



Unveiling the linguistic journey with investigating Word class acquisition in 3-5 year old children through: A Qualitative Approach

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Article Information:

Submission : May 17, 2023
Revision : July 17, 2023
Accepted : August 10, 2023
Available Online : Aug 11, 2023
doi : [10.33086/cej.v5i1.4234](https://doi.org/10.33086/cej.v5i1.4234)

Abstract

Early childhood language development is a multifaceted and intricate process that includes the acquisition of various linguistic components. However, occurrence of language delays or disorders among 3–5-year-old children is a significant challenge that can impede this progression. These delays or disorders can have a significant impact on word class acquisition, which is a fundamental aspect of language development. This study aims to elucidate the diverse types of word classes observed in the language acquisition process of children aged 3–5 years in North Aceh. Specifically, the investigation focuses on noun, verb, and adjective word classes. Employing a qualitative approach within a descriptive research framework. Thus, various data collection techniques including observation, listening, recording, note-taking, and documentation, were utilized in this study. Purposive sampling was employed, resulting in a sample size of 5 participants. These five participants were selected based on their age criteria, research site location, language proficiency, active engagement in interactions, as well as their availability and willingness to participate. The primary data source encompassed children aged 3–5 years, with a particular emphasis on nouns, verbs, and adjectives derived from conversational interactions. The results revealed three distinct types of word classes in the language acquisition process of children aged 3–5 years. Firstly, the noun word class encompassed a range of entities, such as people, animals, fruits, flowers, food and drinks, tableware, sports equipment, clothing, plants, transportation equipment, and other nouns typically associated with the child's environment. Secondly, the verb word class comprised verbs accompanied by objects and verbs without objects. Thirdly, the adjective word class characterized the state of nouns or objects, encompassing descriptors related to mental attitude, shape, size, color, mileage, temperature and humidity, power of energy, and sense impressions. This study sheds light on the diverse nature of language learning in children aged 3–5 years by evaluating and analyzing these distinct word classes. Equally significant, by examining the linguistic

patterns and structures that emerged during this time period, this study contributes to our understanding of how children acquire language during the preschool years.

Keywords: 3-5 Years Old, Children, Parenting, Language Acquisition, Linguistics

INTRODUCTION

Language is an essential communication tool acquired by individuals from birth. The acquisition of language progresses in stages corresponding to different age levels, spanning infancy, childhood, adolescence, and adulthood (Rinaldi et al., 2023; Ordin and Polyanskaya, 2014; Larsen-Freeman, 2014). During the early stages of language development, children typically grasp their mother tongue, which refers to the initial language comprehended by the child. In Indonesia, for instance, children typically acquire their local language as their first language, usually between the ages of 0 to 5 (Ayu et al., 2019). As they grow older, children become capable of mastering the national language, Indonesian, by the age of 5 and above (Mujahidah et al., 2021; Zurriyati et al., 2019). The acquisition of language in children plays a pivotal role in shaping their mindset, attitude, and personality, allowing them to effectively communicate and convey their experiences to others.

Language serves as a fundamental means of communication for children, enabling them to interact with the individuals around them and express their thoughts and experiences (Muntasir and Akbar, 2023). Language acquisition in children involves the intricate processes that occur within their developing brains as they acquire their initial language or mother tongue. This process differs from language learning, which encompasses the acquisition of a second language after the first language has been established. Although language acquisition is primarily associated with the first language, the terminology used to describe the acquisition of second languages is often similar (Kusuma et al., 2021).

Each child's language acquisition journey is characterized by distinctive features aligned with their individual progress. The progress refers to the developmental changes in the use of speech organs, exhibiting a pattern that is comprehensive, systematic, and interconnected. This progress encompasses various aspects, including the maturation of the brain system, speech, emotions, and social skills (Lim and Kessler, 2023). Language acquisition not only enables children to express their desires and intentions but also facilitates their ability to engage in conversation (Kessler, 2020). As children embark on their speaking practice, they initially observe and assimilate the words spoken by their parents or those around them (Juniati et al., 2022). The words and phrases they encounter are associated with specific situations, activities, objects, and environments, thus allowing children to establish connections between what they hear and their cognitive processes (Hamidy et al., 2016).

