

Language Production Of One And A Half Year Old Children

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ABSTRAK

One of the, most remarkable characteristics of human beings is that virtually every single one acquires a language at a very young age. This fact is even more remarkable considering the full complexity of the system, which is acquired. Human beings have been blessed with the gift of words, which differentiate them from other creatures in the world. Language is not a concrete set of things out in the world that can be pointed to or measured. Rather, it is something inside the human brains or minds. Any normal human infant will acquire language during development of the infant. The language that infants acquire is shaped by the cognitive development of the infants, and the environment where infant lived in. If a language is to be used by human, a person who grows up among people who already know the language, even though these others have no self-conscious knowledge on how to teach it, a language is said to be acquired. By exposure, practice, trial and error, children must be able to work their way into the vocabulary and into the syntactic patterns of the language. They must be able to move, step by step from simple beginnings to the full language of adulthood.

INTRODUCTION

Linguistics is the scientific study of language. Linguists focus on describing and explaining language and are not concerned with the prescriptive rules of the language, linguists are not required to know many languages and linguists are not interpreters. Linguistics is a social science that shares common ground with other social sciences such as psychology, anthropology, sociology and archaeology. It also may influence other disciplines such as English, communication studies and computer science. Linguistics for the most part though can be considered a cognitive science. Below are several different

disciplines within linguistics. The fields of phonetics, phonology, morphology, syntax, semantics and language acquisition are considered the core fields of study and a firm knowledge of each is necessary in order to tackle more advanced subjects.

Language is a systematic means of communicating ideas and feelings by the use of conventional symbols. Language is very complex, human beings communicate through the means of conversation that they structure to convey their needs, wishes and wants. In making conversation language can be either formal or informal. Gleason (1998:285) described "speakers use language for many purposes to inform, question, command, thank, apologize, congratulate, promise, offer and marry people". Using language seems as natural as breathing or walking. On the other hand human beings should be able to master the application of the language in certain context. It means that the language user should be attending in the situation what they want to use language.

Children learn to speak language in an extraordinarily short period of time after they are born. Before infants begin to produce words, they produce sounds, some of which will remain if they occur in the language acquired, and other that will disappear. They do not produce sounds that never contrast meanings in any language. A child does not learn the language all at once. The grammar is acquired by stages. Children's first utterances are one-word, after few months, the two-word stage arises, in which the child puts two words together. However, in normal development, all children go through a babbling period before they produce sentences.

One and two year old child builds up word meanings piece-by-piece from a universal set of meaning components or semantic features (Clark: 1973:65-110). All meanings are composed of smaller elements. Some word meanings can be broken up into components or features such as that one can track their acquisition. Children start with one or two meaning components and then add to these systematically as children acquire more of the adult meaning for each term. Woodward (1992:134) described when children hear a term for an as-yet unlabeled object, children do appear to assume that the unfamiliar word picks out the whole object. This finding holds for children as young as one and a half, although it has been demonstrated most extensively for three and four year olds. Viewed as a constraint on children's hypotheses about word meaning, the whole object assumption presupposes that children have a built in bias towards supposing that the adults is picking out an object as the intended referent when introducing an unfamiliar word. Words are not coined in order to extract the meanings of their elements and compile a new meaning from them.

Dwight (1975:159) asserts that the meaning is the first, and the coiner is looking for the best way to express it without going to too much trouble. Every word refers to a concept, which exists in the memory of the listener's mind. Some concepts are the product of nonverbal experiences. For instance, when we were very young, we saw several kinds of animals, which other people called dogs; this formed our concept of "dog". Since the particular animals we saw differed from those seen by other people, our concept is slightly different from

the concepts that other people have. On the other hand, certain concepts are the result of verbal or written explanations by other people. The first think that learning a language comes to the mind when language is the first association is often to language as represented in the form of grammars and dictionaries, or of randomly chosen words and sentences.

Language is used for many purposes such as communication, interactions, thinking, solving problems, indicating facts, expressing feelings, and others. We use a language is used every day, face-to-face as a means of communication, while written language allows every individual to record all essential materials so that they can be passed on to the generations. Language also allows us to coordinate with others, it is possible to gain information, find out answers, and carry out every day activities such as gossiping, making funs, writing memos, reading newspapers, learning history, enjoying novels, greeting friends, telling stories, selling cars, and reading instructions.

