

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a complex specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction is deployed without awareness of its underlying logic, is qualitatively the same in every individual and is distinct from more general abilities to process information or behave intelligently. There are many languages in this world, one of them is English. In this study the writer will focus on child language acquisition that the child uses in child daily life. The writer found a child that will be analyzed namely Arya Hutabarat.

Parents do not teach the native language to their child formally. The child can pick up a language like playing a game with other child to extend their language abilities. The specific environmental factors that make it possible for language acquisition to occur, but the primary element would appear to be merely sufficient exposure to language use in a social context. Children seem to learn language the way children learn to walk. Children learn thousands of words, complex phonological and grammatical structures, semantic and pragmatic relations. Children learn a language, not because children are subjected to a similar conditioning process, but because children possess an inborn capacity which permits them to acquire a language as a normal maturational process. This capacity is universal. Children have an innate language acquiring device.

Children learn a language by exposure to it in society and by unconsciously forming certain hypotheses about language, which children go on modifying till children come to the adult model which children are for the most part exposed to. So the children go on constructing an innate grammar, operating over generalized rules. It is the first because of its uniformity throughout the human race. There

are simply no cases of normal human child who given the chance, fail to acquire a native language. The ability of child at such young age to form complex rules, to construct the grammars of spoken and sign languages, and to do in such a relatively short time is indeed phenomenal. From this, we know that it is impossible that the child passing suddenly from one stage to another.

In addition to that, as universal there are some stages in acquiring the native language. They are the pre-talking stage, the babbling stage, the holophrastic stage, the two word stage, and the telegraph stage. The language is acquired by the stages. But on this study, the writer just focus on the final stage of language acquisition that is the telegraphic stage. This stage contains two or three word in sentences. Sometimes during this stage the child begin to see the links between words and objects and therefore overgeneralization comes in. Some examples of sentences in the telegraphic stage are "*Mummy eat carrot*", "*What her name?*" and "*He is playing ball*". During this stage child vocabulary expands from 50 words up to 13,000 words. But actually child do not understand about the grammatical language that child use, child just focused on how child can communicated with each other. Child talk or tell their parents what child think or what child want to talk about. At the end of this stage the child starts to incorporate plural, joining words and attempts to get a grip on tenses. From the explanation above the writer know that by the each stage child will improve their ability about language.

So the writer is interested too much to write this research because the writer curious about the development of language of Arya Hutabara especially at telegraphic stage. The writer selects Arya because he has indicated his willingness to participate in the study. Based on the writer observation before, the writer find out some problem of Arya at uttered the words when Arya talking to his parents and people around him. The writer analyze the structural words that

arya used to talk with his parents, arya sometimes used a mixture of nouns and verbs to describe object and social interactions.

1.1.1 Conversation of Arya

Arya : ma, minta susu

(mom, i want milk)

Ibu : nanti, kamu baru siap makan nanti kamu muntah

(later because you just finished your launch, you can vomit if you take your milk again)

Arya : ndak mau, minta susu (menangis)

(i dont care, i want milk) (crying)

Ib u : iyaa iyaa,, bentar mama buat dulu.

(alright, wait i will make it)

From conversation above, the writer found that arya uttered the wrong word, actually “arya want drink milk” but arya less the word “drink” in the statement. Another mistakes are words that arya uttered in the second statement is not clearly. But as a parents, mother already understood about what arya want or need.

Based on the explanation above, the writer will conduct this study entitled:“The Language Acquisition OfArya HutabaratAt Telegraphic Stage”

1.2 The Problem of The Study

In relation to the background of the study that has been presented before, the problem of this study is formulated as follow “What Kind of Words Uttered by The Child at The Telegraphic Stage?”

1.3 The Objective of The Study

The aim of this study is to find out the kind words uttered at the telegraphic stage by the child.

1.4 The Scope of The Study

Language acquisition divided into two there are first language acquisition and second language acquisition. On this study, the writer focus on first language acquisition. There are some stages of first language acquisition : pretalking stage, babbling stage, holophrastic stage, two word stage, telegraphic stage, later multiword stage. On this study the writer only limit on the telegraphic stage in relation to language acquisition of child. The writer focus on the words of the child. Word is a single distinct meaningful element of speech, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed. There are many kind of words: noun, verb, adjective, adverb, interjection, preposition, conjunction, pronoun. But the writer will focus on the verb. There are some types of verb: transitive and intransitive verb, regular and irregular verb, action and stative verb, finite and non-finite verb, linking verb and causative verb. The writer only limit action verb. Action verb is a verb that expresses the action of the subject; a verb that does something and the subject can complete.