Language acquisition is the process through which children learn and understand a language. It begins in early infancy and continues until approximately five years of age. This process is time-consuming and requires support from older individuals and the immediate environment to facilitate proper and accurate speech development (Cummins, 2023). The number of words spoken by children generally aligns with their age, such as three-year-old pronouncing phrases consisting of two or three words. Moreover, children in the three to five age range also begin to recognize their own nicknames, age, and gender. As children reach the ages of four and five, their speech develops rapidly (Simatupang et al., 2022). They engage in real conversations, telling stories, humming, and asking questions about unfamiliar situations, showcasing their expanding linguistic capabilities (Apriana and Sutrisno, 2022).

Furthermore, the most recent offspring demonstrates a complete absence of language at birth; however, through the passage of time, typically by the age of 4 or 5, the child attains an extensive lexicon, proficient phonetic systems, and a comprehensive understanding of the surrounding environment (Meir, 2023). As stated in Permendiknas No. 58 of 2009, children aged 4 to 5 years already have skills in the scope of progress in welcoming language, speaking, and literacy. In welcoming

language, early childhood is able to listen to other people's conversations, understand 2 commands, understand stories, and be able to pronounce nouns, verbs, and adjectives. On the other hand, in terms of language expression, which is related to dialog skills, children of this age are able to repeat simple words, express feelings, say a few (prior) known words, express opinions, report alibis and describe back something they know or hear (Kałamata et al., 2021). Lastly, with regards to the scope of literacy progress, 4- 5-years old are able to understand symbols, understand different sounds, make scribbles, and follow graphs (Armon-Lotem and Meir, 2016).

Further, language acquisition is a gradual process that occurs from birth until approximately five years of age (Alwi and Iqbal, 2022). Children's language skills progress in tandem with their age and motor development (Muntiani et al., 2021). By the age of three to five years, children can develop an extensive vocabulary, albeit with words often combined into phrases. Children predominantly acquire speech goods (nouns), accompanied by speech activities (verbs) as the secondary category, speech characters (state words) as the tertiary category, and speech obligations in subsequent stages (Meir, 2018; Hartshorne et al., 2018; Meir, 2020; Kang et al., 2023; Tenés et al., 2023). They also start recognizing their own personal information, such as nicknames, age, and gender (Caldwell-Harris and MacWhinney, 2023).

Furthermore, as children reach four to five years of age, their speech abilities grow rapidly, enabling them to engage in real conversations and express their thoughts and inquiries (Bail et al., 2014; Rahmat et al., 2022). Consequently, our exploration of the science of word forms inherently involves factors with meaning (free morphemes) and factors that contribute to meaning (bound morphemes) (Bosma, 2019). These forms represent the current "roots" of speech and can be used independently, particularly in imperative sentences. Finally, forms like "renta" (found only in "berumur renta") and "kerontang" (found only in "kering kerontang") are also categorized as bound morphemes (Satyawati et al., 2022).

Moreover, despite their limited linguistic abilities, children can use language as a powerful tool to connect with others. Language users must first understand the various types and applications of speech categories in order to effectively and accurately organise speech patterns (Levesque et al., 2020). In the classification of speech, speech categories serve multiple meaningful purposes, including the expression of viewpoints or thoughts (Kim, 2022). These categories begin as abstract thoughts and take physical form through speech (Torricelli, 2022). Furthermore, speech categories are important in generating different types of speech and clarifying the intended meaning of thoughts (Waldmann and Kirk, 2022). The category of speech is further divided into three major types: nouns (representing goods), verbs (representing activities), and adjectives (representing character).

