

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language plays an important role to establish a good rapport among group members in any societies all around the globe. Language is a set of rules that is used by human as a tool of their communication. It is a system sounds and words we all use to express ourselves and communication to others. We cannot fully understand others without knowing their language. Language is also an important part of human life, it has many functions. By using language, people can develop a mutual social relationship because language is used to transfer human's minds, feeling ideas, etc.

Language is important and useful for people around the world. Without language, the idea or feeling of human can't be explained clearly. Language not only used by adult, but also by the children. Talk about language of the children or children's language, immediately reminds us with language acquisition. Language acquisition is the process whereby children achieve a fluent control of their native language (Varshney, 2003: 307). Native language or mother tongue is a traditional language refers to the language of one's ethnic group in some countries. The term native language refers to the language that a person acquires in early childhood because it is spoken in the family and /or it is the language of the region where the child lives.

Also called a first language, dominant language, home language, native language and arterial language.

The study of children's language acquisition is always interesting to be investigated. It will make better understanding about the development of the children's language and knowing uniqueness of children in producing a language. But nowadays, the parents do not teach the native language to their children formally because of modernism. All the children generally using Bahasa Indonesia to communicate to another. We can see from the Karonese children's, their first language is BahasaKaro, but sometimes they using Bahasa Indonesia in spoken. The daily activity, such as watching TV, listening the music, sings a song by using Bahasa, will influence their language.

The children in developing their language have big influence from their parents. The vocabulary, grammar and accent that they heard every day will shape their language. For example, a family who lives in Kabanjahe has a children, they talk to their child by using Indonesian language with Karo accent and combination with Karo grammar, will affect their child's speech utterance. Beside that the parents who use Indonesian language to communicate with their children in every day, will reduce the child's understanding of the mother tongue.

The environment and social also affects the development of the child's language. When the child heard their friends around them speaking language, they will follow that spoken words or grammar and the language that their friends used (native language or the other language). If the language they hear is good and polite or impolite, they will be in the same way. The children love to mimic and imitate adult

speech utterance in their environment in which they live. The language acquisition is varying one to another. Therefore, the researcher do the research about The first language acquisition of speech by 2.7 years karonese child.

1.2 The Problem of the Study

The problem of the study is formulated in the following question:

“What is the Karonese child utterance at the age of two years and seven months in first language acquisition?”

1.3 The Objective of the Study

In relation to the problem of the study, the objective is as the answer to the problem.

Thus, the objective of this study is To find out the Karonese child utterance at the age of two years and seven months in first language acquisition.

1.4 The Scope of the Study

This research focuses on one person of Karonese girl named Renata Evrisa Br Sembiring who lives at Suka village aged 2 years and 7 months.

1.5 The Significance of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

The finding of this research is expected to be one of the sources in improving language acquisition studies, particularly on the first language acquisition of two-years- old children.

2. Practically

The result of the study is expected to be used as a reference to other researcher who wants to do the research about language acquisition.

- a) The result of the study is expected to be used by the lecturer as illustration in teaching language acquisition.
- b) For the lecture, as their references in learning language acquisition.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of literature and provides explanation of the related materials, which is aimed at giving some clarifications of the terms used in this study and they need to be explained theoretically. The terms are defined in order to avoid misunderstanding that might occur in the process of getting a better insight of the discussion of the study. Furthermore, the theoretical frameworks of this study include:

2.2 Language

Humans are born with a natural ability or innate capacity to learn language, (Troike, 2006:13). Language is very important part of life. It is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture express themselves. Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generations are used is free and infinitely varied. Even the interpretation and the use of words involve a process of free creation.

As a human being, automatically has to build the communication. Communication between people not only enables us to understand one to another, but

aids in developing relationships and allows us to communicate our problems, suggestions and plans.

Language is quintessentially human. We use spoken language every day, face-to-face, as a means of communication, while written language allows us to record and hold on to our history across generations. Language itself is very complex. It has a sound system that allows us to use numerous distinct words, a vocabulary of some 50,000 to 100,000 terms for many adults, and a series of constructions for relating these words. It allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal system, make political speeches, and participate in the myriad other activities that make up the societies we live in. Language allow us to coordinate what we do with the others, relay information, find out the answer, and carry out everyday activities, gossiping, making puns, writing memos, reading newspapers, learning histories, enjoying novels, greeting friends, telling stories, selling cars, reading instructions the list is unending. Language use calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we rely on to convey wants and needs, thoughts, concerns, and plans. (Clark, 2009:1).By the language, all the feeling and idea could be explained clearly.

