punya nggak pensil warnanya? (Do you have colored pencils?)  
S : Punya, ambil dong di sana (I have it, take it there)

In speech event data 1 there are sentences that include imperative sentences. (1) S: I want to open this, (2) S: I have it, take it there. Sentences (1) and (2) are imperative sentences because they show the subject asking or ordering the speech partner to do something that the subject wants. These two sentences are uttered by the subject with the aim of the interlocutor obeying or carrying out a request or order, in sentence (1) the subject as the speaker asks the interlocutor to open the coloring book packaging, in sentence (2) the subject as the speaker orders the interlocutor to take colored pencils to color.

#### **Data 2**

- S : Ini bubuk walna-walninya mau bukain semuanya dong (This is a colorful powder that will open everything up)  
R : Mau warna apa dulu yang dibuka? (What color do you want to open first?)  
S : Ini sama ini, tapi mau dibukain semua aja dong (It's the same as this, but I want to open everything, please)  
R : Ini warna apa? (What color is this?)  
S : Bilu, tapi mau dibuka semua (Blue, but wants to open everything)

In speech event data 2 there are sentences that include imperative sentences. (1) S: This is the colorful powder, I want to open it all up, please, (2) S: It's the same as this, but I want to open it all up, please. Sentences (1) and (2) are imperative sentences because they show the subject asking or ordering the speech partner to do something that the subject wants. These two sentences were uttered by the subject with the aim of the interlocutor obeying or carrying out a request or order. In data 2 the subject repeatedly asked the interlocutor to open the package of colorful powder that would be used to color the picture with adhesive.

#### **Data 3**

- S : Liat deh tuh, gambal anak-anak (Look at the children's pictures)  
R : Iya, gambar anak-anak ya (Yes, children's drawings)  
S : Mau dibukain (I want to open it)  
R : Mana sini dibuka (It's opened everywhere)  
S : Ini sama ini ya, bukain (This is the same, okay? Open it)

In speech event data 3 there are sentences that include imperative sentences. (1) S: Look at the children's picture, (2) S: I want to open it, (3) It's the same as this, okay? Open it. Sentences (1), (2), and (3) are imperative sentences because they show the subject as the speaker asking or ordering the speech partner to do something that the subject wants. These three sentences are uttered by the subject with the aim of the speech partner complying with or carrying out requests or orders. In sentence (1) the subject as the speaker asks the speaker to look at the picture of the children he is showing, in sentence (2) the subject as the speaker asks the speaker to open or take out a Barbie doll for the subject, in sentence (3) the subject as the speaker gives directions and requests to unwrap a toy.

#### Data 4

S : Mama liat deh ini gambalnya banyak hewan (Mama, look at this picture with lots of animals)  
OT : Gambar apa itu? ada matanya (What is that picture? there are eyes)  
S : Yang ini? Nggak tau mama (This one? I don't know, mom)  
OT : Tanya ke teteh coba (Try asking your older sister)  
S : Kasih tau dong ini gambal apa sih (Tell me what picture this is)  
R : Kue bolu (Sponge cake)

In speech event data 4 there are sentences that include imperative sentences. (1) S: Mama, look at this picture with lots of animals, (2) S: Tell me what kind of picture this is. Sentences (1), (2) are imperative sentences because they show the subject as the speaker asking or ordering the speech partner to do something that the subject wants. These two sentences are uttered by the subject with the aim of the speech partner complying with or carrying out requests or orders. In sentence (1) the subject as the speaker asks his parents to look at the subject's coloring book which contains many pictures of animals, in sentence (2) the subject as the speaker asks the interlocutor to tell him what pictures are in the toys.

## CONCLUSIONS

Based on the presentation of the results and discussion above, the researchers concluded that 3 year old subjects were able to construct four types of sentences based on their syntactic form. The four types of sentences are interrogative sentences, exclamative sentences, declarative sentences and imperative sentences. The data in this study amounted to 23 in the form of conversations between subjects, researchers and parents. The details of the 23 data are (1) interrogative sentences found in 6 speech events, (2) exclamative sentences found in 3 speech events, (3) declarative sentences found in 10 speech events, and (4) imperative sentences found in 4 events. said. A child's ability to construct a sentence is influenced by the acquisition of the first language which is influenced by three factors, namely, cognitive development, social development, and language acquisition tools. Apart from these three factors, parenting styles and the quality of communication between parents and children have a big influence on children's language development.

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