This particular research shared both similarities and differences with the previous study conducted by Rosita. Both research projects focus on psycholinguistic studies, which investigate the relationship between language and cognition. However, there are notable distinctions between the two studies. The current research aims to examine language acquisition in children aged 3-5 years, specifically focusing on the field of morphology, which pertains to the word classes of nouns, verbs, and adjectives. In contrast, Rosita's study centered on children aged 3-4 years and explored the areas of phonology and syntax, excluding morphology. Moreover, Rosita's research solely examined children up to the age of 4, while the current study includes children up to the age of 5. In addition to that, Nugraha conducted supplementary research to examine the numerous speech deviations observed in 4-year-old children. Nugraha's findings indicated that such deviations were influenced by two factors: physiological and intellectual. The physiological aspect involved the lip-producing organs, such as the mouth, as well as the utilization of the brain. On the other hand, the intellectual aspect encompassed a child's cognitive development and their proficiency in their first language (Muradi, 2018).

Unlike most of the previous studies focused on speech abnormalities, the novelty of this research lies in its specific focus on language acquisition in children aged 3-5 years. By exploring the

intricacies of children's language development within this age range, this study sets itself apart from its predecessors. However, it is important to note that both studies share a common thread in their exploration of children's language, particularly within distinct sub-fields of linguistics. This indicates a growing interest in understanding how language evolves during early childhood, with potential implications for educational setting. The study's goal is to look into the acquisition of noun, verb, and adjective word classes in children aged three to five years old, with a focus on morphology. The researchers are particularly interested in investigating children's language learning directly within the specific environment of Matang Panyang Village. Therefore, the current study attempts to explore particular morphological characteristics found in the utterances.

METHOD

The research methodology employed in this study adopts a qualitative approach with a descriptive research design (Sugiyono, 2018). A qualitative approach is characterized by its focus on describing or portraying the research object based on observed facts in their natural state. The utilization of a qualitative approach in this research is motivated by the researchers' intention to provide a comprehensive description of the language acquisition process in children aged 3-5 years (Sukmadinata, 2017).

Research Procedure

This approach entails employing research procedures that yield descriptive data in the form of speech, writing, and observed behaviors of individuals. The research design employed in this study is specifically categorized as descriptive research, as it aims to depict and interpret real phenomena based on the observed facts as they manifest (Bosma, 2019). Hence, this research is appropriately termed descriptive qualitative research, as it endeavors to present factual explanations and descriptions concerning the language acquisition of children aged 3-5 years.

Data Collection Techniques

Data collection techniques employed in this research encompass a range of methods, including observation, listening, "libat cakap" (engaging in conversation) techniques, lure techniques, recording, note-taking, and documentation (Siddiq, 2019). In this study, the instruments used to collect data include (1) observation of the interaction and communication of children aged 3-5 years with their environment and people around them; (2) listening to and recording children's interactions; (3) notes on the nouns, verbs, and adjectives used by children during conversations and interactions; and (4) interviews to gain further understanding of their comprehension of nouns, verbs, and adjectives.

Table 1. Instruments and Indicators

No	Instrument	Indicators
1	Observation	The participants' level of participation in interactions with the people around them. The participants' understanding of contexts and situations that influence the use of word classes.
2	Engaging in Conversation "Libat Cakap"	The proportion of word classes used by the participants during the conversation.
3	Notes	The number of word classes used by the participants during the interaction.
4	Interview	The prior knowledge of the participants in using word classes during the interaction. The ability to use word classes by the participants during the interaction.

In data collection for this study, the researcher employed observation to observe, interact, and record relevant information, as well as utilized listening and "engaging in conversation" techniques to listen to and engage in interactions with the informants. The researcher also employed persuasion

techniques to encourage the participation of the children in conversations, while concurrently taking note of relevant information in note-taking.