1.5 The Significances of The Study

The findings of this study are theoretically and practically relevant:

1. Theoretically

This study will valuable the knowledge inputting for the reader about language acquisition. This study expected to be an additional source for the next reseacher.

2. Practically

This study will be practically used for every parents to know the development of their child language acquisition and for the Teacher to know the language acquisition of child at telegraph stage in their daily life.

CHAPTER II

REVIEW OF LITERATURE

2.1 THEORETICAL FRAMEWORK

This study is conducted on some theories to get the point clearly for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concepts that applied in this study.

2.1.1 Language Acquisition

Language is quintessentially human. People 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. But babies are not born talking, they learn language, starting immediately from birth. Babies need to know what to use where and when, how to integrate language with other modes of communication, how to make themselves understand and how to understand others. This study focusses on children's acquisition of a first language, the stages they go through, and how children use language as they learn.

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. Children all over the world acquire their first language without tutoring. Whereas a child exposed to speak to an English speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. 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.

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 use of language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that “human beings are the same, wherever they may be”, that a child can learn any language. The functioning of the language capacity is, 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 (or native languages). Language acquisition at age 1-3 years old occurs naturally. It is meant that a child is insensibly acquiring the language but the fact child can produce the language for communication. The process of acquiring the language at the age before 5 years old is called as Golden age. This period show the progress of language development from one stage to another stages.

Language acquisition takes place in mid conversation. When children talk to each other in a short conversation children will get the developing of language, it means that children will improve their vocabulary based on adults language. Adults and children talk to each other, 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; what counts as a turn in conversation, when (and when not) to take a turn; and what counts as an appropriate contribution in the ongoing exchange (Berko Gleason 1988). In the course of conversation, adults use the conventional words for objects and actions. This way, they provide words for whole arenas of experience – food, clothing, toys, Acquiring language: Issues and questions 5 pets, vehicles, birds, mammals, plants, gardens, farms, the seaside, mountain slopes, and many more. They also

offer information about how words within a domain are related (Clark & Wong 2002). From the conversation, children will say what they are thinking about, and in fact, parents already understand about what children means. In learning to participate in conversations, children learn more of their language and more about how to use it (Snow 1978).

2.1.2 Stages In First Language Acquisition

As children learn to talk, children go through a series of stages, beginning with infancy, when they are unable to converse and do not yet understand any language. Children go from babbling at seven to ten months old, to producing their first recognizable words six to twelve months later. Then, within a few months, they combine words and gestures, and produce their first word combinations around age two. This is followed by the production of ever more complex, adult like utterances, as they become active participants in conversation, taking turns and making appropriate contributions. They begin to use language for a larger array of functions – telling stories, explaining how a toy works, persuading a friend to do something, or giving someone directions for how to get somewhere. Between age one and age six, children acquire extensive skills in using language and can sound quite adult like much of the time. By around age ten to twelve, they have mastered many complex constructions, a good deal more vocabulary, and many uses of language.

When human are born, he/she does not have suddenly 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, namely:

1. Pre-talking stage / Cooing (0-6 months)

According to Bolinger in Hutauruk (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. For example, Miles (at the age of 4 months) demonstrating the cooing stage of language acquisition. He is producing vowel-like sounds (especially, the back vowels [u] and [o]) in the sounds of “oh”, “uh”, and “ah”, typical of "cooing". He still finds difficulties in producing the vowel sound [i] except when he is screaming in “hiii”. Moreover in producing the consonant sounds like [b], [p], or [m], she is not able to produce them yet.

2. Babbling stage (6-8 months)

Babbling is the sounds which infants produce as consonant-vowel combinations, Steinberg (2003:147). The sounds which are produced by infants but not all the speech sounds are same in language of the world such as [ma-ma-ma] or [da-da-da] and [ba-ba-ba] or [na-na-na]. As babbling progresses to meaningful speech, though, the relationship seems to get stronger. In babbling the child will chance on many of the various articulatory mechanisms for producing speech and give practice to the use of those articulators.

3. Holophrastic stage (9-18 months)

Fromkin (1983:328) defined holophrastic from holo “complete” or “undivided” plus phrase “phrase” or “sentence”. So holophrastic is the children’s first single word which represent to

a sentence. Children using one word to express particular emotional state. For example, a child who has lost his mother in a market may cry out “mama”, it means that “i want mama”.

