

Semantics Acquisition in 4 Years Old Child (The Case Study of Aisyah)



Siti Salamah¹, Hijril Ismail²

¹Ahmad Dahlan University, Yogyakarta, Indonesia

²Muhammadiyah University of Mataram, Mataram, Indonesia

ABSTRACT: A child master a language through some language acquisition process. After being capable to pronounce vocabulary, child will enter on the stage of semantics acquisition. Semantic acquisition will make a child is able to use the word appropriately according to the context meaning and are also able to interpret a word or sentence spoken by others. Therefore, language acquisition of children, especially in the area of semantics, becomes necessary to be reviewed further. This paper aims to describe the form of the acquisition of semantics in a 4-year-old child. Furthermore, the acquisition of semantic descriptions that are discussed include acquisition in each word class and extant interpretation of its meaning in each word class that appears on a child speech. The research subject is a child named Aisyah, who was 4 years old. The object of the research is speech language of a girl named Aisyah. The study of language acquisition in children using a longitudinal method. As for the data acquisition method using direct observation and participatory observation. A method of data analysis in this study uses the referential methods to analyze meanings.

KEYWORDS: child language acquisition; meanings; semantics; word category.

INTRODUCTION

Language acquisition occurs practically, naturally, and continuously (Pringgawidagda, 2002). Language acquisition, especially the first language, occurs when humans are in the childhood phase. The study of language acquisition in children essentially consists of two aspects, namely (i) what language the child acquires, and (ii) how the child acquires language (Clark and Clark, 1977, p. 296).

The language acquired is of course the child's mother tongue. The way children acquire language is through the stages of language acquisition. Language acquisition is universal. It has the understanding that all children in the world will have certain stages of development that can be observed (Taylor and Shanker, 2003).

The views related to how children acquire language are divided into several types. The first, children are able to master the language because of environmental factors. Second, children are able to master language because they have natural language acquisition tools in the brain. Third, children acquire the language of mental processes that are processed in the brain due to continuous practice and interaction with their environment. In acquiring language, children are also influenced by environmental stimuli (Saffran and Sahni, 2012). In this case, Horman (1979) emphasized the existence of a stimulus response between the child and his environment in acquiring language. These stimuli and responses are mentally processed through language acquisition tools in the brain. Environmental stimuli can be in the form of language environment, geographical environment, and socio-cultural environment.

The language of children who are still in the stage of acquisition is certainly different from the language of adults. The child's language is of course in accordance with the simple context that is understood. This is because each stage will increase the degree of understanding of more complex concepts. Children begin to produce their first words when they enter the age of 1:4 to 1:8 months. While the amount of babbling starts to decrease at this age. The child begins to "find" that words refer to things. The child begins to carry out a series of cognitive processes to connect the sound of his mother's speech with the object he sees. The child begins to do a series of trials, sometimes succeeding and sometimes failing. If successful, the child will get the word. Conversely, children will experience various cases of misinterpretation if they fail to get it.

The next, more complicated stage for children is assembling these words together with their meanings into a sentence, as well as providing references to the meaning according to the context of speech with other people. Syntactic acquisition becomes complicated because it involves logical flow that is obtained semantically in constructing an utterance sentence. In saying sentences, children will match real situations experienced with vocabulary that they have heard and understood. This will build a more concrete understanding of meaning for the child (Carnie, 2006). De Villiers (2004) states that a word uttered by a child

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depends on the input conditions that exist. The word will then be connected with other words, so that the speech becomes smooth because of the connectivity of the core words. Furthermore, De Villiers' study found that 3-year-old children have even been able to string together the related types of words and the suitability of their meanings, and have even been able to classify the suitability of the words needed.

This is reinforced by the experimental results of Atance and Meltzoff (2005) which tested children's ability to predict adult speech/statements. The research sample totaled 108 children with an age range of 3-5 years. Research results show that children have tendency to be able to respond to the theme of an event with a basic structure for reasons of how the event impacts them. The meaning of words awakens more easily. The response is represented through the choice of words they say. Thus, the child has begun to establish the connectivity of the meaning of each class of words the field of meaning has.