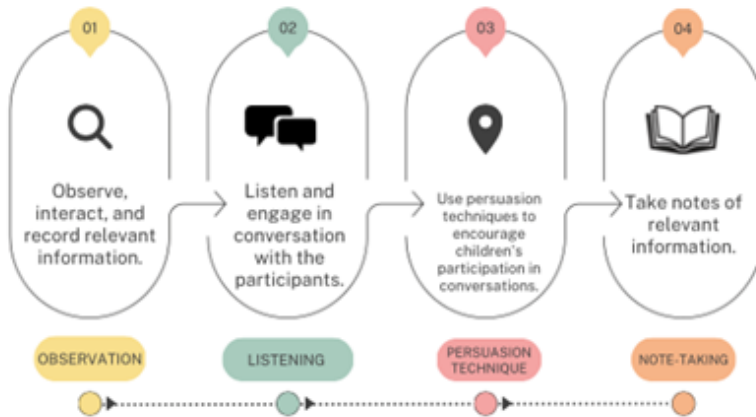


Figure 1. Data Collection Flow

The sampling technique chosen for this study was purposive sampling, which led to the selection of five participants as the sample size. The selection of these five individuals was based on a set of criteria designed to ensure that diverse perspectives and experiences were represented. The age of the participants was the most important factor in the selection process, these five informants meet the age criteria within the range of 3-5 years; they have language abilities that are currently developing according to their age range; they have experience in communicating with others and are frequently engaged in conversations within their environment, such as with peers, family members, or caregivers; and they have sufficient time to be observed, interacted with, and if necessary, audio recordings can be made. Therefore, children aged 3 to 5 years are the primary data source for this study, with a focus on the nouns, verbs, and adjectives used in conversational interactions.

Setting

Matang Panyang Village, located in Seunuddon District, North Aceh Regency, Aceh Province, was deemed the research location by the researchers. Its location within the Seunuddon District enables access to a population with a variety of cultural and linguistic backgrounds. This diversity enables a comprehensive examination of language acquisition, taking into account various dialects, linguistic patterns, and language contact phenomena that may influence the language development of children. The selection of Aceh Province as the research location affords the opportunity to examine a region with distinctive linguistic and cultural heritage. Several local languages and dialects contribute to Aceh's renowned linguistic diversity. The purpose of this study is to gain insight into the specific morphological aspects of noun, verb, and adjective acquisition within the local linguistic context by conducting research in this region.

RESULT

The research analysis encompassed an examination of children aged 3-5 years residing in Matang Panyang Village, Seunuddon District, North Aceh Regency, with a specific focus on their language acquisition in relation to noun, verb, and adjective word classes. As a result, a total of 65 data points was derived, offering detailed insights into the children's linguistic development. More specifically, the data was categorized as follows: 25 instances pertaining to noun word classes, 25 instances associated with verb word classes, and 15 instances corresponding to adjective word classes.

In order to analyze the speech data, the researchers adhered to the theoretical guidelines proposed seminal work. These guidelines were selected due to their suitability for analyzing the specific aspects of noun, verb, and adjective word classes within the context of language acquisition in children aged 3-5 years. The language acquisition process among children in this age range involves the acquisition of three distinct word classes: nouns, verbs, and adjectives. These classes play pivotal roles in shaping children's linguistic abilities and their capacity to express themselves effectively. To present a comprehensive overview of the research findings, the following table illustrates the outcomes of the language acquisition process specifically pertaining to noun, verb, and adjective word classes in children aged 3-5 years.

Table 2. The Acquisition of Noun, Verb, and Adjective Word Classes by Children Aged 3 to 5

Word Classes	Data	Conforming Word (Acehnese)	Translation (Indonesian language)
Noninal	Ong	Mie	Kucing
	Pen	Peng	Uang
	Nda Li	Bunda Oli	Bunda Oli
	Eh kem	Eh Krem	Es krim
	Nampu	Lamput	Lampu
	Ayah	Ayah	Ayah
	Syilop	Seulop	Sandal
	Mamak	Mamak	Ibu
	Bunyong	Bungong	Bunga
	Kupu - kupu	Kupu - kupu	Kupu - kupu
	Jeruk	Jeruk	Jeruk
	Sidom	Sidom	Semut
	Capi	Capli	Cabe
	Sendok	Sendok	Sendok
	Karet	Karet	Karet
	Towat	Pesawat	Pesawat
	Adek	Adek	Adik
	Bula	Buya	Buaya
	Dinotaulus	Dinosaurus	Dinosaurus
	Bola	Bola	Bola
Tah helo	Tah hero	Tas hero	
Minyak kayu putih	Minyak kayu putih	Minyak kayu putih	
Bolon	Balon	Balon	
Kula TK	Sikula TK	Sekolah TK	
Lumo	Leumo	Sapi	
Verb	Bo	Bloe	Beli
	Bo	Bloe	Beli
	Cok	Cok	Ambil
	Pung	Plueng	Lari
	Syeuleung	Suleueng	Suap
	Tinku	Tingkue	Gendong
	Puk	Pluek	Buka

