

## ANALYSIS OF LANGUAGE DEVELOPMENT IN CHILDREN AGED 3 YEARS IN KARAWANG

Julaeha \*

Universitas Singaperbangsa Karawang

[2010631080016@student.unsika.ac.id](mailto:2010631080016@student.unsika.ac.id)

(\*) Corresponding Author

[2010631080016@student.unsika.ac.id](mailto:2010631080016@student.unsika.ac.id)

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### ABSTRACT

This study aims to describe and analyze the language development of three-year-old children through the measurement of Mean Length of Utterance (MLU). The subject of the study was a three-year-old child named Ayes. The method used in this study was descriptive qualitative, with data collection techniques in the form of recording and listening to the utterances produced by the subject. The researcher also encouraged the subject to communicate actively in order to obtain rich and varied data. Data analysis was carried out by calculating the MLU to determine the average length of sentences spoken by the subject, and classifying the types of sentences into declarative, imperative, interrogative, and exclamative. In addition, analysis of sentence functions in a communicative context was carried out to understand how children use language for various purposes. The results showed that the subject's MLU was in accordance with the language development of children at the age of three, although there was variation in the complexity of the use of sentence types. Declarative sentences were more dominant, while interrogative and exclamative sentences were used less frequently, indicating the child's tendency to state information rather than ask questions or express emotions. Context analysis also revealed that sentence functions were often related to simple requests or statements. These findings provide insights into early childhood language development, particularly in multilingual environments, and highlight the importance of qualitative approaches to understanding children's language abilities in depth. The results of this study are expected to support the development of more effective and developmentally appropriate early childhood language and education intervention programs.

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## INTRODUCTION

Acquisition Language first in children is an important process that occurs since age early , where they in a way gradually develop ability For understand and use Language in life everyday . At the age of 3 years , the child usually Already capable communicate through conversation simple and can respond question based on understanding them . However , the development language in children age early No always happen in a way uniform . Environmental , social , and cultural factors around child play role important in determine quality and speed development Language they .

In Karawang, there are challenges unique and influential to acquisition Language child . One

of them is diversity language and dialect used everyday . Children Possible exposed to various Language like Indonesian , language region , and language others that often used in conversation at home or society . This multilingual situation can influence development structure Language children , including use vocabulary and grammar rules .

The problem main in This research is How measure development Language child 3 years old in a way objective and measurable , one of them via **\*\*Mean Length of Utterance (MLU)\*\***. MLU is average length size sentences spoken by the child , which are counted based on amount morpheme or word in every spoken sentences . MLU can used as indicator development Language child , help identify whether skills Language they in accordance with age or need intervention special .

In the environment multilingual like Karawang, the MLU calculation becomes more complex . Children Possible use mixture language , or show difference long sentence depending on the language they speak use . This can become challenge in determine standard development language and assess whether children on the right track in development linguistics them . In addition , the factor social economy and patterns communication at home participate affects the child's MLU , because availability chance For speak and interact can influence how much frequent and complex spoken sentence .

The purpose of This research is For describe , analyze , and understand development Language child age 3 years , especially through Mean Length of Utterance (MLU) measurement . This research is expected can give contribution to the development of appropriate intervention and education programs with need development Language child .

Benefits of This research is For give better understanding deep about development Language child age early , supporting appropriate education and intervention programs , and provide source Power For help child reach mastery optimal language . MLU calculation can help in identify delay or problem development Language in a way early , so that intervention can done in a way more effective For increase skills communication child .

## **METHODS**

This research uses method qualitative descriptive For describe and analyze acquisition language in children age three year . This method was chosen Because focus on observation in a way deep to quality and characteristics the language spoken by the subject research . Subject This research is a child aged three year named Ayes. Focus study is acquisition language , action said , and types and structures sentences used by the subject .

Data collection was carried out through technique record and observe , where researchers record conversation involving subject and then observe as well as take notes use language that occurs . This technique aims to For catch utterance spontaneously produced by the subject so that can give a better picture accurate about ability Language children . During the data collection process , researchers also active interact with subject For push the occurrence natural communication , for the purpose of maximize the number of words and sentences spoken . For complete qualitative data analysis in this research , the steps classification type sentence

need done use understand variety and complexity language used by the subject . Following is explanation about method qualitative data analysis others , such as classification type sentences , which include sentence declarative , imperative , interrogative , and exclamative :

How to Analyze Qualitative Data through Classification of Sentence Types

#### 1. Identification and Grouping Sentence

Every sentences spoken by the subject (Ayes) were identified and recorded . Then , the sentences the grouped into four category main based on its characteristics :

- Sentence Declarative ( Statement ) : Sentences that are used For state information , facts , or opinion . This sentence is often marked with statement simple that is not contain request or questions , for example , "I want milk."

