

# The Acquisition of Nouns and Verbs of Mandailingnese by Two - Year- Old Mandailing Children

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**Abstract**— The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children. This study focused on describing the acquisition of mandailingnese nouns and verbs produced by mandailing, the way of children acquired mandailingnese by two-year-old mandailing. This study was located at jambur padang matinggi, panyabungan Utara, mandailing natal and the subjects of this study were two-year-old. In collecting the data, this study applied (paratisipant) observation with digital camera and audio taping as the instrument of data collecting. The technique of data analysis used in this study was descriptive technique and the data were described through the process of transcribing. A qualitative research was conducted to possiple the researcher to answer the questions.. The subjects acquired mandailingnese words through imitation and universal grammar while their interaction with their family members and friends when they play. The subjects sometimes used body language when they talked with their parents and friends. Based on the findings, there are some suggestions: (1) parents have to guide their children in learning to communicate as good as possible in order to the children can communicate well and effectively, with other people in their environment, (2) if parents want their children can acquire words well, they have to introduce words well and also guide them to pronounce it every day when they talk with them.

**Keywords :** acquisition, nouns, verbs, children

## I. INTRODUCTION

A child needs two years to acquire the language since he was born until he/she use the language in his/her daily life. A child is born with having knowledge about any single world. She or the acquires the language through a process of acquiring, starting immediately from birth [1]This acquiring process of course is not done as a formal way which is always conducted in the class where the baby learns any field of

subject by the help of the teacher. It means that the child acquires the language with their own ability without the process of teaching.

A child is an individual who spends most of histime for learning. Therefore a common statement in society told that childhood is a time when a child spends mostly with studying and observing everything new in his/her life. That learning session is a process of studying and structuring language in which they will need to interact with society around them. Learning for a child does mean like learning at school but learning means the process of acquiring the language.

Infants discriminate and produce sounds that are absent from the languages they are hearing [2]. It means children produce sound what they are hearing. Before he produces spoken words, a children in his life utters very limited and simple utterances based on the things he sees, feels, and hears which are researcher search data the process of language acquisition how they can acquire it a word pronounced by aged two year old the children learns to produce the word whether noun or verb.

The acquisition of children might also be affected by the properties of each language. For example the language feature could influence the order in which children acquire each system of the language and could also make same parts of the language harder or easier to acquire. The acquisition could also be affected by the social of interaction and cognitive development.

When children learn a first language, they could build on preexisting notions of what to represent with knowledge as well as prior notions of communications, of children start to learn the language from having no words at all till they can discover what is represented in language [1] It means that the

language acquired by the children is done by their own selves and they can do it by help of their surrounding environment.

Every child has different cognitive development. It means even at the same age they do not have the same abilities in acquiring nouns or verbs. Their abilities are different in acquiring nouns and verbs in their lives and beside that their abilities influenced by two factors, namely internal and external factors.

One of the requirement in the process of the studying a child's language acquisition is to understand the child's family background. Its important fact to be studied so that the development can be well understood and will give a great deal of contribution to the process of a child's mental development.

One of the experts of the language acquisition says that the language acquisition for all over the world is the same at each chronological age along the development of language [3]. It means at each the acquisition of the language by the children normally have the same stages namely at the age of four months, the children start babbling. At the age twelve to eighteen months is their early words, commands and responding to "no". One can predict what development features should be present A fourteen- month-old child, for example, may utter/naena/for banana, while the two-year-old child may say /naena/,and the three-year-old child may finally say banana.

Dardjowidjoy [4] states about 1,6 year, the child will start to put together two successive single words, eg. "momma.....nnum" which means "mama minum". In these ages 1;5 and 1;7, the child produces words for object increasingly. And Menyuk ([5] says that the period during which one word or two word sentences are beginning to be used and symmetries observed in frequency and after this period, it may indicate a recycling of the developmental process. At 24 to 27 months the children have total vocabularies of 300 to 400 words. They produce two or three words phrase. It should be remembered that during the period or 18 to 27 months, the children have progressed from produce single word to produce two to three word phrases.