Word Classes	Data	Conforming Word (Acehnese)	Translation (Indonesian language)
	Bi	Brie	Beri
	Top	Top	Tutup
	Nonton	Nonton	Nonton
	Jok	Jok	Beri
	Koh	Koh	Potong
	Poh	Poh	Pukul
	Pot	Pot	Petik
	Ikat	Ikat	Ikat
	Pajoh	Pajoh	Makan
	Boh	Boh	Buang
	Meu'en	Meu'en	Main
	Lompat	Lompat	Lompat
	Pinah	Pinah	Pindah
	Cloh	Croh	Goreng
	Yup	Yup	Tiup
	Timbak	Timbak	Tembak
	Tanom	Tanom	Tanam
	Kuh	Kueh	Gali
	Angkot	Angkot	Angkut
Adjective	Laya	Raya	Besar
	Ladak	Lagak	Cantik
	sacet	Saket	Sakit
	Wanyi	Wangi	Wangi
	Bulut	Bulut	Basah
	Keueung	keueung	Pedas
	Enak	Enak	Enak
	Leupi	Leupie	Dingin
	Bauk	Bau	Bau
	Manyat	Mangat	Enak
	Jioh	Jioh	Jauh
	Oyen	Oren	Oren
	Geuhon	Geuhon	Berat
	Bee king	Bee khieng	Bau busuk
	Bulat	Bulat	Bulat

DISCUSSION

Nominal

Based on the research findings pertaining to the acquisition of noun word classes in children aged 3-5 years, a total of 25 data were obtained, categorized into several distinct main meaning components. These components encompassed various aspects such as people, animals, fruits, flowers, food and drinks, tableware, sports equipment, clothing, plants, transportation equipment, and other nouns related to the children's immediate living environment in North Aceh.

The analysis revealed that among the acquired nouns, there were four instances associated with the main meaning component of people, namely Nda Li, ayah, mamak, dan adek. Additionally, six instances were classified as nouns with the main component of animals, including ong, kupu-kupu, sidom, bula, dinotaulus, dan leumo. Furthermore, there was one instance of a noun categorized under the main meaning component of fruits, specifically jeruk (oranges), and one instance of a noun representing flowers, namely bunyong (flower). A noun denoting food and drink, eh kem (ice cream) was identified as well.

Further, a noun related to tableware, spoon, was observed, along with a noun representing sports equipment, ball. Additionally, there was a noun associated with clothing, syilop (sandals), and another noun categorized under plants, capi. The main meaning component of transportation was represented by the noun towat. Lastly, eight data points were classified as other nouns found within the children's living environment, including pen, nampu, karet, tah helo, minyak kayu putih, bolon, kula TK.

From the data analysis, it was evident that the main meaning component of animals stood out as the most dominant noun category among the acquired vocabulary of children aged 3-5 years in North Aceh. The dominance of animal nouns in the acquired vocabulary of three- to five-year-old in North Aceh can be attributed to a combination of educational practices, cultural influences, environmental exposure, and the intrinsic importance of animals in the local context. These factors collectively shape the linguistic development of children and highlight the interaction between language acquisition and the sociocultural and environmental factors in their current setting.

The prevalent educational practices employed in the region are a major contributor to this development. As a means of facilitating language acquisition and vocabulary development in young children, preschools and early childhood schools in North Aceh may emphasize the introduction and exploration of animals in their curriculum and instructional methods (Ritonga et al., 2022).

Moreover, cultural influences are likely to play a substantial role in determining the prominence of animal terms in the acquired vocabulary of children of this age. North Aceh's cultural fabric may inherently value animal knowledge and familiarity, incorporating them into daily life, stories, folklore, and traditional practices (Iqbal, 2017). This cultural emphasis on animals can create an environment in which children are exposed to animal-related concepts at a young age, resulting in a greater prevalence of animal-related words in their vocabulary.

