

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is uniquely human gift of evolution. It is subtle, abstract and cultural phenomenon that no doubt come in the human biological system at a relatively later date. One of the remarkable characteristics of human beings is that every single one acquires language at a very young age. And later on the acquisition occur and develops in its social context. The study of language acquisition potentially can tell us a great deal about the psychological and intellectual functioning of the children as they mature. The use of language is considered to have a tremendous effect on the children's relationship with themselves and environments.

Babies are not born talking. They learn language immediately from birth. They hear sounds and words, meaning and constructions. They need to know what to use, where and when, how to integrate language with other modes of communication, how to make them understood and how to understand others, (Clark, 2003:1). During the infants or very clearly childhood period, children learn to express things by using speech sounds. Whenever they feel hungry, thirsty or hurt, they produce speech sound such as crying, which is also a part of the process of communication, where the infants start to use their articulation to communicate with other people because they are still not able to say perfectly what they want like adults do.

Human beings are born to speak, with an innate gift for figuring out the rules of the language used in the environment. Environment influences the

children in conversation. Infants need other people such as their caretakers, parents, friends and people who live around them to motivate them to communicate through crying, cooing, uttering sound or meaningful words which help them to be able to carry out conversations and to communicate their needs and wants with other people in the community. Darjowidjojo (2000:49) explains that the adjustment in the caretakers speech register served two functions, namely to facilitate understanding and to get the child to be involved in the conversation.

Chomsky (1999:75) defines children in a normal life from two until six years old will acquire language with structure and vocabulary. This is possible because since birth, they have been equipped with such a device, called language acquisition Device (LAD). The Language Acquisition Device allows children to analyze the language they hear and extract the rules of grammar that permit them to create brand-new word. But the ability in acquiring language is not relatively same among the children. Brown (1873:90) describes five stages of language development, based on the Mean Length of Utterance (MLU).MLU is used as a measurement of each child level in acquiring the language. Children acquire language rapidly at the age of three or four.

Indonesia is the fourth population nation in the world and Indonesian (Bahasa Indonesia) is the official language of Indonesia which is used most extensively as a first language in urban areas and usually as a second or third language in more rural parts of Indonesia. Indonesian is the language used in radio, television and magazine. It is the language of government and business administration, media, literature and everyday life in the big cities.

Eisenberg (2012:36) states that by the time children are 3 years old, they are producing multiword utterances that encompass a range of sentence forms and have mastered many of the inflectional morphemes. The elements of language are not, however, learned in an error-free, all-or-nothing fashion; rather, they increase in usage gradually over time. There is also considerable variability in the age at which children acquire linguistic structures. Thus, it can be difficult to determine when a child is sufficiently ungrammatical or when a child's linguistic profile is qualitatively different from typical patterns that we should be concerned.

There exist a huge number of Indonesian words that can be classified into two types of words. They are content words and structural words. Content words are words that convey meaning and can be understood. Kinds of content words are nouns (book, table, chair, adobe, and milk). Every child has different cognitive development. It means even at the same ages they do not have the same abilities in acquiring verbs or nouns. Their abilities are different in acquiring verbs and nouns in their lives and beside that their abilities influenced by two factors, namely internal and external factors.

Based on the theory if the 3 years children must be able to produce the words. Such as noun, verb and adjective. But the reality, it was found that average the two Indonesian children had the differences from each other in producing the words.

The source of research data were 2 girls aged 3 years. The child named Kaila (KA) and Dinda (DI). Indonesian language used is first language or mother tongue. Kaila (KA) lived with his parent, her father who works as a street vendors, Kisaran, North Sumatera. born in Kisaran 23th November 2014. The

child's daily play at home alone with nephew who his age in next to his house. she is speak rarely Meanwhile DI lived with his mother and grandmother, his cousin and nephew also in home. His father lived in Malaysia who as a trader and she interaction with his cousin and nephew who had adult so she always interaction with them. She always speak with them fluently.

