

CHAPTER I INTRODUCTION

1.1. The Background of the Study

Language can be interpreted as a system of signs whether oral or written and a system communication among humans. Languages include verbal and non verbal communication can be studied on a regular basis depending on the maturity and learning opportunities that one has, as well as the language is the foundation of a child to learn other things. Child learn to understand the language since they are born. Before they learn knowledge, they need to understand the language.

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.

In child's language development, parents are their first teacher and family becomes their first place (Huang,2004). In line with this Oslon (1986) also says mothers will give children most input. This shows how important mothers to their child's language. It simply said that mothers has the important role in child's development.

(Baret, 1995:211) states that children begin to produce recognizable words of their language at about one year old. By 18 to 20 months, they typically have acquired approximately 50 words and by age 2, average children know 200-300 words. It is believed that by the time the children in the age of two, they typically have acquired hundreds of vocabulary and the base grammar, they have tried to use language in making conversation with the environment or in the society.

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.

The basic thing of language to be mastered in early age is lexical. As stated by Kit (2003) lexical acquisition is an important stage in language development of human infants. Words are the basic building blocks for utterances. Without words, there would no phrases, no utterances, and therefore no syntax, no semantics and finally no language. That is why lexical acquisition is thought as critical initial step and the very first step towards the proper development of language competence.

The development of language is really important in early childhood because while language becomes the basic skill of a child, she/he will be able to enhance the other abilities of social skills. Early language development involves many issues including cognition, play skills, social interactions and oral motor development (Dale & Philip, 1972). By the statement above, if one of the issues

does not develop well it will affect the acquisition of words by each child. From abilities to expect of the average child at any particular age.

Since language is the most important aspect in communicating within surrounding society, it is duty for someone to learn and develop his/her language. Then it becomes an interesting statement that human being is born without knowing how to communicate to the other (Gillen,2003). The child develops the way of how to talk by hearing and imitating the sounds of surrounding people.

The adults influence the development of children language. The children carefully follow the movements of mother's mouth and try to imitate them. They distinguish voice and showing a particular preference. They are sensitive to the rhythm and intonation of adults' talk (de Boysson-bardies, 1999:37). Parents provide predictable repeated situations in which meaning of utterances is clear to the children. The children never make conversation seriously, but they acquire language and share knowledge with other people.

It means children produce sounds 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. Low-income mothers always talk less to their children (Hoff-Ginsberg, 1991). As what it was found by Rowe (2005) that mothers with fewer years of education read to their children less frequently and demonstrate less

sophisticated language and literacy skills themselves, which affects the quantity and quality of their verbal interactions with their children.

Another expert stated that 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 starts crying, cooing and chuckling. At the age of six to nine, the children starts babbling. At the age of twelve to eighteen months is their early words, commands and responding to the word “no”. A fourteen month old child can produce a word for example “/cak/ for cicak while two years old can clearer produce /ccaak/ and three years old finally can say cicak. 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, or children start to learn the language for 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 done by their ownself and they can do it by the help of their surrounding environment. The adults influence the development of children language. The children carefully follow the movements of mother’s mouth and try to imitate them. They distinguish voice and showing a particular preference. They are sensitive to the rhythm and intonation of adults talk (de Boysson-bardies, 1993:7).

Language acquisition can be seen as a natural process that will occur to every normal child. Each child will follow similar stages in language development although they have different speed. Language acquisition will be

impossible when a child is not interacting with his environment. Through social interaction with the family members and those are in the community, the child will acquire the first and second language. Therefore, each child acquires language as part of natural process and as a result of social interaction in the community. Siburian (2002; 5) as quoted by Siregar (2008: 48) said that language cannot be developed in a vacuum and there is no society alive without language. It means that language is a resource that is available to everyone in society and a society can exist with the presence of language. 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.