Any normal human infant will acquire language during development of the infant. The language that infants acquire is shaped by the cognitive development of the infants, and the environment where infant lived in. If a language is to be used by human, a person who grows up among people who already know the language, even though these others have no self-conscious knowledge on how to teach it, a language is said to be acquired. By exposure, practice, trial and error, children must be able to work their way into the vocabulary and into the syntactic patterns of the language. They must be able to move, step by step from simple beginnings to the full language of adulthood. Halliday (1975:20) described language is essentially social critical in considering the setting in which children acquire language and the kinds of language addressed to them at different stages in development". Children do not acquire range of meaning at once. In fact, acquiring the conventional adult meanings of a word involves the gradual accumulation of information as children learnt more about each term and the construction it can appear in. they start to use words, of course as soon as they have some meaning attached to them.

Ray L. B in Dardjowidjojo (2000:68) says that a newly born baby is certainly not able to produce a single word, but it normally cries right after the birth. The sound of the cry is actually a communicative modality as introduced by. A newly born baby is certainly not able to produce a single word, but it normally cries right after the birth. During the first few months, children cry and coo and they begin to babble certain sounds. The first utterances of infants are cries. Those experienced in listening to baby cries that the cries can be differentiated into two categories at least; hunger and pain have claimed it. Babies ignore the non-linguistic aspects of the speech signal. They seem to be born with the ability to perceive just sounds what are phonemic in some languages. From approximately 0 to 4 months of age, child sounds are mainly limited to reflexive crying. They are not yet using sounds to manipulate, but simply expressing their feelings in the only way they have. This is their first production of what scholars call vegetative sounds. At this time children may

start making cooing or laughing sounds, though they may be hard to recognize as such early on.

Descriptions of language acquisition and development have indicated certain facts that can be observed intensively. An infant produces a number of sounds such as grunts, cries, and gaps, etc because of the physiological states. The infant begins to produce a number of sounds that are different in acoustic composition from those produced which appear to provoke them is also different. The function of language will depend largely on one's point of view. From a biological viewpoint, language can be interpreted as having evolved as a behavioral capacity because it is biologically adaptive, useful in promoting the survival of human as a species. Psychologically, language can be viewed, at least in part, as behavior that indirectly serves the biological, social, or aesthetic needs of the individual.

Acquisition is language knowledge that develops incidentally as learner focus on meaning incomprehensible. A child will be able to speak eventually because his articulator is potentially possible in acquiring speech as a part of natural process. In acquiring language, the human infant has an innate capacity, which can be found in the brain, which differentiate him from the animals.

The goal of acquisition is to become a member of a community of speakers. Infants don't produce their first words until age one or later but by three or four, children can talk quite fluently about some topics learning to talk is more complicated than learning to walk.

Gleason & Ratner (1998:348) asserts that language acquisition is a crucial concept in the attempt of understanding language development more deeply. In general it is believed that by the time of two or three years old, they typically have acquired thousands of vocabulary, words, complex grammatical and phonological systems, and equally complex rules for how to use their language appropriately in many social settings.

Clark & Wong (2002:181) had described language acquisition takes place in midconversation. Adults and children talk to each other. Adult expect children to respond to requests and comments, and to indicate to their interlocutors what they are interested in as well as their needs and wants. When adults talk to children, children directly or indirectly offer them extensive information about their language. They set up both tacit and explicit expectations for when children should talk, what they should say, when and how they should respond to adult utterances. Adults use the conversational words for objects and actions. They provide words for whole area as of experience, food, clothing, toys, pets, vehicles, birds, mammals, plants, gardens, farms, the seaside, mountain slope and etc. They offer information about how words within a domain are related.

The knowledge that a child brings to the task of language acquisition is known as the language acquisition device (LAD). The language acquisition device is the means by which the child analyzes the linguistic input from parents and other caretakers.