Based on observation above the researcher intended to study about their language acquisition where they have many differences where between KA is difficult to communicate and while DI is easy to communicate and fluently. For example dialouge them, data collected in the form of speech recording of these children with the parents. Data collected in the form of speech recording of the child with his parents . The data recorded by mobile phone. Data were collected through recordings of utterances of children .. In this proposal the writer will do a research that consists of twogirls. Those are at the same ages, but they come from different family backgrounds. The sample of utterance of the subjects can describe as bellow:

His context KA is playing front of his house, suddenly a butterfly perchs above flower and his mother ask KA ,

Mother (M) : apa it ya nak?(pointing butterfly)

KA : Itu tupu-tupu

KA should answer kupu-kupu but KA answered tupu-tupu

When KA wants to sleep ,she ask milk to her mother

KA : Ma...,inta tutu

Mother : sebentar ya dek

When her mother wants to sweep, her mother asks KA take broom

Mother : dek tolong ambilkan sapu

KA : ni apu nya (carrying a broom)

However the context DI is playing with his family, grandmother asks DI take drink

Grandmother : dinda tolong ambilkan minum ya

DI : Ya nek, ini minum nya (this is his drink)

DI answers with correctly and fluently

The context playing with his friend, DI asks his doll with his friends.

DI : Minta boneka ku

His friends : na..(while giving his doll)
 DI still answers well.

At the age of 2-3 years old children knew to the vocal / a /, / i / and / u /, then in accordance with its development will be followed by another vocal. Entering the age of 2 years consonant gained its start more varied, having gained consonant bilabial inhibitory / p /, / b /, nasal / m /, / n / and alveolar / t /, / d / followed by the sound of velar / k /, At this age start to appear also sound fricative / s / even at the end of the word. As in the words [after] because when sound / s / appears in front of the child more likely to get rid of those sound like the word "sick" would be pronounced [sick]. Then at the age of 3 to 4 years of sound / r / going out, and when the child is getting the sound / r /, the sound / g / and / j / has been obtained.

The process of acquiring a language is regarded as a very complex and interesting to be studied. The writer is very much interested in conducting a research on twogirls children. The writer is very curious to observe the acquisition of words specifically the acquisition of nouns, and to discover whether the two girls children differ in the terms of the total nouns.

1.2. The Problems of the Study

The problems were reformulated as the following

1. What kinds of nouns are acquired by three-year old Indonesian children?
2. How are the nouns acquired by three-year old Indonesian children?
3. Why are the nouns acquired in the ways they are?

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

1.3. The Objectives of the Study

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

1. to analyze the kind of nouns acquired by three-year old the Indonesian children?
2. to elaborate the nouns acquired by three-year old Indonesian children?
3. to analyze the nouns acquired, is the ways they are?

