

CHAPTER I  
INTRODUCTION

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One of the most remarkable characteristics of human beings is that virtually every single one acquires a language at a very young age. This fact is even more remarkable considering the full complexity of the system, which is acquired. Human beings have been blessed with the gift of words, which differentiate them from other creatures in the world. Language is not a concrete set of things out in the world that can be pointed to or measured. Rather, it is something inside the human brains or minds.

Any normal human infant will acquire language during development of the infant. The language that infants acquire is shaped by the cognitive development of the infants, and the environment where infant lived in. If a language is to be used by human, a person who grows up among people who already know the language, even though these others have no self-conscious knowledge on how to teach it, a language is said to be acquired. By exposure, practice, trial and error, children must be able to work their way into the vocabulary and into the syntactic patterns of the language. They must be able to move, step by step from simple beginnings to the full language of adulthood.

### 1.1 The Background of the Study

Language is used for many purposes such as communication, interactions, thinking, solving problems, indicating facts, expressing feelings, and others. We use a language is used every day, face-to-face as a means of communication, while written language allows every individual to record all essential materials so that they can be passed on to the generations. Language also allows us to coordinate with others, it is possible to gain information, find out answers, and carry out every day activities such as gossiping, making funs, writing memos, reading newspapers, learning history, enjoying novels, greeting friends, telling stories, selling cars, and reading instructions.

For many years, a language was assumed that the structure of what had been acquired (the language) was understood and that a list of the sounds, words and sentences types produced by children at the various stage of development would be an adequate description of the process of language acquisition. In formal development, all children go through a babbling period before words and sentences are being produced, just as all children experienced the process of falling down and sit before they can a walk. In addition, these language acquisition processes are largely resistant to distortion. If a child is severely mentally retarded or grossly physiologically impaired in some ways such as being deaf or brain damaged these processes are disturbed and language incomprehension, autism, or specific language deviations may occur.

Clark (2000:12) asserts that first language acquisition takes a comprehensive look at where and when children acquire a first language. It integrates social and cognitive approaches to how children analyze, understand, and produce sounds, words, and sentences, as they learn to use language to cooperate and achieve goals. It also takes a usage-based approach in considering what children learn. The pragmatic factors in language use are emphasized researches on which word-formation and on bilingualism and dialect-choice. During the infant or early childhood period, children learn to express things by using speech sounds. Whenever they feel hungry, thirsty, or hurt, they produce speech sounds such as crying. They are still not able to say what they want.

It is a fact that language acquisition is a crucial process in the attempt of understanding language development more deeply: Krashen (1985:1) asserts that acquisition refers to the subconscious process identical in all-important ways to the process children utilize in acquiring their first language.

Descriptions of language acquisition and development have indicated certain facts that can be observed intensively. An infant produces a number of sounds such as grunts, cries, and gaps, etc because of the physiological states. The infant begins to produce a number of sounds that are different in acoustic composition from those produced which appear to provoke them is also different. The function of language will depend largely on one's point of view. From a biological viewpoint, language can be interpreted as having evolved as a behavioral capacity because it is biologically adaptive, useful in promoting the survival of human as a species. Psychologically, language can be viewed, at least in part, as behavior that indirectly serves the biological, social, or aesthetic needs of the individual.

This study is an attempt to analyze the process of development of the language production of one a half year old. The researcher tried to focus to her research on Language Production of One A Half Year Old.

## **1.2 The Problem of the Study**

In the study of a child's language development, there are of course many problems to be solved, and a study should be conducted. There are many questions to be answered. The answers will increase the scientific and academic values in the process of being able to understand the process of a child's language development which can be said to be complicated. This is due to the fact that in many cases. The acquisition of a language is specific something very understand the child.

It is a requirement to understand the child's family background. If that is understood, perhaps some, if not all the problems can be solve. A study on the language acquisition can be very interesting and challenging. It is important to be studied so that the development can be well understood. After presenting the background of the study, there are questions to be answered this study. They formulated as follows:

1. What language aspects are produced by children of one a half year old?
2. How do children produce the language aspects?
3. Is there any different language aspects produced by children of one a half year old?

### **1.3 The Objectives of Study**

A study on a child's language is always interesting and will contribute a great deal in the process of a child's mental development. As has been mentioned that this research focus on language production of one a half year old. To analyze the language aspects produced by children of one a half year old.

The objectives of the study as conveyed in the problems of the study are:

1. To find out the language aspects are produced by children of one a half year old.
2. To find out how children produce the language aspects.
3. To find out if there is any different language aspects produced by children of one a half year old.

### **1.4 The Significance of the Study**

The findings of this study are expected to be useful as an input for the modification of an analysis on language production. It is intended to be addressed about the language acquisition on one and a half years old children.

To show parents, teachers as well as experts' in speech produce of language acquisition development.

### **1.5 The Scope and Limitation of the Study**

There are many aspects on language production that can be studied such as syntax on one-word utterances and two-word utterances. It is of course difficult to include them all. So this research focuses on language production of one a half year old children. It is intended to look their very closely on the language production by children based on their activities and how they interact with other children and adults.

To study the production of language production would be very challenging in terms of knowing the whole process of a child's development. Certainly, all those would be very valuable in relation to the academic value of one's study. At this stage, the researcher conducted on language production to find out the result because the limitations of the study on language production as a way in improving children produce words.