RESEARCH REPORT

LANGUAGE PRODUCTION OF ONE AND A HALF YEAR OLD CHILDREN

BY:

ERNITA DAULAY

NIP. 198012 01 2009 12 2003

TARBIYAH FACULTY

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CONSULTANT

DRS. SYAHRUM, M. Pd

NIP. 19620804 199403 1 001

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RECOMMENDATION

Having read this research report, I, as consultant of this research entitled *Language Production of One and A half Year Old Children,* by Ernita Daulay, conclude that this writing has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, 18 July 2011

Consultant,

DRS. SYAHRUM, M. Pd

NIP: 19620804 199403 1 001

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Praise be to Allah SWT, the Almighty God who has blessed the writer for being able to write this report entitled *Language Production of One and A half Year Old Children.*

In this foreword, the writer would like to express her deep gratitude to her consultant, DRS. SYAHRUM, M. Pd for giving her guidance to start writing this research report as well as his supervision and correction.

The writer realized that scientific paper is not easy work but it needs a wide knowledge and seriousness. Hence, the writer would like to say thank you for all helping. The writer hopes this writing can attain perfection as it should be.

Finally, it is obviously that this writing is not perfect yet. Therefore, the writer expects construct critical and suggestion to make this research report better. The writer also hopes this research will be useful for the readers. May Allah SWT always bless us, Amin.

Medan, 18 July 2011

The Writer,

Ernita Daulay

ABSTRACT

Daulay, Ernita. **Language Production of One And A Half Year Old Children.** Thesis, English Applied Linguistics Graduate Program. UNIMED. 2005

The main objective of this thesis is to discover the children's language production. The instruments used were observation of the children' language production and interview session with their parents. The subjects were three children of one and a half years old, two female and one male.

A qualitative research was applied. The overall result shows that the three children in the process of language production have some the linguistic aspects in the similarities were three children able to pronounce Indonesian's vowels and consonants and the differences were three children produced types' word-utterances in the different sounds. For the children language production, their developments seem to be very much concerned with the influence of the caretakers and people around them. Thus, special care and attention should be given to children.

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ABSTRAK

Daulay, Ernita **Pemerolehan Bahasa Pada Anak Satu Setengah Tahun.** Tesis, Linguistik Terapan Bahasa Inggris, Program Pasca Sarjana Universitas Negeri Medan. 2005.

Tujuan umum dalam penelitian adalah untuk menemukan perkembangan bahasa anak. Instrumen yang digunakan adalah melakukan observasi kepada anak-anak dalam pemerolehan bahasa dan tanya-jawab kepada orang tua. Subjek penelitian ini adalah 3 (tiga) orang anak yang terdiri dari dua orang anak perempuan dan satu orang anak laki-laki, ketiga anak tersebut berusia satu setengah tahun.

Penelitian kualitatif telah dilakukan. Sesuai dengan hasil penelitian membuktikan bahwa dalam proses pemerolehan bahasa anak memiliki beberapa persamaan aspek bahasa dimana ketiga anak dapat mengucapkan kata-kata dengan menggunakan beberapa huruf dalam bentuk vowel dan consonant, dan perbedaan dimana ketiga anak menghasilkan kata-kata dalam bunyi yang berbeda. Dalam pemerolehan bahasa anak, perkembangan bahasa mereka begitu berpengaruh terhadap para pengasuh dan orang-orang disekitar mereka. Maka, perhatian yang khusus harus diberikan kepada para anak.

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CHAPTER I

INTRODUCTION

One of the most remarkable characteristics of human beings is that virtually every single one acquires a language at a very young age. This fact is even more remarkable considering the full complexity of the system, which is acquired. Human beings have been blessed with the gift of words, which differentiate them from other creatures in the world. Language is not a concrete set of things out in the world that can be pointed to or measured. Rather, it is something inside the human brains or minds.

Any normal human infant will acquire language during development of the infant. The language that infants acquire is shaped by the cognitive development of the infants, and the environment where infant lived in. If a language is to be used by human, a person who grows up among people who already know the language, even though these others have no self-conscious knowledge on how to teach it, a language is said to be acquired. By exposure, practice, trial and error, children must be able to work their way into the vocabulary and into the syntactic patterns of the language. They must be able to move, step by step from simple beginnings to the full language of adulthood.

1.1 The Background of the Study

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

For many years, a language was assumed that the structure of what had been acquired (the language) was understood and that a list of the sounds, words and sentences types produced by children at the various stage of development would be an adequate description of the process of language acquisition. In formal development, all children go through a babbling period before words and sentences are being produced, just as all children experienced the process of falling down and sit before they can a walk. In addition, these language acquisition processes are largely resistant to distortion. If a child is severely mentally retarded or glossily physiologically impaired in some ways such as being deaf or brain damaged these processes are disturbed and language incomprehension, autism, or specific language deviations may occur.

Clark (2000:12) asserts that first language acquisition takes a comprehensive look at where and when children acquire a first language. It integrates social and cognitive approaches to how children analyze, understand, and produce sounds, words, and sentences, as they learn to use language to cooperate and achieve goals. It also takes a usage-based approach in considering what children learn. The pragmatic factors in language use are emphasized researches on which word-formation and on bilingualism and dialect-choice. During the infant or early childhood period, children learn to express things by using speech sounds. Whenever they feel hungry, thirsty, or hurt, they produce speech sounds such as crying. They are still not able to say what they want.

It is a fact that language acquisition is a crucial process in the attempt of understanding language development more deeply. Krashen (1985:1) asserts that acquisition refers to the subconscious process identical in all-important ways to the process children utilize in acquiring their first language.

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

This study is an attempt to analyze the process of development of the language production of one a half year old. The researcher tried to focus to her research on Language Production of One A Half Year Old.

I.2 The Problem of the Study

In the study of a child's language development, there are of course many problems to be solved, and a study should be conducted. There are many questions to be answered. The answers will increase the scientific and academic values in the process of being able to understand the process of a child's language development which can be said to be complicated. This is due to the fact that in many cases. The acquisition of a language is specific something very understand the child.

It is a requirement to understand the child's family background. If that is understood, perhaps some, if not all the problems can be solve. A study on the language acquisition can be very interesting and challenging. It is important to be studied so that the development can be well understood. After presenting the background of the study, there are questions to be answered this study. They formulated as follows:

1. What language aspects are produced by children of one a half year old?
2. How do children produce the language aspects?
3. Is there any different language aspects produced by children of one a half year old?

1.3 The Objectives of Study

A study on a child's language is always interesting and will contribute a great deal in the process of a child's mental development. As has been mentioned that this research focus on language production of one a half year old. To analyze the language aspects produced by children of one a half year old.

The objectives of the study as conveyed in the problems of the study are:

1. To find out the language aspects are produced by children of one a half year old.
2. To find out how children produce the language aspects.
3. To find out if there is any different language aspects produced by children of one a half year old.

I.4 The Significance of the Study

The findings of this study are expected to be useful as an input for the modification of an analysis on language production. It is intended to be addressed about the language acquisition on one and a half years old children.

To show parents, teachers as well as experts' in speech produce of language acquisition development.

I.5 The Scope and Limitation of the Study

There are many aspects on language production that can be studied such as syntax on one-word utterances and two-word utterances. It is of course difficult to include them all. So this research focuses on language production of one a half year old children. It is intended to look their very closely on the language production by children based on their activities and how they interact with other children and adults.

To study the production of language production would be very challenging in terms of knowing the whole process of a child's development. Certainly, all those would be very valuable in relation to the academic value of one's study. At this stage, the researcher conducted on language production to find out the result because the limitations of the study on language production as a way in improving children produce words.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Language Production

Linguistics is the scientific study of language. Linguists focus on describing and explaining language and are not concerned with the prescriptive rules of the language, linguists are not required to know many languages and linguists are not interpreters. The underlying goal of the linguist is to try to discover the universals concerning language.

Linguistics is a social science that shares common ground with other social sciences such as psychology, anthropology, sociology and archaeology. It also may influence other disciplines such as English, communication studies and computer science. Linguistics for the most part though can be considered a cognitive science. Below are several different disciplines within linguistics. The fields of phonetics, phonology, morphology, syntax, semantics and language acquisition are considered the core fields of study and a firm knowledge of each is necessary in order to tackle more advanced subjects. Phonetics is the study of the production and perception of speech sounds. It is concerned with the sounds of language, how these sounds are articulated and how the hearer perceives them.