4. The two-word stage (18-24 months)

Two-word stage is the mini sentences with simple semantic relations. As Fromkin (1983:329) states 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. The following “dialogue” illustrates the kinds of patterns that are found in the children’s utterances at this stage. Basically, a child at this age is already able to produce the consonant sounds like [j], [p], [b], [d], [t], [m], and [n].

5. Telegraphic stage (24-30 months)

Telegraphic is merely a descriptive term because the child does not deliberately leave out the noncontent words, as does an adult sending a telegram, Fromkin (1983:330). When the child begins to produce utterances that are longer than two words, these utterances appear to be “sentence-like”; they have hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar.

6. Later multiword stage (30+months)

According to Bolinger in Hutaaruk (2002:283) 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.

2.1.3 Telegraphic Stage

The telegraphic stage is the last stage of language before a child can speak fluently and begins roughly around 2.5 years of age and on ward indefinitely until a child has fluent language skills. Children at this stage progress very quickly and develop language at a much faster rate now that they have grasped the very essentials of language. 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 to 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 question”, such as who, where, what ,when,why. For example : 'Where Mummy? What that?'. They tend to develop a fairly good understand of what each individual word means and how to use it in a sentence.

Children in the telegraphic stage are still lacking function words and morphemes and do not quite know how to use these in sentences, but when heard, they can understand them and how they give a sentence meaning. Before the child turns three it is likely to pass through the telegraphic stage. This progress appears to define the increase of words that are linked together in an utterance which is similar to a sentence and uses the right order of the elements (Yule 1996). It cannot be considered as a sentence yet, depending on the omission of crucial elements which seems to be grammatical words, such as the, is, and also word endings, such as –ing (Crystal 1997). Hence, the characteristics for this stage lie within the word-forms used instead of the amount of words. Nevertheless, it should not be forgotten that during this stage the vocabulary goes through a major enlargement up until around the age of three, when the child's storage contains more than hundreds of words. The pronunciation has by then also improved with a step closer to the resemblance of adult language (Yule 1996).

Further, children begin to use more than one clause in their sentences and when they reach the age of four it is common to speed up the discovery of grammatical errors to sort them out. As the child grows older it will also advance more by using a higher level of vocabulary, an increased consciousness of the correct grammar, understanding underlying meaning etc (Yule 1996). During this stage children do not appear to commonly make word order errors even though the sentences are shortened. The order of the subject, verb and object is mostly correct, but increases during the later months of this stage. Children develop rapidly from age two onward and can move from relatively simple two-word utterances to a broad range of utterances within just a few short months. The most common words of this stage include social interaction - for example, please, bye and no. Over the next months, this vocabulary grows by as much as ten or twelve new words a day. By age six most children have mastered about thirteen thousand words.

2.1.4 Acquisition of Semantics

Semantics deals with the issue of using the right word/s in the right context in order for the utterance to make sense. When analysing the area of semantics the focus lies on what can be characterized with the word, phrase or sentence and not what can be associated. For example needle can be described with thin, sharp, steel instrument and it could also be connected with pain which is a personal association. It is a by now widespread belief in formal semantics that nominal constituents can be translated into expressions of different semantic types, namely, as individual-, quantifier-, and property-denoting expressions (Partee, 1987).

Semantics is the study of meaning in language, there is more interest in certain aspects of meaning than in others. Special meaning that one individual might attach to words (Yule 1996).

During children's holophrastic stage they tend to overuse their rather small vocabulary referring to a greater amount of objects than are justified. They usually pick a word, for example dog, and then use it to talk about objects that in some way have a resembling quality. In this case dog could be used for furry objects with eyes made of glass, a set of cufflinks or a bath thermometer where the common denominator appeared to be "objects with shiny bits". It also appears to be common with extending these categories, an action called overextension. This can be applied judging on the basis of similarities of shape, sound and size. Movement and texture could also be possible factors although they are a bit rarer. To give a few examples of these ways of dividing up objects in categories; size (scissors) can be used for all metal objects or 'ball' for round objects. It seems to be more common in the semantic development to use this overextension strategy and then narrowing down the usage of the word from there. Nevertheless, when giving a minor view into this area it should be mentioned that even if the child would refer to an object using the wrong term/word it does not mean that the child cannot pick out an apple when presented with several round objects. The statement made is that the speech comprehension does not have to be affected by the overextension (Yule 1996).