2.3 Language Acquisition

Language acquisition is something that can often GO, acquiring language and using language is an amazing ability we as human being, have. Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentence to communicate by the few years of child. From this meaning, then the term of language usually refers to the first language acquisition.

When the children learn a first language acquisition, they could build on preexisting nations of what to represent with language as well as prior nations of communication. Or they could start from nothing and discover what is represented in language. And since language differ; their acquisition might also be affected by the properties of each language. The type of language could influence the order in which children acquire specific parts of the language and could also make some elements harder or easier to acquire. Their acquisition could also be affected by social interaction and cognitive development (Clark, 2009:1-2).

Language acquisition is a process by which a language capability develops in human being which concerns with the development of language in children. It is process used by children to adapt a series of hypothesis which appears with the parent's utterances until they select and used them in a certain structure of language. It takes a comprehensive look at where and when children acquire a first language which in iterates social and cognitive approach to how children analyze, understand,

and produce sound, words, and sentences as they learn to language to cooperate and achieve goals.

Every day, the produce sound and words of the child and how to giving respond is always develop, not only when they heard someone talk or communicate to each other by speech sound, but also by the other way. According to Ingram (1989:140), the general picture was that children begin to respond meaningfully to words around 1 years of age, and increase their receptive vocabulary for several months before any noticeable gains in production words. By looking some picture, e.g. Rose flower, rabbit, and etc. will be increasing their vocabulary automatically.

Language acquisition can be seen as a natural process that will occur to every normal child. Each child will follow similar language development stages although probably at their own teach the adult speech competence. While it is true that much of children's initial language learning can be attributed to their imitation of sounds and words around them, many of their utterances are quite original and cannot be explained as imitations at all, since they can never have heard them before (Troike, 2006:13).

The child has not been able to use perfect grammar in saying something or communicating. In addition, (Socarras, 2011:7) said that children's grammar are qualitative different from adult's grammar. Adult in contrast, when trying learn another language, are usually presented with a myriad of grammar rules and pattern to master from the very first class, meanwhile the child just said what they want to say without using grammar rules and pattern.

2.4 First Language Acquisition

Language is an extremely complex system, which is continuously subject to change. Despite the complexity and the vast amount of variation, children learn their mother tongue quickly and efficiently. Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught- as opposed to the teenager or the adult struggling without, it seems, ever being able to reach the same level of proficiency as five-years- olds in their first language acquisition (Meisel, 2011:1).

First language acquisition is the acquisition of the mother tongue. It is also a basic experience in learning to speak by using language. A child learns to speak the language from those who bring his/her up from infancy. The first language is inquired from environment and interaction, not from inheritance. Therefore it is understood that none inherits reability to speak a particular language, but every normal human child is born with the ability to acquire a language.

According to Chomsky (2009:101-102) language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of acquisition and the use of language are acquired largely determined by internal factors; it is because of fundamental correspondence of all human languages. The functioning of the language capacity if furthermore, optimal at a certain critical period of intellectual development. In addition to that, the term language acquisition

is normally used without qualification for the process which results in the knowledge of one's native language.

Language acquisition is meant process whereby children achieve a fluent control of their native language (Varshney, 2003:307). The ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Language acquisition thus appears to be different in kind from the acquisition of other skill such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. When the child living with native speaker, their language develop follows with the nature inter-language grammar, then there are good reason to pick subject to performance, at least, is native like (White, 2003: 251). Every normal human child learns one or more language unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six.

2.5 Stages in Language Acquisition

When humans are born, start from baby, the simple and effective methodology of grammatically judgments is difficult or impossible to apply with young children (Rizi, 2000:10). It is because he does not have the grammatical of his first language in his brain and completely with its rules. The native language is acquired through some stages and every stage is passed near to adult's language. There are six stages in children's first language acquisition:

2.5.1 Pre-talking Stage / Cooing (0-6 Months)

According to Bolinger (2002: 283) pre –talking stage or cooing is the vowel like sound responding to human sounds more definitely, turns head, eyes seem to search for speaker occasionally some chuckling sounds. Within a few weeks of being born the baby begins to recognize its mothers’ voice. At this stage children are learning to make sounds by manipulating their tongues, mouths, and breathing. This cooing behavior may occur when the child is alone and clearly indicates the child is experimenting with making sounds. These vowel-like sounds occur earlier than do the consonant-like sounds because the vowel-like sounds are produced with less articulation than consonant sounds.