Phonology is the study of the sound patterns of language examines what occurs to speech sounds when they are combined to form a word and how these speech sounds interact with each other. Morphology is the study of word formation and structure. It studies how words are put together from their smaller parts and the rules governing this process.

The elements that are combining to form words are called morphemes. A morpheme is the smallest unit of meaning the word *cats*, for example, contains the morphemes *cat* and the plural *-s*. Syntax is the study of sentence structure. It attempts to describe what is grammatical in a particular language in term of rules. These rules detail an underlying structure and a transformational process. The underlying structure of English for example would have a subject-verb-object sentence order (*John hit the ball*). The transformational process would allow an alteration of the word order which could give you something like "*The ball was hit by John*". Semantics is the study of meaning. It is concerned with describing how we represent the meaning of a word in our mind and how we use this representation in constructing sentences.

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

The first few words children learn to produce tend to be used in highly restricted ways, often in very limited contexts, for example, they may say "hi". Children start to talk early in their second years, it is often difficult to identify their first words.

Piaget (1963:150) has described the period of about 0-2 years as the sensory-motor period. During the last 6 months of this period the child starts to make internal symbolic representations of sensory-motor problems and to deduce problems solutions before attempting a solution by trial-and-error behavior. During the period of 18 to 27 months the child has progresses from producing words to producing 2- to 3- word phrases. Therefore, during this stage, the children will begin to utter a complete word, which can represent a complete sentence. For example, when the child utter *"mama"* when it was uttered in a high pitch, it might mean that the child wanted the mother to come and look at him.

The second year of living many conventional words is being used. Words and phrases are marked with declarative, emphatic, and question intonations. Menyuk & Bernholtz (1969) had described children make use of what they already perceive as they start trying to produce words. That is, they rely on stored representations of words and longer expressions heard in the adult speech around them. These stored forms provide readily available models of the target they are aiming at, models against which they can compare their own productions. Clark (1993:102) asserts that these models can serve as guide when children produce unrecognizable forms and need target. Mastering adult like articulation seems to require both time and practice.

Infants produce crying sounds from birth on start to make cooing, such as *uh, ouch,* and *eh* sounds as well, from around two month's age. The earliest babbling tends to consist of a single "syllable" repeated, for example, *babababa or gaga gaga*, where the syllable consists of a consonant like sound [a], [b] or [g].

Combined with vowels like sound produced with an open vocal tract. Canonical babbling consists of short or long sequences containing just one consonant-vowel (CV) combination that is reduplicated or repeated. However, the children intonation contours of babble sequences, matching the rises and falls of intonation patterns in the language around them. They also start to vary the syllables within a babble sequences, for example, *bababa-mamama-mememe-dede-baba-dadada*. It is quite difficult to tell whether infants vary vowel-like sounds systematically because there tend to be more variability in these than in consonant-like sounds. For consonants, there is distinct closure for stops such as [p], [b], [t], [d], [k], and [g] at different places in the mouth and discernible near closure for fricatives, where the sound is produced with audible friction for example e.g. [s], [f], [v]. Elbers (1982:45-63) asserts that it is possible to identify the general place and manner of articulation for babbled syllables by ten to twelve months of age, many babbled sequences sound compatible with the surrounding language, using similar sound sequences, rhythm, and intonation contours.

De Boys son-Bardies & Vihman (1999: 297-318) had described infants produce a number of sounds in babbling that are not represented in the language around them. A target of children's earliest attempts at words may be hard to recognize. Around age one, young children start to use consistent vocalizations in speech contexts. They are often associated with systematic gestures and appear to carry a consistent meaning.

2.2 Language

Language is a systematic means of communicating ideas and feelings by the use of conventional symbols. We use spoken language every day, face to face and as a means of communication. Language is very complex, human beings communicate through the means of conversation that they structure to convey their needs, wishes and wants. In making conversation language can be either formal or informal. When language is formal, the two individuals might be said to have unequal standing where one person has more power than the other. For example, between teacher and student, an older person and younger person. When language that is carried out between two individuals is informal, the relationship between the two individuals will be close such as between two friends, a mother and her son or daughter. Gleason (1998:285) described "speakers use language for many purposes to inform, question, command, thank, apologize, congratulate, promise, offer and marry people".

Many people believe that children learn to speak correctly because their parents correct them when they say something wrong. Using language seems as natural as breathing or walking. On the other hand human beings should be able to master the application of the language in certain context. It means that the language user should be attending in the situation what they want to use language.

2.3 Language Acquisition

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

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

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

Bloomfield (1972:317) described the acquisition of language is doubtless the greatest intellectual feat any one of us is ever required to them. The capacity to learn language is deeply ingrained in us as a species, just as the capacity to walk, to grasp objects, to recognize faces. We don't find any serious differences in children growing up in congested urban slums, in isolated mountain villages, or in privileged suburban villas.

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

Children learn to speak language in an extraordinarily short period of time after they are born. Before infants begin to produce words, they produce sounds, some of which will remain if they occur in the language acquired, and other that will disappear. They do not produce sounds that never contrast meanings in any language.

A child does not learn the language all at once. The grammar is acquired by stages. Children's first utterances are one-word, after few months, the two-word stage arises, in which the child puts two words together. These two-word utterances are not random combinations of words. The words have definite patterns and express both grammatical and semantic relationship. However, in normal development, all children go through a babbling period before they produce sentences.

A normal human being can go through life without learning to read or write. Millions of people in the world today do. The study of the nature of human language itself has revealed a great deal about language acquisition, about what the child does and not do when learning or acquiring a language.

Clark (2002:79) asserts that more than 90 percent of children who are born deaf or become deaf before they have acquired language are born to hearing parents. These children have also provided information about the critical age for language acquisition. Because most of their parents do not know sign language at the time of their birth, many of these children receive delayed language exposure. This is an achievement children get without the realization of adults about how they did it. Naturally adults are surprised to encounter this kind of psychological and linguistic phenomenon.

The three approaches will be explained later, have been trying to prove that their theories are better than the others. However regardless the strengths and weaknesses of them, the researcher tends to say that such discourse is like a medium in which we can see the phenomenon that might appear in the process of child language development.

Based on the description above, it is very obvious that there are some kinds of well arranged patterns by which children acquire language. To know further about how actually language is acquired by children, the following are the three approaches as mentioned previously which consists of actually language is acquired. The three approaches are: (1) behavioral approach, (2) linguistic approach, and (3) cognitive approach.

2.3.1 Behavioral Approach

Behavioral approaches identify the pattern of responses that have become associated, through learning, with a stimulus. The stimulus may be linguistic or not such as objects, have meaning in the sense, and the responses may be verbal or nonverbal. Meaning as nonverbal is reactions conditioned to a word. Behaviorists have had much to say about the development of language, as would be expected from their emphasis on the importance of learning as basic psychological process. The salient principles of learning, according to behaviorists, are classical conditioning, stimulus and response generalization, extinction, reinforcement, and various motivational variables. At the same time, language is species and is therefore influenced by hereditary mechanisms peculiar to humans, with other higher primates perhaps following close behind in the evolutionary ascent toward meaningful communication.

The psychologists of behaviorism believe that the production of language occurs only when there are both internal and external stimuli. Behavioral psychologists emphasize on learning as a basic psychological process. Behaviorists propose some salient principles of learning such as classical conditioning, operant

conditioning, stimulus and response generalization, extinction, reinforcement, and various motivational variables.

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

Operant conditioning basically claims that verbal behavior is assumed to be reinforced by the language community. Reinforcement may occur only to some vocal speech sounds while others disappear because lack of it.

2.3.2 Linguistic Approach

Linguistic approach in language acquisition is much influenced by the idea of Paivio and Begg (1981:235) described that there should be a mechanism or advice that can deduce a grammar from a limited set of utterances, they named this device as language acquisition device or LAD

Linguistic approach focuses on language itself as the object of study, viewing it as an abstract system that underlines linguistic behavior. All languages are composed of sounds, syllables, morphemes, and sentences, and meaning is largely conveyed by the properties and particular use of these units.

McNeill (1970) in Paivio and Begg (1981:236) point out that child begin speaking underlying structure directly. This is to convey that experience of empirical evidence is not acceptable in the language acquisition because learning, reinforcement, and imitation all come from the environment.