- Sentence Imperative ( Command ) : Sentences used For give instructions , requests , or invitation . Sentence imperative usually spoken in a firm and unyielding tone need answer , for example , " Close" the door !"

- Sentence Interrogative ( Question ) : Sentences used For submit question , ok in a way direct and also rhetorical . Distinctive sign this sentence is use question word such as " what , " "where," or " why ," for example , " What is this?"

- Sentence Exclamative ( Exclamation ) : Sentences used For express emotion or strong feelings . This sentence is often marked with exclamation or intonation high , for example , "Wow, that's great very !"

#### 2. Analysis Frequency Use Every Type of Sentence

After classification done , researcher analyze frequency or how much often each type sentence used by the subject . This analysis is useful For know type which sentence is more dominant and able show preference child in use language . For example , if sentence declarative more often used , it Can show that child more tend give information than ask or request .

#### 3. Analysis Function Sentence in Context Communicative

Every type sentence analyzed in context conversation For understand objective communicative from sentence For example , the sentence imperative Possible used in context request something in a way directly , whereas sentence interrogative Can show desire know or interest child to something . Understand this context is important For evaluate ability child in adapt with situation different communication .

#### 4. Relatedness with Language Development

Researchers also linked type sentences used with development language being measured through MLU. This analysis allows For see whether child use more sentences long and complex moment state something ( declarative ) or moment ask ( interrogative ) . This relationship can give outlook about How development structure sentence reflect progress in mastery Language .

#### 5. Checking Data Consistency and Validity

For increase validity , researcher can do checking consistency with do data triangulation , such as compare results analysis from various session data collection or request help expert Language For verify classification type sentence .

Acquisition language at the level syntax This refers to the ability child For understand grammar and use structure sentence . Level syntax containing the rules that govern connection

between words in A sentences . Brown's Theory ( Widodorini , 2018:5) MLU computing can done in a number of steps , started from 100 samples speech . Then count amount morphemes . Third , divide amount morpheme with amount Rain as following :

$$MLU = \frac{Jumlah\ Ujaran}{Jumlah\ Tuturan}$$

“Brown divided stage acquisition Language child based on child MLU become ten stage ”. that is :

- 1) Stage I MLU (1-1.5) at the age of 12-22 months
- 2) Stage II MLU (1.5-2.0) at age 22-28 years
- 3) Stage III MLU (2.0-2.25) at the age of 27-28 months
- 4) Stage IV MLU (2.25-2.5) at the age of 28-30 months
- 5) Stage V MLU (2.5-2.75) at age 31-32 months
- 6) Stage VI MLU (2.75-3.0) at the age of 33-34 months
- 7) Stage VII MLU (3.0-3.5) at age 35-39 months
- 8) Stage VIII MLU (3.5-3.45) at the age of 38-40 months
- 9) Stage IX MLU (3.5-3.45) at age 41-46 months
- 10) Stage X MLU (45+) at age +47 months

## RESULTS AND DISCUSSION

Every child own ability speak different languages . Someone say that learning Language children are very different . Usually That difference Study Language depending on developments intellectual child .

### Results

#### MLU Calculation for 3 Year Old Children

Table 1. Acquisition Sentence

No	Ujaran	Terjemah	Σ Ujaran	Σ Morfem
1.	Si Ayes	Si ayes	1	1
2.	Dih Teh Eha ker di foto	Dih kak Eha lagi di foto	1	4
3.	Yeh lagi di foto ama Ayes	Yeh lagi di foto sama ayes	1	5
4.	Sini	Sini	1	1
5.	Adodol	Adodol	1	1
6.	Teh Eha	Kak Eha	1	1
7.	Teh Eha lucu	Kak Eha lucu	1	2
8.	The	Kak	1	1
9.	Itu ya dodol	Itu ya dodol	1	3
10.	Di foto the Eha	Di foto Kak Eha	1	2