Language acquisition device has a rational or innate basis as opposed to an empirical one. Language acquisition device is essentially syntactic in that it is not dependent on semantic input, although such input could have a motivating influence and speed up acquisition; it deals with syntactic universals-features common to all languages. The syntactic universals can be described in part by Chomsky's theory of grammars particularly the grammatical relation characteristics of the deep structure of sentences. These include the subject and predicate of the sentence, the modifier and head (noun) of the noun phrase. The subject, for example, is meaningful only in relation to the sentence-it is the subject of sentence. The internal structure of LAD (language acquisition device) does not contain information required to produce appropriate linguistic transformations and surface structures. Language acquisition device (LAD) is a hypothetical device that develops a grammatical system by receiving a corpus of speech and passing it through the intellectual equipment that the child brings to bear the problem of language learning, it may contain universal transformational types (permutation, deletion, addition perhaps a half dozen in all), but the child learning a language must discover the transformations of the particular language. Language acquisition device (LAD) reflects at least in part a specific linguistic capacity, as compared to a universal cognitive ability. Language acquisition can be seen as a natural process that will occur to every normal child.

To know further about how actually language is acquired by children, the following are the three approaches as mentioned previously which consists of actually language is acquired. The three approaches are: (1) behavioral approach, (2) linguistic approach, and (3) cognitive approach.

1. Behavioral Approach

Behavioral approaches identify the pattern of responses that have become associated, through learning, with a stimulus. The stimulus may be linguistic or not such as objects, have meaning in the sense, and the responses may be verbal or nonverbal. Meaning as nonverbal is reactions conditioned to a word. At the same time, language is species and is therefore influenced by hereditary mechanisms peculiar to humans, with other higher primates perhaps following close behind in the evolutionary ascent toward meaningful communication.

Paivio & Begg (1981:222) as they argue that a newborn infant is like a blank slate (*tabula rasa*) it first learns to repeat vocal speech sounds over again during "talking" stage. Then, the infant is to "imitate adults" vocalizations. The two stages are parts of classical conditioning. Classical conditioning ignored the innate potential, which is related to internal stimulus. In fact, it is very necessary in explaining how elaboration and restructuring of simple vocal responses occur in the changing process into speech. Imitation itself is not sufficient in such process.

2. Linguistic Approach

Linguistic approach in language acquisition is much influenced by the idea of Paivio and Begg (1981:235) described that there should be a mechanism or advice that can deduce a grammar from a limited set of utterances; they named this device as language acquisition device or LAD. McNeill (1970) in Paivio and Begg (1981:236) point out that child begin speaking underlying structure directly. This is to convey that experience of empirical evidence is not acceptable in the language acquisition because learning, reinforcement, and imitation all come from the environment. Chomsky in Dardjowidjojo (2000:19) says that human beings have what he called faculties of the mind that is, intellectual faculties and abstract in their brains. One of these faculties is spared for the use and acquisition of language.

Paivio & Begg (1981:3) described language is a rather entity consisting of conventions and rules. People understand each other only if their speech corresponds to the same rules. The linguistic approach has advanced our understanding of language and has produced several valuable ways of conceptualizing the abstract language system.

3. Cognitive Approach

Cognitive approach based on Piaget's views on language development makes some statements about language in the context of such cognitive universals. The main point of his view is that language develops on a basis of sensory-motor cognitive structures or schemes. The central concepts in cognitive approaches include mental organization, ideas, imagery, and knowledge of the world. The basic idea behind the approaches is that from our experience with the objects and events of the world, we acquire knowledge against the more concrete knowledge of the sensory and behavioral world in which the language is applied. Infants produce crying sounds from birth on start to make cooing, such as *uh*, *ouch*, and *eh* sounds as well, from around two month's age. The earliest babbling tends to consist of a single "syllable" repeated, for example, *babababa* or *gagagaga*, where the syllable consists of a consonant like sound [a], [b] or [g]. One of the most remarkable characteristics of human beings is that virtually every single one acquires a language at a very young age. De Boys son-Bardies & Vihman (1999: 297-318) had described infants produce a number of sounds in babbling that are not represented in the language around them. A target of children's earliest attempts at words may be hard to recognize. Around age one; young children start to use consistent vocalizations in speech contexts. They are often associated with systematic gestures and appear to carry a consistent meaning.