Chomsky in Dardjowidjojo (2000:19) says that human beings have what he called faculties of the mind that is, intellectual faculties and abstract in their brains. One of these faculties is spared for the use and acquisition of language.

A specific place in our brain is for the storage of linguistic capacity. Human beings acquire, learn, and use languages by using this faculty and never interfere to other faculties. Linguistic approach believes that this faculty has a significant influence on the language acquisition. Paivio & Begg (1981:3) described language is a rather entity consisting of conventions and rules. People understand each other only if their speech corresponds to the same rules. The linguistic approach has advanced our understanding of language and has produced several valuable ways of conceptualizing the abstract language system.

2.3.2.1 Language Acquisition Device

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

Language acquisition device has a rational or innate basis as opposed to an empirical one. Language acquisition device is essentially syntactic in that it is not dependent on semantic input, although such input could have a motivating influence

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

2.3.3 Cognitive Approach

Cognitive approach based on Piaget's views on language development makes some statements about language in the context of such cognitive universals. The main point of his view is that language develops on a basis of sensory-motor cognitive structures or schemes. The central concepts in cognitive approaches include mental organization, ideas, imagery, and knowledge of the world. The basic idea behind the approaches is that from our experience with the objects and events of the world, we

acquire knowledge against the more concrete knowledge of the sensory and behavioral world in which the language is applied.

Paivio and Begg (1981:241) described the structures are acquired through the child's action upon interaction with people and things. The following are some stages of the development:

- The sensory-motor stage, up to about 1; 6 during the child develops action patterns by acting on the environment. These action patterns eventually become organized mental structures. Simultaneously and in close connection with this action structure, the infant builds a personal world of permanent objects (object permanent).
- The representational intelligence begins towards the end of the second year (the end of the sensory-motor period), after the action structures have been internalized. Symbolic representation has several forms, including symbolic play, imitation, mental images and drawing.
- Language is the extension of the representational level after symbols become socialized. Linguistic structures build on the general cognitive structures established during the first two years.

The cognitive approach sets off the relatively abstract linguistic knowledge against the more concrete knowledge of the sensory and behavioral world in which the language is applied. Cognitive approaches share similarities with linguistic approaches on some fronts, particularly with regard top mental representations and structures, and with behavioral approaches on other fronts, especially with regard to media ional processes and performance.

2.4 Words and Meaning

2.4.1 Word

Words as unit of meaning or items of vocabulary, such as the headwords in dictionaries. Word is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than a single sounds segment. The words as represented in writing represent a thought unit, for examples: names of objects *(table, house*, etc), abstractions (*courage, faith, intelligence*, etc), adjectives (*tall, short,* etc), and verbs (*eat, sleep, read*, etc). New words are being created nearly everyday, to give expression to new products, new ideas, new perceptions, new processes, and new epithets. Most of them are nouns, verbs, adjectives, etc.

Every word refers to a concept, which exists in the memory of the listener's mind. Some concepts are the product of nonverbal experiences. For instance, when we were very young, we saw several kinds of animals, which other people called dogs; this formed our concept of "dog". Since the particular animals we saw differed from those seen by other people, our concept is slightly different from the concepts that other people have. On the other hand, certain concepts are the result of verbal or written explanations by other people.

The semantic content of a word, in a communication process, depends on the degree of intersection between the meaning given by the sender and the meaning given by the receiver. When we talk about a social and not only an individual communication, the semantic content depends on the agreement, by society, on the essence of the meaning of the word and to a certain extent also on the more or less vague similarity of meaning, or on the greater or lesser agreement on some aspects where there is no general agreement on the meaning.

Woodward (1992:134) described when children hear a term for an as-yet unlabeled object, children do appear to assume that the unfamiliar word picks out the whole object. This finding holds for children as young as one and a half, although it has been demonstrated most extensively for three and four year olds. Viewed as a constraint on children's hypotheses about word meaning, the whole object assumption presupposes that children have a built in bias towards supposing that the adults is picking out an object as the intended referent when introducing an unfamiliar word. Words are not coined in order to extract the meanings of their elements and compile a new meaning from them. Dwight (1975:159) asserts that the meaning is the first, and the coiner is looking for the best way to express it without going to too much trouble.

2.4.2 Meaning

One and two year old child builds up word meanings piece-by-piece from a universal set of meaning components or semantic features (Clark: 1973:65-110). All meanings are composed of smaller elements. Some word meanings can be broken up into components or features such as that one can track their acquisition. Children start with one or two meaning components and then add to these systematically as children acquire more of the adult meaning for each term. Infants are born into a social world, a world of touch, sound, and affect, a world of communication. Each linguistic chunk or unit carries meaning. So an important part of the analysis that children must do involves which meanings are carried by which forms. Members of a language community have in common a large stock of conversations-forms they expect to be used to convey particular meanings.

The first think that learning a language comes to the mind when language is the first association is often to language as represented in the form of grammars and dictionaries, or of randomly chosen words and sentences. Halliday (1975:20) described language is essentially social critical in considering the setting in which children acquire language and the kinds of language addressed to them at different stages in development".

2.5 Early Words

Early words is a collaborative initiative designed to emphasize the everyday things parents and caregivers can do to enhance literacy and language development for children aged 0 - 5 years old. Early words is a speech and language service funded by the Ontario Ministry of Health and the Ministry of Community, Family and Children's Services.

Beth & Rebecca (2001) early words is training and mentoring initiative designed to improve children's early language development Many words have more than one meaning and, even with one meaning, may have several different nuances associated with them as they occur in different constructions. Many appear not only in a range of constructions but also in various idioms. Children do not acquire range of meaning at once. In fact, acquiring the conventional adult meanings of a word involves the gradual accumulation of information as children learnt more about each term and the construction it can appear in. they start to use words, of course as soon as they have some meaning attached to them. Inferences about early word meanings, then, afford us only small glimpses of the general processes of meaning accretion, but

they reveal considerable consistency across languages at specific ages in what children do and in how they may limit their hypotheses about words meaning.

Once children break into the speech stream, they have two problems to solve. First, they have to map meanings onto words and phrases. For each conceptual domain, they have to find out, how to express particular meanings via the words and phrases available in the language spoken around them; and second, how best to use language to communicate their intentions to others. They must discover how to tailor their utterances for each addressee, taking common ground into account, marking social distinctions appropriately, in order to convey what they mean on each occasion. In solving these two problems, children must look for consistent pairings of situations with utterances or parts of utterances in adult speech. They need to take detailed account of what adults say when and for what purpose. Learning to convey their own intentions is inseparable from learning how to interpret the intentions of others. The prerequisite to this, of course, is breaking into the speech stream to identify recurrent chunks and attach preliminary meaning to them.

2.6 One-Word Utterances

Taylor (1990:225) says that the first words of the infant are generally concrete nouns, like the names of people of pets and general object names such as *milk, cup*, and *cat*. Adjectives and verbs that mane familiar actions are also acquired early, with abstract words and functions words generally emerging after the infant have a concrete vocabulary. As already noted, single words seem to function essentially like phrases or sentences with different meanings that is why such utterances are called holophrastic speech.

Babies also produce one word only to represent a sentence. This is what is called holophrastic. At about the age one year, the child begins to produce first words. This is a general guideline and not all children will speak when the scientists say they should. They begin with content words. These would include *"mama"* or *"dada"* or *"book"* or *"car."* Of course they may not sound exactly like you would expect. *"Book"* may sound like *"boo."* It is common at this early stage to leave off consonants or consonant clusters from the beginning or end of a word. Sometimes a single word may represent an entire thought. *"Boo"* may mean, *"read me a book."* The development of a baby's first words cannot be separated from the phonological acquisition. The fact is different to Echa as she is not able to produce a word until the age of 1; 1. Even though she can produce sounds such as *'ba'* or *'pa'*. According to Date (1976:13) described the first words are used more than description.

2.7 Two-Word Utterances

Two-word utterances show the productive use of language more clearly than do single words. For example, the consistent occurrence of certain kinds of words in the same position suggests that the child is well on the way to acquiring word classes, with specific class members being selected in a creative way according to varying circumstances. The inferred productivity or creativity of such word combinations is supported by several kinds of evidence, including their variability and the fact that many are unlike the combinations that are spoken by adults in the child's environment.