Another remarkable aspect in semantics is the way that lexical relations in terms of hyponymy are affected. Yule defines this concept as "When the meaning of one form is included in the meaning of another [...] and some typical example pairs are daffodil – flower, dog- animal, poodle – dog, carrot – vegetable" (Yule 1996:119). Children usually choose to practise the 'middle level', in a hyponymous set, such as 'dog' in the set 'animal-dog-poodle'. A selection worthy of speculations since rationally thinking the most general term, animal, would be the option. A possible response to this question could be the parents' use of the 'middle level' when talking to the child, rather using flowers or other lexical items such as plant or tulip (Yule 1996).

Antonymous relations (separating words of opposite meaning) are also paid attention to as the child tends to require this function in a later stage somewhere after the age of five. This can be seen in the following example: If one were to ask the questions: which tree has more apples? And which tree has less? It is more probable for the children to give the bigger tree as their response in both questions. This could depend on that children could have a hard time to tell these two trees apart (Yule 1996).

Another common phenomenon of this area is overgeneralization which implies that a newly acquired language feature is used in too generally and to a large extent. One could provide an example as the rule of adding –s to create plural. Once children possess this knowledge they will express it through words such as boys and cats, they could also attach it to other words such as foots and mans. Additionally, it is common that children acknowledge some of the irregular forms of plural, during a while, at this age and hence they tend to combine these two rules in the construction of words such as mens and feets. This can be experience through the usage of the past tense as well where one can hear utterances like walked as well as walkeded. Children also tend to use words for a smaller category than it is used by the adult language, this is called underextension. Children may apply the word dog only for the family’s dog or they could use the word shoes for only their own shoes. Finally, one last common feature is mismatch. This concept implies the act of using a word wrong, such as referring a telephone as a tractor(Crystal 1997).

2.1.5 Acquisition of Syntax

Syntax is the organization and structure of a sentence’s components. The concept was found in the Greek language where the word syntax stands for “a setting out together” or an “arrangement” (Yule 1996:100). The first recognition of grammatical development may not

seem typical for the area nevertheless it appears through the first single words. Generally the most common word classes at this stage are the nouns (ca. 60%) and the verbs accounting for perhaps 20% of all utterances. However, it is not unusual to find other word classes such as adjectives and adverbs although there may also exist words that are hard to categorize in a word class (for example bye-bye) (Crystal 1997).

The outset of the production of words is, as mentioned before, defined as the one-word stage. However, some researchers may find this concept misleading since a baby's one word utterance could be understood as a sentence. To present an example one could look at a child that used 'dada' in three different ways: as a question, statement and a demand. For example as the child heard someone outside the door it said Dada? Which could be interpreted, Is that Daddy coming? (Crystal 1997).

As the child reaches the age of 18 months it tends to put these single words together into a two-word sentence. People may consider this phase as when the 'real' grammar development begins. Certain sentences are possible to analyse grammatically or semantically while others are not (Crystal 1997). On the discourse of syntax one can analyse these utterances by splitting them into smaller units. Nevertheless, it is important to define these concepts, used in practising this analysing, in order to avoid confusions. A word could be described as the letter between the empty spaces in a text and these words can be divided into classes such as noun, verb, adverb, adjective, conjunction, interjection, numeral, pronoun and preposition.

As the child develops and grows older, the language improves and the child will have to connect the right forms of words with each other in order to produce the intended utterance. This can be done through a system that refers to as the traditional categories which divides sentences

into different boxes for example voice, number, gender, tense and person (Yule 1996). This technique is most profitable when discussing the agreement within a sentence, for instance with: The boy likes his dog. In the noun phrase ‘the boy’ one may consider in terms of number and person that these categories affect the choice of tense and structure of the sentence. Hence, there must be an agreement of concord between The boy and likes in order for a grammatically ‘correct’ sentence. Next, in the category of tense there is a multiple choice to be made, choosing a verb that ‘fits’ the chosen noun. One could ask whether the verb should be in the present (like) etc. Then one also have the voice, whether to create a passive (the liking has been done) or active (the liking is happening right now) voice. The last category is gender which can be used as describing the possession of something. In the example sentence one has the dog which belongs to the boy and this relationship is symbolized in the agreement word, his. This choice is done through something called natural gender which could be described as determining the choice biologically. The possession state is then divided into three categories; male entities (he, his), female entities (she, her) and, also when the gender does not matter as with animals there is, genderless entities (it, its).