Connectivity is a network of meanings that appear on a selected word connected with other words. In children, the mention of the term for something is first connected with their experience before connecting to the vocabulary mentally. Traxler (2012) states that different patterns of connectivity between words have an impact on the level of ease of remembering words. Connectivity reflects how many words are associated with a particular target word, as well as how many relationships are shared between a set of words. Some words have little association, so they are called low association. On the other hand, a word's high association indicates more association with other words.

The acquisition of semantics, both the acquisition of the types of words and the meanings that appear in each type, is an important stage for children that needs to be observed. Children who have begun to understand the meaning of words are certainly related to the fluency in assembling these words into spoken sentences. This psycholinguistic study will discuss the semantic acquisition of Aisyah, a 4-year-old child. A study of semantic acquisition needs to examine how many types of words are acquired and able to be spoken by Aisyah. Semantic acquisition also needs to be reviewed for variations in the meaning of each type of word obtained.

METHOD

In the study of language acquisition, language is studied from the point of ontogeny and polygeny, namely the development of language in each different individual and the development of language through its stages in history (Musfiroh, 2002). This study uses a longitudinal design. Longitudinal design is a research design that follows developments over a certain period of time with only one or several children as the subject (Taylor, 1990; Crystal, 1992; Dardjowidjojo, 2012). The subject of this research is Aisyah, a 4-year-old girl. Aisyah is the child of a researcher's neighbour, so data collection becomes easy because of her daily interactions. The conversation took place from January 2021 to June 2021. The data available is the result of a conversation with Aisyah.

Methods of data acquisition using observation, interview, and experimental methods. The observation method was carried out to obtain data without involving oneself. The interview method is used to double-check something the researcher wants to examine for its truth (Dardjowidjojo, 2012). The experimental method is a research method to find out the answer to a problem in a particular topic, so that predictable results can be known (Marquez, 2007). This experimental method involves the intervention of the researcher's control which aims to obtain answers from one of the topics regarding the acquisition of the language he wants (Westbury, 1998). Data acquisition for the three methods was carried out using recording techniques, both audio and visual (Wray, 1998); carried out using fishing techniques as a stimulus for children (informants) in the interview method (Mahsun, 2006; Sudaryanto, 1993); carried out using the listening engagement technique, the free engagement technique and note-taking (Sudaryanto, 1988, p. 3-4) using a diary and given a numbering sequence for each data with the DN code (Data Number).

The validity of the data in research is something that needs attention. Triangulation is used to ensure the validity of this research data. Data triangulation was carried out between researchers, then examined through reference meanings and syntactic theories, and reviewed by colleagues. In this case, the data was also reviewed by research colleagues who are domiciled in Jakarta. This is necessary to ensure that the data is well received because of the mixed Betawi accent.

The method used to analyze sentence data is the distributional method and the equivalent method. The distributional method is a method used to analyze the language system or the overall rules that are regulatory in language based on behavior or linguistic characteristics of a particular lingual unit. This study applies the direct sorting technique to analyze the word classes obtained (Subroto, 1992). After each word class is detected, the researcher uses the referential technique equivalent method to analyze the meaning of the word that appears (from each word class) in the sentence and how it relates to referencing the previous sentence (Subroto, 1992).

RESULT AND DISCUSSION

1. Meaning Acquisition Based on Word Type

Interpretation of meaning in children's language begins to strengthen at the age of 4 years. This is demonstrated by Aisyah, a 4-year-old girl, who is able to pronounce and understand the meaning of several types of words. Several types of words that Aisyah has started to acquire include nouns, verbs, adjectives, and adverbs. The further explanation is described as follows.

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a. Meaning Acquisition in Nouns Class

Aisyah has been able to master various forms of nouns. The noun forms are as follows. First, nouns that belong to the members of the body. Second, nouns belonging to objects. Third, nouns classified as food. Fourth, nouns belonging to locations. Fifth, nouns that are classified as greeting words. Sixth, nouns belonging to a person's position in the family. Seventh, nouns are classified as vehicles. Eighth, nouns that are classified as expressions of a certain thing. Ninth, nouns that show time.

Acquisition of nouns whose meanings belong to parts of the body as many as two words, namely the words hair and stomach. In this case, Aisyah was able to show the body parts according to what was said. Speeches with nouns mean classes of body parts, which have objectives in the form of (i) the desire to show or show off one's own body parts; (ii) criticizing other people's body shapes as interlocutors. Furthermore, Aisyah's speech in the form of a noun meaning body type which aims to show or show off her own body parts, is described as follows.