Around age two, children combine words and gestures and produce their first word combination. The child has vocabularies of about 400 words. The child produces many single utterances, such as namely object, as well as two and three word, sentences which express the semantic concept that are usually contained a single clause, for example "mommy milk" probably mean "mommy get some milks to drink" [1].

Theoretically, a two year old child is expected to acquire children combine words and gestures and produce their first word combination. However, this acquisition does not occur to the present children as the data source of the study. Thus it needs studying how and why their acquisition the way its.

These examples language acquired by children. the child ask to "lit up" she take vale and cloth for rocking the baby (kain gendong) and then say "ompa" to say "buka" is "bupa", "num", is "num", "susu", is "cucu. " those are at the same ages, but they come from different family background. If child want to drink, child go to dispenser and hold dispenser

say nim. If child want to out child take vale and then say ilbab. This is one of the ways in which a child is trying to communicate with the environment surround

So for the reason, the researcher conducted the study. the researcher would like to find out the effect of collaborative learning to the students' achievement in writing descriptive text and to describe the difficulties faced to the students in writing.

## II. REVIEW OF LITERATURE

Hamman(2003) states that acquisition by children can be through imitation, reinforcement, and universal grammar.

### A. learning through imitation

Children learn language by imitating what adult say, by repeating what they hear (Hamman:2003).however, several facts show that is no necessary similarity between input and output.

### B. learning through reinforcement

In the behaviorist tradition acquiring language is nothing special but just an instance of acquiring by reinforcing the contingent association of stimulus response patterns. This acquiring mechanism is supposed to be a general purpose device in animals and in humans.

However, acquiring through reinforcement cannot describe the acquisition of human language and the attainment of language competence. Again, children produce sentences they have never heard before. It follows that no reinforcement can have been provided

Moreover, it is not quite clear what sort of reinforcement will drive the acquisition of grammar. If it is simply the success of being understood, than reinforcement cannot be a driving force (Hamman:2003). Parents mostly react to what children say, not how they say it.

### C. universal grammar

The support for the ideas of a sort of universal grammar(UG) comes from the fact that languages all over the world resemble each other in certain respects and it would be rather surprising if such similarities were not determined by the neuro-biology of the brain. Hamman (2003) states in the chomskyan tradition, UG is supposed to be rather rich in containing universal constraints on language. This explains why language acquisition is possible despite all variations and limitations in the acquiring condition, why it can happen so fast, and why it proceeds in similar stages over individuals and languages.

Of course, not all linguistic knowledge is innate. There are variations, especially the acquiring or not learning of different languages, and a set of parameters which are set differently in different languages and will be set by exposure to relevant input. So language will allow to omit the subject (italian and spanish), other do not (english and spanish). Some language will raise the verb to pick up inflection. Others will lower the inflection to the verbs. The child will have to select the

parameter setting consistent with the language input receives (english, french, and italian). In the other words, language acquisition is the selection of the processes from universallly given possibilities (parameters) guided by universal constraints(principles).

Here are some data presented as the result of observation which have been done by the previous researcher in the area language acquisition, but those observations which have been conducted by other researcher have different subjects

Purnamawaty [6] examined the acquisition of nouns and verbs by two year old indonesian children. She finding differentn acquisition of subject matter, common noun, proper noun, pronoun and verb among differnt subject. And also different context in acquired language such as playing with their parents, watching tv and talked with family members during the time being happy interaction in social information.

Wildan [7] examined the first language phonology acquisition by two year old mandailing child. He finding acquired the words through interaction with the familyand something used body language whwn he talked with his parents.

Winner [8] examined the acquisition of Indonesian Verbs and ddNouns by two year old batak toba children. She finding, if parents want their children can acquire words well, they have to introduce words well and also guide them to pronounce it every day when they talk with them.

