THE DEVELOPMENT OF CHILD LANGUAGE ACQUISITION

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Abstract
The objectives of this descriptive qualitative study were to 1) observe the development of child language involved in finding out the examples of sentence that can be produced by the child in expressing their idea’s child in language development, and kinds of process which is made by the child in developing language acquisition. The data were obtained from the observed, recorded and then were transcribed. The data were Raffa’s utterances. The data were identified, analyzed and categorized based on phonology, syntaxes, and morphology. The findings of the study showed that: 1) He could master [p], [b], [t], [d], [h], [m], [n], [l], [w], [y], [k], [s], [ɽ] although the last word is on the end of syllable. The voiceless velar stop [k] had mastered well, but the voiced velar stop [g] still is said as [d], although once in a while had emerged as [g]. For fricative [f] in the beginning of word was still said as [f], or [ts] although in the end of word is more consistent as [s]. Then, fricative [ʃ] is said as [p] by Raffa. The nasal alveopalatal [ŋ] is still said as [n]. Then, the jolt [ɾ] is always changed with [l]. Finally, Raffa still omitted [ɽ]. 2) The development of syntaxes accelerated fast. Raffa can master three kinds of sentences like declarative, imperative, and interrogative sentences. 3) Raffa could form passive di-, suffix –an in morphology, and 4) Raffa could master in vocabularies like Nomina 40.9 %, Verba 16.7 %, Adjectiva 7.1 %, and K. Fungsi 35.3 %. Therefore, the Raffa’s MLU is 2.04 is on 2 stages.

Keywords: child language, language acquisition

I. INTRODUCTION
1. The Background of the Study
The development of child language acquisition have been started in infants. When the child is in the infants, he can communicate by giving stimulus because his brain and his infant’s heart is affected by his environment. The child language acquisition developed step by step until the child was born. When the child was born, he has many experiences which can develop his language in many things.

Many approaches are related to the child language development like behaviorists, and nativists. Nativists redefine and give increased important to innate factors in language acquisition. In addition, they also interprets the role of environmental factors in language acquisition. Then, Behaviorists interprets that language acquisition occurs as the result of the environment shaping an individual born with a given IQ. And it is an area of common ground that justifies our speaking.

According to Chomsky (1965) in Goodluck (1991: 4) states that the nature of universal grammar and its role in language learning stands in opposition to views of learning that rely on only very general mechanisms for learning, with the presumption of little or no innate knowledge of particulars of linguistics system. Therefore, it can be concluded that the child way in language learning is opposite to child views.

Every child have different ability in developing and expressing their language. It depends on the individual and the environment. Based on the writer’s observation, she found that every child has different ability. It depends on the individual involves the effect of the environment and family. Family, especially parents, is the most part important in developing child language because family takes place during daily routines in life as parents, child, and family members use language at home and in his community. Therefore, the writer wants to find out her cousin’s ability, Raffa, in developing his language.

1.2 The Scope of the Study
To limit the discussion of this study, the analysis is restricted only on examples of sentences and some processes of development; phonology, syntaxes, and morphology.
produced by the child. Therefore, the writer discuss only on the following problems.

1. What examples of sentence that can be produced by the child in expressing their idea’s child in language development?
2. What processes which is made by the child in developing language acquisition?

1. 3 The Problem of the Study
The writer formulates the problem of this study as follows: “What sentences and processes which is made by the child in developing language acquisition?”

1. 4 The Objective of the Study
The objective of the study is to observe the development of child language. The development of child language involves three aspects; phonology, syntaxes, and morphology. The subject of the study is writer’s cousin whom is 3 years old.

The background of the study was started from stages (crying, cooing, babbling), and the next stages (protolanguage), and next stages (holophrases).

1. 5 The Significance of the Study
The writer expects this study can be useful especially for the writer and parents. For the writer, this study can improve her knowledge especially in solving her problems in understanding the development of child language. For the parents, particularly the child parents, this study can enlarge their knowledge in developing child language.