As have been mentioned above, it can be concluded that babies have their own words in simplify adult's language. As stated by Dardjowidjoyo (2000:87) children in 1,6 year will starts to put two successive single words, eg "una, num" which means "mama minum". In these ages 1,5 and 1,7 the child produces words for object increasingly (Clark : 2003 : 87). At 24 to 27 months the children have total 300 to 400 words. Based on the explanation above, the one year old children must be produced some lexical such as noun, verb, adjective and adverb. But, in reality the two indonesian children had the differences from each other in producing a lexical items.

The source of the research data were 2 boys aged 1 year old. The child named Kaivan Anaqi (KA) and Hafidz Abdul Ghani (HAG). From the two boys

above the researcher intended to study about their language acquisition where they have many differences in acquiring a words. KA is more interactive than HAG. KA already able to respond what people say by using a words, while HAG still can respond by using facial expression.

Below is an example of word that acquired by the children :

1. a *Mom* : *Asky, yuk kita makan siang (Asky, let's have a lunch)*
Baby : *No, No*
 b *Mom* : *Itu ayah mau keluar. Ikut yuk (Ayah is about to go out, let's go)*
Baby : *Yok.. Ayok*
2. a *Mom* : *Hafiz, yuk kita makan*
Baby : *(nodding his head)*
 b *Grandma* : *Hafiz, mana abang?*
Baby : *(pointing his brother)*

The two examples above (1.a and 1.b) shows that the children who has the same age have a different way to respond people's utterances. As seen in example 1, the baby can respond people's utterances but in example 2, the baby only use a sign to respond people's utterance. As stated before, children develops the way of how to talk by hearing and imitating the sounds of surrounding people. The baby is familiar with that word so they can imitate the word clearly and family has important role in order to make baby understanding the language. Other example of the lexical items are shown in Table 1.1

Table 1.1 Some Examples of Lexical Item Uttered by the first child :

Lexical items	Indonesian	English
<i>nyam nyam</i>	<i>makan</i>	eat
<i>okung</i>	<i>opung</i>	grandfather
<i>num</i>	<i>minum</i>	drink

Table 1.2 Some Examples of Lexical Items Uttered by the second child :

Lexical items	Indonesian	English
<i>mam</i>	<i>makan</i>	eat
<i>opung</i>	<i>Opung/kakek</i>	grandfather
<i>num</i>	<i>Minum</i>	Drink

From this example above it can be seen that a child seems to have their own words by simplifying the way of adult in expressing a word, which they input as their new words, whenever they got a difficulty in pronouncing well the adults' word. Though child word is different from the adult, yet they share the same ways.

Because of the reason above, the researcher interested to find out the differences how one year old children learn to acquire the lexical items. There are some relevant studies of language acquisition which already done by previous researcher.

Siregar (2015) who have done a research titled "Acquisition of Nouns and Verbs by the One Year Old Children" stated that the children who have a regular conversation with their parents have clearer pronunciation than children who are not regularly having a conversation with parents.

Hutabarat (2007) stated that 22 months old child produced nouns and verbs dominantly and acquisition of early words, children were able to know the functions of the word eventhough some words were still unclear yet.

Hence, based on the explanation above, the researcher are eager to conduct the research about language acquisition of one year old child and focus on lexical acquisition.

1.2. The Problems of the Study

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

- 1) What are the lexical items acquired by one year old children?
- 2) How do they acquire the lexical items ?
- 3) What factors affect the acquisition?

1.3. The objective of the Study

In line with the problem, the objective of the study are.

- 1) to ascertain the lexical item acquired by one year old children,
- 2) to investigate how the children acquired the lexical items,
- 3) to elaborate the factors of the lexical items acquired by one year old child.

1.4. The Scope of the Study

This study presents to investigate the acquisition of lexical items acquired by one year old children. The aspects that has been observed in this study are the lexical acquired by the children, the way the children got the lexical items and to find out the factors that affected how children acquire the lexical items.

1.5. The Significance of the Study

It is expected that the findings of this study will be significantly relevant to the theoretical and practical aspects. Theoretically, the research findings hopefully can provide significant contribution for a further research on language acquisition. 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 in process of teaching their children to able to speak faster and better. For teachers, especially early children hood teachers as guide for teaching language to children and knowledge to teacher themselves.

