

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

One of the remarkable characteristics of human beings is that virtually every single one acquires language at a very young age. It must be very complex of the system. How does a very simple young child acquire such a complex system? This is just one of the questions that arise when the writer investigated how the writer's child of 26 months of age came to speak, and since studying language acquisition makes the writer more interested doing the research about the writer's daughter and also what Soenjono Dardjowijoyo and Prof. DR. DP. Tampubolon, Ph.D observed their grandchildren in acquiring the language development. These motivated the writer to make a research about a 26-month old child's language development.

The study of the language acquisition potentially can tell us a great deal about the physiological and intellectual functioning of the child as she matures and, the use of language is considered to have a tremendous effect on the child's relationship with herself and her environment.

Adults (parents) are always amazed at the development of their children's language acquisition. From only communicating by crying, cooing and babbling, the very young children go through the stages of language development and by the time they are 24 months old, children typically acquired hundreds of words, basic



grammar but not with transformation. These acquisitions seem to be something that we are as human found to be so extraordinary.

Language acquisition occurs when conversation occurs in the environment or between the children and the adults. Speaking to children needs a special way, which makes the conversation go on. How adult's talk to children also has certain incidental consequences, children are presented with specially tailored model of language use, adjusted to fit, as far as possible, what they appear to understand.

The adults influence the children language development very much. The children carefully follow the movements of mothers' mouth and try to imitate them. They distinguish voices, showing a particular preference. They are sensitive to the rhythm and intonation of adults' talk. (Benedicto de Boysson – Bardies, 1999:37). Parents provide predictable repeated situations in which meaning of utterances is clear to the child. That is parents effectively teach their children by modifying their language to make them understood. Adults try to put their ideas over to others. While children never make conversation with other people seriously. But they acquire the language and share the Knowledge with other people.

Therefore this research is merely contribution to the field of language and to enrich the knowledge about the aspects of language particularly sounds, words, sentences and meaning.

1.2 The Problems of the Study

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

1. What aspects of language are acquired by a 26- month old child ?
2. Why are these aspects of language acquired by a 26- month old child ?

These questions will be answered through the analysis of the data, which will be obtained in the research.

1.3 The Objectives of the Study

In view of the above problems, then, the main objectives of this study are:

1. To make an observation on the speech of a 26- month old child in language acquisition within a range of 3 months period.
2. To find out the aspects of language acquired by a 26- month old child.
3. To describe these aspects of language acquired by a 26- month old child.

1.4 The Significances of the Study

It is expected that the findings of this study will be significantly relevant to the theoretical and practical aspects.

The result of the study is expected to give the answers of the problem by making an observation on the speech of a 26 – month old child, in the aspects of language acquired by a 26 - month old child. Theoretically, it is expected that the

result of the study can be disseminated to the people whose field are linguistic and children development.

For parents may use this study as a reference in assisting or facilitating their children language acquisition.

The result of the study is also expected to enlarge the knowledge of using the language, generally in 26-month old children language development, especially in making conversation.

While for the future researchers, this research will be useful for them as guidance for better studies.

1.5 The Scope Of The Study

This study is focused on the description of the aspects of language acquired by a 26 – month old child, particularly sounds, words, sentences and meaning.

The subject of this study is a 26 month old girl and speak Indonesia.

1.6 The Arrangement of Chapters

The main contents of this study consist of five chapters. Chapter I contains a Discussion of the theoretical framework which will be applied in Chapters II, III, IV and V. Chapter II deals with review of related literature which consist of theories of language acquisition, the stages of language development, children determine the meaning of words, adults talking to young children, adults get children to attend, the language learning environment; which consists of child directed speech (CDS) or

baby talk (BT), taking turns, making correction, and adults talking to children in conversation . Chapters III, and IV are respectively devoted to the discussions of language acquisition at a child of 26 months. Chapter V deals with conclusions and suggestions. The conclusions are based on the result of the study, which related to the problems and the objectives of the study.