II. REVIEW OF RELATED LITERATURE

2. 1 The Child Background
The subject of this study is Muhammad Raffa Cahyana (cousin’s writer). For the identity of the subject below:
Name : Muhammad Raffa Cahyana
Place, Date of Birth : Banjarmasin, 20 July 2010
Age : 39 months
Father’s name : Irwanto, ST
Mother’s name : Indarayati
Address : Gg. Baru Jln. Limau Manis, Tg. Morawa

Raffa is the second child in his family. His sister is a student in junior high school. His sister usually calls him ‘Afa’. He is in good condition therefore his development is good. It might child can develop his skills in language. Beside that, the different age with his sister is not too far. His family used Indonesia language as communication language at home and it is seldom to use local language.

2.2 The Importance of Learning Language Acquisition
Language Acquisition is the processes that is in someone’s brain when he got his mother tongue. The processes of language acquisition consist of two aspects: performance aspect that consists of understanding and labour, and competence. Both types of processes are different from each other. The understanding process involves the ability in observing and giving perception about the sentences heard. Nevertheless, the labour process involves the ability in pronouncing the own words. If a child is really master these abilities, it will become his ability of linguistics. These abilities consist of three components: the ability to acquire phonology, semantic, and sentence. Child obtains three components at the same time.

The study of learning language relates to someone’s process in learning new language after getting his mother tongue. In other words, language acquisition involves first language, yet learning language involves second language or foreign language.

2.3 The Hypothesis of Language Acquisition Device
According to perception of all linguists concluded that human being have been equipped a special something and naturally, it can be quick and easy in learning a language. Miller and Chomsky (1957) said that every child has LAD (language acquisition device) which innate. This LAD is a set of special intellect in mastering mother tongue easily and quickly. Whereas thing which is gotten is ability and performance in expressing a language. The ability is structure or knowledge of child language that consists of three components, namely: phonology, semantic, and syntax.

In addition, the LAD, based on Chomsky, can estimate language structure, so someone should not learn the characteristics of first language structure consciously. The structure language innate is as same as the language; therefore, the structure is universal grammar. Moreover, child should not remember and imitate the sentence pattern enable to master the language. He will be able to express the sentence that never heard before by applying grammar unconsciously in LAD (language Acquisition Device).

2.4 The Stages of the Development of Child Language
According to Piaget dan Vygotsky (dalam Tarigan, 1988), there were some stages in developing child language:
Age in Developing Language
0.0-0.5 Pralinguistic stages: first
0.5-1.0 Pralinguistik: second–
nonsenseword
1.0-2.0 Linguistic I: Holofrastic;one
word/sentence
2.0-3.0 Linguistic II: second word
sentence
3.0-4.0 Linguistic III: Developing
structure
4.0-5.0 Linguistic IV: Pre adult
structure
5.0- Linguistic V: full competence

According to the lenneberg (1996) in
Menyuk (1971: 6) states that it has the
time correlations between should be kept in
mind that these correlations are merely
comments on when types of performances-
motor and linguistics-occur. They indicate that
both performances have a fixed developmental
schedule of change, but these co-occurrences do
not imply dependency. Indeed, some children
who cannot walk or use their arms
in a coordinated manner do, nevertheless, develop
language.

a. When child at 4 months is producing
nonphysiologicallyinduced sounds (cooing
and chucking), his head is self-supported
and the tonic and neck reflex is subsiding.
b. During the babbling period (6 to 9 months),
the child also sits alone and pulls himself to
a standing position.
c. At 12 to 18 months, he produce a small
number of words, follows some commands,
and responds to “no”. He also, at this stage,
stands momentarily alone, crawls, and takes
some steps when held.
d. When his vocabulary grows from
approximately 20 to 200 words at 18 to 21
months, and when he points to objects that
have been named, comprehends simple
questions, and from –word phrases, his
stance is fully developed and he walks
clumsily.
e. At 24 to 27 months, he has a vocabulary of
300 to 400 words, produce 2-to 3-word
phrases. And also runs and can change his
position from kneeling to sitting.
f. At the stage at which the fastest increase in
vocabulary is observed (30 to 33 months)
and when he is producing 3-to 4-word
sentences, he also has obtained good hand
and finger coordination.
g. At 36 to 39 months, the child’s vocabulary
increases to about 1,000 words or more, he
uses well-formed sentences containing
certain grammatical structures, and he runs,
walks stairs by alternating feet, jumps, and
can stand on one foot shortly and ride a
tricycle.