- (1) *Aku kan abis potong rambut. (sembari tersenyum). (DN 4)*
- (2) *Aku abis potong rambut! (sembari memegang rambutnya). (DN 25)*
- (3) *Eh, ada Bunda Zafran. Bunda Zafran aku abis potong rambut loh! (sembari memamerkan rambutnya). (DN 27)*

Sentences (1) to (3) show Aisyah intending to show her hair that has been cut. The interesting thing is that the two stories were carried out for 2 consecutive days after the incident. Aisyah is also able to tell her own body parts, even criticizing other people's body parts.

- (4) *Kakak Aisyah gak gendut. Ni (sambil megang perut) perut aku kecil, kalo Abinya Zafran gendut (sambil tertawa). (DN 29)*

Sentence (4) shows that Aisyah shows body parts while criticizing other people's body parts. Aisyah showed her small stomach, while Zafran's father's stomach was big (fat).

Aisyah has said nouns which mean concrete objects that are owned or used. The nouns mean that there are 5 of these objects, in the form of the song *Cicak-cicak di Dinding*, *mainan*, *moil-mobilan*, *kaca saku*, and *baju*. As for Aisyah's purpose, saying that nouns have the meaning of objects is to show ownership and usage.

- (5) *Aku juga punya mobil-mobilan banyaak sekali. (DN 2)*
- (6) *Gak punya lagu Cicak-Cicak di Dinding ya? ... Aku punya banyak...banget. Ayuk Zafran maen tempet kaka. (DN 5)*
- (7) *Mamak, Zafran yang beliin mainan siapa? (DN 24)*
- (8) *Boleh, tapi nanti dulu ya...soalnya aku mau pergi bawa kaca saku ini. (DN 4)*
- (9) *Kok Abinya Zafran gak pake baju? (DN 26)*

Nouns mean ownership of objects in speech sentences (5) to (9) showing the ownership of these objects, both owned by Aisyah and other people. The noun means the objects used in the speech sentence (9) indicating the use of *baju* at that time. Aisyah seems to criticize that adults should wear *baju*, even though in the context of this speech the other person is only wearing a singlet. In this case, the word clothes spoken by Aisyah experienced a narrowing of meaning. Things called *baju* that a person should wear should not be too revealing. All *baju* that are worn but open, according to Aisyah, are not considered *baju*.

Aisyah has been able to say nouns that mean the vehicle she is riding. The noun means that Aisyah obtained 4 vehicles, those are *motor*, *bajai*, *odong-odong*, and *kereta*.

- (10) *Kok motornya gak di bawa? (DN 1)*
- (11) *Gak naik bajai? (DN 7)*
- (12) *Mamak, sebenarnya aku salah apa kok gak boleh ikut naik odong-odong (DN 18)*
- (13) *Gak mau, dulu Aku ama Ibu Uban, naik odong-odong boleh, mau maen boleh. Sekarang sama Ibunya Lintang suruhnya makan tidur, makan tidur, mau main gak boleh. (DN 21)*
- (14) *Aku naik kereta. (DN 28)*

Speech sentences (10) to (14) show nouns meaning the vehicle that is being ridden. Aisyah, apart from seeing the vehicle, also had experience riding the means of transportation. Aisyah also has acquired a noun meaning location. The noun meaning the location spoken by Aisyah is subdivided into several types, namely geographical location, location of a certain spatial position, location of a place in the form of a building. The noun means that there are 11 known locations. Those words are *pasar tempat Nenek*, *Pasar Palmeriam*, *rumah sakit*, *Depok*, *Jogja depan*, *luar*, *Apotek*, *sekolah*, *TK*, *rumah Abang Lintang tempet Kaka*. Nouns with the meaning of the location are described as follows.

