

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Morphology in the context of language acquisition is considered the same as in adult speaker context. According to Clark (1998) in adult speaker context, morphology discusses (stem, root, inflectional, derivational, word formation and compounds). This means that in the context language acquisition, morphology discuss the same aspects, like stem, root, etc.

Further in acquisition, the domain morphology is the word. Inflection and word formation treated in a similar way by children acquiring morphology, it means children work with words. Their earliest inflections are typically learnt as parts of words, and only later are analyzed for forms and meanings. Once this is done, children appear able to extend paradigms with rule-like application of an affix to new instances. In doing so, they also regularize irregular forms until they learn to produce the appropriate irregular forms.

One of the first steps in acquiring a morphology system is discovering which phonetic strings correspond to morphemes. Morphemes can be divided into free morpheme and bound morpheme. It means children typically begin to say their first words between twelve and twenty months age. And they produce free morpheme, such as *car, go*. Next, during the second year of speech, they also begin to produce bound morpheme. Bound morphemes can be divided into derivational and inflectional morphemes. It means between two and two and

half, children begin to produce derivational affixes, mostly suffixes, but these may be rare before age three.

Furthermore, Dardjowidjojo (2005) says, “affixes had been acquired in 2:0, the free morphemes has been changed from the age 1:9:0. Since this age, its already used suffix and passive prefix {di-}, the use of passive prefix it's limited, and have a large of syntactic effect”. While in English, for instance, children start to produce agent and instrument -er, though they do not use this suffix until around age four. (Clark :1998). Based on the theory it's prove there is differences achievement in acquiring affixes between western children and Indonesian children in morphology acquisition, it's proven when the researcher get the preliminary data from children who age 1.5 – 2.0 years old. It is shown from the transcript video which the researcher gets when the children produce morphology acquisition.

Child in age 1.5 – 2.0 years old

Sj : [*Sayang bunda*] (love you mother)

Mother : *Iya nak, sayang bunda mang, iyaaa.* (yes son, you love mother, isn't)

Sj : *Bo bo bo bo bo bo* (sleep.....)

Mother : *Apa nak, apa nak?* (what son, what?)

Sj : [*Bobo ayah*] (father sleep)

After transcript the data, the researcher got that child whose age is 1.5 years are still produced free morpheme, it's proven when the child only produced word “*sayang bunda*” and “*bobu ayah*”. It's appropriate with Clark's theory children typically begin to say their first words between twelve and twenty months age. And they produced free morpheme. It's also appropriate

with dardjowidjojo's theory, free morphemes had been acquired in 1;0 years. Thus the child not only produced the free morphemes, but also started to produce bound morphemes, as proven from the data below :

Sj : [Gecel, gecel, gecel] “geser” (*menyuruh mobil-mobilannya bergeser*)
(sliding, sliding, sliding (asked the cars to sliding))
Mama : *Geser iya?*
(yes, sliding)
Sj : *Uuuuhhh...Uuuuhhh*
Mama : *Uuuuhhh... Uuuuhhh*
Sj : [*Iya... alah jatuh (mainnannya jatuh) pecah lah. Tebalik, tebalik. Gecel, gecel, yuhuuuu gecel gecel [tebalik] “terbalik”.*
(oh my god, (the toys was felt) it will be break, the car was upside down, sliding, sliding, yuhuuu sliding, sliding).

Based on the data it's proven that the child has been acquired prefix *ter-* “*tebalik*”, but still incomplete. It's not appropriate with dardjowidjojo's theory, the free morphemes have been changed from the age 1:9:0. Since this age, it's already used passive prefix *di*. But in the data that the researcher found the child at the age 1.5 – 2.0 years old has acquired prefix *ter-*.

Meanwhile the researcher also found some suffixes that were not found in Clark (2008) theory such as the following below:

Mother : *Apa namanya ini?* (what is this?)
Sj : [*Baca*]
(read)
Mother : *Baca, iya siraj baca* (yes read it siraj)
Sj : [*Makanan*]
(food).

Based on the data the child has been in the restaurant, at the same time the child showed the menu of the restaurant, indirectly the child said

makanan. Based on the data the child has been acquired siffix -an, it's not appropriate with Clark (2008) theory " children start to produced suffix until around age four.

Then, to make it sure, the researcher get some previous researches which are also discussed about morphology in language acquisition. Ulfa (2017) revealed that the child aged 2,5 years has not been able to pronounce bound morpheme and inflection. It is vice verse with the child aged 3 years. Furthermore, they have been good to pronounce vocal sound but for consonant sound not yet. Kartina (2015) found that the indonesian child of three years old had acquired the types of lexical morphemes, such as : nouns, verbs, adjectives and adverbs.

Meanwhile, Elvi (2017) mentioned that the child at the age of 1.8 years old was acquired free morpheme in incomplete pronunciation, when the children saying what they want to, and child at the aged 2.2 – 2.6 years old was acquired free morpheme is limited to the free morpheme of surrounding words and concrete one, at the age 2.7 – 3.2 years old it was found that the acquisition of free morphemes and bound morpheme are still incomplete pronunciation as incomplete even thought the children has acquired and understood the meaning. Than at the aged 3.1- 4.5 years old was acquired free morphemes are completely acquired in pronunciation and meaning.

From all of the previous researches, it can be seen that children in the same age have different achievement in acquiring morphology acquisition, for

example from Ulfa (2017) says that the child aged 2,5 years has not been able to pronounce bound morpheme and inflection, but Kartina (2015) mentioned that the Indonesian child of 3.0 years old had acquired the types of lexical morphemes, such as : nouns, verbs, adjectives and adverbs. Than Elvi (2017) found that the child at the aged 2.7 – 3.2 has acquired free morphemes and bound morpheme but still incomplete pronunciation as incomplete even though the children has acquired and understood the meaning. Thus from the findings , the researcher interest to analyzed the the order of morpheme are children produced based on the age 1.5 – 3.5 years old.

1.1. Problems of the Study

In line with background above, problems of the study in this research are as follows:

1. What types of Morpheme do the children of 1.5 – 3.5 years old acquire ?
2. How is the acquisition of morphemes developed by children at the age of 1.5 – 3.5 years old develop?

1.2. Objectives of the Study

In line with problem of the study above, objectives of the study from this research are follows:

1. To find out what morphemes are acquired by the children of 1.5 – 3.5 years old ?
2. To explain how is the development of children at the age of 1.5 – 3.5 years old .

1.3. Scope of the Study

The scope of this research is morphology in the context of language acquisition. Morphology in the context of language acquisition is considered the same as in adult speaker context. In adult speaker context, morphology discusses (stem, root, inflectional, derivational, word formation and compounds) .To conduct the data, the researcher focused to the types of morphemes in Bahasa as the first language acquisition.

1.4. Significances of the Study

It is expected that findings of this research are relevant and useful theoretically and practically:

1. Theoretically, findings of this research are expected to find out more morphology in language acquisition and to contribute as useful references for those who want to make a further research on the same area with different focus and object.
2. Practically, the findings of this research are expected to be useful for parents, teachers, and readers who directly touch this area in order to be able to find out how the children 1.5 – 3.5 years old develop the acquisition of morphemes in language acquisition.