Piaget (1963:150) has described the period of about 0-2 years as the sensory-motor period. During the last 6 months of this period the child starts to make internal symbolic representations of sensory-motor problems and to deduce problems solutions before attempting a solution by trial-and-error behavior. During the period of 18 to 27 months the child has progresses from producing words to producing 2- to 3- word phrases. Therefore, during this stage, the children will begin to utter a complete word, which can represent a complete

sentence. For example, when the child utter "mama" when it was uttered in a high pitch, it might mean that the child wanted the mother to come and look at him.

Levelt (1989:87) asserts that language production is total number of words that are packaged in acceptable sentences measuring words. If two different sentences use the same word, the words in the first sentence are counted, but the words in the second sentence are ignored. The meaning of words is involved in the early stages of language production, whereas the syntactic, morphological, and phonological properties serve as the basis for the subsequent processes of syntactic and morph phonological encoding. Menyuk (1971:185) asserts that children comprehend and attempt to express grammatical relationships in their utterances before they have acquired the appropriate forms, and evidence that children have this knowledge can be obtained when careful study is made of the situation in which utterances are produced.

This study was conducted by applying a qualitative research design. The qualitative research has the natural setting, as the direct source of data and the researcher is the key instrument. It is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. It is a method commonly used in the field of marketing research which includes in-depth interviews with individuals, group discussions from two to ten participants is typical. It gives a complete description of the person or object under study. The data collected are in the form of words or pictures rather than numbers. In this study, it is a cross sectional where the researcher chose three children and each child represented on the stages one-word utterances and two-word utterances.

METHODOLOGY

1 Inventories

Inventory is a supported parents' ability to choose content appropriate for their children, or address online personal safety issues affecting children. Inventories ([Http/www.en.wiktionary.org/wikt/talk:inventorize.2000](http://www.en.wiktionary.org/wikt/talk:inventorize.2000)) are a detailed list of all speech produced or record as description units of words by a child. Inventory is the total number of words. Inventory serves to raise awareness of existing technologies that can address concerns raised by those who care for children. Inventories focus on tools that empower parents, teachers, librarians, and others to choose appropriate content for children.

2 Patterns of production

In social sciences, Pattern of production is data coming from observation or data which highlights certain behaviors (descriptive aspects) are used (www.dobrowolny.de/muster.2000). Social behavior is a major factor affecting the coping of poultry in production environments little is known about child has been affected by intensive selection processes on language production.

3 Explanatory aspects

Explanatory aspects are motivated by observation on language production. Povinelli (2000: 125) argues that in explanatory aspects is the data support, human being present aim is to make it more precise. An explanatory aspect has a strictly *cognitive* aspect that differs from motivation. Hence a difference in explanatory aspects between the two species may be traced back to differences in cognitive abilities, besides a difference on the motivational aspect.

Two main kinds of cognitive abilities are involved in explanatory aspects. On the one hand, there are *representational abilities*. These are the abilities specifically required for building representations on language production. On the other hand, there are *reasoning abilities*. These are the abilities specifically required for using these representations in thought and action. Representational abilities might differ in several ways, such as:

- Differences in *representational range*. That is the range of properties that the organism can represent, such as shape, colour, weight and so on.
- Differences in the *salience of properties*. That is the degree to which it is easy for an organism to build a representation of a given property, when that property is within the representational range of the organism.
- Differences in the *salience of representations*. That is the degree to which a given representation is accessible to mental systems that exploit it.

In this step, RS had been able to know the function of things, which were given to him, as can be seen in the following example:

When she plays with her doll

Mother : IkA[?], boneka nyA jajan di mandikan yA.

RS : pA[?], mA[?], it means kenapa ma.

Mother : nanti boneka IkA bas[?] Ah.

RS : cA[?], mA[?], it means basah ma.

In this short dialogue, RS understand that her mother said to her, and she already knows when her mother said to her "don't go there"!

Mother : IkA[?], jAjan pergi kesana, nanti IkA[?] jAtuh[?]