- (15) *Pasar tempat Nenek ya? (DN 2)*
- (16) *Aku juga udah pernah ke Pasar Palmeriam tapi waktu Zafran masih bayi. (DN 14)*
- (17) *Bunda Zafran kok duduk di luar? (DN 13)*
- (18) *Umi, itu suara abi nya zafran yang lagi bobok ya? Kok keras banget sampai depan rumah? (DN 16)*
- (19) *Di rumah Abang Lintang, waktu Umi kerja. (DN 17)*
- (20) *Aisyah mau ke Depok, mau jemput Nenek Padang di rumah Kakak Aska. (DN 23)*
- (21) *Ayuk Zafran maen tempat kaka (DN 5)*

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- (22) *Oh, Bundanya Zafran, Aisyah abis ke **Jogja**, kemarin, ama Umi aku ama Abi, ama adek Rumaisyoh juga. (DN 28)*
(23) *Aku juga besok mau didaftarkan ama umi aku **sekolah**, di TK, emmm...**TK** sana na! (DN 6)*
(24) *iya..Umi aku sekarang lagi kerja di **Apotek**. (DN 27)*
(25) *Sakit, kemarin abis dari **rumah sakit**. Ini Aku ma Umi mau ke sana (DN 22).*

Semantic acquisition of nouns in Aisyah has progressed well, which is indicated by the number of words with significant locations that appear in the speech data. Aisyah in data (15), (16), (19), (20), (23), (24), (25) mentions a noun meaning the location of a place in the form of a building. Interestingly, the details of a place when Aisyah forgot the name of the place, for example at the market where grandma said Pasar Palmeriam because the market was close to her grandmother's house. On the other hand, details of a location of ownership or whereabouts of occupants, use the accompanying word for the occupant's name. It was seen in the word *tempat kaka* in data (21), *rumah Kakak Aska* in data (20), and *rumah Abang Lintang* in data (19). On the other hand, Aisyah also was able to mention geographic locations such as the words *Depok* in data (20) and *Jogja* in data (22). The location of the geographical name is the name of the area outside the city that Aisyah has visited. Aisyah also was able to mention a noun meaning the location of the position of a thing or thing. It was seen in the word *luar* (16) and *depan* in data (17).

Aisyah has also understood the types of objects that are classified as food. This can be seen in his ability to mention the word *bakso*. This is shown in the following sentence.

- (26) *Nek, beli **bakso** aja! Nek, Aisyah suka beli bakso di situ. (DN 8)*

Aisyah was also able to say *makasih*, *soalnya* in response to the actions or requests of the interlocutor. The word *makasih* in data (26) is a response to the action of the interlocutor who gives her a cake. The word *soalnya* in data (27) is a response to the request of the interlocutor when he wants to borrow the item. The response was in the form of an agreement to borrow, but it was postponed because Aisyah reasoned that she wanted to travel by bringing her dressing mirror. This can be seen in the following data

- (27) ***Makasih** (sembari mengambil kue yang ditawarkan) (DN 3)*
(28) *Boleh, tapi nanti dulu ya..**soalnya** aku mau pergi bawa kaca saku ini. (ND4)*

Aisyah is also able to recognize people in the surrounding environment. This recognition is manifested by the use of nouns which mean greetings and stating position in the family. There are 16 nouns meaning greetings. This introduction is for older people, then the name of a friend who has a new kinship relationship is mentioned, the next greeting. Greetings that appear have been represented in the speech sentence data (1) to (25) that are *Ayahnya Zafran, Zafran, Bunda Zafran, Nek, Nenek, Aisyah, Bundanya Zafran Abang Lintang, Ibu Uban, Kakak Aska, Ibunya Lintang, Abinya Aisyah, Adek Rumaisha, Abi, Kakak, Tante, Mamak*. Apart from nouns meaning greetings, Aisyah also has been able to say nouns which mean position status in the family. Aisyah obtained six noun family positions. The nouns that appear are *bayi, cucu, Nenek, anak, adek, Abi, Umi*.

- (29) *Aku juga udah pernah ke Pasar Palmeriam tapi waktu Zafran masih **bayi**. (DN 14)*
(30) *Oh, Bundanya Zafran, Aisyah abis ke Jogja, kemarin, ama **Umi** aku ama **Abi**, ama **adek Rumaisyoh** juga. (DN 28)*
(31) *Aisyah mau ke Depok, mau jemput Nenek Padang di rumah kakak Aska. Kakak Aska kan **cucunya nenek, Umi** aku **anaknya Nenek Padang** dan **Mamanya kak Aska juga anaknya Nenek Padang**. Jadi, Kakak sama Kakak Aska sama-sama cucunya Nenek Padang. (ND23)*

Aisyah has been able to mention nouns that mean time, those are *hari, kemarin, waktu, sekarang, dulu, besok, nanti*. Nouns with the meaning of time are described in the following data.