By 12-14 months of age babies can recognize correct sentence and may find incorrect sentences confusing. Test subjects could, when told to "*kiss the car" could pick up a toy car and kiss it*, as opposed to another toy in the pile. However, when told to "*find was dog for me"* or "*find the dog for me*," the former confused them and the latter did not. Also, in studies in which word order variations can completely change the meaning, children in their second year can identify the differences. For example when asked which video had cookie monster tickling big bird or big bird tickling cookie monster, they could identify the correct video.

At about 2 years of age, or when they have a vocabulary of about 50 words, children begin to string two content words together to indicate location, *"daddy gone*;" possession, "*doggie mine*;" or action, *"mommy juice.*" This is also called telegraphic speech. It is quite an accomplishment because it shows an understanding of language semantics; not only words, but also context, and the difference between action words and objects.

At about 18 months and 2 years of age, the child begins to use two-word utterances. These utterances have been classified in different ways and used a simple grammar called pivot grammar, in which the two words are divided into pivot and open classes according to certain criteria. Pivots are a small class of words that occur often and the open class is large but such words occur less often. Thus in the utterance want ball, want milk, and want shoe, want is a pivot, and ball, milk and shoe are often class words. Pivot grammar and the structural meaning scheme are linguistic approaches since they can be expressed as generative grammars.

The approaches illustrate again how description is influenced by theoretical concepts. For example, want milk as a response to an adult asking "more milk?" would be at least partly an echoic. The precise descriptive label would depend on knowledge of the antecedent conditions and the present situation.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

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

Lincoln and Guba (1985) assert that new participants are added as new dimensions of the issues become apparent through earlier interviews.

3.2 The Subjects

The subjects of this study are the children of 1; 5 years old. The researcher decided to choose three children, out of which two are females and one is male.

The complete data about three subjects can be seen in Appendix 1.

Table 3.1
The Subjects
(n = 3)

No	Subjects	Date and Place of Birth	Sex	Age	Address
1.	RS	Bogor, 10 October 2003	F	1;.5	Medan
2.	HL	Medan, 15 October 2003	F	1; 5	Medan
3	BS	L.Linggau,21October 2003	M	1; 5	Medan

3.3 Technique of Collecting the Data

The researcher collected the data for three months; in order to obtain complete information about the respondents. The researcher began to collect the data starting April 2005 when the age of subjects were 1; 5 years old to 1; 8 years old at the end of the research. The steps that the researcher had done, firstly interview and observation.

3.3.1 Interview

Morgan (1988:98) says an interview is a purposeful conversation, usually between two people, but sometimes more that is directed involving by one in order to get information from the other. The researcher had carried out in-depth interview, some questions ware asked to the children's parents (see Appendix 2).

3.3.2 Observation

The researcher then tried to observe the children about one hour as directly and one time in each week. The researcher had done12 steps and 12 weeks in observation (see Appendix 3).

3.4 Technique of Analyzing the Data

After collecting the data, the researcher makes a list of the words and speech produced by children of 1; 5 years old to 1; 8 years old at the end of the research. All the words and speech produced are presented in forms of tables (see Appendix 4).

The researcher has made some data about the acquisition of the subjects', such as:

3.4.1 Inventories

Inventory is a supported parents' ability to choose content appropriate for their children, or address online personal safety issues affecting children. Inventories *(Http/www/en.wiktionary.org/wkl/talk:inventorize.2000)* are a detailed list of all speech produced or record as description units of words by a child. Inventory is the total number of words. Inventory serves to raise awareness of existing technologies

that can address concerns raised by those who care for children. Inventories focus on tools that empower parents, teachers, librarians, and others to choose appropriate content for children.

The data obtained from each the subjects.

Table 3.2

Inventories

No	Subjects	Language Produce									
1.	RS	*mʌ* (mother)	*Aŋ* (brother	*bov* (porridge)	*we* (cake)	*pʌ* (father)	*um* (drimk)	*Pi:* (hat)	*wʌ* (fruit)	*tin* (salt)	*nis* (sweet)
2.	*HL*	*mʌ* (mother)	*ban* (brother)	*bov* (porridge	*Ue* (cake)	*pʌ* (father)	*num* (drimk	*pi* (hat)	*wʌ* (fruit)	*cin* (salt)	*nis* (sweet
3.	*BS*	*mʌ* (mother)	*aŋ* (brother)	*bov* (porridge	*eh* (cake)	*pʌ* (father)	*um* (drimk	*pi* (hat)	*wʌ* (fruit)	*cin* (salt)	*nis* (sweet

RS and BS are able to recognize and produce words, eventhough there were some uncleared pronounced, like "*aŋ*" for *Abang,* ***bov*** for porridge, ***we, ue*** and ***eh*** for ***cake, tin*** and ***cin*** for ***salt.***

3.4.2 Patterns of production

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

Table 3.3

Pattern of Production

No	Subjects	Types of words												
		Adjectives			Verb					Noun				
1.	RS	*[eit] Sick*	*[tin] Salt*	*[nis] Sweet*	*[um] Drimk*	*[eis] Write*	*[uok] Sit*	*[ʌm] Eat*	*[dih] Bath*	*[mʌ] Mother*	*[yʌ] Father*	*[eovn] Cat*	*[uŋ] Dog*	*[tʌ] Eyes*
2.	HL	*[i:t] Sick*	*[cin] Salt*	*[nis] Sweet*	*[num] Drimk*	*[yis] Write*	*[ud] Sit*	*[ʌm] Eat*	*[di] Bath*	*[mʌ] Mother*	*[pʌ] Father*	*[ciŋ] Cat*	*[kuŋ] Dog*	*[tʌ] Eyes*
3.	BS	*[eit] Sick*	*[cin] Salt*	*[nis] Sweet*	*[um] Drimk*	*[is] Write*	*[du'] Sit*	*[kʌn] Eat*	*[dih] Bath*	*[mʌ] Mother*	*[pʌ] Father*	*[eiuŋ] Cat*	*[kuŋ] Dog*	*[tʌ] Eyes*

The subjects produced 3 adjectives, for example, RS and BS had been able to pronounced ***[eit]*** it means ***Sick***, and HL pronounced ***[i:t]*** for ***Sick***. 5 verbs such as RS pronounced ***[eis]***, HL pronounced [***yis]***, and BS pronounced ***[is]*** for ***write***. 5 Noun; RS, HL and BS had been able to pronounced ***[mʌ]*** for ***Mother***, and [***tʌ]*** for ***eyes***.

The total numbers of all the words are 15 by subjects. As can be seen, the most of the words are not pronounced correctly.

3.4.3 Explanatory aspects

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

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

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

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

When she plays with her doll

Mother : IkΛ$^{?}$, bonɛkə nyΛ jaŋan di mandikan yΛ.

RS : pΛ$^{?}$, mΛ$^{?}$, it means kenapa ma.

Mother : nənti bonɛka IkΛ bas $^{?}$Λh.

RS : cΛ$^{?}$, mΛ$^{?}$, it means basah ma.

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

Mother : IkΛ$^{?}$, jΛŋan pergi kesana, nənti IkΛ$^{?}$ jΛtuh$^{?}$

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

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

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

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

ED : hi$^{?}$...can $^{?}$tik $^{?}$siapa nΛmΛ nyΛ.

RS : (sambil tersenyum) dia mengatakan kΛ$^{?}$.

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

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

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

ED : hiʔ..... Lila, lihatʔ apʌ yaŋ kʌkʌkʌk ʔbawa.

HL : kʌʔ. It means doll.

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

Auntie: Lila, jaŋan na ʔkal sama temannyʌ.

HL : pəʔ it means kenapa.

Auntie: Lila jaŋan nakal, nanti temannyʌ ma ʔrah.

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

Examples:

[a] : ma ma (mama).

[e] : eong (Cat)

[i] : ih (Go)

[o] : on (watch)

[u] : um (drink)

[b] : bou (porridge)

[P] : pa (father)

[t] : ta (eyes)

[d] : dih (bath)

[k] : ka (open)

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

ED : ʔhellɒ.... Boy, apa i ʔni.

BS : lΛʔ, it means ball.

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

BS : ʔmΛ..... Atʔ.

Mother: ʔyΛ, pesawat, Boy mau naikʔ Pesawat.

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

Mother: Boy, janan diganʔgu nenek.

BS : ek...unʔ, it means nenek bangunlah

Mother: Boy.... ʔmΛmΛ bilan janan diganʔggu nenek yΛ, nenek tidur.