2.5.2 Babbling Stage (6-8 Months)

By the age of six months an infant has produced all of the vowel sounds and most of the consonant sounds of any language in the world, including some that do not occur in the language(s) their parents speak, (Troike, 2006:12). It called babble. Babbling begins shortly after birth and progresses through several stages as the infant’s repertoire of sounds expands and vocalization become more speech like. Babbling can be seen as a precursor to language development or simply as vocal experimentation. The physical structures involved in babbling are still being developed in the first year of a child’s life. This continued physical development is responsible for some of the changes in abilities and variations of sounds babies can produce. The sounds which are produced by infants but not all speech sounds are

same in language of the world. At this stage the child sometimes issued babbling sound variation growing and increasingly complex combination. For example, the child is able to combine consonants with vowels, [ma-ma-ma], or [da-da-da], and [da-da-da], or [na-na-na]. This babble has no meaning and is not likely to be used again by the time the child is able to speak. This babble will be growing so that children are able to produce words per all of period of one word. This appears around the age of one year. Children in the babbling stage lack all features of language except for phonology, where they can form and recognize sounds/ speech but could not use any of this information to form sentences or to define words/understand what words means.

2.5.3 Holophrastic Stage (9-18 Months)

The third stage of language acquisition is holophrastic or one word stage. Fromkin (1983:328) defined holophrastic from holo “complete” or “undivided” plus phrase “phrase” or “sentence”. One word stage occurs between approximately 9 -10 months of age. By this point in time, children can produce a small number of isolated, single words and many sounds. This is now more language specific rather than universal babbling. By this point in time, children know which sounds and words get the attention of their parents (e.g. mama, dada, etc) and are again, positively reinforced. Children will over-generalize to maximize the effectiveness of their communication, and might call all four-legged animals a dog for example.

This early stage of the one word stage is definitely behaviorism later through, when the child moves into the more holophrastic part of this stage, it becomes more

interactionism as the child starts using one word with the most information/meaning to replace whole phrases or even sentences. They learn to associate one word with multiple meanings, which generally isn't taught to them and it's just something they pick up from interacting with adults around them. An example of this holophrastic use is 'milk'. By only using the word milk, the child could mean multiple things such as 'I want milk', 'I spilled milk', 'where is the milk?', etc.

By this point, a child can use and understand many features of language. They understand phonology and can distinguish between the different sounds they hear. Children here are developing a wider lexicon, and are well on their way in understanding morphology and the different rules words have. While they may be in the holophrastic stage, they are developing their syntax and semantic skills.

2.5.4 The Two-Word Stage (18-24 Months)

After a few months of producing one-word utterances, a child will begin to use two-word utterances and continue to do so until they are around the age 2.5 years old. The child at this age is already able to produce the consonant sounds like [j], [p], [b], [d], and [n]. These two-word utterances are usually in the form of noun-noun or noun-verb. Much of this is almost identical to one-word utterances, and so for awhile there may be a large overlap in the way they use one-word utterances and two-word utterances. An example of a two-word utterance (noun-verb) might be 'doggie bark' meaning the dog is barking. This stage only contains content words (no function words or morphemes yet). A child's lexicon usually develops to around 50 words and

then takes a dramatic leap forward and is sometimes commonly called the 'word spurt' or the 'naming explosion'.

This is definitely interactionism, and somewhat nativism in the way that they definitely aren't taught how the structure their phrases, but know how to thanks to what is known as the LAD (Language Acquisition Device), which is located in the brain. The LAD is a language mechanism or process that is supposed to have the function of being able to learn and process symbolic nature easily.

The features of language are also very similar, the only change here though is that s child has a better understanding of syntax and semantics. As Fromkin (1983 :329) state that children begin to form actual two-word sentences, with the relations between the two words showing definite syntactic and semantic relations and the intonation contour of the two words extending over the whole utterance rather than being separated by a pause between the two words. Children here still highly abbreviate words and still lack many of the smaller grammatical words. They are beginning to develop an understanding of the different rules some words possess, how to use these words, etc. they're developing an understanding of how to categorize words they hear from adults. Children at this stage don't necessarily need to be taught something, but instead can develop their own sense of meaning when it comes to words that they may have never heard before. If a child is offered something like lemonade, they may not know what lemonade is, but from the question they will understand that lemonade is a food, and then associate the taste of lemonade with that word. The word ordering a child uses at this stage is the same as an adult's grammar.

