

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Acquiring the language takes a very long process namely started from babbling until he/she can use the language. It means that one needs several years to acquire the language since he was born until he can use the language in his daily life. Babies are not born with the ability of speaking. They acquire the language through a process of acquiring, starting immediately from birth (Clark, 2003:1). This learning process of course is not done as a formal way which is always conducted in the class where the child learns any field of subject by the help of the teacher. It means that the babies acquire the language with their own ability without the process of teaching.

By the time children enter the fifth year, they should be able to handle spoken language well to meet a variety of needs (Brown, 1977) such as; (1) to follow instruction, it means that by the age of five year the children have been able to do all the instruction. For example, when we ask them to brush their teeth then we tell them how to do it. (2) to understand the story, it means that by the age of five year they have been able to understand the story which is told to them and we can see it by their responses to the story while we are telling the stories. (3) to receive information, it means that by the age of five year the children have to be able to receive the information from other people, radio, or TV and tell it back to other people. (4) to use simple reasoning, it means that by the age of five year the

child have been able to give of simple reason of why something happen. For example when their body is itch then we ask them how does it happen and they will tell us the reason. (5) to express their feeling, it means that by the age of five year the children have been able to express the feeling of sad, hate, like and happy. (6) to ask questions, it means that by the age of five year the children have been able to ask question about something. For example when they do not see their mother they will say "Mana Mama?". (7) to give information, it means that by the age of five year the children have been able to give the information. For example we want to know where the mother is then they will say "Mama pigi beli". (8) to make needs known, it means that by the age of five year the children have been able to tell what they want. (9) to tell stories and events in proper order, it means that the children have been able to tell the stories that have been experienced by them for example when they visited a place and after that they will tell it to their friends. (10) to describe schemes, it means that they have been able to describe the way things are organized or happen in a particular situation. (11) to choose something, it means that they can choose which one is more beautiful or better when we give them things. and (12) to pretend, it means that they are able to imitate ones style.

The language acquisition for all children all over the world is the same at each chronological age along the development of language (Kormos, 2006). It means that the acquisition of the language by the children normally have the same stages namely at the age of four months, the children starts crying, cooing, and chuckling. At the age of six to nine 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 developmental features should be present. A fourteen-month-old child, for example, may utter /naena/ for banana, while the two-year-old child may say /baena/, and the three-year-old child may finally say banana. 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, or children start to learn the language from having no words at all till they can discover what is represented in language (Clark, 2003). It means that the language acquired by the children is done by their own selves and they can do it by the help of their surrounding environment. 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 some parts of the language harder or easier to acquire. The acquisition could also be affected by the social of interaction and cognitive development. Those factors could determine whether language learners follow the same path, detect and use the same patterns, and make the same inferences about meanings during acquisition.

In the process of acquiring the language there are some problem which are occurred that make the product of the acquisition is not obtained normally, it is called language acquisition disorder. The child who suffers from the disorder will find it difficult to utter the language he has acquired. Language acquisition disorder is a disturbance in the acquisition or application of the rules of the

language (Michael, 2006). Other definition is stated by Schirmer (2004), language acquisition is an abnormal development of verbal and/or written expression and reception. From the both definition which are stated above can be concluded that language acquisition disorder is a process of acquiring the language in one's life where in the acquiring process he/she under goes disturbance or abnormality in the development of the verbal or written expression. As it is stated by Individuals with Disabilities Education Act (1977) in Robert and Torry (2006:3), that a child who suffers of the disorder will face some constraint in understanding or in using language, whether spoken or written, where disorders may manifest themselves in imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

There are some language disorders which cause the language can not be achieved normally, they are; (1) maturation delay (developmental language delay), (2) expressive language disorder (developmental expressive aphasia), (3) mental retardation, and (4) hearing loss (Verhoeven & Balkom, 2004). Developmental language delay will be concerned more in this study because this study will investigate a child who suffers from the language delay.

A child that is considered into language delay is the child whose process of developing speech develops slower than what has been expected (Fletcher & Miller, 2005). It means that the child who suffers from language delay will acquire the language later than the normal child or the child who does not suffer from any kinds of disorder. This condition will affect the child's ability to plan,

and execute the language. The child may also have difficulty receiving sensory feedback regarding the placement of the articulators for speech.

Child who suffers from language delay or whose language development lags significantly may not use the language commensurate with his peers. He may be delayed in acquiring the language. Basically, there are four domains of language that usually be disturbed by those disorders they are; (1) phonology (the ability to produce and discriminate the specific sounds of a given language), (2) grammar (the underlying rules that organize any specific language), (3) semantic (the study of meaning), and (4) pragmatic (rules of conversation).

A child who suffers from language delay may find it difficult to produce and discriminate the specific sounds of given language or he can not follow the rules that organize any specific language, or he does not understand the meaning of any specific language or even does not know what to say in a given situation.

This study will only be concerned on the language phonological process by a five-year-old child suffers from language delay. There are some reasons for choosing the language phonological process by a five-year-old child suffers from language delay. First, the language acquisition as the main focus of this study is the basic study of how someone acquires the language starting from cooing, babbling until he is able to produce sentence properly in speaking or in writing. The second, because the study which is focused on the language phonological process by a five-year-old child suffers from language delay is rarely conducted. The last, because the researcher has had the experience of living together with a child who suffers from language delay, and the child is going to be the subject of

this study. The subject that will be observed in this study is concluded to be a language delay child due to the theory presented in the above that says a child who is considered as a language delay when he/she acquire the language slower than the normal child. This characteristic is found on the subject of this study where in his three years of age, he is not able to produce words and phrases as what we can see on some normal children. In his four years of age, he produces still words and in his five years of age he can produce double words production and phrases but in spite of not yet perfect. These facts have motivated the researcher to conduct a study dealing with the language phonological process by a five-year-old child suffers from language delay.

1.2 The Problems of the Study

In relation to the background, the problems of this study are:

- 1) What types of word class are acquired by a five - year - old child suffering from language delay?
- 2) How are the phonological productions of the language acquired by a five - year - old child suffering from language delay?
- 3) How does a five - year - old child suffers from language delay expresses the language in daily life?

1.3 The Objective of the Study

In relation to the problems of the study, the objectives of the study are:

- 1) to mention the types of the word class of the vocabularies acquired by a

five - year - old child suffering from language delay.

- 2) to describe how the phonological production of the language acquired by a five - year - old child suffering from language delay are.
- 3) to describe how the five - year - old child suffering from delayed speaking expresses the language in daily live.

1.4 The Scope of the Study

This study attempts to investigate the language acquisition by a five-year-old child suffers from language delay. The aspects to be observed are the phonological production of the language, the types of vocabularies acquired, and how language is expressed by a five - year - old child suffering from language delay in his daily life.

1.5 The Significances of the Study

The findings of the study are expected to be significantly relevant to theoretical and practical aspects. The research findings are expected to enrich the theory of language acquisition, specifically the language acquisition by a five - year - old child suffering from language delay. This study is considered useful initially to provide the information about language acquisition by a five - year - old child suffering from language delay when he utters the language in the situation. Consequently, it will give a better understanding and a new insight on how language acquisition is related to the aspect of language acquisition study. This contribution will give tentative framework for a comprehensive analysis

language acquisition by a five - year - old child suffering from language delay.

Since this research is focused on the language phonological process by a five-year-old child suffers from language delay, it is useful for lectures of language acquisition to use the research result of the language phonological process by a five-year-old child suffers from language delay to the students of University. With this horizon lecturer of language acquisition, the practitioner of language delay treatment and the parent whose child suffers from language delay have more knowledge about their son who suffers from language delay.



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