11.	Mamah Vici teh Eha	Mamah vici teh Eha	1	3
12.	Teh Eha di Foto Ku Ayes mamah	Kak eha di foto sama Ayes mamah	1	4
13.	Belum teh Eha	Belum Kak Eha	1	2
14.	Teh eha di foto lagi ya	Kak eha di foto lagi ya	1	4
15.	Dih jadi gitu	Dih jadi gitu	1	3
16.	Teh Eha lucu mukanya berubah	Teh Eha lucu mukanya berubah	1	4
17.	Mukanya berubah jadi katak	Mukanya berubah jadi katak	1	4
18.	Bentuknya aneh	Bentuknya aneh	1	2
19.	Tebak apa loh	Tebak apa loh	1	3
20.	Ditebak teh Eha	Ditebak kak Eha	1	2
21.	Ini the Eha	Ini Kak Eha	1	2
22.	Ini mah bukan teh Eha	Ini mah bukan kak Eha	1	4
23.	Liat dulu itu engga tau / itu mah bukan	Liat dulu engga tau / itu mah bukan	2	7
24.	Teh Eha ditembak	Kak eha ditembak	1	2
25.	Engga bisa itunya teh Eha	Engga bisa itunya kak Eha	1	4
26.	Yang mana ya	Yang mana ya	1	3
27.	Apalagi sih	Apalagi sih	1	2
28.	Idih teh Eha	Idih kak eha	1	2
29.	Yah engga ada teh Eha dikamera	Yah engga ada Kak Eha dikamera	1	5
30.	Mamah teh Eha engga ada dikamera	Mamah kak eha engga ada dikamera	1	5
31.	Mamah engga ada juga dikamera	Mamah engga ada juga dikamera	1	5
32.	Tuh mamah teh eha Engga ada juga	Tuh mamah kak eha engga ada juga	1	6
33.	Sebentar ada	Sebentar ada	1	2
34.	Di kelipot di kelipot	Di kelipot di kelipot	1	2
35.	Di sirah ada dodol	Di kepala ada dodol	1	3
36.	Si Baban	Si Baban	1	1
37.	Si Atan	Si Atan	1	1
38.	Si akhlak	Si akhlak	1	1
39.	Alif	Alif	1	1
40.	Ayes	Ayes	1	1
41.	Si Didi Toilet	Si Didi Toilet	1	2
42.	Keluar kaki	Keluar kaki	1	2
43.	Apalagi sih	Apalagi sih	1	2



44.	Tembak kaki	Tembak kaki	1	2
45.	Ini dia	Ini dia	1	2
46.	Yang bantuin tembak engga bisa	Yang bantuin tembak engga bisa	1	4
47.	Hah di tembak teh eha	Hah kak Eha ditembak	1	3
48.	Bisa	Bisa	1	1
49.	Di coba dulu teh eha	Dicoba dulu kak eha	1	3
50.	Mamah teh eha difoto	Mamah kak Eha difoto	1	3
51.	Udah dulu	Udah dulu	1	2
52.	Sapi	Sapi	1	1
53.	Holibong	Holibong	1	1
54.	Katak loli	Katak loli	1	2
55.	Jauh-jauh	Jauh-jauh	1	1
56.	Ih teh Eha	Ih kak Eha	1	2
57.	Teh eha	Kak Eha	1	1
58.	Ya allah mamah vici kerja mulu	Ya allah mamah vici kerja terus	1	5
59.	Ini teh Eha	Ini kak Eha	1	2
60.	Wah ada mobil-mobilan	Wah ada mobil-mobilan	1	3
61.	Ih ada bibirnya	Ih ada bibirnya	1	3
62.	De Ayes ada bibirnya	De Ayes ada bibirnya	1	4
63.	Engga boleh gitu	Engga boleh gitu	1	3
64.	Mbung	Engga	1	1
65.	Kalo mau di foto sini atuh	Kalo mau difoto sini ya	1	5
66.	Kacamata dinda	Kacamata dinda	1	2
67.	Kaya temennya Ayes	Kaya temennya Ayes	1	3
68.	Si Dian	Si Dian	1	1
69.	Si Adab	Si Adab	1	1
70.	Ini jadi bagus	Ini jadi bagus	1	3
71.	Ayes ganteng	Ayes ganteng	1	2
72.	Hp teh Eha	HP kak Eha	1	2
73.	Bapak teh Eha	Bapak kak Eha	1	2
74.	Teh Eha didi	Kak Eha didi	1	2
75.	Teh Eha bobo	Kak Eha tidur	1	2
76.	Sakit tau itu liatnya	Sakit tau itu liatnya	1	4
77.	Punya boneka didi	Punya boneka didi	1	3
78.	Asli	Asli	1	1
79.	Si didi toilet	Si didi toilet	1	2
80.	Mau liat si didi toilet aja	Mau liat si didi toilet aja	1	5
81.	Udah amsuk mobilnya	Udah masuk mobilnya	1	3
82.	Ini film	Ini film	1	1