- (32) ***Hari** ini kan Umi aku libur, kaka mau jalan-jalan (DN 11)*
(33) *Aku juga udah pernah ke pasar Palmaryam tapi **waktu** Zafran masih bayi. (ND14)*
(34) *Sakit, **kemarin** abis dari rumah sakit. Ini Aku ma Umi mau ke sana. (DN 22)*
(35) *Gak mau, **dulu** Aku ama Ibu Uban, naik odong-odong boleh, mau maen boleh. **Sekarang** sama Ibunya Lintang suruhnya makan tidur, makan tidur, mau main gak boleh. (DN 21)*
(36) *Aku juga **besok** mau didaftarkan ama umi aku sekolah (DN 6)*
(37) ***Sekarang** aja..! Aku gak bilang umi, **nanti** kita makan di sini. (DN 8)*

Aisyah has understood the noun meaning time well. Speech sentences (32) to (37) present that nouns related to the process of time can be uttered by Aisyah according to the context in a simple way. This can be illustrated through the illustration of the time period obtained by Aisyah as follows.



In using it, Aisyah often associates one noun with another. The word *hari* is associated with the *sekarang* word in sentence (32), and the word *waktu* with the *dulu* word in sentence (33). This is done because there is an understanding of events that occur in the

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same time association. Aisyah has been able to compare current conditions with past conditions. This can be seen in the utterance sentence (35). On the other hand, Aisyah is also able to compare current conditions with future conditions as seen in the utterance sentence (37).

b. Meaning Acquisition in Verbs Class

Aisyah has acquired the form of the verb class. The semantic forms of these verbs are verbs which express the meaning of actions, verbs which express the meaning of a process, verbs which mean circumstances, and verbs which express ownership. In this case, Aisyah has obtained the four types of verbs semantically.

Verbs that mean actions can be recognized by two characteristics, namely (a) they can be an answer to a question (what the subject is doing) and (b) they can be used as a form of imperative sentences. The data shows that 26 verbs with the meaning of action have been obtained by Aisyah during the observation consisting of words *kerja, beli, makan, pinjem, pake, naik, ikut, jalan, jalan-jalan, libur, nunggu, pulang, duduk, keluar, bobok, tidur, suruhnya, jemput, bawa, kuliah, belajar, sekolah, beliin, mandi, potong*; until the passive verb *digelitik*. The following descriptions represent some of the forms of process verbs that Aisyah has obtained.

(38) *Eh, ada Bunda Zafran, Bunda Zafran aku abis potong rambut loh! (DN 27)*

(39) *Nek, beli bakso aja Nek! Aisyah suka beli bakso di situ. (DN 8)*

(40) *Zafran yang beliin mainan siapa? ... Kok, Aku Gak Dibeliin? (DN 24)*

(41) *Iya, ama Abang Lintang suka digelitik. (DN 17)*

(42) *Gak mau! Dulu Aku ama Ibu Uban, naik odong-odong boleh, mau maen boleh; sekarang sama Ibunya Lintang suruhnya makan tidur, makan tidur, mau main gak boleh. (DN 21)*

(43) *Gam Umi..Aisyah mau ikut Bundanya Zafran jalan. (DN 9)*

(44) *Hari ini kan Umi aku libur, Kakak mau jalan-jalan. (DN 11)*

The data above shows a variety of variations in the use of verbs that mean actions. Activities or direct actions carried out by Aisyah will be in the form of active base words. In this case, Aisyah has not been able to tell the action verb in the transitive active form. The verb *potong* means 'perbuatan memotong' in sentence (38). The word *beli* means 'perbuatan membeli' in sentence (39). The word *naik* for the act of *menaiki*, the word *maen* for the act of *bermain*, and the word *makan, tidur* in the sentence (42). The word *jalan* in sentence (43) means *perbuatan berpergian dengan berjalan*.