2.5.5 Telegraphic Stage (24-30 Months)

Telegraphic stages is the last stage of language of language before a child can speak fluently and begins roughly around 2.5 years old and onward indefinitely until a child has fluent language skill. Telegraphic is merely a descriptive term because the child does not deliberately leave out the non-content words, as does an adult sending a telegram, Fromkin (1983:330).

During this stage, children seem to have a much better understanding of syntax and semantics. Over the course of this stage (more specifically after the age of two), children often expand their lexicon by as many as ten twelve new words a day, most of which are new social interaction words such as yes, no, please, by, etc. To discover these new words, many children at this age ask a large amount of questions typically beginning with 'wh' such as 'who, where, what' etc. and in a sentence they may look like 'Where Mummy? What that? etc'. They tend to develop a fairly good understand of what each individual words means and how to use it in a sentence. During this stage, children do not appear to be making word order errors, but their sentences are shortened dramatically. They generally follow the order of the subject, verb and object, such as 'doggie bark me' might mean 'the dog barked at me'. The first inflection children learns is usually 'ing', followed by an understanding of plurals and how plurals are formed as well as starting to develop exceptions. Simple prepositions (i.e. in, on, etc) are generally learnt after this.

Children may have a lot of trouble in terms of phonology. They know the difference between sounds and can distinguish between even the hardest sounds with ease, but they may not be able to physically pronounce them yet. This is known as the

'Fis Phenomenon'. Children in this telegraphic stage are still lacking function words and morphemes and do not quite know to use these in sentences, but when heard, they can understand them and how they give a sentence meaning.

2.5.6 Later Multiword Stage (30+ Months)

At this stage is fastest increase in vocabulary with many new additions everyday; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them. There is no recognizable stage that marks the transition from two-word to multiple-word utterances. Once children get the idea of syntax, they may combine more than two words at a time. For examples: clock on there, kitty down here, other cover down there. Children's syntactic growth during this period is measured by the mean length of utterance (MLU), calculated according to the average number of morphemes per utterance. Although children may develop at very different rates, when their utterances approach a MLU of about 2.0, they begin to add the grammatical "glue" that holds together adults sentences, such as tense and number markers, possessive markers, helping verbs, and certain prepositions. This marks the transition to the next stage of development, what we might term the grammatical morpheme stage.

2.6 Speech Utterances

The first 3 years of life, when the brain is developing and maturing, is the most intensive period for acquiring speech and language skill. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.

The development of children utterances in children is facilitated by parents, adults, or any other guardian the child has growing up.

There are three types of child utterances by Djarwowitzjojo:

2.6.1 One Word Utterance

One word utterances is very simple because it consists only in one word. Children's one-word utterances have been referred to as holophrastic, because they seem to have intents as longer utterances produced by adult. One word utterances has various meaning. If a baby wants a bottle and it just beginning to learn just use the one word [ba] uttered in this stage of development might mean "give me my bottle, I see my bottle, I dropped my bottle," and so forth, and it is left up to others to figure out the intended meaning in context.

2.6.2 Two Word Utterance

Two word utterances show consistent patterns and are not merely random combinations of words. Some of the consistency has been described according to the meanings children express in the two-word utterance stage. They talk about the action, agents, locations, and possessions, and they point out and describe things.

Furthermore, two-word utterances exhibit consistent word order, which has been described in terms of pivot and open words. For example, more fish, water off, more walk. There is no recognizable stage that marks the transition from two-word to multiple word utterances.

2.6.3 Multiple Word Utterance

The next milestone in a child's acquisition of language is the combination of more than one word per utterance. Infants are faced with the challenge of segmenting words early on; it has been estimated that more than 90% of the speech addressed to 6 to 9 month-old infants consists of multiword utterances (Friederici, 2008 : 37). This stage marks the realizations that words can combine systematic ways to express in isolation. The children typically begin this stage by juxtaposing two words with equal intonation on both and a pause between them, as if each were a word being pronounced in isolation. "Mommy.....runs". Following that, children combine word into what appear to be rudimentary sentences, with no pauses between the words and falling intonations at the end. Some examples are more car, more read, no pee, bye-bye Papa, there potty, Mommy stair. We can notice this utterances tend to be dominated by content words, often nouns, adjectives, and verbs.