BS : (pergi menjahui neneknya).

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

Examples:

[a] : ma ma (mama).

[e] : eong (Cat)

[i] : it (sick)

[o] : on (watch)

[u] : um (drink)

[b] : ba (father)

[P] : po (shampoo)

[t] : ta (eyes)

[d] : dih (bath)

[k] : kan (fish)

3.4.4 Contexts.

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

Table 3.4

Contexts in Indonesian's Vowels

No	Subjects	Indonesian's Vowels	Words	Phonetic Transcription	Meaning
1.	RS	[ʌ]	(mata)	[tʌ]	Eyes
		[ɛ]	(kucing)	[ɛong]	Cat
		[i]	(sakit)	[i:t]	Sick
		[e]	(halo)	[e:u]	Hello
		[o]	(bubur)	[bo:u]	Porridge
		[u]	(duduk)	[uok]	Sit

Table 3.5

Contexts in Indonesian's Vowels

No	Subjects	Indonesian's Vowels	Words	Phonetic Transcription	Meaning
2.	HL	[ʌ]	(mata)	[tʌ]	Eyes
		[ɛ]	(kue)	[ɛ:h]	Cake
		[i]	(kucing)	[i:ŋ]	Cat
		[e]	(duit)	[e:t]	Money
		[o]	(bubur)	[bo:u]	Porridge
		[u]	(perut)	[u:t]	Stomach

Table 3.6

Contexts in Indonesian's Vowels

No	Subjects	Indonesian's Vowels	Words	Phonetic Transcription	Meaning
3.	BS	[ʌ]	(mata)	[tʌ]	Eyes
		[ɛ]	(kucing)	[ɛong]	Cat
		[i]	(sakit)	[i:t]	Sick
		[e]	(duit)	[e:t]	Money
		[o]	(halo)	[o:u]	Hello
		[u]	(perut)	[u:t]	Stomach

Table 3.7

Contexts in Indonesian's Consonants

No	Subjects	Indonesian's Consonants	Words	Phonetic Transcription	Meaning
1.	RS	[b]	(abang)	[baŋ]	brother
		[p]	(sampo)	[pʊ]	Shampoo
		[d]	(mandi)	[di:]	Bath
		[t]	(cicak)	[tʌh]	Lizard
		[m]	(mama)	[mʌ]	Mother
		[n]	(minum)	[num]	Drink
		[ng]	(abang)	[baŋ]	Brother

Table 3.8

Contexts in Indonesian's Consonants

No	Subjects	Indonesian's Consonants	Words	Phonetic Transcription	Meaning
2.	HL	[b]	(bubur)	[bʊ:o]	porridge
		[p]	(sampo)	[pʊ]	Shampoo
		[d]	(gigi)	[di:]	Teeth
		[t]	(sakit)	[te:t]	Sick
		[m]	(mama)	[mʌ]	Mother
		[n]	(minum)	[num]	Drink
		[k]	(buka)	[kʌ]	Open

Table 3.9

Contexts in Indonesian's Consonants

No	Subjects	Indonesian's Consonants	Words	Phonetic Transcription	Meaning
3.	BS	[b]	(rambut)	[bu:t]	Hair
		[p]	(sampo)	[pʊ]	Shampoo
		[d]	(mandi)	[di:]	Teeth
		[t]	(tante)	[te:n]	Auntie
		[m]	(mama)	[mʌ]	Mother
		[n]	(minum)	[num]	Drink
		[ng]	(ompung)	[uoŋ]	Grandpa

CHAPTER IV

THE DATA AND DATA ANALYSIS

4.1 The Data

The data collection began when the age of the subjects was 1; 5 to 1; 8 years old. It lasted for three months since the children began producing a large figure of utterances that could be classified as one-word utterances and two-word utterances or what is described as word producing by the time children reached the age of 1;8 years old.

The utterances obtained were described fully and completely in the appendixes. The subjects of this research are the children of one and a half years old. The description was divided into three stages, the first is done for RS, the second is done for HL, and the last is done for BS.

4.2 Data Collection

As mentioned above, data collection lasted for three months starting from April 3rd, 2005 to June 26th, 2005. The researcher used some stages for collecting the data, such as: Interview and Observation

The researcher conducted interview to the children's parents or families using some questions were asked. Interview used in this research was meant to obtain some necessary information concerning the subjects' background such as: his/her parents, brothers, sisters, and also including his/her surrounding, who might have affected the children's production of language acquisition, because this way the researcher could get more complete data. The result of an interview the children's parents can be seen in Appendix 2.

Observation used in this research means to find out the subjects and to know the children word utterances and speech produced. The researcher gave steps about observation what to do; in this case the researcher recorded or noted every thing in getting data about the children's production on language acquisition based on the time schedules which were divided 12 stages, seen in Appendix 3.

The observation conducted on Mondays for RS, Wednesday for HL and Thursdays for BS. It was done every week starting from the first day (3rd April 2005) till the last day (26th June 2005) as long as three months.

4.3 The Subjects Background

As described in Chapter Three, that the subjects in this researcher was done to three children which will be described in the following:

4.3.1 RS

RS was 1;5 years old when this research started, she could speak as well as the other children, her mother is housewife and her father is an officer of Bank Negara Indonesia who works fulltime in a day, but always prepared the time for his children, it means that the mother also has fulltime to take care the daughter. Her parent is a mandailingnese. Both her parents are graduated from North-Sumatra University. She always plays and talks with their family, but she uses Bahasa Indonesia in her daily communication, and her parents also use Bahasa Indonesia.

4.3.2 HL

HL was 1, 5 years old when this research and she also could talk as well as her friends surrounding her. She is active in action and talking, and she also has old brother who have studied in his primary school. Both her mother and father is teacher. Her mother who teaches five days in a week but her father who teaches six days in a week. It means that the mother has the time to take care the daughter, and her language acquisition development, her auntie has too much time to talk with her. Even though her mother has no much time to take care the daughter, but she used the time to communicate to her daughter actively.

HL lives around differences ethnic, there are Japanese, Bataknese, Padangnese, Malaynese and others, but in having communicating they use Bahasa Indonesia as their daily language. And her parents also use Bahasa Indonesia, even though in reality his father is a Padangnese and her mother is Javanese.

4.3.3 BS

BS was 1; 5 years old when this research started, when he also could talk as well as others. He spoke much and actively. His father is a doctor, even though he has no much time to take care the son, but he always prepared the time for his son. His mother is a housewife, and his language acquisition, his mother has too much time to talk with him. He also has young sister and young brother; both of them are 9 months. He lives together his mother's parents.

His father is a Bataknese, both his father and mother's family are Bataknese, they use Bahasa Batak in their daily communicating, but something they use Bahasa Indonesia. BS lives in Bataknese people, but they never apply Bahasa Batak in their daily communication with their surrounding.

4.4 Data Analysis

Data collection lasted for 3 (three) months starting from April 3rd, 2005 to June 26th, 2005. There were 12 weeks as shown in form of tables in the appendix 2. All data obtained routinely observation the subjects and at the same writing down the utterances s/he produced along with their pronunciation, apparent meanings and any surrounding linguistic contexts and situation were analyzed a monthly basis. Each week the children showed a remarkable development in language producing on language acquisition.

4.4.1 The Result of Word-Utterances

During the first month of the observation, the children showed a significant development in word-utterances, the children produced different word-utterances on language. For instance, when s/he want to drink, in the first month s/he utterances *"im, im"*, then in the second months, s/he utterance *num,num.* a new utterances an *[aŋ]*was produced for the first month in the forth observation, an mean tree (pohon). Finally, in the last weekend of June the children produced quite similar utterances, the children produced *"mamam ma" /ma: ma:m ma:/* and *pa pa pa (papa)* beginning in the tenth observation (June 19, 2005) ma mam ma and papa pa means to say mother and father. While, in the first month of the observation, the children just

produced ma /mʌ/ mean while on June (19th, 2005), the tenth observation on June the children was showing a lot of progress some new vocabularies were also produced such as: *an, yis, uk".*

4.5 The Findings

The above analytical of the data obtained shows the sufficiently significance development of a child on language production during the observation. All word-utterances/speech produced by the subjects are presented in forms of tables (see Appendix 4). However this finding has shown that there is a difference on language production/speech produced by the subjects at the same age. BS was able to produced words than other subjects. BS could produce 97 words/speech produced, HL produced 89 word/speech produced, and RS only produced 83 word/speech produced. And the research's wonder on this observation has been answered. The researcher realizes that this occurred only to the children under this research. The fact might be different if the subjects are taken from another subject at the different ages. Hopefully, someday other researchers are interested in conducting another research on this.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

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

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

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

5.2 Suggestions

After describing the conclusions above, the next step will be the suggestions which related of the research.