The basic of the outer course of
language development is the kinds of
utterances a child tends to produce. Brown
(1973) stated that

a. The first year, children began to produce
word utterance, single words that are for the
most part recognize words in the adult
vocabulary.
b. By twenty months, the child has a
vocabulary of about fifty words.
c. Children’s early multi-word utterances are
frequently refers to as ‘telegraphic sppech’
since children learning languages.
d. The third year, the child may be producing
a range of complex sentence types
(complements to verbs and relative
clauses).
e. A four year old frequently gives the
impression of being a fully fluent speaker
of language capable to the adult language
he is learning.

2.5 The Development of Phonology

According to Goodluck (1991: 10)
states that a sound segment can be presented as
a cluster of properties-a set of plus or minus
specifications for features that reer to the
articulatory or acoustic quality of the sound
segment, or its ‘function’ in a syllable.

Table 2.1 English Consonants: place and
manner of articulation

<table>
<thead>
<tr>
<th>Place</th>
<th>Manner</th>
<th>Labial</th>
<th>Labiodental</th>
<th>Interdental</th>
<th>Alveolar</th>
<th>Palatoalveolar</th>
<th>Patalar</th>
<th>Velar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
<td>p,b</td>
<td>t,d</td>
<td>k,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fricative</td>
<td>f,v</td>
<td>e, d</td>
<td>s,z</td>
<td>t, s, l</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nasal</td>
<td>m</td>
<td>n</td>
<td>η</td>
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<td></td>
</tr>
<tr>
<td>Affricative</td>
<td>v, dʃ</td>
<td>r, dʃ</td>
<td></td>
<td></td>
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<td></td>
<td>j</td>
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<tr>
<td>Liquid</td>
<td>l</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glide</td>
<td>w</td>
<td>r</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2.6 The Development of Syntaxes

Syntactic acquisition is the area of child
language acquisition that has most studied from
the perspectives of linguistic theory. For the
basic syntaxthatwords are assigned to syntactic
categories: noun, verb, adjective, and
preposition, etc.

Early child speech sentences are
produced with and without subject. They omit
subjects raises the possibility that they
temporarily entertain a grammatical system. It
occur because children very quickly develop a
syntactic system that reflects the patterns of the adult language.

The development of syntaxes accelerated fast. The child sentences not only creep from two to three words but also multi words. Raffa can master three kinds of sentences like declarative, imperative, and interrogative sentences.

For examples:

a. **Interrogative Sentences**
   What will France drink?

b. **Declarative Sentences**
The judge gave the verdict

c. **Imperative Sentences**
   EC : *bukain!*
   MM : *Mintabaik-baik. Gimana caranya?*
   EC : *mama, etsamintakota?*
   MM : *terusi gimana? Tolong bukain.*
   EC : *tolo buka*  

2.7 **The Development of Morphology**

According to the Goodluck (1991: 48) states that Kiparsky’s model makes a number of correct predictions about word formation in English. First, it predicts that affixes added by derivational by a regular inflectional rule will occur outside affixes added by derivational rules: regular inflectional rules are third level rules in the model, and such rules apply after derivational rules at level 1 or 2. Thus level 3 inflectional rule says ‘add affix “x” to the end of a word, it will add that affix to the output of derivational rules such as ‘-er’ agenteive noun formation and compounding. Second, it predicts that while the output of regular inflectional rules cannot be used as the input to derivational rules, the output of irregular inflectional rules (such as the rules for irregular plural) can be so used.

**Level 1 Rules**

a. Derivational: unproductive, semantically unpredictable

b. Inflectional: irregular

c. Phonological effects on the base form in many cases
   For example: ‘+ion’ for population, ‘mouse-mice’ for irregular plurals, ‘go-went’ for irregular past.

**Level 2 Rules**

a. Derivational: productive, semantically predictable.

b. For example: ‘er’ for eater and compounding.