2.7 Language Development

Language is a rule based system. Thus, when acquiring a language, the child has to extract from the speech input the relevant rules which constitute linguistic

knowledge. Due to the fact that the linguistic input children receive does not consist of single word utterances, the child needs to learn to segment out the words and extract rules from fluent speech in order to build up a vocabulary and acquire a language (Friederici, 2008: 215). From birth on, children are programmed to develop speech and language. The first five years are most critical but language development continues throughout early childhood and on into adolescence. During the first five years stimulation of language development is important as the brain is both developing new nerve cells as well as multiple connections between nerve cells to serve the function of language both expressive and receptive. Lack of stimulation during this time could result in a child making slower progress or end up with poor communication skills. The way to help developing the children language are spend lots of time talking, singing and reading something to the child.

In the early stages of language development, the brain is programmed to attend to speech sounds and begin to mimic them. Early on babies like to make sounds up on their own. Later they attempt to repeat sounds/ words that they are exposed to from their environment.

Children usually say their first words between nine and 18 months old. The most common first words are either “mama” or “dada” what kind of interesting is no matter. They usually reference the words from their mother or father. By the age of 18 months a child usually has a vocabulary of 50 to 150 words.

By two they can probably use over 300 words and understand about 1.000 words. By about 18 months children begin to put a couple of words together to form a sentence sometimes referred to as “telegraphic speech” such as “mommy ball” or “mommy throw ball”.

Around 3 years of age, children begin to use language for all kinds of things. They are not only trying to get things by asking they are talking about past experiences and even beginning to use it to pretend. By preschool they are beginning to understand and use the rules of language to express possession of something, connect thoughts and quantify. Their language is becoming more like that of adults.

In elementary school children continue to expand their use of oral language but are also learning to read and write. As children progress through middle school and high school they continue to expand their vocabulary and refining their grammatical skills and write in more complexities as well as continue to develop reading comprehension skills.

The table below describes specific skill development for each stage of development through age 8.

Language Development Time Lines:

Infant (birth to 18 months)
Toddler (18 months - 3y)

Preschooler (3y - 5y)

School Age (6y – 8y)

Birth to 6 Months

1. Vocalization with intonation
2. Responds to his name
3. Responds to human voices without visual cues by turning his head and eyes
4. Responds appropriately to friendly and angry tones

Six to 12 Months

1. Uses one or more words with meaning (this may be a fragment of a word)
2. Understands simple instructions, especially if vocal or physical cues are given
3. Practices inflection
4. Is aware of the social value of speech

12 to 18 Months

1. Has vocabulary of approximately 5 – 20 words
2. Vocabulary made up chiefly of nouns
3. Some echolalia (repeating a word or phrase over and over)
4. Much jargon with emotional content
5. Is able to follow simple commands

18 to 24 Months

1. Can name a number of objects common to his surroundings
2. Is able to use at least two preposition, usually chosen from the following:
in, on, under
3. Combines words into a short sentence-largely noun-verb combinations
(mean) length of sentences is given as 1.2 words
4. Approximately 2/3 of what child says should be intelligible
5. Vocabulary of approximately 150-300 words
6. Rhythm and fluency often poor
7. Volume and pitch of voice not yet well-controlled
8. Can use two pronouns correctly: I, me, you, although me and I are often confused
9. My and mine are beginning to emerge
10. Responds to such commands as “show me your eyes (nose, mouth, hair)”

Two to Three Years

1. Use pronouns I, you, me correctly
2. Is using some plurals and past tenses
3. Knows at least three preposition, usually in, on, under
4. Knows chief parts of body and should be able to indicate these if not name
5. Handles three word sentence easily
6. Has in the neighborhood of 900-1000 words

7. About 90% of what child says should be intelligible
8. Verbs begin to predominate
9. Understands most simple questions dealing with his environment and activities
10. Relates his experiences so that they can be followed with reason
11. Able to reason out such questions as “what must you do when you are sleepy, hungry, cool, or thirsty?”
12. Should be able to give his name, age, sex
13. Should not be expected to answer all questions even though he understands what is expected

Three to Four Years

1. Knows names of familiar animals
2. Can use at least four prepositions or can demonstrate his understanding of their meaning when given commands
3. Names common objects in picture books or magazine
4. Knows one or more colors
5. Can repeat 4 digits when they are given slowly
6. Can usually repeat words of four syllables
7. Demonstrates understanding of over and under
8. Has most vowels and diphthongs and consonants p, b, m, w, n well established

9. Often indulges in make-believe
10. Extensive verbalization as he carries out activities
11. Understands such as concepts as longer, larger, when a contrast is presented
12. Readily follows simple commands even though the stimulus objects are not in sight
13. Much repetition of words, phrases, syllables, and even sounds

Four to Five Years

1. Uses possessives
2. Uses double negatives
3. Joins sentences
4. Can answer how, who, when questions
5. Follows up to 4 step directions
6. Uses third person
7. Tells simple jokes
8. Says full name
9. Knows an average of 900 words
10. Shows rapid language development
11. Uses sentences that are three to four words long
12. Mispronounces 40% of speech sounds
13. Enjoys listening to stories

14. Understands more words than able to use
15. Asks simple who and what questions
16. Tells simple events in sequence
17. Demonstrates beginning phonological awareness (hearing and recognizing the sounds of language)
18. Uses words to express ideas and feelings
19. Usually follows requests and can be reasoned with.