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

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

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

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APPENDIX 1

AN OBSERVATION OF LANGUAGE PRODUCTION OF ONE AND A HALF YEAR OLD CHILDREN

THE BIO DATA OF THE SUBJECTS

1. THE SUBJECT

Name	: RS
Place /Date of Birth	: Bogor/ 10 October 2003
Sex	: Female
Age	: 1; 5 years
Nick name	: Ikhah
Height	: 65 cm
Weight	: 10 kg
Address	: Komp. IAIN – Medan Jalan. Pancing No.17 Medan

HER PARENTS

FATHER:

Name	: RT
Place/ Date of Birth	: Belawan/10 April 1971
Age	: 33 Years
Educational Background	: S1-USU (Agriculture Faculty)
Occupation	: Officer of Bank Negara Indonesia

MOTHER

Name	: LD
Place/ Date Of Birth	: Medan/ 4 December 1975
Age	: 30 Years
Educational Background	: S1-USU (Agriculture Faculty)
Occupation	: Housewife

Her Eldest Brother

Name	: MZ
Place/Date of Birth	: Medan/ 24 December 2000
Age	: 4 Years
Educational Background	: Play-Group

Her Youngest Sister

Name	: AR
Place/Date of Birth	: Medan/ 10 April 2004
Age	: 11 Months

Her Servant

Name	: MN
Place/Date of Birth	: Batang Toru/ 13 February 1968
Sex	: Female
Age	: 37 Years
Educational Background	: Primary School

Her Daughter

Name	: NA
Place/Date of Birth	: Jakarta/ 24 April 1993
Educational Background	: Student in sixth grade
Age	: 12 Years

RS (1;5 Years Old)

2. THE SUBJECT

Name	: HL
Sex	: Female
Place /Date of Birth	: Medan/ 23 October 2003
Age	: 1; 5 years
Nick name	: Lila
Height	: 65 cm
Weight	: 10 kg
Address	: Jalan. Sostro No.25 Medan

HER PARENTS

FATHER:

Name	: YS
Place/ Date of Birth	: Padang/ 29 January 1971
Age	: 33 Years
Educational Background	: S1-IKIP (Physical Education)
Occupation	: Teacher at Angkasa II Lanut.

MOTHER

Name	: MD
Place/ Date of Birth	: Tebing Tinggi/ 30 Juni 1972
Age	: 32 Years
Educational Background	: S1-IAIN (English Department)
Occupation	: Teacher at SMK-1 Medan Putri

Her Eldest Brother

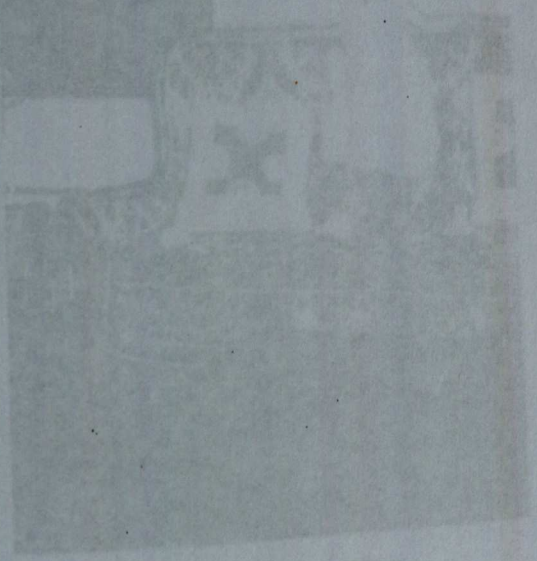
Name	: HF
Place/Date of Birth	: Medan/ 24 December 2000
Age	: 4 Years
Educational Background	: Play Group

Her Caretaker

Name	: IW
Sex	: Female
Place/Date of Birth	: Medan/ 15 July 1977
Age	: 28 Years
Educational Background	: Senior High School

Her Friends

1. Name	: TF
Place/Date of Birth	: Medan/ 22 February 1997
Sex	: Female
Age	: 8 Years
Education Background	: A Student in Fourth Grade
2. Name	: SS
Place/Date of Birth	: Medan/ 19 May 1999
Sex	: Female
Age	: 6 Years



HL (1;5 Years Old)

3. THE SUBJECT

Name	: BS
Place /Date of Birth	: Lubuk Linggau/ 21 October 2003
Sex	: Male
Age	: 1; 5 years
Nick name	: Boy
Height	: 65 cm
Weight	: 11 kg
Address	: Jalan. Ambai No. 85 Medan

HIS PARENTS

FATHER:

Name	: BB
Place/ Date of Birth	: Medan/ 18 October 1976
Age	: 29 Years
Educational Background	: S1- UMI (Medical Department)
Occupation	: Doctor

MOTHER

Name	: YF
Place/ Date of Birth	: Medan/ 14 November 1977
Age	: 28 Years
Educational Background	: S1- USU (English Department)
Occupation	: Housewife

His Youngest brother and sister (TWIN)

Brother

Name	: BY
Place/Date of Birth	: Medan/ 14 August 2004
Sex	: Male
Age	: 6 Months

Sister

Name	: BK
Place/Date of Birth	: Medan/ 14 August 2004
Sex	: Female
Age	: 6 Months

His Grandfather

Name	: MT
Place/Date of Birth	: Samosir/ 20 June 1950
Age	: 55 Years
Educational Background	: Senior High school
Occupation	: Police Officer

His Grandmother

Name	: RP
Place/Date of Birth	:Pematang Siantar / 1 October 1948
Age	: 57 years
Educational Background	: Senior High School
Occupation	: Housewife

His Uncle

Name	: PT
Place/Date of Birth	: Medan/ 11 December 1975
Age	: 30 Years
Educational Background	: S1- USU (Technical Engineer)
Occupation	: Private Enterprise

His Auntie

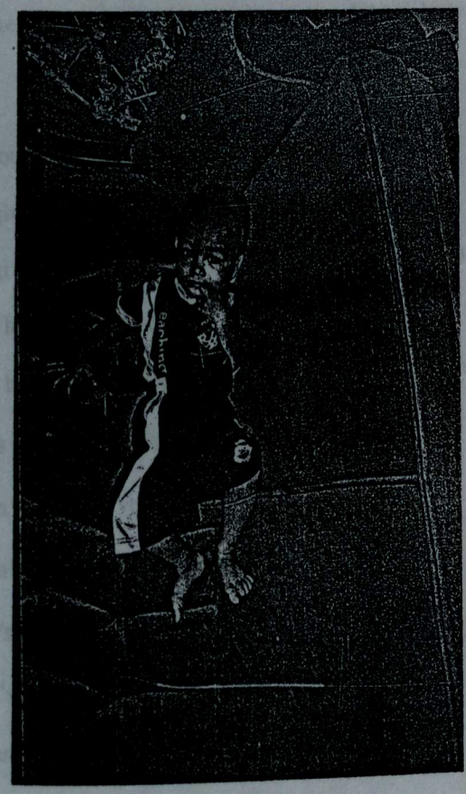
Name	: RN
Place/Date of Birth	: Medan/ 10 September 1975
Age	: 30 Years
Educational Background	: S1- UNIKA (Economics Majoring)
Occupation	: Housewife

His Great Grandmother

Name	: NS
Place/Date of Birth	: Samosir/ 1920
Age	: 85 Years
Educational Background	: Primary School

His Servant

Name	: NA
Place/Date of Birth	: Medan/ 11 January 1985
Sex	: Female
Age	: 20 Years
Educational Background	: Senior High School



BS (1;5 Years Old)

APPENDIX 2

INTERVIEW

Some questions were asked to the children's parents, among others:

- How about the children kinetics development, such as:
- Is he/s giving response if his/her name is called?
- Is he/s giving response, when his/her parents are leaving for work?
- What is his/her response, when his/her parents are coming for work?
- What is he/s response, when guests came and call his/her name?
- Did he/s understood, if we say to his/her such as:

  Don't go there, you will fall.