Environmental exposure is another crucial factor that may contribute to the observed predominance of animal nouns in the acquired vocabulary of young children. Children may have numerous opportunities to interact directly or indirectly with animals in North Aceh, given its diverse natural environment. Whether through interactions with domesticated animals, wildlife, or animal-themed media and literature, children in this region are likely to develop a heightened awareness and understanding of animals, thereby incorporating animal-related terms into their vocabulary (Fuadi, 2022). As children absorb and internalize the cultural and environmental cues in their environment, it is possible that this elevated significance will result in a higher proportion of animal terms in their vocabulary.

Verbs

Within the scope of this study, the researchers identified a total of 25 instances of verb word class acquisition in children aged 3–5 years. Notably, all of the acquired data consisted of action verbs that possess target meaning components, both in cases where they were followed by objects and in cases where they were not. The analysis revealed that the majority of the action verbs, encompassing 23 instances, exhibited target meaning components that were followed by objects. These verbs encompassed a diverse range of actions, including *bo*, *cok*, *syeruleung*, *tinku*, *puk*, *bi*, *top*, *nonton*, *jok*, *koh*, *poh*, *pot*, *ikat*, *pajoh*, *boh*, *meu'en*, *pinah*, *cloh*, *yup*, *timbang*, *tanom*, *kuh*, and *dan angkot*. Each of these verbs denoted specific actions that were performed with the intention of achieving a particular objective, as demonstrated by the presence of an object.

Additionally, two instances of action verbs were identified in which the target meaning component was not followed by an object. These verbs, namely *pung* and *lompat*, represented actions that were inherently self-contained, requiring no direct object for their completion. It is worth emphasizing that all of these verb acquisitions are the outcome of the language acquisition process among children aged 3–5 years in North Aceh. Consequently, the most prevalent type of verbs identified among children in this age group were action verbs characterized by a target meaning component followed by an object.

One potential cause is that children in this age group are actively exploring their environment. They are likely to engage in a variety of activities that require them to perform actions and manipulate objects. Consequently, action verbs that are followed by a specific target or objective and an object become more prominent and relevant to their daily experiences. Thus this is in line with some previous studies which found that children tend to learn and incorporate words closely associated with their actions and interactions, resulting in the prevalence of such verbs in their vocabularies (Muradi, 2018; Meir, 2023).

Further, the cognitive development of children at this age allows them to comprehend and communicate more complex actions. They develop the ability to comprehend and communicate actions involving a goal or purpose, followed by the use of objects to achieve that objective. This cognitive development enables them to comprehend the concept of cause-and-effect relationships and express their intentions and actions using verbs that conform to this pattern (Saracho, 2023). In addition to that, the children's linguistic environment and input play a crucial role. They are more likely to acquire and produce verbs that follow this pattern if they are exposed to a language or culture that emphasizes the use of action verbs with a subject-object structure. Children's verb usage is influenced by the language models, and input provided by caregivers, peers, and the surrounding community (Waldmann and Kirk, 2022; Kim, 2022; Torricelli, 2022).

The prevalence of action verbs with a target meaning component followed by an object among children of this age can be attributed to their active engagement with the environment, cognitive development, and linguistic input. These factors contribute to the acquisition and use of verbs that correspond to their experiences and allow them to effectively communicate their actions and intentions.

Adjective

The findings of the research pertaining to adjective word classes in children aged 3–5 years unveiled a total of 15 instances of data. These instances comprised adjective words belonging to various main meaning components, encompassing inner attitude, shape, size, color, distance, power, temperature and humidity, as well as sense impression. To elaborate, the analysis revealed that adjectives associated with the main meaning component of inner attitude were identified in one instance, namely *ladak*. Additionally, two instances of adjectives denoting size were recorded, namely *laya* and *geuhn*. These adjectives conveyed information regarding the dimensions or magnitude of objects.

Moreover, one instance of an adjective representing color, *oyen*, was identified. This adjective

conveyed the specific hue or shade of an object. Furthermore, an adjective capturing the main meaning component of distance traveled, *jih*, was observed in one instance.