Five to Six Years

1. In addition to the above consonants these should be mastered: f, v, sh, zh
2. He should have concepts of 7
3. Speech should be completely intelligible and socially useful
4. Should be able to tell one a rather connected story about a picture, seeing relationships between objects and happenings

Six to Seven Years

1. Should have mastered the consonants s-z, r voiceless th, ch,wh, and the soft g as in George
2. Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp, short-long, sweet-sour, etc.
3. Understands such terms as: alike, different, beginning, end, etc.
4. Should be able to tell time to quarter hour

5. Should be able to do simple reading and to write or print many words

Seven to Eight Years

1. Begins to use reference books
2. Enjoys reading aloud
3. Enjoys mysteries, adventure stories and biographies
4. Adjusts language and vocabulary to fit an audience, topic, or purpose
5. Develops vocabulary from textbooks and personal reading
6. Gives precise directions and instructions for more complex activities and tasks
7. Tells and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood
8. Demonstrates effective listening skills by exhibiting appropriate body language
9. Uses a variety of simple and compound sentences of varied lengths

2.8 Factors that Influence Language Development

Language development is a process starting early in human life. When infants start without knowing a language until the age at which infants understand the meaning of a word present/functional is of interest, even if the infants are not yet able to show an according verbal response (Friederici, 2008:2). The earliest learning begins in utero when the fetus starts to recognize the sounds and speech pattern of its mother's voice and differentiate them from other sounds after birth.

Language development is different for every child. According to Johnson (2005), there is the considerable agreement that the course of language development reflects the interplay of factors in at least five domains: social, perceptual, cognitive, conceptual and linguistic. Whether these factors are controlled by parents or nature, there are serious factors in the development of the child's language.

2.8.1 Social

Toddlers infer a speaker's communicative intent and use that information to guide their language learning. For example, as early as 24 months, they are able to solely from an adult's excited tone of voice and from the physical setting that a new word must refer to an object that has been placed on the table while the adult was away. Besides that, the verbal environment influences language learning. Interaction with the child is crucial in developing social and language skills. From ages one to three, children from highly verbal 'professional' families heard nearly three times as many words per week as children from low verbal 'welfare' families". The main cause is

the children from high verbal are more likely encouraged to talk more and guided to do so. It is imperative to not only speak to the child but also maintain conversation when the child is around. In addition to income, television also affects language development. When the social environment of the home is centered on watching television, language and verbal expression, “talking” decrease.

2.8.2 Perceptual

Infant perception sets the stage. Auditory perceptual skills at six or 12 months of age can predict vocabulary size the syntactic complexity at 23 months of age. Perceptibility matters. In English, the forms that are challenging for impaired learners are forms with reduced perceptual salience; those are unstressed or lie united within a consonant cluster.

2.8.3 Cognitive Processes

Frequency affects rate of learning. The way of child processes language cognitively affects her own language develops. How often the child hears someone speak affects her cognitive processes in learning language. Children who are exposed to an unusually high proportion of example of a language from learn at a faster rate than those who are not. Beside that is “trade-off” among the different domains of language can occur when the total targeted sentence required more mental resources that the child has available. For example, the children make more errors on small grammatical forms such as verb endings and preposition in sentences with complex syntax than in sentences with simple syntax.

2.8.4 Conceptual

Relational terms are link to mental age. Words that express notions of time, causality, location, size and order are correlated with mental age much more than words that simply refers to objects and events. Moreover, children learning different language learn to talk about spatial locations such as in or next to in much the same order, regardless of the grammatical devices of their particular language. Beside that, conceptual speaking language skills are related to word knowledge. If the child has difficulty recalling a word, it is likely that he/she will know less about the object itself.

2.8.5 Linguistic

Verb endings are cues to verb meaning. The child linguistic ability directly influences his/her language development. In formulating his/her vocabulary, it is not uncommon for the child to associate a new word with a current object he/she does not have a label or word to associate with it. It is also common that verb endings, such as -ing, infer a meaning to the toddler. It is common that the child will infer that this “meaning” is related to an activity, such as swimming, playing or running, rather than a completed stages or state, such as push off.

