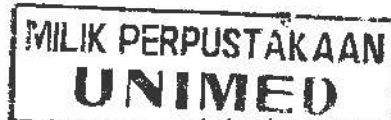


# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study



The study of the child's acquisition of language has engaged the interest and fancy of those who have wanted either to better understanding of the development of children or to better understanding of the nature of language.

For many years the language was assumed that the structure of what was acquired (the language) was understood and that a list of the sounds, words, and sentence types produced by children at various stages of development would be an adequate description of the process of language acquisition. However, although a body of facts had been collected which indicated gross development of changes, it was clear that such as description of linguistic behavior did not include what the child knew about language or could use in comprehending and producing utterances at various stages of development since language is not composed merely of lists of sounds, words, and sentences.

In normal development, all children go through a babbling period before they produce sentences, just as all children turn over and sit up before they walk. In addition, these language acquisition processes are largely resistant to distortion. If the 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, mutism, or specific language deviations may occur.

Since the babies are not born talking, they learn language, starting immediately from birth, they need sounds and words, meanings and constructions. They need to know what

to use where and when, how to integrate language with other modes of communication, how to make themselves understood and how to understand others.

In Fact, the research of children's language acquisition was very rare to be written, especially male children. So this research will try to focus on male children's acquisition in language, the stages they go through, and how they use language as they learn.

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

In relation to the background that has been mentioned previously, the problems are formulated as follows :

1. What stages do male children go through as they learn to talk ?
2. Does phonology, morphosyntax, lexicon or pragmatic acquisition of male children dominate at the age of 2;0 to 3;0 ?
3. What aspects do male children acquire in phonology, morphosyntax, lexical, and pragmatic in applying the language.

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

The primary objectives of the study are to answer the problems which are described in the research problems above. They are to

1. find out the stages that male children go through as they learn to talk.
2. know further whether phonology, morphosyntax, lexicon or pragmatic acquisition of male children dominate at the age of 2;0 to 3;0 in applying the language.
4. to find the aspects of phonology, morphosyntax, lexicon, and pragmatic

acquisition of the male children in applying the language

#### 1.4 The Scope and Limitation of the Study

Language acquisition covers various aspects. This study is focused on the development of male children's phonology, morphosyntax, lexicon, and pragmatic acquisition at the age of 2;0 to 3;0, but in this study the structure of language is not included.

#### 1.5 The Significance of the Study

A study which is designed to discover some intended results should have some significances. In this study, it is hoped that it will give some relevant contributions to address some parties that should be concerned about children's language development, such as to

1. give some motivations to the parents that they should know and notice well their children language development, particularly the words and speech sounds they are supposed to produce according to their age.
2. give some information to the children's surrounding, such as, brothers, sisters, neighbors.
3. encourage people interested in the study of psycholinguistics to make researches on this subject, so that the theories printed in books can be more strongly proved or a new theory about it can be generated.