  Don't cry, look there is your father.
- Did he/s knowing about their members of the family.
- Did he's knowing, if we ask to his/her about food/drink, toys, parts of the body, animals.

APPENDIX 3

OBSERVATION

12 Steps In Observation, Such As:

- Observation I

Focus on the word utterances

- Observation II

Interaction with subjects.

- Observation II

Communicate with subjects.

- Observation IV

Focus on the kinetics their development.

- Observation V

Focus on the Phonology their development.

- Observation VI

Record on one-word utterances

- Observation VII

Record on two-word utterances

- Observation VIII

Observation their activities

- Observation IX

Records on one-word utterances

- Observation X

Records on two-word utterances

- Observation XI

Focus on kinetics and phonology their development.

- Observation XII

Finally, Collect or make a list of data about subjects' ability from the first observation.

APPENDIX 4

THE RESULTS OF OBSERVATION

List of observation and interview by subjects

Observation I

Focus on the word utterances

No	Subjects	Date	Time	Types of utterances and speech produced	
				One-word	Two-word
1.	RS (1;6 years old)	April 03, 2005	2-3 pm	tʌ (eyes) yʌ (father) mʌ (mother ut (stomach) taŋ (fish) ʌm (eat) i:m (drink) la ouh bʊ bɛ (chili) bʌŋ (brother) dɜu (milk)	ɔoŋ (cat) dɜi (teeth)

No	Subjects	Date	Time	Types of utterances and speech produced	
				One-word	Two-word
2.	HL (1;6 years old)	April 06, 2005	2-3 pm	tΛh (eyes) pΛ (father) mΛ (mother) ach bʊ (sleep) Λm (eat) e:ŋ (car) im (drink) bΛ tΛ yΛŋ (hen)	mΛmΛ (mother) dɜuh (milk) guŋ (dog) ut (stomatch) ciŋ (cat)
3.	BS (1;6 years old)	April 09, 2005	2-3 pm	mΛ (mother) pΛ (father) bat (drug) ut (mouth) ta (eyes) im (drink) kan (eat) nan (hand) tΛn nam yur (egg) ut (hair)	pʊŋ (grandfa) utu (book) əoŋ (cat)

OBSERVATION II

Interaction with subjects

No	Subjects	Date	Time	Activities	Result
1.	RS (1;6 years old)	April 10, 2005	2-3 pm	When her mother comes together me, I say "Hi" and call her name "Ika".	She comes to her mother and gives smile.
				When she attempts to dance, I clap my hands.	She claps her hands more than 5 more.
				When she playing with her doll, I come to her and ask her what is it?	She gives me her doll and says [tɔ̃].
				When I attempt to play with her doll.	She look at me and laugh.

No	Subjects	Date	Time	Activities	Result
2.	HL (1;6 years old)	April 13, 2005	2-3 pm	When her mother comes together me, I say "Hi" and call her name "Lila".	She looks happy and smiles.
				When she attempts to dance, I clap my hands.	She claps her hands more than 3 more.
				When she playing with her doll, I come to her and ask her what is it?	She gives me her doll.
				When I attempt to play with her doll.	She gives me her doll and says [na].

No	Subjects	Date	Time	Activities	Result
3.	BS (1;6 years old)	April 16, 2005	2-3 pm	When his mother comes together me, I say "Hi" and call her name "Hello Boy".	He comes to his mother and looks happy and says [tan].
				When I attempt to sing a song, I clap my hands.	He claps his hands more than 3 more.
				When he playing with his toy, I come to his.	He gives me his car.
				When I attempt to play with his ca.	He looks happy and gives me smile and says [na].

Observation III

Communicate with subjects

No	Subjects	Date	Time	Activities	Result
1.	RS (1;6 years old)	April 17, 2005	2-3 pm	Researcher tries to communicate with subject. When I say "Hi" and ask her who your name is?	Ika says [tan] and attempt to say her name [ta]
				When I give her doll and try to ask her what is this?	Ika comes to me and says [beta]
				When I attempt to communicate with her.	Ika tries to produce own word, such as [ta], [ach], [tan]
				When I sing a song "Pok ame-ame"	Ika gives respond such as clap her hands more than 4 times and try to sing a song.
				When I ask her where is mom?	Ika says as directly [gih]

No	Subjects	Date	Time	Activities	Result
2.	HL (1;6 years old)	April 20, 2005	2-3 pm	Researcher tries to communication with subject. When I say "Hi" and ask her who your name is?	Lila says [hi] and says her name [la].
				When I give her doll and try to ask her what is this?	Lila gives her hands to me and says [kah]
				When I attempt to communicate with her.	Lila tries to produce own word, such as [tan], [na na], [yam].
				When I sing a song "Pok ame-ame"	Lila attempts to produce words such as [ta], [ke ta], [na na], [ya na] and try to sing a song.
				When I ask her, where is mom?	Lila says [ma].

No	Subjects	Date	Time	Activities	Result
3.	BS (1;6 years old)	April 23, 2005	2-3 pm	Researcher tries to communicate with subject. When I say "Hi" and ask his, who's your name?	Boy says [an], [oy].
				When I give his a toy and try to ask his, what is this?	Boy look at me and says [mbom]
				When I attempt to communicate with his.	Boy tries to produce own word, such as [oy], [ma ma], [ung].
				When I sing a song "Pok ame-ame"	Boy attempts to sing a song and clap his hands more than 3 times.
				When I ask his, where is mom?	Boy says [dah].

Observation IV

Focus on the kinetics development

No	Subjects	Date	Time	Activities	The result
1.	RS (1;6 years old)	April 24,2005	2-3 pm	When I call "Ika"	She look at me and she knows her name "Ika"
				When I say "don't, go to there"	She understands if I say, "don't go to there", as a directly she stops her walks and came to me.
				When I singing a song "Happy Birthday"	Ika claps her hands more than 3 times.
				When I say "look lizard"	Ika sees to wall and laughs.

No	Subjects	Date	Time	Activities	The result
2.	HL (1;6 years old)	April 27,2005	2-3 pm	When I call "Hi Lila"	She gives me smile and she knows her name "Lila".
				When I say " Lila don't, go to there"	As directly she stops her walks and came to her auntie.
				When I singing a song "Happy Birthday".	She claps her hands more than 5 times and produce words such as [ma ma, na na, ta ta]..
				When I say "look lizard"	She sees to wall.

No	Subjects	Date	Time	Activities	The result
3.	BS (1;6 years old)	April 30,2005	2-3 pm	When I call "Hi Boy, how are you?"	He gives me smile and says [ta ke na]. He knows his name "Boy".
				When I say " Boy don't, go to there"	He stops his walks and came to me.
				When I singing a song "Happy Birthday".	He claps her hands more than 3 times and produces words such as [mama, ta].
				When I say "look lizard"	He sees to wall and says "ah"

Observation V

Focus on the phonology

No	Subjects	Date	Time	The phonology
1.	RS (1;7 Years old)	May 1, 2005	2 – 3 pm	RS had been able to pronounce Indonesian's vowels, as the following examples: [a] : ma [mama], pa [father], am [eat] [e']: be [chili], ue [cake] [e] : eoŋ [cat], es [es] [u]: cu [milk], um [drink], bu [porridge]. [i]: di [bath], ji [teeth], il [water] [o]: po [shampoo]

No	Subjects	Date	Time	The phonology
2.	HL (1;7 Years old)	May 4, 2005	2 – 3 pm	HL had been able to pronounce well Indonesian's vowels, as the following examples: [a] : ma [mama], pa [father], ta [eyes], mam[eat] [e']: be [chili], we [cake] [e] : eoŋ [cat], te [auntie] [u]: cu [milk], um [drink], bu [porridge]. [i]: di [bath], di [teeth], did [sick] [o]: to [photo], po [shampoo].

No	Subjects	Date	Time	The phonology
3.	BS (1;7 Years old)	May 7, 2005	2 – 3 pm	BS had been able to pronounce well Indonesian's vowels, as the following examples: [a] : ma [mama], ba [father], am[eat] [e']: be [chili], ue [cake] [e]: eoŋ [cat], te [auntie] [u]:su [milk], um [drink], uoŋ [dog], pu [shampoo] [i]: di [bath], gi [teeth] [o]: on [watch], po [broom]

Observation VI

Record one-word utterances

No	Subject	Date	Time	One-word utterances and speech produced
1.	RS (1;7 years old)	May 8, 2005	2-3 pm	Ma [mother], tok [spoon], pu [broom], duk [sit], cu [milk], bis [finish], la [boll], nɛk [grandma], nak [delicious], num [drink], tet [sick], yis [write], da [biycle], ɔs [ɛs], but [hair], we [cake], ih [fire].