2.8Karonese

The Karo or Karonese are the people of ‘Tanah Karo’ (Karo lands) of North Sumatera and a small part of neighboring Aceh. The Karolands consist of Karo Regency, plus neighboring areas in East Aceh Regency, Langkat Regency, Dairi

Regency, Simalungun Regency and Deli Serdang Regency. The Karo people speak Karo language, a language related to, but not mutual intelligible with other Batak language, in addition to Indonesia. Karo referred to in Indonesia as Bahasa Karo (Karo Language), is an Austronesian language that is spoken by Karo people in Indonesia. It is used by around 600.000 people in North Sumatera. It is mainly spoken in Karo regency, Southern parts of Deli Serdang and northern part of Dairi Regency, North Sumatera, Indonesia. Beside that, the Karo people are divided up into clans or Merga. The Karo merga are Ginting, Karo-Karo, Perangin-angin, Sembiring and Tarigan, these Merga are then divided up into families. The religion of Karo people today is mostly Christian. (https://en.m.wikipedia.org/wiki/karo_people (Indonesia)).

2.9 Previous Research

The previous research about the morpheme acquisition of 2 up to 2 years old and a half kids has been done by Mauliani (2011). She found that children at the age of 2 years to 2 years and 6 months were able to obtain morpheme. At the age of 2 years and 6 months, based on the research that more children obtain free morpheme is easily obtained due recorded in the child's brain and easy to pronounce. Children's ability to obtain morpheme to be assembled into one word utterance and the utterances of two words, even capable of using morpheme as child speech in everyday language.

Another research about language development of 2.5 years old children has been done by Rusyani (2008). The result shows that at the age of 2.5 years, a normal child already can pronounce phonemes and words are limited accordance with the

environment and the objects around it. In addition, the words that come out are still fragmented and his words still slip. At the age of 2.3 to 2.5 years, the words they produced have started with nouns and verbs. Vocabulary development has started with nouns and abstract. While the nouns and verbs are also increasing due to the repetition of good acquisition or unconsciously.