Verbs with the meaning of actions can also be used repeatedly, either in the form of complete repetition or repetition of two equivalent words. Verbs mean actions that take the form of repeating two words in a sentence (42). The word *makan* and *tidur* is repeated twice to emphasize the statement that the action occurred many times. Verbs mean actions in the form of complete repetition appear in sentence (44). The form of the word *jalan-jalan* in Aisyah's perception is more on the meaning of traveling long distances and taking a long time.

Verbs with the meaning of action can also appear with affixes *di-*, or *-in*. The verb *digelitik* in sentence (41) means the verb to tickle that Aisyah received. In this case, understand that Aisyah is the one who is the sufferer, not the subject or perpetrator of the deed. On the other hand, the verb *beliin* in sentence (40) expresses the meaning of someone else's act of buying something. In this case, the action verb *beliin* can actually be used as the core of an interrogative sentence. This is of course different from the word *buy* in sentence (39) which means the act of buying and can be used as a form of command.

Classes of verbs that are classified as process verbs have also been able to be spoken by children. Process verbs can be recognized by their characteristics, namely, (a) they can be used to answer questions (what happened to the subject), and (b) indicate a change from one state to another. This can be seen in the following example.

(45) *Aku juga besok mau didaftarkan ama umi aku sekolah. (DN 6)*

The process verbs obtained by Aisyah are in the passive form of *di-* + *-in*. The verbs *didaftarin* in sentence (45) show that Aisyah wanted a school with her parents registered as students. The verb *didaftarin* means the process of registering someone in a community. The verbs *didaftarin* indicate that there is a desire to change Aisyah's situation from not going to school to becoming a school student. Process verbs in the passive form also appear in sentence (40) *Kok, Aku Gak Dibeliin?* The process verb means the process of not having toys and then being bought so that you have toys.

Conditional verbs are verbs that contain states. There are seven verbs for Aisyah. The conditional verbs that can be spoken are *suka, ada, sampai, abis, terus, denger, libur, and punya* which are explained as follows.

(46) *Iya ama Abang Lintang suka digelitik (DN 17)*

(47) *Gak ah, di rumah juga ada. (DN 15)*

(48) *Eh ada Bunda Zafran, Bunda Zafran aku abis potong rambut loh! (DN 27)*

(49) *Tapi aku denger suaranya itu, sama Bunda (DN 30)*

(50) *Bunda Zafran sekolah apa sih? Kok masih sekolah terus? (DN 19)*

(51) *Umi, itu suara abi nya zafran yang lagi bobok ya? Kok keras banget sampai depan rumah? (DN 16)*

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(52) *Hari ini kan Umi aku libur, Kakak mau jalan-jalan. (DN 11)*

(53) *Aku juga punya mobil-mobilan banyaak sekali. (DN 2)*

Conditional verbs are obtained in the basic word form. The verb *suka* in sentence (46) means being willing for something. The verb in the context of sentence (47) means the condition of the availability of the same or similar thing. The verb *abis* in sentence (48) means the state of having finished doing something. The verb *denger* in sentence (49) means a condition that is received by the sense of hearing. The *terus* verb in sentence (50) means a continuing/continuous situation. The verb *sampai* in sentence (51) means the state of achieving something, in this case the snoring sound of Zafran's father reached the front of the house. The verb *libur* in sentence (52) means a state of being free from work. The verb *punya* in sentence (53) means the state of having something.

c. Meaning Acquisition in Adjectives Class

Aisyah has acquired and understood adjectives and their meanings. The adjectives that are understood are the inherent and visible properties of a person. Adjectives that appear are divided into several types of meaning, namely adjectives meaning sensory characteristics or perceived by the human senses, adjectives meaning feelings, and adjectives meaning time span.

Adjectives meaning the perception of the five senses obtained by Aisyah totals eight words. Those adjectives are *gendut*, *kecil*, *keras*, *capek*, *banyak*, *kenyang*, *sakit*, *jauh*. The following is a description of the data obtained by sensory perception adjectives.

