

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important instrument for communicating with other people or it can be called as a tool of communication. Language acquisition is a study which tells us about the psychological and intellectual functions of children when they are adults. The use of their language is considered to have an important influence on themselves and the environment. A baby is born by not talking. They started to learn languages from birth. They hear sounds and words, meaning and constructions. They need to know what to use, where and when, how to integrate language with other modes of communication, how to make them understood and how to understand others (Clark, 2003:1). During a baby or childhood, children learn to express something by using speech sounds. When they feel thirsty, hungry or hurt, they produce speech sounds like crying, which is also part of the communication process, where babies begin to use their articulation to communicate with other people because they still cannot say or say perfectly about what they are like to be done by an adult or his communication opponent.

Every human being is born to speak with an innate talent to find out the language rules used in environment. This means that the environment helps children in obtaining language to communicate.

Babies need other people such as their parents, caregivers, friends, and people around them as motivators to communicate through crying, babbling, saying sounds or meaningful words that help them to be able to have conversations and communicate their needs and desires with people another in the world of society. Darjowidjojo (2000: 49) explains that adjustments in the caretakers speech register served two functions, namely to facilities understanding and get the child to be involved in the conversation. Clark (2003: 12) mentions that the first language acquisition requires a comprehensive look at where and when children acquired the language. It integrates social and cognitive approaches on how children analyze, understand and produce sounds, words and sentences as learning to use language to cooperate and achieve goals.

Unfortunately, every child is different in their cognitive development which means that there are differences in the ability to obtain nouns or verbs in their lives and besides that external and internal factors can also affect their abilities. Besides that, there are some problems in acquiring language process which make the product of the acquisition is not obtained normally, it is called as a language acquisition disorder includes the influence of the environment surrounds the children.

Adults influence children's language development. Children carefully follow the mother's mouth movements and try to imitate them.

They distinguish sounds and show certain preferences. They are sensitive to the rhythm and intonation of adults talk (de Boysson-bardies, 1999:37). Parents provide repeatable predictable situations where the meaning of speech is clear to the child. And they effectively teach their ideas to children. Children never have conversations with other people seriously, but they acquire language and share knowledge with others.

In Indonesia, Indonesian is the official language that is used as the first language and which dominates in urban areas and usually as the second or third language in various regions in Indonesia. The use of Indonesian is usually also used on radio, television and magazines. This is the language of government and business administration, media, literature, and every life in big cities.

There are some of Indonesian words that can be classified into two types of words. Those are content words and structural words. Word content is a word that conveys meaning and can be understood. The types of words of content are nouns (books, tables, chairs, cabinets and milk), verbs (drinking, eating, playing, seeing and reading), adverbs (always and now) and adjectives (beautiful, handsome, tall and short). Another type of word is a structural word meaning the word that exists to create a grammatical or structural relationship between words. Those are simple and small words. The meaning of a sentence will not change if structural words are omitted. The types of structural words are

prepositions (to and on), pronouns (me, you, them and him) and conjunctions (and temporary).

Nouns are the words that are used to identify people, places or things. Children first are in contact with their toys, parents or the object around them that help learning nouns earlier and easier than the other parts of speech.

A one word utterance varies from the child's age. When a 16 months child says Mummy. It means: That is mummy. But at the age of 19 month it means an interaction between mumm and the surrounding environment and it means: mother's cup when is said Mummy. (Jean Aitchison;199:113)

One of the requirements in the process of learning children's language mastery is to understand the child's family background. This is an important fact to learn so that its development can be well understood and will make a major contribution to the child's mental development process. Every child has a different cognitive development. That means even at the same age they do not have the same ability to get verbs or nouns. Their abilities differ in obtaining verbs and nouns in their lives and in addition their abilities are influenced by two factors, namely internal and external factors.

Therefore, In this research the researcher will do the research that consists of two Mandailing Batak children. They are on the same age, but come from different family backgrounds. Below are the observation to the

children in form of conversation to find the words and verbs produced by them.

First conversation came from the child called MF and his uncle called U with the family background came from high level education and lived as extended family in the house. Below is the conversation of them:

- MF : *dek, tak, (minta sesuatu sambil menjulurkan tangan)*
 ‘give me please mom... (asking something and show with his hand)’
- U : *minta apa sayang?*
 What do you want, baby?
- U : *Ini, terus bilang apa?*
 ‘This, and then you want to say something’
- MF : *makasih*
 ‘thank you’

Based on the conversation above, MF produced noun and verb of Indonesian. MF could produce verb “tak” (*minta*) and noun “tih” (*roti*).

Table 1.1 Noun and Verb Acquired by MF

No	Words	Meaning	Part of Speech
1	<i>tak</i>	<i>minta (Ask)</i>	Verb
2	<i>tih</i>	<i>roti (Bread)</i>	Noun

The second conversation came from a child called H who spoke with his mother (M), a child had a high level education and busy parents, and

only live as nuclear family at home with a housemaid whom helped to take care the child.