2.10 Conceptual Framework

Language Acquisition

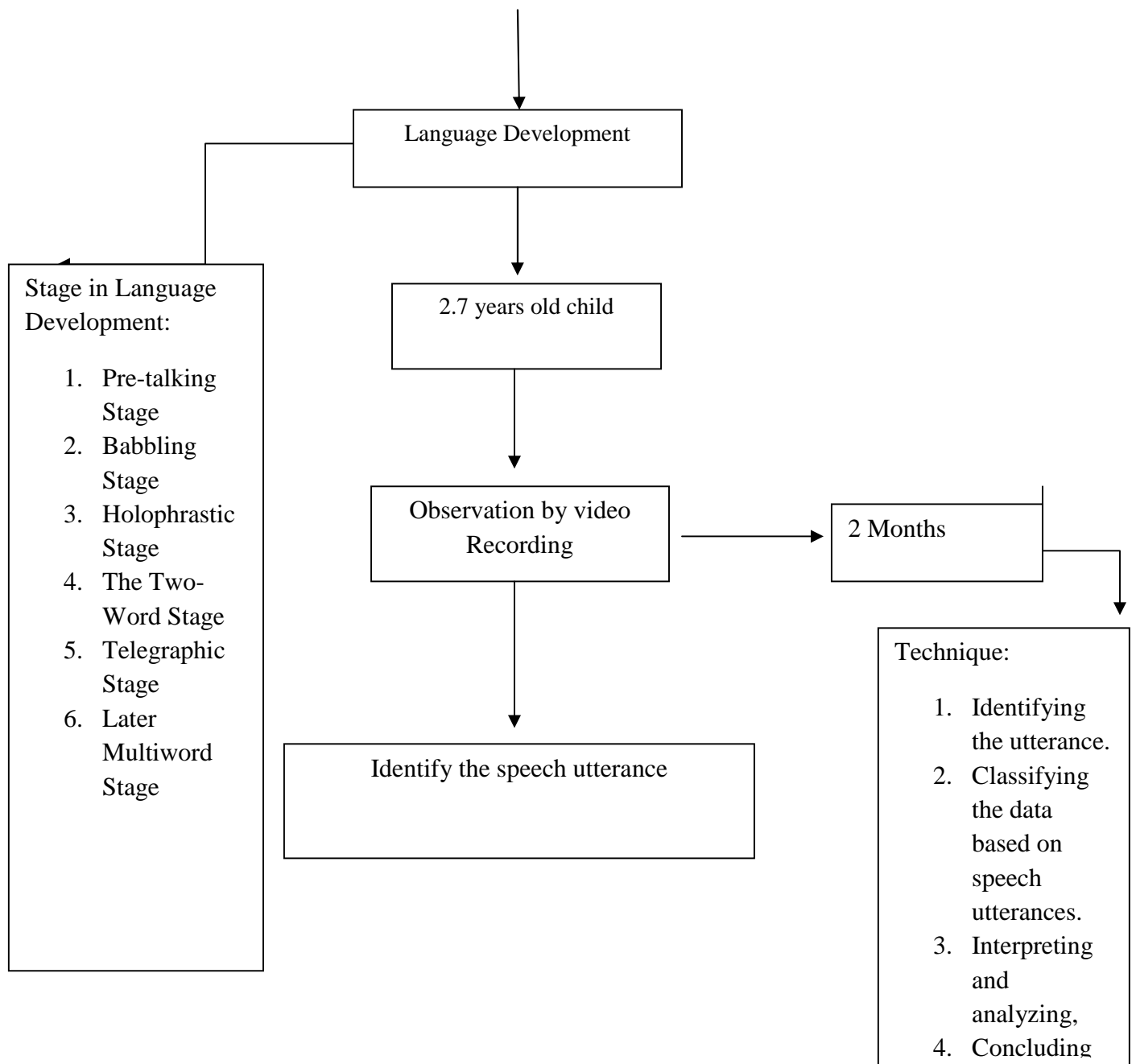


Figure 2.1 Conceptual Framework on The First Language Acquisition of Speech By 2.7 Years Karonese Child (Lisa Devyani Br Ginting, 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research of this study was conducted by using qualitative approach. The qualitative has natural setting and no treatment. Based on Bogdan and Biklen (1992 : 1) qualitative means to find out how a theory works in different phenomena. This study to find out how the theory of analyzing in a phenomena of language use in order to observe the sentence acquisition of two years old child which requires a case study method.

3.2 The Subject of the Research

In this study, the subject of research was done by one person of Karonese girl named RenataEvrisa Br SembiringKembaren or usually called Rena. She was born on Februari, 15 ,2017. She is the first daughter ofEydyBezalelSembiring and Leanisa Br Bangun. The researcher has close relationship with this subject. She is the researcher's neighbor.Rena with Karonesebackground ethnic used Karolanguage as daily language.

The subject has been good pronunciation in communication with others minimally in the purpose for fulfilling what she wants such as begging something or asking information. She is an active girl in playing and watching film, especially

cartoon movie like Barbie Mariposa, Sponge Bob and AditdanSopoJarwo channels of TV. Her parents are Karonese. Her mother tongue is BahasaKaro since her parents decided to use Karo language as their first language. The subject has good relationship with researcher's sister named LilisAndryaniwho always teachesher howto talk and learn Karo language.

Beside that the subject has close friends named Ella Kevira Br Sembiring (2 years 5 month) and VebyYoriskaSembiring (6 years),Everydaythey spend the time together by using the same language to cammunicate to the other.

3.3 Instrument of Collecting Data

The instrument of collecting data are observation and video recording of one personKaronese girl aged 2 years and 7 months in her daily activities. The observation and video recording in this research was done in the situation home activity, playing, watching TV when the subject near of the researcher. Writing tools also used such as book and pen to note everything when the subject speaking but cannot be capture by the tool of recorder. In addition, much of the same information can be gathered by interviewing, in this case by means of oral question about free word of the subject's utterances.

3.4 Technique of Collecting Data

In collecting data, observation and video recording of conversationwas carried out as technique. The state of observation will be done to engage in activities

appropriate to the situation and to observe the activities, people and physical aspects of the situation. The observation in this research was done ones in three times in one week in the situation home activity, playing, and watching TV. For this research, the researcher used the video recorder to record the conversation of subject with her parent or her friends. When the researcher doesn't at village, her parents and researcher's sister helped the researcher to record the video conversation. This research took place in Suka village, Tigapanah Sub district, Karo Regency.

3.5 Technique of Analyzing Data

The data was analyzed by using qualitative data analysis. According to Moelong (2007: 6) qualitative data analysis stage is as follows:

1. Identifying the utterances which are related to the speech utterance
2. Classifying the data based on the speech utterance
3. Interpreting and analyzing
4. Concluding the finding