Furthermore, an adjective associated with the main meaning component of energy power, *sacét*, was found in one instance, adjectives that characterized temperature and humidity, such as *bulut* and *leupi*, were observed in two instances. Lastly, six instances of adjectives associated with the main meaning component of sense impression were recorded. These adjectives encompassed *wanyi*, *keueung*, *enak*, *manyat*, *bauk*, and *bé king* in which has similar meaning, which is smelly. Each of these adjectives described a various sensory perceptions or expressions.

Hence, it can be inferred that among the adjective word classes acquired by children aged 3-5 years, those associated with the main meaning component of sense impression were the most frequently encountered in this study. It is important to note, however, that previous studies may not have supported this particular phenomenon because their subject range was typically limited to 4 years old, whereas the age range of the participants in this study was broader.

The prevalence of adjectives pertaining to the primary meaning component of sense impression among children aged 3 to 5 years indicates a heightened emphasis on sensory experiences and the ability to describe and perceive the world (Sidhu, 2018). Young children in this age range are in a crucial stage of cognitive and linguistic development, during which their sensory faculties are expanding rapidly. They actively explore and interpret the various sensory stimuli they encounter in their environment. This prevalence of adjectives describing sense impressions, such as colors, textures, tastes, odors, and sounds, can be attributed to the pervasiveness and significance of sensory experiences in their daily lives. As children interact with objects, people, and events, they begin to associate descriptors with the sensory qualities they perceive. These words facilitate their comprehension, expression, and communication of sensory information, allowing them to more effectively articulate their observations and experiences.

However, it is important to note that the observation regarding the prevalence of sense impression-related adjectives among children age of 4 may not be consistent with findings from previous research. This discrepancy may be a result of the broader age range of subjects in the present study, which focused on children aged three to five. The study provides a more focused examination of adjective acquisition at a specific developmental stage by extending the scope of the investigation. Thus, further research is required to investigate the developmental trajectory of adjective acquisition across in a broader age range and the potential factors contributing to the predominance of sense impression-related adjectives among children. By expanding the scope of subjects and incorporating a comparative analysis with previous studies, it is possible to establish a comprehensive understanding of adjective acquisition patterns, shedding light on the intricate nuances of language development in young children

CONCLUSION

Based on the comprehensive description and meticulous analysis of the gathered data, which aligns with the research problem's formulation, several significant conclusions can be drawn. These findings provide valuable insights into the language acquisition process of children aged 3-5 years. The research findings and the outcomes of the data analysis collectively reveal that there are distinct types of word classes in the language acquisition of children within this age group. These word classes encompass noun word classes, verb word classes, and adjective word classes. The specific types of word classes observed in the language acquisition of children aged 3-5 years are as follows:

1. Noun Word classes: These encompass a wide range of names pertaining to people, animals, fruits, flowers, food and drinks, eating utensils, sports equipment, clothing, plants, means of transportation, as well as other nouns found in the immediate surroundings and environment of the children.
2. Verb word classes: These comprise verb words that are accompanied by objects as well as those

that are not followed by any objects. The acquisition of verb word classes in children aged 3–5 years encompasses a diverse array of actions and activities.

3. Adjective word classes: These entail adjectives that represent various aspects, including inner attitudes, shapes, sizes, time or age, color, distance, temperature and humidity, power or energy, and sense impressions. The acquisition of adjective word classes by children within this age range allows them to express and convey nuanced descriptions and perceptions.

By examining and analyzing these distinct word classes, this study sheds light on the multifaceted nature of language acquisition in children aged 3–5 years. The comprehensive understanding of these different word classes contributes to our knowledge of how children acquire and develop their language skills during this critical developmental phase.

AUTHOR CONTRIBUTION STATEMENT

M.I, MH, and A.L. conceived of the presented idea, developed the theory, verified the analytical methods, and analyzed the data and interpreted it. D.D.S and F.R encouraged, to investigate and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent–licensing arrangements), or non–financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

ACKNOWLEDGMENT

We are grateful to all respondents involved in this research project. We are also grateful to the Institute for Universitas Malikussaleh, Institut Agama Islam Negeri Lhokseumawe and Monash University.

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