Ika : (Dengan segera, dia menghentikan langkahnya dan datang menghadap mama nya).

RS could be able to comprehend what she heard, as the following example:

When RS hear the sound of phone, RS said "hu" it means (halo).

And when I ask her name, RS know her name. Example:

ED : hi[?]... can[?] tik[?] siapa nAmA nyA.

RS : (sambil tersenyum) dia mengatakan kA[?].

RS had been able to pronounce Indonesian's vowels and consonants.

Examples:

[a]	: ma ma (mama), ka (Ika)	[b]	: ban (brother).
[e]	: eh (cake)	[P]	: pa (why), pa pa (father).
[i]	: in (slick)	[t]	: ta (eyes)
[o]	: on (watch)	[d]	: da (bye-bye)
[u]	: um (drink)	[k]	: kan (fish)

HL also could be able to know the things when I give her a doll, as directly she said "ka". As can be seen in the following example:

ED : hi'..... Lila, lihat' apA yaj kAkAk 'bawa.
HL : kA'. It means doll.

When she felt hungry, she able to say 'em' to her auntie. HL has been able to ask something by using words of questions of "why", for example:

Auntie: Lila, jajan na 'kal sama temannyA.
HL : pe' it means kenapa.

Auntie : Lila jajan nakal, nanti temannyA ma 'rah.

HL had been able to pronounce Indonesian's vowels and consonants.

Examples:

[a]	: ma ma (mama).	[b]	: bou (porridge)
[e]	: eong (Cat)	[P]	: pa (father)
[i]	: ih (Go)	[t]	: ta (eyes)
[o]	: on (watch)	[d]	: dih (bath)
[u]	: um (drink)	[k]	: ka (open)

BS had been able to know the function of things, which were given to him, example:

ED : 'hello.... Boy, apa i 'ni.
BS : lA', it means ball.

BS could be able to comprehend, when he hear the sound of plane, he said to her mother, as the following example:

BS : 'mΛ..... At' .
Mother : 'yΛ, pesawat, Boy mau naik' Pesawat.

When his mother angry, BS understands that his mother was angry to him. Another example:

Mother : Boy, jajan diganj' gu nenek.
BS : ek...uj', it means nenek bangunlah
Mother: Boy.... 'mΛmΛ bilaj jajan diganj' ggu nenek yΛ, nenek tidur.
BS : (pergi menjahui neneknya).

HL had been able to pronounce Indonesian's vowels and consonants.

Examples:

[a]	: ma ma (mama).	[b]	: ba (father)
[e]	: eong (Cat)	[P]	: po (shampoo)
[i]	: it (sick)	[t]	: ta (eyes)
[o]	: on (watch)	[d]	: dih (bath)
[u]	: um (drink)	[k]	: kan (fish)

4. Contexts.

Context is the meaning of a message such as a sentence, its relationship to other parts of the message such as a book, the environment in which the communication occurred, and any perceptions which may be associated with the communication. A context is a formal definition of words (www.contexts.imagine.org 2000).

CONCLUSION and SUGESSTION

As the last part of this thesis, the researcher describes some conclusions related to the research.

Conclusion

In the process of a child language production, the children were able to know the well the function of the words, and they could act as what the words mean, even though some words are still unclear yet.

From the data obtained above, the child starts to communicate with adult or surrounding. The children show a significant development on word-utterances/speech produced during the three month time. From the interview with the parents, it is found that the child was trying to gain their kinetics development. Basically, children acquire the language by their natural schemes. It means that parents and the family should adapt their language to their children's development without paying attention to the language structure, in order that the language can be understood by the children, as the parents and the family are making communication with their children.

Sugesstion

In developing the children's language production, parents have to guide their children in learning to talk as much as possible when the children are more active in having communication with their environment.

Generally children do not want to speak even a word to everybody they do not know before, so to make communication running well, it is suggested to everybody to make an approach by knowing the children behavior.

This study is just a simple bit of complicated research, and the results might be different if conducted on other subjects in other area. The knowledge about children language production on language acquisition should be informed to parents in general because they have to know when and what factors that can influence children ability particularly those who are always worried about their children.

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