

# BAB I INTRODUCTION

## A. The Background of the Study

Learning to talk is more complicated than learning to walk (Clark, 2003). Talking plays a major role in social communication and demands a grasp of all the local conventions of use in each speech community. Children face a particularly intricate task for learning. Compare learning a language to learning how to put on socks and shoes. Language demands a lot more. They are highly more complex system whether one considers just the sound system or the vocabulary, or also syntactic construction and word-structure (Clark,2003:3).

Nowadays, children can talk fluently before they can walk. Even, there is a child that can talk like adult do. There are some factors that affecting children's language like electronic media and their society. When the children watch television, they will get new words and imitate them. It makes children can fluently to speak. When the children usually play with their society, automatically they will learn language from the society.

Today, children aged two can utter adults's utterances. It caused by their parents and their society. If their parents and their society are usually talk to the children, the children will be fluently to talk to. We can see the phenomena from Karonese children, their first language is Karo language, but sometimes the children speak by using Bahasa Indonesia. It is caused by their society always talk in Bahasa to the children and it makes the children fluently to use Bahasa when they are communicate with others. Even, there are some children can sing a song although they don't know the meaning.

Typical language development follows a relatively standard pattern for most children. The approximate order of acquisition for phonemes, words, and various grammatical skills is fairly universal. However, there can be great variation in the pace of language acquisition from child to child, especially for those with language disorders. Typically, spoken language use begins with a child's first word, which often occurs around 1;0. As children mature cognitively and are exposed to more language learning opportunities, their vocabulary size and utterance lengths increase, and their language usage becomes more complex and more closely approximates adult language in both form and use. Often, in the later half of the second year, there is a vocabulary spurt in which the pace of word learning increases. By the time children are between 5;0 and 6;0, their speech is usually fairly fluent and adult-like, and their vocabulary can be extensive (Bloom, 1993)

The phenomena of speech pattern acquisition can be seen on Prinka, a two year and three months Karonese child. She said “/atu yit mbektu bik/” (I have goat). The pattern of her utterance is two word utterances which consist of noun and verb. Although her utterances are not fully adult-like, some elements are often missing, particularly inflections and determiners but the two word utterances make the adult more easily guess what the children mean. However, if we pay attention to the other of the elements, we will see that her utterances always follow the subject-verb-object-locative order used in adult Karonese.

In society it is believed that language acquisition is vary one from another. Therefore, the researcher focuses to do the researcher about the acquisition of

speech pattern by two-year-old Karonese girls. In this study, the researcher try to compare the speech pattern acquired by three Karonese girls.

### **B. The Problems of the Study**

In this research, the writer tries to describe and compare the acquisition of speech pattern by three Karonese girls ages two years and what factors affecting the acquisition of speech pattern by the three Karonese girls. So, the problem is formulated as follows:

1. What are types of speech patterns acquired by three Karonese girls aged two years?
2. What are factors affecting the acquisition of speech pattern by three Karonese girls aged two years?

### **C. The Scope of the Study**

This research focuses on the types of speech pattern acquired by three Karonese girls. This study limited only for three subjects with the range age such as 2 year 3 months, 2 year 5 months and 2 year 7 months.

### **D. The Objectives of the Study**

Based on the problem formulation above, this particular study aims:

1. To find out types of speech patterns acquired by three Karonese girls aged two-year-old
2. To find out the factors affecting the acquisition of speech pattern by three Karonese girls aged two-year-old

## **E. The Significance of the Study**

The result of the study is expected to be used theoretically and practically:

### **1. Theoretically**

The finding of this research is expected to be one of the sources improving language acquisition studies, particularly on the speech pattern of two-year-old children

### **2. Practically**

- a) The result of the study is expected to be used as a reference to other researcher who want to do the research about language acquisition
- b) The result of the study is expected to be used by the lecturer as illustration in teaching language acquisition
- c) For the university students, as their references in learning language acquisition