The ages at which children go through these stages can vary quite a bit, but the general pattern seems to be that Stage 1 occurs between 18 and 26 months, Stage 2 between 22 and 30 months, and Stage 3 between 24 and 40 months. (The overlap in the periods during which children go through these stages is a natural effect of the different rates at which different children normally develop these and other structures.) (Yule 1996)

2.1.6 Acquisition of Pragmatics

Language is often used as a social tool. With it we convey information about the content. We use language to inform, to promise, to request, to query; how language is used to accomplish various ends in the world is the domain of pragmatics. Pragmatics determines our choice of wording and our interpretation of language in different situations. Pragmatics is the study of “invisible” meaning, or how we recognize what is meant even when it isn’t actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate. The investigation of those assumptions and expectations provides us with some insights into how more is always being communicated than is said. (Yule 1996)

In this respect, pragmatics explain how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time, etc, of an utterance. Besides acquiring the grammatical rules, infants must acquire the use of language in context properly. Acquiring the facets of pragmatics involved in realizing the function morphemes' reference may take a period of several months or years. Acquiring the rest of the aspects of pragmatics happens at early stages. For example, children use their utterances with various illocutionary force in holophrastic stage. The utterance water might be a simple statement (like There is a glass of water on the table) or a request (like Give me water).

Given the heterogeneous nature of pragmatic skills, it is not surprising that assessing pragmatic development is challenging. O’Neill (Chapter 20), discusses these challenges with a focus on developing a parent report (the Language Use Inventory) for 18–47-month olds. She argues convincingly that it is well worth persisting with efforts to develop assessment tools for a variety of reasons, not least because recent research has highlighted the negative long term

outcomes associated with pragmatic impairment. It seems that poor pragmatic skills are associated, more than other aspects of language, with behavioral problems.

2.2 Words

Words are meaningful linguistic units that can be combined to form phrases and sentences. When a speaker hears a word in his language, he has an immediate association with a particular meaning. The oldest and most widely used division is that between the study of grammatical structure of words (morphology) and the study of the grammatical structure of sentence (syntax) (Crystal 1997). Two main fields are traditionally recognized within morphology:

1. Inflectional morphology studies the way in which words vary (or inflect) in order to express grammatical contrast in sentences, such as singular/plural or past/present tense. In older grammatical terminology, dating from the early 16th century, this was the subject of inflection. Boy and boys, for example, are two forms of the 'same' word: the choice between them, singular vs plural is a matter of grammar and thus the business of inflectional morphology.
2. Derivational morphology studies the principles governing the construction of new words, without reference to the specific grammatical role a word might play in a sentence. In the formation of drinkable from drink, or disinfect from infect, for example we see the formation of new words, each with its own grammatical properties.

Since the early days of grammatical study, words have been grouped into classes, traditionally labelled the part of speech. (Crystal 1997) In most grammar, eight such classes were recognized, illustrated here from English:

1. Noun : cap, happiness, giant

2. Pronoun : she, them, who
3. Adjective : splendid, soft, beautiful
4. Verbs : arrive, say, cook
5. Adverb : soon, often, fortunately
6. Preposition : in, of, on
7. Conjunction : and, as, if
8. Interjection : ah!, alas! Wow!

In languages which have a complex morphology, it is often possible to tell which class a word belong to just by looking at its shape a particular kind of prefix might identify verb; particular kind of suffix might identify nouns. English has only a few ending which are strongly associated with word classes in this way: -ness, for example, is a noun suffix ; -ize is a verb suffix. When there is no wor class maker, everything depends on how the word 'behave' in a sentence. For this study the writer focus on verb. A verb can express a physical action, a mental action, or a state of being. Verbs Can Express Physical Actions

Here are some sentences with verbs that express physical actions. (In each example, the verb is highlighted.)

1. She **sells** pegs and lucky heather.

(In this example, the word *sells* is a verb. It expresses the physical activity *to sell*.)

2. The doctor **wrote** the prescription.

(In this example, the word *wrote* is a verb. It expresses the physical activity *to write*.)

3. Alison **bought** a ticket.

(The word *bought* is a verb. It expresses the physical activity *to buy*.)

Verbs Can Express Mental Actions

While many verbs express physical actions (e.g., *to jump*, *to dance*, *to sing*), verbs can also express mental actions. For example:

1. She **considers** the job done.

(The word *considers* is a verb. It expresses the mental activity *to consider*.)

2. Peter **guessed** the right number.

(The word *guessed* is a verb. It expresses the mental activity *to guess*.)

3. I **thought** the same thing.

(The word *thought* is a verb. It expresses the mental activity *to think*.)