83.	Si didi toilet dadah	Si didi toilet dadah	1	2
84.	Ini filmnya ya gaes	Ini filmnya gaes	1	3
85.	Bisa liat di TV teh Eha	Bisa liat di TV kak Eha	1	4
86.	Oh ini	Oh ini	1	2
87.	Si didi toiletnya mati sama dindal	Di didi toiletnya mati sama dindal	1	5
88.	Toilet si didi	Toilet si didi	1	2
89.	Tuh kan dia nangis	Tuh kan dia nangis	1	4
90.	Si gramesial	Si gramesial	1	1
91.	Lawan	Lawan	1	1
92.	Aduh ini ada filmnya di TV sekarang	Aduh ini ada filmnya di TV sekarang	1	6
93.	Filmnya seru	Filmnya seru	1	2
94.	Ih ditembak ama si lolo	Ih ditembak sama si lolo	1	4
95.	Si didi toilet kalah	Si didi toilet kalah	1	3
96.	Oh itu si lila didalam	Oh itu si lila didalam	1	4
97.	Engga ada si didi	Engga ada si didi	1	3
98.	Engga ada disitu	Engga ada disitu	1	3
99.	Si didi toilet bambom	Si didi toilet bambom	1	3
<b>Jumlah</b>			<b>100</b>	<b>275</b>

Based on results recording utterance the obtained that is subject study own amount utterance 100, and the number morpheme 275 then The MLU calculation is :

$$MLU = \frac{\text{Jumlah Ujaran}}{\text{Jumlah Tuturan}}$$

$$MLU = \frac{275}{100} = 2.75$$

So the result entered MLU at phase VI (2.75-3.0) at the age of 33-34 months . This means that Ayes ' abilities are NOT according to his age and are slightly less than children his age .

### Data Acquisition Analysis Level Syntax

#### A. Sentence Declarative

- (1) Ayes was bought toy car
- (2) Mama, this is Teh Eha's cellphone

Based on fact from second statement said , put it in sentence affirmative . This sentence is sentence narrative Because subject study to inform or give information to his partner about owned objects or touched . Subject study say he own car toys . These sentences become sentence good narrative Because own knowledge about what is being asked partner said. In this study , the statement about That is the most topics discussed . The study is statement on problem the follow results research conducted by Nursalam ( Nursalam & Nurhikmah,

2018 ) and Yuniarsih ( Yuniarsih , 2013). Children aged 3 years Already Can to pronounce sentence affirmative moment ask , push , and shout . The most frequent words spoken children is sentence narrative and the fewest words spoken is call . This problem is usually caused by children . Tell me what is he natural and how his feelings . The same thing was also found in this research . Every time we meet with researchers , more Lots Topic study will speak Lots about his feelings . Experiment done and all the toys he has .

**B. Sentence Imperative**

(1) Taken a photo with Ayes, okay?

Based on the facts A speech consists of on sentences imperative . The reason why sentence the nature imperative is subject study to order or request partner speak For do what he wants . This sentence is said so that the subject who speaks on request subject study photographed by the subject study .

In this study , the sentence imperative seldom appear when talk about Topic research . This phrase is only sometimes spoken in sentence imperative moment look for something to want asked to others. Done children are also subjects study well and be obedient . This is in accordance with study Nursalam ( Nursalam & Nurhikmah, 2018) who also stated that child 3 years old Already can to mean sentence imperative .

**C. Sentence Interrogative**

(1) Guess What lol

(2) Guessed Sis Eha

Based on fact second statement the is sentence ask . The reason why This sentence is interrogative is Because subject request something and ask partner speak For respond what is given . For example , a subject study request against talk For guess What subject on the phone and ask For answer it based on what the subject suggests study .

In a sentence This interrogative sentence contains sentence frequent interrogative discussed based on topic . Subject study is children who want know about things that are not known . five can say sentence interrogative .

**D. Sentence Exclamative**

(1) They have toy cars Good

Based on fact utterance , sentence exclamative . The reason why sentence the is exclamatory is that subject disclose admiration or sentences that express feeling speaker . Expression the spoken by the subject study For state his admiration moment see cars small . Subject This research claims Once experience experience the fun they have experience .

In a sentence explanatory , this study includes sentence with subject his research A little talk . subject only sometimes become interested For find related matters with topic . Find a shocking case or experienced It was fun and exciting . This problem according to results research conducted by Nursalam ( Nursalam & Nurhikmah, 2018 ) also observed matter said 3 year old baby Already Can said exclamatory .

**CONCLUSIONS**

Study the show that child 3 years old in Karawang experienced significant progress



in mastery language . At this age , understanding and use of vocabulary , syntax , and skills speak develop . This result allows Karawang to more understand characteristics acquisition Language her 3 year old child and can used For support appropriate education and intervention with need they .

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