### III. METHODOLOGY

#### *Research Design*

The This study will be conducted by applying qualitative research design Bogdan&Biklen [9]. state that qualitative research is frequently called naturalistic because the researcher frequents places the event he or shenis interest in natural occur. Qualitative research is characterized by describing in words rather than numbers, by exploring to find what is significant in the situation, by trying to understand and explain it, by beginning without structure but structuring the research as proceeds (inductive) and by working in natural situation

Bogdan and Biklen [9] assert that [9]descriptive means the data collected in the form of words rather than number. Descriptive qualitative tried to analyze the data with all their richness as possible to the form in which the researcher record and transcribe and the written result of the research contain quotation from the data to illustrate and substantiate the presentation.

The problems are about acquisition of nouns and verbs by two year old mandailing children. The types of this study is the observational the data are gathered by applying participant observation. The focus of this studyis to identify the mandailing words acquired by two year old mandailingchildren in which the data are collected through (participant) observation.

The subject of this study are two year old mandailing children. According to Mashun[10] there are some criteria to get the presentative data, to choose the respondents as subject of a research base on: age, sex have education and different background of family situation. The subjects is writer's son and sister in law's son of writer. children live researcher's house and they always play with their friends at the same ages in front of researcher's house. this is the reason why researcher decided to choose those children. His name is RA and AR.

While the objects of this research are utterances of mandailingnese of nouns and verbs by two year old mandailing children.

The researcher collect the data for three months. The techniques of collecting data that is used is(participant) observation and interview. The observation by recording the activity of the children several minutes.

Base on the technique of data is used in this research the researcher use digital camera, schedule field notes and audio taping. The digital camera is revealed in the brief moments to paper and after studying. In order to make subject want to speak, the reseacher tempted them by showing snack and fruits.

The data will be analyzed by interactive model classified officially Miles, Huberman & Saldana[11] In this analysis, it is by ongoing analysis and after collecting the entire the data (Miles, Huberman & Saldana, 2014). Purpose an analysis as three concurrent flowed of activity: (1) data condensation, (2) data display, and (3) conclusion drawing / verification.

### IV. FINDING AND DISCUSSION

The way nouns and verbs acquired by childrenThe subjects produce nouns and and verbs of mandailingnese are acquired by two year old mandailing children. And the types of noun are, common noun, proper nouns, collective nouns, pronoun.and the types of verbs are, intransitive and intransitive.

Hamman (2003) explains on the types of nouns and verbs by children in their early agess. The chikdren language aquisition can be acquired through imitation, reinforcement and universal grammar.

#### *Imitation*

Based on the observation, it was revealed by RA and AR acquired the nouns and verbs by imitation process happened. Such as AR imitate his aunt say, ' kehe jolo etek balanjo' and he say "etek alanjo ?",and aunt answer " balanjo jualan". So AR acquired the word etek balanjo by imitated his aunt.

#### *Universal Grammar*

Based onthe observation, it was revealed that RA acquired nouns and verbs from her UG (universal grammar) which werethe basic knowledge of langauge in human life UG also influenced from the environment from surrounding. Such as her brother said " minum au" and RA said "inum au".

Her Universal Grammar shows that she already knew the word minum the actually knows what brother was doing, but she was not able able verbs well.

Based on observation , the children not acquired language through reinforcement. It could see when interaction in their environment. Because all of them busy don't have learn their children. Its means that the second opinion of Hamman that they acquire the language through reinforcement. the way nouns and verbs acquired by children

The third finding, the children got the language from their family and surrounding. the subjects sometimes used body language when they talked and played with their family members, because her mother use body language with their child.

Potential children acquired language. However the acquisition of nouns and verbs are fasilitate and speeded by verbal increasing in contextual situation. The increasing is motivate by child caresive.

The last finding, the subjects sometimes produces incorrect pronunciations because their parents usually introduced pronunciation when the subject's parents talked with them. base on observation the child got language from parents but that dominant from surrounding.

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