(54) *Kakak Aisyah gak gendut..nie (sambil megang perut) perut aku kecil, kalo Abinya Zafran genduu. (DN 29)*

(55) *Umi, itu suara abi nya zafran yang lagi bobok ya? Kok keras banget sampai depan rumah? (DN 16)*

(56) *Oh, takut capek ya? (DN 20)*

(57) *Aku juga punya mobil-mobilan banyaak sekali! (DN 2)*

(58) *Aku udah makan, udah kenyang banget. (DN 5)*

(59) *Bunda Zafran, Nenek Padang baru sakit, sekarang baru di rumah Kak Aska. (DN 22)*

(60) *Di sana..(sambil jari telunjuknya memberi arah) tapi jauh..ama Umi aku. (DN 25)*

(61) *Iya geli. (ND17)*

Adjective means the nature of the perception of the sense of sight focusing on the center of meaning that is seen by the eye. This can be seen in the *gendut kecil* words in sentences (54), the *banyak* words in sentences (57), and the *jauh* words in sentences (60). The word *gendut kecil* means the size scale that Aisyah saw. The word *banyak* means the plurality of numbers seen by Aisyah. The word *jauh* means the nature of the long distance received by Aisyah's vision based on her experience.

Adjectives mean the nature of the perception of the sense of touch, in this case including the nature of the state felt by human muscles. The adjective means the perception of the sense of touch in the word *capek* in the sentence (56), the word *kenyang* in the sentence (58), the word *sakit* in the sentence (59), and the word *geli* in the sentence (61). The adjective *capek* means the nature of the condition of fatigue felt by the muscles. The adjective *kenyang* means the condition felt by the stomach muscles because it is filled with food. The adjective *sakit* means feeling uncomfortable in the body due to suffering from something.

Adjectives with the meaning of the perception of the sense of hearing focus on the nature of the sense of hearing. In this case, Aisyah gets word *keras* for sound intensity. The adjective *keras* in sentence (55) means the intensity of the sound heard.

Aisyah also has been able to say adjectives meaning feelings. Adjective meaning feeling appears as many as six words, namely the words *suka*, *malu*, *salah*, *takut*, *bosan*, *marah*. These types of adjectives are described as follows.

(62) *Nek, beli bakso aja Nek! Aisyah suka beli bakso di situ. (DN 8)*

(63) *Kok Abinya Zafran gak malu gak pake baju? Abinya Aisyah malu kalo gak pake baju. (DN 26)*

(64) *Mamak, sebenarnya aku salah apa kok gak boleh ikut naik odong-odong? (DN 18)*

(65) *Oh, takut capek ya? (DN 20)*

(66) *Iya, kamu udah bosan kalo aku main kerumahmu. (DN 13)*

(67) *Gak mau, nanti umi aku marah. (DN 15)*

Adjectives mean feelings appear in sentences (62) to (67). The word *suka* in sentence (62) means the feeling of liking something. In this case, Aisyah likes the meatballs in the shop. The word *malu* in sentence (63) means a feeling of not being right because it is different from the usual. This is shown by comparing Zafran's father with Aisyah's own father in terms of dress. The word *salah* in sentence (64) means a wrong feeling because it deviates from what it should be. The word *takut* in sentence (65) means worry about something. The word *bosan* in sentence (66) means a feeling of dislike because it is too frequent or a feeling of boredom. In this context (see attachment to DN 13), Aisyah feels that her neighbors don't like her anymore because she keeps them quiet when playing at her house. The word *marah* in sentence (67) means feeling very unhappy because of being inappropriate. This context arises when Aisyah's behavior is not in accordance with the rules applied by Umi (Aisyah's mother).

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d. Meaning Acquisition in Adverbial Class

Aisyah has acquired and understood adverbs. The number of adverb words obtained is 15 words. The following data is a description of the types of adverb meanings.

- (68) *Aku punya banyak banget!... .Aku udah makan, udah kenyang banget!* (DN 5)
(69) *Aku juga punya mobil-mobilan banyaak sekali!* (DN 2)
(70) *Jadi, kakak sama kakak Aska sama-sama cucunya Nenek Padang.* (DN 23)
(71) *Mamak, sebenarnya aku salah apa kok gak boleh ikut naik odong-odong?* (DN 18)
(72) *Bunda Zafran, Nenek Padang baru sakit, sekarang baru di rumah Kak Aska.* (DN 22)
(73) *Aku juga udah pernah ke pasar Palmeriam tapi waktu Zafran masih bayi.* (DN 14)
(74) *Iya, kemaren udah lama.* (DN 28)
(75) *hemm kok bentar terus?* (DN 7)
(76) *Gak ah, gak boleh sama umi* (DN 12)
(77) *Gak mau, nanti umi aku marah.* (DN 15)
(78) *Nggak ah, gak boleh ama umi aku. Aku belum mandi.*(DN 10)