**Level 3 Rules**

a. Inflectional: regular

b. For example: ‘s’ plural, and ‘ed’ past.

3.2 **The Specific Objective of the Study**

It has been mentioned in the previous chapter that the goal of this study is to observe the development of child language. The development of child language involves three aspects; phonology, syntaxes, and morphology.

3.3 **The Location and Time of the Study**

This study was done at home. It did step by step followed the situation and condition like: when he was playing games and bike with his friends, watching television or film, and looking at his sister was studying. It has been conducted on August to November 2014.

3.4 **The Methodology of this Study**

The method which is used in this study is naturalistic observation. Looking at every utterances, pronunciation, and the meaning which is meant by the child.

3.5 **The Data Analysis Technique**

The data analysis technique consists of analyzing phonology, syntaxes, and morphology. They are three important aspects as a process of child language development in his society.

The analysis in phonology aspect involved the sound produced in every utterance that is produced by the child. The analysis of syntaxes involved the utterance development. Then, the analysis of morphology involved the word development like suffix, infix, and prefix.

IV. **FINDINGS**

the writer is discussing and analyzing the data in the form of words and sentences which were obtained from the data source when child was talking.

4.1 Data

The data is realized in transcript context. First transcript, it was when Raffa is 3 years to 3 years 1 months Second transcript, it was when he is 3 years 2 months to 3 years 3 months.

**Transcript 1**

Raffa (Agustus-September 2014)
Agustus 2014 (minggu ke III)
Transcript 2  
Agustus 2013 (Minggu IV) 
Berada di kamar dengan keadaan pintu terkunci 

Raffa: mbak nabiaknakak, mbak (sambil memanggil)
C : rambut dekatu mas
R : ambuttuadit (sambil memanggil)
C : rambut dekatu mas?
R : ambuttuadit (sambil memanggil)
C : apatinut?
R : tintot.. (terkunci, sambil memanggil)
C : ikut?
R : iya.. itut (iyaterikut)

Transcript 3  
September 2013 (Minggu I) 
Berada di kamarsambil bermain handphone yang terletak di dinding kamar (sambil menelpon)

Transcript 4  
September 2013 (Minggu II) 
Raffa sedang bermain sepeda di depan rumah bersama teman-temannya. (sambil menelpon)

Transcript 5  
September 2013 (Minggu III) 
Raffa sedang bermain sepeda di depan rumah bersama teman-temannya. (sambil menelpon)

Transcript 6  
September 2013 (Minggu IV) 
Raffa sedang bermain depan rumah bersama teman-temannya. (sambil menelpon)
R : ondonondon
P : haa? Apaondonondon?
R : iya...ondolondol
P : kaksrirakyakondol-ondol?
Kok kayak ondol-ondol? Kenapa?

Transcript 7
Oktober 2013 (Minggu I)
Raffasedangbermain di kamarturdenganbueknurdanulfie
R : mbakimbakimbaknmbak
Ikoot
Chika : ikutkemana?
Bulek : jangankakawainadekulfie aja.
R : mautalikapa?
B : cari yang semalem
R : temalem? Temalemapa?
B : hah..
R : temalemapa?
B : kawainadekulfieya..
C : jangantinggaladekulfieya?
Jagainya
R : hooh..bedalahn?
C : kenapberdararatu?
R : datoh
C : aduh,,nah,, ntaluu

Transcript 8
Oktober 2013 (Minggu II)
Raffasedangberada di kamarkakaknya, tiwi.
C : apa mas?
R : ma...
C : apa mas? Masak-masakan?
Mau main masak-masakan?
R : poto-potok an
C : bisa main poto-potoan?
hah? Bisagak? Bias main
foto-fotoangak? Heh..
R : mauu. Ni mbaktuu.
C : mana? Manambak mu?
R : Ni mbakpuput
C : mbakpuput?
R : ni..nimbakdalani

Transcript 9
Oktober 2013 (Minggu III)
KetikaRaffasedangbelajarmenggambar
dan menyebutkanbagian tubuh sponge bob
denganbunyadi ruangtamu.
Mother : ‘ ini kita gambar
 Sponget Ob yu’
Raffa : ‘ yok yok, atu ica ambal
 sponget Ob atu’ (yuk yuk,
aku bisa gambar sponge bob)
Mother : ‘ gimana Sponge ob itu biar
 kita gambar’