Verbs Can Express a State of Being

A small but extremely important group of verbs do not express any activity at all. The most important verb in this group (arguably of all) is the verb *to be*. There are some types of verb: transitive and intransitive verb, regular and irregular verb, action and stative verb, finite and non-finite verb, linking verb and causative verb. The writer only limit action verb. Action verb is a verb that expresses the action of the subject; a verb that does something and the subject can complete. There are some types of verb: transitive and intransitive verb, regular and irregular verb, action and stative verb, finite and non-finite verb, linking verb and causative verb. The writer only limit action verb.

Action Verb

An action verb expresses an activity that a person or thing can do. For example:

1. Lee **eats** cake.

(*Eating* is something Lee can do.)

2. The bear **chased** the salmon in the shallow rapids.

(*Chasing* is something the bear can do.)

Compare those verbs with these:

1. Lee **likes** cake.

(*To like* is not an activity. It's a state.)

2. The bear **is** hungry.

(*To be* is not an activity. It's a state.)

2.3 Previous Research

The first previous study that is used by the writer is Linguistic Stages In First Language Acquisition: A Critical Analysis by Dr. PeymanRajabi. In his study, he concluded that there is something in children's mind that guides them in speaking even in early stages when they can say no more than a word. Children develop in the course of language learning to match the language ability of the adults. The remarking phenomenon, through all the stages of language learning from cooing to pragmatic learning, is that whatever children produce is meaningful, as

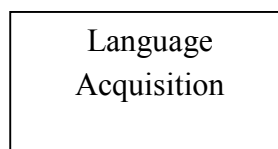
well as grammatical, intended to communicate a piece of thought. The striking point is the length of the children's speech production in all stages of language acquisition. Children start from cooing and develop their words to sentences; however, the one- word production (holophrastic) communicates the same meaning as that of a complex sentence. To complex the situation, adults are able to understand the thought the children communicate let that be a single word or a sentence. Therefore, the only conjecture that could be proposed here is that the children have the syntax and meaning in their mind, but lack cognitive apparatus to produce complicated aspects of syntax such as inflection. That is, their mind uses the least at its disposal to achieve the most it needs to communicate, since it is not developed enough to analyze the full range of complexities of the grammar of the adult speaker.

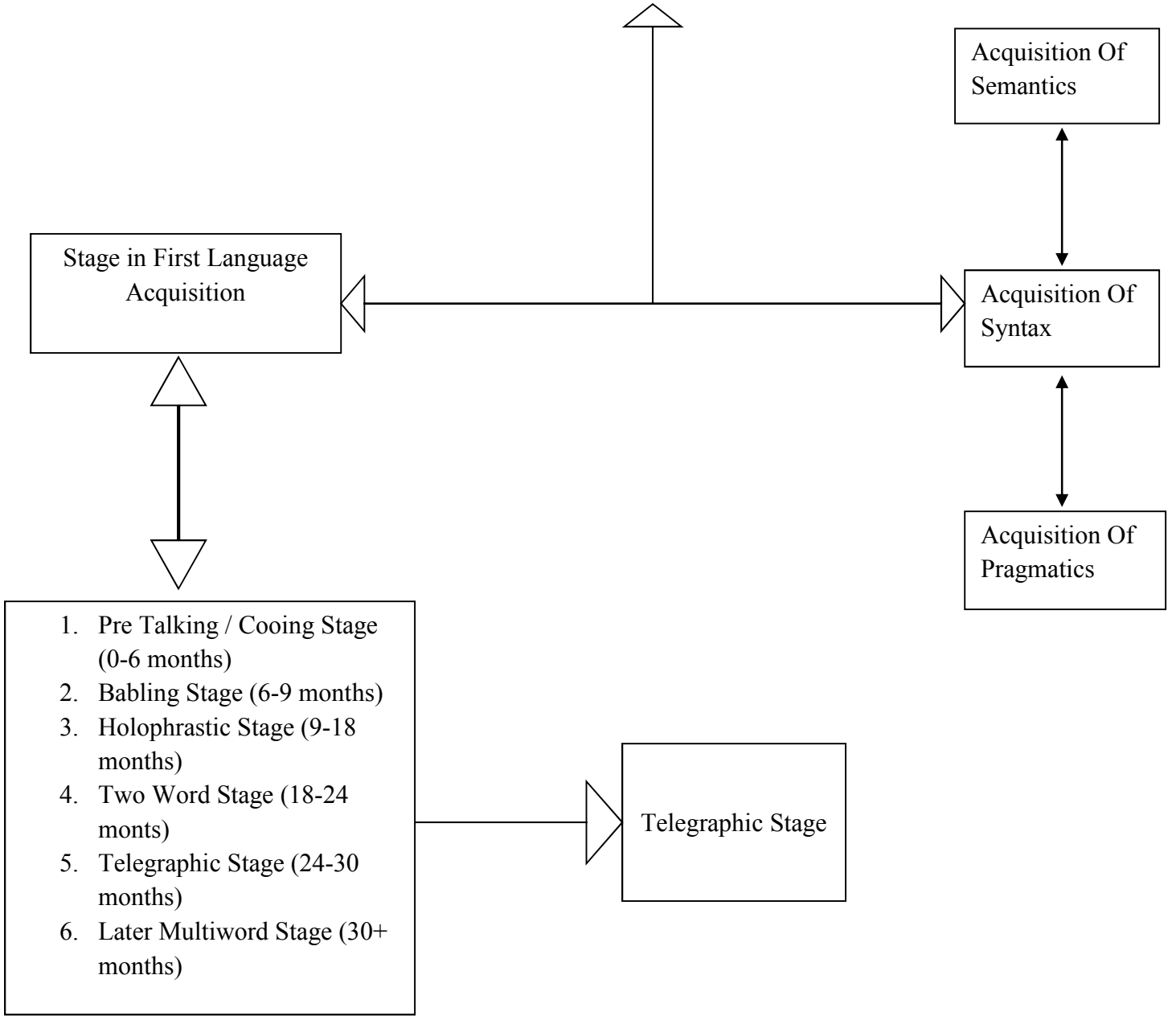
The second previous study is Children First Language Acquisition At Age 1-3 Years Old In Balata by BertariaSohnataHutauruk. Sheanalyse there are some problems in first language acquisition namely: grammatical errors, phonological errors, Incorrective utterances, imitation, repetition, correction, indicating the question, learning by experiences, and laziness. And in developing children's language there are six stages as the approaches of first language acquisition, they are cooing, babbling, holophrastic stage, the two-word stage, telegraphic stage and later multiword stage. But in he research she analyses 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. It is better for the parents to pronounce the word genuinely. It means that parents should give the real pronunciation to the child.It is better for the parents do not imitate the way child to produce the wrong pronunciation, because it will make the child becomes confuse how to differentiate the right or wrong words.

