

## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of the study

A child is born with having knowledge about any single world. She or the acquires the language through a process of acquiring, starting immediately from birth (Clark, 2003) This acquiring process of course is not done as a formal way which is always conducted in the class where the baby learns any field of subject by the help of the teacher. It means that the child acquires the language with their own ability without the process of teaching.

A child is an individual who spends most of his time for learning. Therefore a common statement in society told that childhood is a time when a child spends mostly with studying and observing everything new in his/her life. That learning session is a process of studying and structuring language in which they will need to interact with society around them. Learning for a child does mean like learning at school but learning means the process of acquiring the language.

Infants discriminate and produce sounds that are absent from the languages they are hearing ( David and ManNeilage, 1995 ; Kent, 2000). It means children produce sound what they are hearing. Before he produces spoken words, a children in his life utters very limited and simple utterances based on the things he sees, feels, and hears which are researcher search data the process of language acquisition how they can acquire it a word pronounced by aged two year old the children learns to produce the word whether noun or verb.

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 same parts of the language harder or

easier to acquire. The acquisition could also be affected by the social of interaction and cognitive development.

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, of 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 help of their surrounding environment.

Every child has different cognitive development. It means even at the same age they do not have the same abilities in acquiring nouns or verbs. Their abilities are different in acquiring nouns and verbs in their lives and beside that their abilities influenced by two factors, namely internal and external factors.

One of the requirement in the process of the studying a child's language acquisition is to understand the child's family background. Its important fact to be studied so that the development can be well understood and will give a great deal of contribution to the process of a child's mental development.

One of the experts of the language acquisition says that the language acquisition for all over the world is the some at each chronological age along the development of language (Kormos, 2006). It means at each the acquisition of the language by the children normally have the same stages namely at the age of four 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 development features should be present A fourteen- month-old child, for example, may utter/naena/for banana, while the two-year-old child may say /naena/,and the three-year-old child may finally say banana.

Dardjowidjoyo (2000:87) states about 1,6 year, the child will start to put together two successive single words, eg. "momma.....nnum" which means "mama minum". In these

ages 1;5 and 1;7, the child produces words for object increasingly (Clark, 2003:87). And Menyuk (1961 :63) says that the period during which one word or two word sentences are beginning to be used and symmetries observed in frequency and after this period, it may indicate a recycling of the developmental process. At 24 to 27 months the children have total vocabularies of 300 to 400 words. They produce two or three word phrases. It should be remembered that during the period or 18 to 27 months, the children have progressed from produce single word to produce two to three word phrases.

Around age two, children combine words and gestures and produce their first word combination. The child has vocabularies of about 400 words. The child produces many single utterances, such as namely object, as well as two and three word, sentences which express the semantic concept that are usually contained a single clause, for example “mommy milk” probably mean “mommy get some milks to drink” (Clark, 2003: 6).

Theoretically, a two year old child is expected to acquire children combine words and gestures and produce their first word combination. However, this acquisition does not occur to the present children as the data source of the study. Thus it needs studying how and why their acquisition the way it is.

These examples language acquired by children. the child ask to “lit up “ she take vale and cloth for rocking the baby (kain gendong) and then say “ompa “ to say “buka” is “bupa”, “num”, is “num”, “susu”, is “cucu. “ those are at the same ages, but they come from different family background. If child want to drink, child go to dispenser and hold dispenser say nim. If child want to out child take vale and then say ilbab. This is one of the ways in which a child is trying to communicate with the environment.

Table 1.1. These example of nouns acquisition by children:

No	Utterances mandailing	Indonesian	English
Children of nouns			
1	Ilbab	Jilbab	Vale
2	Cucu	Susu	Milk
3	Tek	Etek	Aunt

Table 1.2 These example of verbs acquisition by children:

No	Utterances mandailing	Indonesian	English
Children of verbs			
1	Ompa	Gendong	Carry
2	Num	Minum	Drink
3	Bupa	Buka	Open
4	Mam	Makan	Eat

From this phenomenon it can be known that a child seems to have their own words by simplifying the way of adult in expressing a word, which they each as the input of their phonology system, whenever they got a difficulty in pronouncing well the adult's word. Though child's word is different from adult's, yet they share the same ways. The writer then believes that investigate in this phonological issue trough the word production of a child is interesting to do. Thus, kind of case is the main background for this study to be observed.

In order to do this study, the researcher observes two-year old mandailing children. Because the researcher and her husband, from one ethnic, it is mandailing. So the researcher hopes her son can use mandailing. Because of that do this research. The

research observes her son and sister in law's son and the environment has not well in pronunciation. Two year-old children has been observed. For that purpose, an intended person for the subject of this study should be found. His name is rabiatal adawiyah and ahmad reza, he is a Mandailingnese. The researcher is very curious to observe the acquisition of words specifically the acquisition of nouns and verbs, and discover whether two children differ in the terms of the total number of verbs and nouns.

### **1.2. Problems of the Study**

In relation to background of the study, the problems of the study are formulated as the following;

1. What types of nouns and verbs of Mandailingnese are acquired by the two-year-old mandailing children?
2. How are the of nouns and verbs of Mandailingnese acquired in daily activities?
3. In what context are the of nouns and verbs of mandailingnese acquired?

### **1.3.Objectives of the study**

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

1. to identify types of nouns and verbs Mandailingnese are acquired by the two-year-old mandailing children,
2. to describe the way the children acquired the of nouns and verbs Mandailingnese in daily activities, and
3. to describe the contexts the children acquiring of nouns and verbs of Mandailingnese.

### **1.4 Scope of the study**

This study is focused on the acquisition of nouns and verbs Mandailingnese acquired by two year old mandailing children. There are two children as the subject of the research. In this research, there researcher will focus only on phoneme acquired by two year

old mandailing children. The observation by researcher use mandailing language. There are three main aspects that observed in this study. The first types of mandailingnese of nouns and verbs are acquired by the two-year-old mandailing children. The second the way the children acquired the mandailingnese of nouns and verbs in daily activities, and third the context the children acquiring of nouns and verbs of Mandailingnese.

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

The findings of the study are expected to be significantly relevant to theoretical and practical aspects. Theoretically, the research findings hopefully can provide significant contribution for further research on language acquisition in mandailing language of different stages, and especially on two year old children in acquiring language. Practically, this research hopefully can provide valuable information for those parents who are interested in their children acquiring the language or to the stage for parents in teaching their children to acquire word either a noun or a verb also in the process of teaching a children to be able to speak faster and better and for researchers themselves is to be aware that the language acquisition process will be started from our early and it starts a simple noun or verb pronounced which can then be assembled into a sentence in accordance with the age of a children who has been able to speak with the perfect sentence. especially early children hood teachers as guide for teaching language to children and knowledge to teacher themselves.