Transcript 10
Oktober 2013 (Minggu IV)
KetikaRaffasedangan Sang kakak,
Dara, sedangmenonton film kartun di laptop.
Dara : ‘Film apa tu dek?’
Raffa : ‘ndak auu’ (tidak tau)
Dara : ‘kok gak tau?’
Raffa : ‘Namanya ulann...Ini makan ini iaa,
mau dimakann, mau dijejen..’
(Namanyaular, makanimida, mau
dimakan, madikejar) (sambil
menunjuk gambar di laptop)
Dara : ‘Terus...’
Raffa : ‘ Nani’ (Nyanyi)
Dara : ‘nyanyi apa dia?’
Raffa : ‘Ladu ladu’ (lagu-lagu)

Transcript 11
November 2013 (Minggu I)
Ketikabermainpermainantebak kata
denganambarbersama sang kakak, putri
Putri : ‘ ini gambar apa mas?’
Raffa : ‘ Itu ulann, itu itan, itu umah.’ (Itu
ular, ituikan, daniturumah)
Putri : ‘ salah, ini bukan rumah, ini
gubuk’.
Raffa : ‘talah au put, talah, itu umah, umah
ad poonmaa’ (salah kamu put, itu
rumah yang ada pohonnya)

Transcript 12
November 2013 (Minggu II)
KetikaRaffaberantusiasmelihatipad sang
kakak, Dardiruangberkumpulkeluarga.
Raffa : ‘ pindem atu mbak aped na mbak’.
Pinjam aku mbak ipad nya
Chika : ‘Afa bisa mainnya’.
Raffa : ‘ica laa. Tini tini atu mainin,
ata duda ica potoin loh mbak, atu ica
mbak’. (biasah. Sinisiakumainin,
akujuga bias fotoinlohmabk, aku bias mbak)
Chika : ‘Nih’
Raffa : ‘liyat ni mbk, liyat, atu ica kan ica kan?’ (liat nih mbk, aku bisa kan?)
(sambil memperlihatkan kemampuan hasil photonya)

4.2 Analyzes Data
4.2.1 Phonology
When Raffa was 3 years old, he could master [p], [b], [t], [d], [h], [m], [n], [l], [w],
[y], [k], [s], [ğ] although the last word is on the end of syllable. At 3 years old, the voiceless
velar stop [k] had mastered well, but the voiced velar stop [g] still is said as [d], although once
in awhile had emerged as [g]. For examples:

Dambal (Transcript 9) ‘gambar’
Ladu (Transcript 10) ‘lagu’
Duda (Transcript12) ‘juga’
Delek 6

Then, fricative [t] in the beginning of word was still said as [t],or [ts] although in the
end of word is more consistent as [s]. For examples:

Idup (Transcript 3) ‘hidup’
Temalem (Transcript 7)’semalam’
Talah (Transcript 11) ‘salah’

Then, fricative [f] is said as [p] by Raffa, for examples:

poto-potok (Transcript 8)’fotoin’

Then, the nasal alveopalatal [ŋ] is still said as [n], for example:

puna (Transcript 4) ‘punya’
Nani (Transcript 10)‘nyanyi’

Then, the jolt [r] is always changed with [l], for examples:

Lambut (Transcript 1) ‘rambut’
Lumah (Transcript 11) ‘rumah’
Dala (Transcript 8) ‘dara’
Ulan (Transcript 11) ‘ular’

Finally, Raffa still omitted [ŋ], for example:

Yan (Transcript 3) ‘yang’
Pulan (Transcript 2) ‘pulang’
Tanjon (Transcript 4) ‘tanjung’

4.2.2 Syntaxes
The development of syntaxes accelerated fast. The child sentences not only
creep from two to three words but also multi words. Raffa can master three kinds of
sentences like declarative, imperative, and interrogative sentences. For examples:

Interrogative Sentences
nak, nakidup? (Transcript 3)
mati? (Transcript 3)
idaup, mati an? Hidup, mati, kan?
(Transcript 3)
taupunaiped? (Transcript 4)
mautalikapa? (Transcript 7)

Declarative Sentences
Ni mbakpuput (Transcript 8)
atu ica dambal sponge bob atu
(Transcript 9)

Imperative Sentences
liyat ni mbk, liyat, atu ica kan ica kan?
(Transcript 12)

4.2.3 Morphology
The Raffa’s acquirement of morphology had seen. For examples:

Passive form di-
Dimakan ‘dimakan’(Transcript 10)
dijejen ‘dikejar’ (Transcript 10)

Then, suffix –an,
matian : ‘matikan’ (Transcript 3)
walnanya’warnanya’(Transcript 9)
badanna ‘badannya’ (Transcript 9)

tanganna’tangannya’ (Transcript 9)
poonnaa ‘pohonnya’ (Transcript 11)

4.2.4 The Vocabularies
The concept ‘here and now’ has the effect (Dardjowijoyo 1991: 26). The amount of
vocabularies that is produced by Raffa depended on the input that is reached. Based on
the data above (Transcript 1 and 2) can be Raffa has mastered vocabularies below:

a. The total vocabularies : 198
b. Nomina 81 = 40.9 %
c. Verba 33 = 16.7 %
d. Adjectiva 14 = 7.1 %
e. K. Fungsi 70 = 35.3 %

Commonly the acquirement of the data related to overextension concept, under
extension, and non -extension (H. Clark E. Clark 1977; E. Clark 1995; J. deVilliers 1978)
in Dardjowijoyo 1991: 20). The Raffa’s language acquirement can be found even
though it was not common. Based on the transcript 1 and 2, the writer found that there were 198 morphemes and 79 utterances by using the formula below:

\[
MLU = \frac{\text{Number of morpheme}}{\text{Number of Utterance}}
\]

Therefore, the Raffa’s MLU:

198

135
Based on the calculation above, it can be concluded that Raffa’s development in language acquisition is on second stage. There were 5 stages in acquiring child language:

<table>
<thead>
<tr>
<th>STAGES</th>
<th>RPU</th>
<th>LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.75</td>
<td>1.5 – 2.05</td>
</tr>
<tr>
<td>2</td>
<td>2.75</td>
<td>2.0 – 2.57</td>
</tr>
<tr>
<td>3</td>
<td>2.75</td>
<td>2.5 – 3.09</td>
</tr>
<tr>
<td>4</td>
<td>3.50</td>
<td>3.0 – 3.511</td>
</tr>
<tr>
<td>5</td>
<td>4.00</td>
<td>3.5 – 4.013</td>
</tr>
</tbody>
</table>

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After finding the result and analyzing it, the writer concludes that there were three development happened from Raffa:

First, he could master [p], [b], [t], [d], [h], [m], [n], [l], [w], [y], [k], [s], [ŋ] although the last word is on the end of syllable. The voiceless velar stop [k] had mastered well, but the voiced velar stop [g] still is said as [d], although once in awhile had emerged as [g]. For fricative [t] in the beginning of word was still said as [t] or [ts] although in the end of word is more consistent as [s]. Then, fricative [f] is said as [p] by Raffa. The nasal alveopalatal[ŋ] is still said as [n]. Then, the jolt [r] is always changed with [l]. Finally, Raffa still omitted [ŋ].

Second, the development of syntaxes accelerated fast. Raffa can master three kinds of sentences like declarative, imperative, and interrogative sentences.

Third, Raffa could form passive di-, suffix –an in morphology.

Finally, Raffa could master in vocabularies like Nomina 40.9 %, Verba 16.7 %, Adjectiva 7.1 %, and K. Fungsi 35.3 %. Therefore, the Raffa’s MLU is 2.04 is on 2 stages.

5.2 Suggestions

Looking at the result of the study, the writer would like to give some suggestions as follows:

1. The parents should know and understand more about the children and give more attention for them in order to child could more develop their skills in every cases. The role of parents is part important for the children in developing their language.

2. The parents should give more attention to their child to look at the development of child language.

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