

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

Language is an arbitrary system and conventional symbols which permits all people in a given culture or other people who have learned it to communicate or to interact with each other. As the common system of communication or interaction, language used as a means of understanding and expressing thought and feeling in community. Clark & Clark (1977:3) stated that language stands at the center of human affairs, from the most prosaic to the most profound. It is the medium through which the manners, morals, and mythology of society are passed on to the next generation.

Most people acquire their own language without fully realizing how it is taking place. Young children need to use language to make sense of the world they live in. They gradually learn to understand and use rules of the language spoken in their society. Their language-using abilities are formed by the unification of the maturity of the infants' brain which is tied very much to their biological and cognitive development and interplay with many social factors in their environment.

In general, all normal children, regardless of their culture, develop language at the roughly the same time along with the same schedules of the biological and cognitive development. It has been already noted that a child who does not hear, or is not allowed to use language, will learn no language. The child must be physically

capable of sending and receiving sound signals in a language. In order to speak a language, a child must be able to hear the language being used.

There are two views which explain how children manage to acquire the adult language. First, they are **empiricists**, who propose that language is learned as a result of experience. This view then be observed through its two theories, the 'imitation' and 'reinforcement' theory. The first thinks that children merely imitate what they hear. And the second suggests that a child learns to produce the correct words or sentences because he is positively reinforced when he says something right and negatively reinforced when he says something wrong. The other view comes from **nativists** who propose that language acquisition is the result of innate capacities to language and is only found in human beings.

Before he produces those spoken words, a child in his life utters very limited and simple utterances based on the things he sees, feels, and hears which are usually relied on all the kinds of nonlinguistic-cue-direction of gaze, gestures, and the context itself. He firstly starts producing babbling sounds which have no linguistic significance. Then sometimes after one year the child begins to use single unit utterances to mean everyday objects he sees. As the child has been able to put two words together to form one sentence, he now starts producing multiple word utterances.

Based on the description above, the writer found some interesting things in this study. The appearance of baby's first words can be said to depend on some factors such as culture, social environment, family background, etc. The baby usually

needs a stimulus in order to give a response, just like what Behaviorists believes. Thus it is very possible that the development of language of a child is different from one another. A child may be able to produce words in earlier age than another. Based on the writer's view children at the same age have significant differences of development in acquiring vowel and consonant sounds. Secondly, the writer is interested in studying what kind of consonants that a child of two until three years acquired.

Because this research is a case study of a child of 2 –3 therefore, the research problem is specifically on the subject.

### **1.2 The Research Problems**

The main problems that will be discussed in this research are :

1. What kind of vowels does the subject acquire ?
2. What kind of consonants does the subject acquire ?
3. How does the development of a 2 –3 year old child in acquiring vowel and consonant sounds in phonological acquisition ?

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

This study is devoted to analyze the development of phonological acquisition of 2-3 year old child and to identify and analyze the vowel and consonant sounds the subject acquired at the age of 2 – 3 years.



#### **1.4 The Scope of the Study**

This study is limited only on the development of a 2-3 year old child's phonological acquisition which is concentrate on vowels and consonants in Indonesian Language that he acquires in speaking ability.

#### **1.5 The Significance of the Study**

It is expected that the findings of this study will be significantly relevant to the theoretical and practical aspects. Theoretically, the research findings hopefully can provide significant contribution for a further research on language acquisition in Indonesian language of different stages. Practically, on the other hand, this research hopefully can provide valuable information for parents who are interested in their children's acquiring the language.