1.4. The Scope of the Study

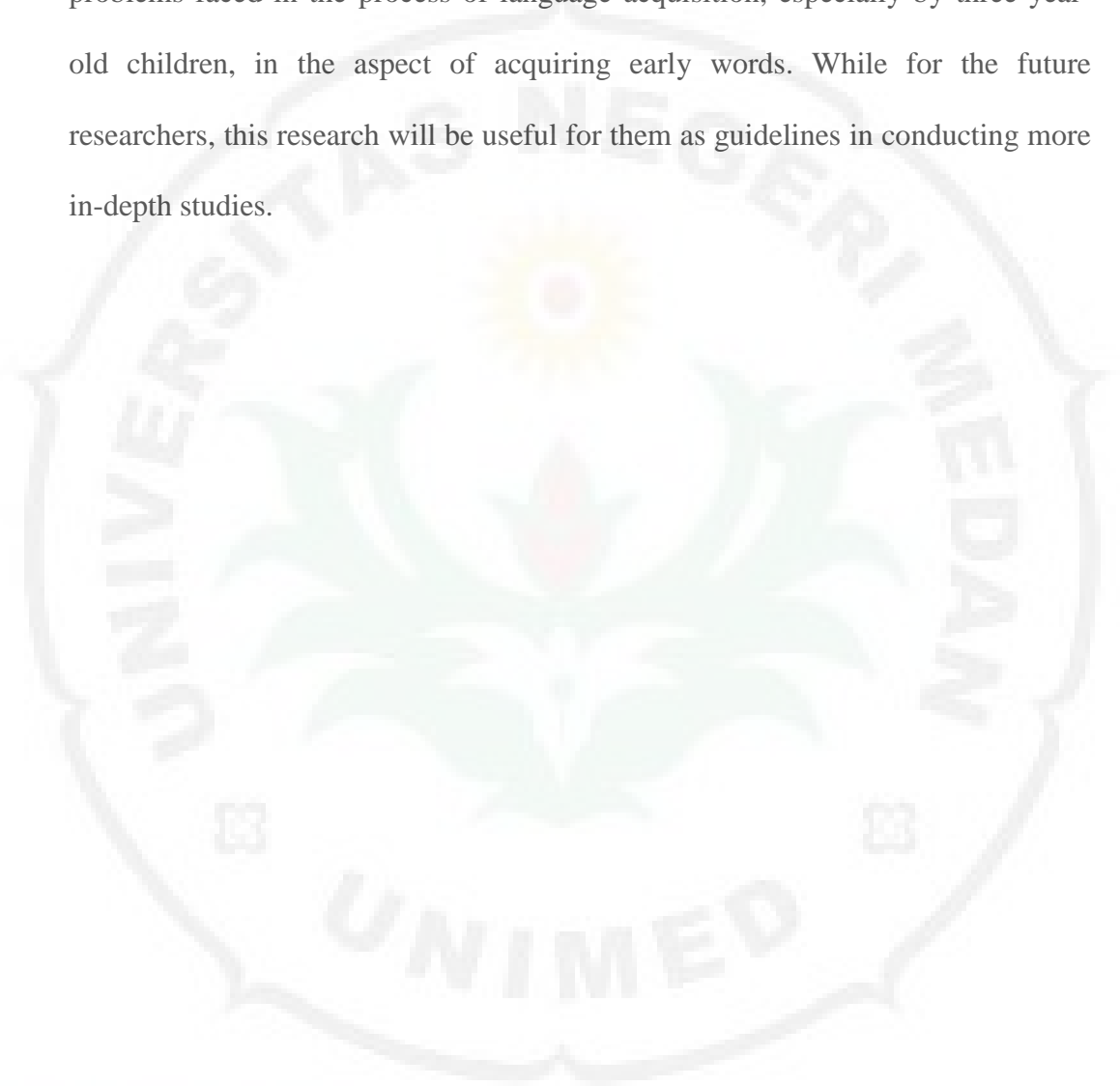
The process of a child's language acquisition is a broad area to be studied because there are so many aspects to be covered. In this research, the writer limits his observation only on the acquisition of nouns by three-year-old children. The children who will be observed are two girls who speak Bahasa Indonesia.

1.5. The Significance of the Study

Findings of this research are expected to after relevant and valuable inputs that can enrich the study on the development of language acquisition. It is expected that the findings can show significant relevancy to the theoretical and practical aspects.

Theoretically, the research findings can provide a basis for a further research on different stages of the children's language acquisition. Practically, on the other hand, this research can be made as guidelines for adults, teacher, especially parents who are interested in the process of introducing new words to young children as related to the theory of language acquisition. It will be also very useful for a reference in assisting or facilitating their children in the process of language acquisition.

Finding of this research will be expected to give answers to some of the problems faced in the process of language acquisition, especially by three-year-old children, in the aspect of acquiring early words. While for the future researchers, this research will be useful for them as guidelines in conducting more in-depth studies.



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