The meaning acquisition of adverbs that appear are adverbs with meanings explaining actions or circumstances, adverbs explaining agreement, adverbs explaining process. Adverbs that explain actions or circumstances appear in words *banget, sekali, juga, sama, sama-sama, iya, udah, sebenarnya* in sentence (68) to (75). The word *banget* in sentence (68) has a meaning to describe the situation of a large number. On the other hand, the word *banget* means to increase the state of being full so that you are no longer able to accept food. Furthermore, adverbs with meaning explaining the process appear in the words *bentar, nanti, mau, baru, pernah, belum* in sentences (72), (73), (75), (78). Adverbs meaning explanations for agreement appear the words *gak, boleh*, in sentences (76) to (78).

e. Meaning Acquisition in Pronoun Class

Aisyah has obtained simple pronouns and their meanings. This can be seen in the previous sentence data, starting from (1) to (78). The meaning of the pronouns spoken by Aisyah is divided into several categories of meaning, namely the meaning of denoting persona, meaning as a reference for denoting objects, meaning as a question word. The pronouns that were successfully obtained during the research period are *aku, kamu, itu, ini, ni, situ, sini, sana, ya, ayuk, -nya, mana apa, siapa*. Pronouns mean that personal pronouns are contained in the words *aku* and *kamu*. The pronoun *aku* means the first person singular and replaces the proper name. The pronoun *you* is meaningful as a second person singular pronoun and its pronouncement is a substitute for a proper name. Pronouns as references for pointing objects are embodied in words *itu, ini, ni, situ, sini, sana*.

f. Meaning Acquisition in Task Class

The task words that Aisyah got in sentence data (1) to (78) are *ke, kok, oh gitu ya, ayuk, di, kan, tapi, ama, aja, ah, dong gak, ah, sih, kalo, yang, dari*. These words fall into several categories. The prepositions obtained by Aisyah are the words *di, ke, dari*. Prepositions are used to show the meaning of location. The particles that Aisyah got were the words *oh that's it, oh gitu, kok, kan, aja, ah, sih, ayuk dong*. Particles are used to mean reinforcement and to doubt actions and circumstances. The conjunctions that Aisyah got were the words *tapi ama, kalo*, and the word *yang*. Conjunctions *tapi* and *kalo* mean the opposite of the statement of the interlocutor. The word *ama* means the inclusion of other people. Word conjunctions *yang* mean the description of the subject, thing, situation, or action.

CONCLUSION

Aisyah, a 4-year-old girl, has been able to acquire words that fall under the category of main words, namely nouns, verbs, adjectives, adverbs. Aisyah's use of nouns has several meanings, namely (a), a noun that means a body part; (b) nouns that mean objects in the surrounding environment; (c) nouns that mean food; (d) nouns that mean location; (e) a noun that means greeting; (f) a noun which means a person's position in the family; (g) a noun which means the type of vehicle; (h) a noun which means an expression of a certain thing; (i) a noun whose meaning indicates time. The verbs obtained by Aisyah are used to express the meaning of actions, to state the meaning of a process, to state the meaning of the circumstances that occur, and to express ownership. Aisyah has also been able to say adjectives with several meanings, namely adjectives meaning sensory characteristics or what the human senses perceive, adjectives meaning feelings, and adjectives meaning span of time. Furthermore, the acquisition of adverb meanings that appear is adverb meaning explaining action or condition, adverb meaning explaining agreement, and adverb meaning explaining process.

Aisyah also has obtained words that are categorized as "pendukung" namely personal pronouns (pronouns) and assignment words (both prepositions, conjunctions, and particles). The meaning of the pronouns that Aisyah got, namely the pronouns have the meaning of indicating personal change, have the meaning of referring to objects, and have the meaning of interrogative words. Furthermore, the word assignment also has several meanings according to the subclass of the word assignment that is obtained. Prepositions are used to show the meaning of location. The particle used means reinforcement and doubts about actions and

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circumstances. The conjunctions obtained by Aisyah have a significant meaning of contradicting the statement of the interlocutor; means inclusion of other people; and means the description of the subject, object, condition, or action.

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