- H : *ma, num (meminta minum susu)*
 ‘ma, drink please (ask to drink)’
 M : *Minum apa sayang?*
 ‘what do you want, honey’
 H : *he..ehék..ehék.. num..*
 ‘he...ehék..ehék...drink please...’

Based on the conversation above, H could produce verb “num” (*minum*) that showed if he wanted to drink.

Table 1.2 Verb acquired by H

No	Words	Meaning	Part of Speech
1	<i>num</i>	minum (<i>Drink</i>)	verb

From the two conversation above, it could be seen that first child (MF) could use verb and noun in doing conversation with his interlocutor, meanwhile second children only use verb in the conversation. Based on the family background, both of them came from the high level education parents, but the first child (MH) lived in the extended family, in the meaning he live with the other family members besides his parents. In the different side, He only lives in nuclear family, with parents and housemaid in it. MH did the interaction with more people and H only did the interaction with little people.

Besides, the several previous research which support this research and preliminary data above also talk about acquisition of language. One of them is digging up the building blocks of language: Age-of-acquisition effects for multiword phrases found that the core representational units of language use, and the basic building blocks of language learning (Arnon, 2016). Here, he provide novel empirical evidence for the role of multiword sequences in language learning by showing that, like words, multiword phrases show age-of-acquisition (AoA) effects. Words that are acquired earlier in childhood show processing advantages in adults on a variety of tasks. AoA effects highlight the role of words in the developing language system and illustrate the lasting impact of early-learned material on adult processing. Here, we show that such effects are not limited to single words: multiword phrases that are learned earlier in childhood are also easier to process in adulthood. In two reaction time studies, we show that adults respond faster to earlyacquired phrases (categorized using corpus measures and subjective ratings) compared to later-acquired ones. The effect is not reducible to adult frequencies, plausibility, or lexical AoA. Like words, early-acquired phrases enjoy a privileged status in the adult language system. These findings further highlight the parallels between words and larger patterns, demonstrate the role of multiword units in learning, and provide novel support for models of language where units of varying sizes serve as building blocks for language.

Then, in the second research by Dirix (2017) got the result the age of acquisition (AoA) effect in first/monolingual language processing has received much attention in psycholinguistic research. However, AoA effects in second language processing were only investigated rarely. In the current study, we investigated first (L1) and second language (L2) AoA effects in a combined eye tracking and mega study approach. We analyzed data of a corpus of eye movements to assess the time course of AoA effects on bilingual reading. We found an effect of L2 AoA in both early and late measures of L2 reading: fixation times were faster for words that were learned earlier in L2. This suggests that the L2 AoA effect has an influence throughout the entire L2 reading process, analogous to the L1 AoA effect. However, we are also the first to find an early effect of L1 AoA on L2 processing: if the L1 translation of the L2 word was learned earlier, the L2 word was also read faster. We discuss the implications of these findings for two important hypotheses that offer an explanation for the AoA effect: the mapping and semantic hypothesis. We propose that the current results suggest an integration between these accounts. From the explanation above, it is known that process of obtaining language is considered as a very complex and interesting thing to learn. The researcher is very interested in conducting research on two Mandailing children. The researcher is very careful to observe the acquisition of words, especially the acquisition of verbs and nouns, and to find out whether the two

Mandailing Batak children differ in terms of the number of verbs and nouns.

1.2 Problems of the Study

Related to the background is presented previously, the research problems are formulated as follow:

1. What types of verbs and nouns are acquired by the two-year-old Mandailing Batak children?
2. How are the verbs and nouns acquired in their daily activities?
3. Why are the children acquired verbs and nouns by the two years old Mandailing Batak children as the way?

1.3 Objectives of the Study

In relation to problems, the main purposes of this study are:

1. To investigate the types of verbs and nouns are acquired by Mandailing children.
2. To elaborate the processes of verbs and nouns are acquired in their daily activities.
3. To elaborate the way of the verbs and nouns are acquired by the two year old Mandailing Batak children.

1.4 Scope of the Study

The scope of this research is language acquisition in verbs and nouns. The sentence in language acquisition context is two word

utterances. Before they produce spoken words, the children in their life utter very limited and simple utterances based on the things he sees, feels, and hears.

The research focus to language acquisition on how they can acquire a word pronounced by aged two years old, the children learn to produce the word whether verbs or nouns.

1.5 Significance of the Study

Findings of this study are expected to be relevant and valuable inputs that can enrich the study of the development of mastery of languages. It is hoped that the findings can show significant relevance to the theoretical and practical aspects.

a. Theoretically,

Theoretically, the result of this study are useful :

1. To enrich the knowledge of language development especially in

The Acquisition of Indonesian Verbs and Nouns by two years old Mandailing Batak children.

2. To widen horizon in the theory of language acquisition of

Indonesian verbs and nouns by two years old Mandailing Batak children.

b. Practically,

Practically, the finding of the study are useful:

1. For other researchers who are interested in conducting researchers or any further studies in language acquisition of Indonesian verbs and nouns by two years old Mandailing Batak children.
2. For teachers and parents who are interested in the process of introducing new words to children related to language mastery theory.

