

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A Child needs two years to acquire the language since he was born until he/she can use the language in his/her daily life. A child is born with having no knowledge about any single word. She or he acquires the language through a process of acquiring, starting immediately from birth (Clark, 2003:1). 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 not mean like learning at school but learning means the process of acquiring the language.

Since language is the most important aspect in communicating within the 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 others (Gillen, 2003). The Child can develop his way of communication by the help of his environment such as things in his

surrounding and human being like mother, father, brother or sister. The child develops the way of how to talk by hearing and imitating the sounds of the surrounding people.

One of the experts of the language acquisition says 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 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 developmental features should be present. A fourteen-month-old child, for example, may utter /naena/ for banana, while the two-year-old child may say /baena/, and the three- year-old child may finally say banana. 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 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 the help of their surrounding environment.

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 some parts of the language harder or easier to acquire. The acquisition could also be affected by

the social of interaction and cognitive development. Those factors could determine whether language learners follow the same path, detect and use the same patterns, and make the same inferences about meanings during acquisition, then how actually children get their language faculty especially on their phonological acquisition.

This is one of the examples of the phonology acquisition. A child wanted to say the word “ikan”, he said [i:kaŋ] in stead of [i:kan] when he saw his mother brought some fish after shopping while pointing the fish with his finger. This is one of the ways in which a child is trying to communicate with the environment surround. Yet the most interesting phenomenon here is, the phonology process underlying the word formation produced by child. It can be seen that a child’s speech/pronunciation is different from the one produced by adult. The word ‘ikan’ which should be pronounced as [i:kan], somehow is changed by a child into [i:kaŋ]. The process of change in pronouncing [i:kan] becomes [i:kaŋ] is interesting for the writer.

From this phenomenon, it can be known that a child seems to have their own words by simplifying the way of an adult in expressing a word, which they catch 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 meaning, so that adult and child are still be able to communicate to each other in some ways. The writer, then, believes that investigating this phonological process issue through the word production of a

child is interesting to do. Thus, that kind of case is the main background for this study to be observed.

In order to do this study, a two-year-old child has been observed. For that purpose, an intended person for the subject of this study should be found. His name is Hafidz Al-Farisi Lubis, he is a Mandailingnese. A two-year-old Mandailing child is decided to be observed and investigated since there is an overview states that most children begin to produce recognizable words at the same points in the second year.

Second year in children language development is considered as a phase where their ability in producing words and sounds grows rapidly overlapping their first years. Furthermore this study has revealed the process of phonological acquisition which occurred in a Mandailing child who is entering second year of his life. Through this study the writer has tried to find the vocabularies of a two years old child whether at the age of two, he acquires nouns, adjectives, verbs or adverbs, the vocabularies which are acquired by him also be determined which word class is the more dominantly produced.

While doing the observation of acquiring the phonology production, the process of acquiring the language also be taken care. Then to analyze and identify the words produced by the two-year-old Mandailing child and their classification based on Ingram theory, which involve: substitution, assimilation, and syllable structure process. Before this age, children pass through a period in which speech-like-sounds are produced, with no obvious link to words in the adult language (Gillen, 2003). It is also believed that second year is a golden phase for child in

learning and developing their language. And what makes the researcher chose Hafidz Al-Farisi is since he is one of the son of the writer's brother, it is believed that the observation and investigation much more accurate and easier. In addition, Hafidz Al-Farisi Lubis is familiar with the writer therefore he has not be shy to speak out by the time he is being observed. That is one of the reason why the writer interests to do this research, besides he is very keen on the phonological production of child and he loves children so much and wonder of how they could speak.

This study used one of the theory of first language acquisition which covers also children's language development especially phonological acquisition in analyzing the case. For the appropriate theory, the study used the theory that is delivered by Ingram (1989) who describes about the phonological process occurs in child. He sees that this process as consisting of a universal set of hierarchically ordered procedures used by children to simplify speech (Fletcher and Garman, 1986). In other book, Ingram also stated that children acquire phonological system of adult by creating their own structure, and later on change it if their knowledge about adult's phonological system is getting better (Chaer, 2003).

Ingram (1989) states that phonological process includes: Substitution process, assimilation process, and syllable structure process. Through that phonological process theory, can be understood how the process of phonological acquisition happens. Based on Ingram's theory, the writer also tried to analyze sounds that are produced by the two-year-old Mandailing child according to manner of articulation of sound, referred articulatory phonetics which deals with

where and how actually sounds are produced in human's speech organs (Ladefoged, 1975).

This study is aimed at find it whether there is a chance to apply the theory of Ingram to the process of phonological acquisition of a two year old Mandailing child, what sound or phoneme are acquired and how the processes of phonology is in a two-year-old Mandailing child.

Chomsky in (Dardjowidjojo, 2000) stated that language is actually not a process which is done by the children, yet happens to them. Still on the same book, He said that human being has a, what he called, *Faculties of the Mind*. It is spaces of abstract intelligent within the mind of human being. And one of those spaces is allocated for the using and acquiring of language. Thus, by analyzing and moreover understanding the phonological process occurred in a two-year-old Mandailing child, It is expected that people will have description inside their mind about how child's speech is formed.

1.2 The Problems of the Study

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

- 1) What phones are acquired by a two years old Mandailing child?
- 2) How does a two years old Mandailing child acquire the phonology production?
- 3) How are the phonology productions of the words acquired by a two years old Mandailing child?

1.3 The Objectives of the Study

In relation to the above problems, the objectives of the study are formulated as follows.

- 1 To find out phones are acquired by a two yearsoldMandailing child.
- 2 To describe how a two years old Mandailing child acquires the phonology production?.
- 3 To describe the phonology productions of the words acquired by a two years old Mandailing child.

1.4 The Scope of the Study

This study attempts to investigate the phonology production of the first language by a two-year-old Mandailing child. The aspects that has been observed in this study are the words' production of the child, the way the child acquires the words of the first language and to describe the phonology production. But the main aspect that has been observed in this study is the phonology production of the first language he acquires.

1.5 The Significances of the Study

The findings of the study are expected to be significantly relevant to theoretical and practical aspects.

Theoretically, the research findings are expected to enrich the theory of language acquisition, especially the language acquisition by a two-year-old Mandailing child. This study is considered useful initially to provide the

information about language acquisition by a two-year-old Mandailing child when he/she utters the language in the situation especially about the first language phonological production of a child. Consequently, it given a better understanding and a new insight on how language acquisition is related to the aspect of language acquisition study. This contribution given tentative framework for a comprehensive analysis of language acquisition by a two-year-old Mandailing child.

Practically, since this research is focused on the language phonological production by a two-year-old Mandailing, it is useful for lecturer of language acquisition to use the research result of the language phonology production by a two-year-old Mandailing child to the students of University. This study is also useful for the parents whose child is in his/her two years old. They may have knowledge about the acquisition phonological production when their child is in two years old, and also they known what to do if the child does not able to speak at the age of two years old. The last is this study is hoped to be useful for the next researchers when they do any further research about language phonology acquisition.