

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

The study of children's language acquisition is always interesting to be investigated. There are still many puzzles of this children language acquisition found by the researchers. It's about how they acquire the very complex system of language such as phonetics, syntax, semantics, and pragmatics which are related to each other and interwoven in a single unity. It becomes a miracle for humans and it makes a big question for the scientists. It is only a gift by God or in other words it is innate or it is acquired through processes which engage many factors such as the children biological aspects, children's learning and environmental influences. All of these views are debated year by year since the exact answers of this milestone have not been found yet.

Acquiring the language takes a very long process namely started from babbling until he/she can use the language. It means that one needs several years to acquire the language since he can use the language in his daily life. Babies are not born with the ability to speak. They acquire the language through a process of acquiring, starting immediately from birth (Clark, 2003:1). This learning process of course is not done as a formal way which is always conducted in the class where the child learns any field of subject by the help of the teacher. It means that the babies acquire the language with their own ability without the process of teaching.

Child typically acquired their native language naturally and spontaneously at a very young age. The emergence of early grammar can be predicted from children's vocabulary size and composition (Bates, 1994; Bates, Bretherton & Snyder, 1998). Moreover Chomsky (in Papalia and Old, 1990; 75) defines children in a normal life from two until six years old will acquire language with structure and vocabulary. This is possible because since their birth, they have been equipped with such a device called Language Acquisition Device (LAD). A theory says that human has language devices in their mind seem acceptable up to present.

In child's language development, parents are their first teacher and family becomes their first place (Huang, 2004). The child learns input from parents and babysitters, the LAD lets the children analyze the language they hear and extract the rules of grammar that allow them to create new words to help them to verbalize their intentions. In line with this Olson (1986) also says that mothers will give children the most input. From mother's speech, children can acquire the language gradually. This shows the importance of mother's speech to their child's language. It can be said that, mother has the important role in the development of child language.

The language acquisition for all children all over the world is the same at each chronological age along the development of language (Kormos, 2006). It means that 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".

Brown (1977) stated that there are some characteristics that should be fulfilled by five year old child such as; (1) to follow instruction (2) to understand the story, (3) to receive information, (4) to use simple reasoning, (5) to express their feeling (6) to ask questions, (7) to give information. (8) to make needs known, (9) to tell the stories and events in proper order, (10) to describe schemes, (11) to choose something, and (12) to pretend. In conclusion by the time child of five year old he/she should be able to handle spoken language well to meet a variety of needs.

The first sentences of children consist primarily of words which belong in the adult language to lexical categories such as noun, verb and adjective (Ingram, 1989;435). He describes that morphemes tend to be acquired later than lexical morphemes and are usually associated with development beyond the period of the first word combination. It is in line with Brown's statement in Krashen (2009) which reports that children acquiring English as a first language tended to acquire certain grammatical morphemes, of function words, earlier than others. Moreover according to Warlaumont and Jormulowicz (2011) acquisition of regular inflectional suffixes is an integral part of grammatical development in English and delayed acquisition of certain inflectional suffixes is a hallmark of language impairment.

The study related to the morphemes acquisition of five year old child was also conducted in Indonesia in order to find out how grammatical development of Indonesian language acquired by Indonesian child. According to Dardjowidjojo (2000), the acquisition of morphemes by five year old Indonesian child in terms of the acquisition of affixation can be seen as follows:

**Table 1.1 The acquisition of affixes by five year old children**

Phase	Basic ke- Word	N- ber-	nge-	meN-	-in	-kan	-i	di-	ter-	-an
1	+	-	-	-	-	-	-	-	-	-
2	+	-	-	-	+	-	-	+	+	-
3	+	+	-	-	+	-	-	+	+	-
4	+	+	+	+	+	-	-	+	+	-
5	+	+	+	+	+	-	-	+	+	+
6	+	+	+	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+	+

*Source: taken from Dardjowidjojo's research \*"+ " refers to the affixes that have been acquired, "- " affixes that haven't been required*

The data above are taken from Dardjowidjojo's research toward his granddaughter, Echa. He described that Echa has passed seven phases from age one year to five year old. In the first phase Echa has acquired basic word only. And in the second phase she has acquired not only basic word but also affixes such as suffix *-in*, prefix *di-* and *ter-*. She was able to acquire more affixes in the seventh phase when she was at the age of five. From the data above we can see that Echa was able to acquire the affixes when she was five years old. The affixes words acquisition that she has acquired namely (*men-*), (*ter-*), (*ber-*), (*-kan*), (*-an*), (*di-*), (*ke-*) and (*-i*). The interesting finding is that she never made mistakes in choosing the prefixes she used. She has never been found the words like *\*berbawa*, *\*menjalan*, *\*ngetulisin*, *\*ngekirimin*, or *\*ngengirim*. (\*refers to the words that is never been used and sounds awkward in bahasa Indonesia).

In line with Dardjowidjojo's finding above, the same findings also found in the researcher's preliminary data which was taken on April 10<sup>th</sup> until April 16<sup>th</sup> 2017 consist of one child in terms of the acquisition of affixes by a five year old child as follow:

**Table 1.2 The Indonesian Affixes that are acquired by five year old child**

Child	Age	Affixes		
		Prefix	Suffix	Circumfix
A Child NS	5;1	<i>di-, men-, se-, ter-, ke-,pe-,</i>	<i>-in, -an</i>	<i>ke-an, di-in, ng-in</i>

The preliminary data in Table 1.2 shows that the Indonesian affixes acquisition by a child are various. A child is able to acquire various affixes when she is five year old. The affixes that have been acquired from the data above are (*di-*), (*men-*), (*se-*), (*ter-*), (*ke-*), (*pe-*), (*-in*), (*-an*), (*ke-an*), (*di-in*), (*ng-in*). In conclusion, a child acquired more prefix than circumfix and suffix.