From those previous studies, the writer tries to improve the research about the language acquisition of children at telegraphic stage. In this case writer uses AryaHutabarat as the object of the analysis. The writer uses different object of analysis, since the objects of two previous studies are young children and children at age 1-3 years old. The first study sees children mind that guides them in speaking even in early stages when they can say no more than a word. Then, in the second previous study, she sees in developing children's language there are six stages as the approaches of first language acquisition, they are cooing, babbling, holophrastic stage, the two-word stage, telegraphic stage and later multiword stage. But in her research she analyses 10 data and divides them into four stages, they are: cooing, holophrastic stage, telegraphic stage and later multiword stage. She focus of all the stage of the language acquisition. Those previous studies give much input in conducting the research because their journals have the same topic with the writer research. So the writer will be able to improve the research about children language acquisition especially at telegraphic stage. For this study, the writer will focus on telegraphic stage of children and will find out some problems and difficulties of Arya to develop his language. The writer will analysearya language acquisition based on the words that he uttered at telegraphic stage..

2.4 Conceptual Framework

Figure 2.4Language Acquisition of Arya Hutabarat at Telegraphic Stage





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

For this study, the research design will be descriptive qualitative method. Generally, research design means a structure to plan and execute a particular research. Research design is the crucial part of the research as it includes all the four important considerations: the strategy, the conceptual framework, the identification of whom and what to study on and the tools and procedures to be used for collecting and analyzing data. According to Denzin & Lincoln (1994:2) states that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study things in their natural settings, attempting to make sense of, or interpret phenomenon in terms of the meaning people bring to them.

Further, Miles et al (2014:9) states that Qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional live of individuals, groups, societies, and organizations. In this study, the writer will analyze language acquisition of Arya at telegraphic stage.

3.2 Subject of Research

For this study the writer find Arya Hutabarat as a subject. Arya was 2,5 years old. He is a child of Maria Hutaaruk and Ray Hutabarat. He lives in JISutomo Ujung Gg B with his Parents, Grandmother, Grandfather and his Uncle. Arya always guarded by his grandmother and grandfather because his mother and his father always busy. Arya always play with the people around his house. Arya play with the adult because in his hometown there are so many collegian students, so that is why the writer interest to analyze Arya language acquisition because the point of view of the writer Arya has the development of language is very quick. Arya is a smart child and dynamic also. He is very excited for doing something.