Furthermore, the researcher also found some Indonesian affixes acquisition that were not found in Dardjowidjojo's finding such as the following affixes;

- a. *di-i* : *dibeli* (is bought), *dimaini* (is played), *dikeringi* (is dried)
- b. *di-kan* : *dimasukkan* (is entered), *diberikan* (is given)
- c. *ng-in* : *ngapain* (what are you doing)
- d. *Ng-kan* : *ngalahkan* (defeat)
- e. *ke-an* : *kekuatan* (strength)
- f. *per-an* : *permainan* (toy)

It is found that the child was able to use the Indonesian affixes acquisition based on its function. She knew when she has to use prefixes, suffixes or

circumfix in a sentence. In the preliminary data, below are examples of the affixes acquired by the child in her sentences and the conversation happen between the child and her aunt as follows:

I.a

IS :*Grace, kalau pagi sarapan sendiri?*(do you take your breakfast by your self every morning?)

GS :*kalau mamak gak sibuk, **disuapin** sama mamak, kalau mamak sibuk sarapan sendiri.* (if my mom does not busy, I will be breakfast by my mom but if she busies I will breakfast by myself)

In this data, the word “**disuapin**” prefix is *di-*. In this sentence that the child has her own breakfast and eats it by her self if her mother is busy.

I.b

M :*Noya lagi minum apa ?* (what are you drinking Noya?)

N :***minuman*** (drink)

M :*siapa yang buat?* (who make it)

N :*ibu itu tadi yang **buatin*** (that woman over there made it)

In this data, the word “**buatin**” suffix is *in-*. In this sentence that the child asks her mother to make drink for her, and the mother means is her mother.

The two examples above (I.a and I.b) show that children ages five year old are able to differentiate the usage of affixes in a sentence. It is very clear here that Anne (I.b) knows when she should put prefix *-an* and when she shouldn't put it in

a sentence to the word “*minum*” (*drink*) where it can change the meaning and the word class which refers to the derivational morpheme. According to Lieber (2009) derivational morphemes that drive to new words and sometimes it changes category. *Minum* and *minuman* are two different words class, *minum* means drink in English which refers to the verb while *minuman* means beverage in English refers to the noun.

Another study was also conducted by Wachyudi in 2011 which concerned on The Acquisition of Inflection and Derivation Affixes by 3 to 4 years old child. Who lived in Java. The data are gained by observation. And the results showed that prefix *di-* is mostly used by children, the second is suffix *-in* and the third is prefix *se-* while circumfix *ke-an* is rarely emerged.

The current study is different from the previous study conducted by Dardjowidjojo (2000) and Wachyudi (2001). Dardjowidjojo studied affixes that his grand daughter has acquired namely (*men-*), (*ter-*), (*ber-*), (*-kan*), (*-an*), (*di-*), (*ke-*) and (*-i*) and Wachyudi only focused on the prefix (*meN-*, *di-*, *se-*), suffix (*-in*, *an*) and circumfix (*ke-an*). Related to the findings of the previous study, From the preliminary data, there can be found some affixes that were not found in previous study's findings. Therefore, the researcher is interested in conducting further research especially in the acquisition of affixes by five year old Batak's child and how she acquired her.

This study examined only on the Indonesian affixes acquisition by five year old batak toba child. The writer hoped that this study can complete the

existing research result and to be useful knowledge for the reader to know much about the Indonesian affixes acquisition by five year old Batak Toba child.

### **1.2 The Problems of the Study**

Based on background above, the research problem is formulated into the following questions:

- a) What types of Indonesian Affixes are acquired by a five year old Batak Toba child?
- b) How does the five year old Batak Toba child acquire the Indonesian Affixes in daily activities?

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

The objectives of the study are:

- a) to investigate the types of affixes that are acquired by a five year old Batak Toba Child.
- b) to describe the way a five year old Batak Toba child acquired the affixes in daily activities.

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

The process of child's language acquisition is a broad area to be studied because there are so many aspects to be discovered. This study only focused on the Indonesian affixes acquisition by five year old Batak Toba child which consist of one child. This study will focus in affixes that produced by five year old Batak Toba child. The data will be taken from the utterances of affixes by a five year old



Batak Toba child based on the observations in her daily activities. The child will be observed for two months.

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

Findings of the study are expected theoretically and practically to give much contribution in the world of child language acquisition research.

#### **1. Theoretically**

The findings can be made as guidelines for a child especially parents who are interested in the process of introducing affixes to a child. It will be also very useful for references in assisting of facilitating a child in the process acquiring new affixes. And for other language researchers who are interested in conducting a more in depth study language acquisition, by comparing the result of this research they can enrich the knowledge on language acquisition and know how much knowledge of Indonesian language can be acquired by Batak Toba child at the age of five. This also can provide a basis for further on the different stages child's affixes acquisition.

#### **2. Practically**

The findings of this study become some sort of guidelines for the teachers, adults, and particularly parents who directly touch this area, in order to be able to guide her child in having good language development specifically in daily activities.