3.3 Data and Data Source

3.3.1 Data

The data include material from the people doing the study actively; record, such as interview, transcripts, and participant observation field notes. The data also include what others have created and the researcher finds, such as diaries, photographs, official document, and newspapers articles (Bogdan&Biklen, 1998:106).The data which were collected in this study were qualitative data. The qualitative research deals with data that are in the form of words or pictures, rather than numbers and statistics (Ary, 2006:454). In this research the data were the information from arya that uttered the words. The data that the writer got in this study were in the form of participant (arya) observation field notes.

3.3.2 Data Source

The sources of data were very significant in the study. The writer was not able to get information without knowing the sources of data. Sources of data are subjects who gave the data or information or where the data are gotten from (Suharsini, 1998:91). Information or data can be divided into two, based on the sources of data or where the information or data come from. They are primary data and secondary data.

a. Primary data

Primary data constitute firsthand knowledge, such as eyewitness reports and original document (Gay,1987:10).In this study the primary data were collected from the direct observation and documentation with Arya about the words that he uttered when he make communication with other people.

b. Secondary data

Secondary data constituted secondhand information, such as a description of an event by other than an eyewitness (Gay, 1987:10). These data were conducted from Arya parents that inform the writer about the development of Arya language. Based on the explanation, the secondary data sources in this study are parents of Arya.

3.4 Data Collection

Data collection is a process of collecting information from all the relevant sources to find an answer to a research problem. For data collection, it does not involve numbers or mathematical calculations, but is closely associated with words, sound, feeling, emotions, colour, and other elements that are non-quantifiable. Methods of data collection are the techniques used by the writer to collect the data. Techniques can be seen used through: observation, questionnaire, interview, etc.

3.3.1 The Instrument of Collecting Data

The instrument of collecting data of this study is observation and documentation tests. Observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, on the other hand, is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives.

"Documentation has many meanings, from the broad—anything written in any medium—to the narrow—policies and procedures manuals or perhaps records." (Adrienne Escoe, *The Practical Guide to People-Friendly Documentation*, 2nd. ed. ASQ Quality Press, 2001).

For observation, the writer investigates the situation and find the problems during Arya playing and talking with each other. For documentation, the writertake some pictures and video during the activities in Arya home town for two months. The writer conduct the data for 6 days in a week, it means in a month the writer will analyze arya 24 days .

3.3.2 The Technique of Collecting Data

Under the main three basic groups of research methods (quantitative, qualitative and mixed), there are different tools that can be used to collect data. Interviews can be done either face-to-face or over the phone. Surveys/questionnaires can be paper or web based. Observations and experiments can be conducted to collect either quantitative, qualitative or a mixture of the two methods. Records can also be used to study previous information by other researchers.

But for this study, the technique of collecting data that the writer use is video recorder to record the conversation of child and parents. with a single video camera and subsequently analyzed the communication patterns between Arya and his parents to improve Arya's communication skills. The results will show that Arya' communication styles affected parents satisfaction. Recent studies have used video data to analyze nonverbal communication cues to inform more effective arya-parents interactions.Video data also utilize to train arya to improve his interactions with parents and people around him.

3.5 The Technique of Analyzing Data

Data analysis is the review process, sorting, and grouping data in order to formulate working hypotheses and lifted it into conclusion or theories in the research findings, (Bakri, 2003: 162). Data analysis is the most crucial part of any research. Data analysis summarizes

collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trend in analyzing the data, the writer conduct some procedures. The data are collected from video recording to the conversation between child and parent. The writer transcribes the recording data and analyzes it based on kind of verbs that arya use in conversation.

3.6 Triangulation

On this study, the writer use triangulation technique. According to Cuben (2000:12) triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior. Thus triangulation technique means the writer use two or more data collections to get validity. According to Denzil (2009) there are four technique in triangulation namely : source triangulation, investigator triangulation, methodological triangulation, theoretical triangulation. The purpose of triangulation is to increase the credibility and validity of the findings.

The writer use methodoligical triangulation to get validity of data. Methodological triangulation refers to writer use more than one methods in the study. According to Coben (2000:13) methodological triangulation is using the same method on different occassion or different methods on the same object of the study. Thus, methodological triangulation is making different method to get validity of data. Besides, the writer collect the data by using observation which supported by documentation which give evidence if the participants are people that is proper to use as subject of writer.