No	Subject	Date	Time	One-word utterances and speech produced
2.	HL (1;7 years old)	May 11, 2005	2-3 pm	Ma [mother], tok [spoon], pi [TV], pu [lamp], dɜuh [milk], nis [sweet], la [boll], nɛk [grandma], ka [open]], num [drink], tet [sick], tu [pintu], da [biycle], es [es], tuh [fall], to [car], yam [hen], di [bath], it [money], ʌt [plane],

No	Subject	Date	Time	One-word utterances and speech produced
3.	BS (1;7 years old)	May 14, 2005	2-3 pm	Ma [mother], pu [broom], nek [grandma]], pu [lamp], dɜuh [milk], nis [sweet], bil [car], li [cupboard], ka [open], il[water], num [drink], tit [sick], tu [pintu], dʌ [biycle], on [candy], tut [follow],tu [stone] , uŋ [nose].

Observation VII

Record two-word utterances

No	Subjects	Date	Time	Two-word utterances and speech produced
1.	RS (1;7 years old)	May 15, 2005	2-3 pm	mama [mother], tata [sister], meom [cat], ɛtok [spoon], utu[book], ʌmʌm [eat], bobo [sleep], um [drink], uwʌ [fruit], tutu [nail], dɜih [teeth], ola [ball].

No	Subjects	Date	Time	Two-word utterances and speech produced
1.	HL (1;7 years old)	May 18, 2005	2-3 pm	mama [mother], tata [sister], uwe [cake],eceng [cat], oto [car], utu[book], amam [eat], bobo [sleep], nyom [drink], uwa [fruit], tutu [nail], oya [ball], dih [bath].

No	Subjects	Date	Time	Two-word utterances and speech produced
1.	BS (1;7 years old)	May 21, 2005	2-3 pm	mama [mother], tutu [nail], tata [sister], apu [broom], eoŋ [cat], ɛtok [spoon], utu[book], amam [eat], bobo [sleep], nyom [drink], uwa [fruit], tutu [nail], dɜih [teeth], ola [ball].

Observation VIII

Record activities

No	Subjects	Date	Time	Activities
1.	RS (1;7 years old)	May 22, 2005	2-3 pm	RS was 1; 6 years old, when this research. Ma and pa are spoken by Rs when he sees her mother or father. She plays and talks with her brother and sister at home. Her mother always has much time to take care the daughter. When sees her doll, she will say "ta", it means "Boneka". RS always play with her doll. When I asked, what is that? To refer to something like fruit, RS will say it as "wa". When she is wet, she will say "is", this means to say "mother I am wet". When she feels hungry or thirsty, she will say "am" and "um".

No	Subjects	Date	Time	Activities
2.	HL (1;7 years old)	May 25, 2005	2-3 pm	HL was 1; 6 years old, she has acquired many words. "num" refers to drink, "am" to eat, "wah" for fruit, "we" for cake. Her auntie has too much time to talk with her. She always plays with her friends surrounding at home. When she is playing then sees her auntie, she runs to her and says "ut" it means follow.

No	Subjects	Date	Time	Activities
3.	BS (1;7 years old)	May 28, 2005	2-3 pm	BS was 1; 6 years old, he will say "mama". Words "num" and "am" he says when he wants to eat or drink. When he sees his grandma sleeping, BS always comes over and says "ek...ek" and touches his grandma check and holds his grandma hands, which means that he wants to play with his grandma. He can say "ha" especially when he hears the phone ring. He always plays wit h his grandma at home.

Observation IX

Record one-word utterances

No	Subjects	Date	Time	One-word utterances and speech produced
1.	RS (1;8 years old)	June 5, 2005	2-3pm	Pi: (TV), cin (salt), nis (sweet), kʌn (eat), num (drink), yaŋ (hen), uh (fall), ah (flower), ma (mama), pa (father), di (bath), kaŋ (fish), mut (ant), cin (cat), rih (run), cap (ketchup), bɛ (chili), ut (stomach), ta (eyes), but (hair).

No	Subjects	Date	Time	One-word utterances and speech produced
2.	HL (1;8 years old)	June 8, 2005	2-3pm	ət (money), at (plane), pi: (hat), pi (TV), mam (eat), num (drink), ma (mama), bah (father), kan (fish), mut (ant), cin (salt), an (run), cap (ketchup), be (chili), ut (stomach), ta (eyes), but (hair), li (marble), jɛt (dance), ta (eyes), lut (stomach).

No	Subjects	Date	Time	One-word utterances and speech produced
3.	BS (1;8 years old)	June 11, 2005	2-3pm	tuh (fall), pi: (TV), cin (salt), nis (sweet), kan (eat), um (drink), ma (mama), ba (father), kan (fish), mut (ant), ʌs (hot), in (play), li (run), cap (ketchup), be (chili), ɛt (sick), ɛk (grandma), ut (stomach), ta (eyes), but (hair), an (rain), ta (open).

Observation X

Record two-word utterances

No	Subjects	Date	Time	Two-word utterances and speech produced
1.	RS (1;8 years old)	June 12, 2005	2-3 pm	ma ma (mother), pa pa (father), ola (ball), apu (broom), nna (delicious), ndi (bath), ata (eyes), itan (fish), inum (drink) utu (milk), atu (shoes), wewe (cake), eda (work), ata (sister), dju (shirt), eda (bicycle), ican (banana), ebang (fly), eom (cat).

No	Subjects	Date	Time	Two-word utterances and speech produced
2.	HL (1;8 years old)	June 15, 2005	2-3 pm	ma ma (mother), pa pa (father), ibi (auntie) ʊya (ball), inyum (drink), amam (eat), apu (broom), dɜi (bath), ata (eyes), atu (shoes), phu (lamp), ewe (cake), eda (work), ata (sister), eda (bicycle), icaŋ (banana), iop (sandal), uti (bread), eiuŋ (egg).

No	Subjects	Date	Time	Two-word utterances and speech produced
3.	BS (1;8 years old)	June 18, 2005	2-3 pm	ma ma (mother), pa pa (father), ola (ball), oŋ (grandfa), ndi (bath), ata (eyes), atu (shoes), inyom (drink), ʌmʌm (eat), wewe (cake), eda (work), dju (shirt), eda (bicycle), icaŋ (banana), əbaŋ (terbang), əom (cat), tut(follow), dih (go).

Observation XI

Focus on kinetics and phonology development

Subjects	Date And Time	Kinetics Development	Phonology Development
(1). RS (1;8 years old)	June 20,2005 2-3 pm	They could speak normally even though there were some unclear pronounced yet, they spoke much and actively. Both of them understand if we call his/her name. They know the function of things which were given to his/her.	They had been able to pronounce Indonesia's vowels and consonants, as the following: [ʌ] : (mʌmʌ) / mother [e] : (e:ik) / grandma [u] : (uŋ) / tree [I] : (li:k)/ buy [o]: (oeŋ) /cat [b] : (ne:) / put in the car. [p] : (pʌ pʌ)/ father [t] : (tʌ tʌ tʌ) [k] : (kaŋ) / fish [J] : (dɜu)/ milk
(2). HL (1;8 years old)	June 22,2005 2-3 pm		
(3). BS (1;8 years old)	June 26,2005 2-3 pm		

Observation XII

The Result Word-Utterances/ Speech Produce By the Children (1; 5 – 1; 8 Years Old)

No	Subjects	Types of word-utterances/speech produced		Observation	Total
		One-word	Two-word		
1.	RS	13	2	I	15 words/speech produced
2.	HL	11	5	I	16 word/speech produced
3.	BS	12	3	I	15 words/speech produced

No	Subjects	Observation	Types of word-utterances/ speech produced		Total
			One-word	Two-word	
1.	RS	VI	17	-	17 words/speech produced
2.	HL		20		20 words/speech produced
3.	BS		18		18 words/speech produced
1.	RS	VII		12	12 words/speech produced
2.	HL			13	13 words/speech produced
3.	BS			14	14 words/speech produced

No	Subjects	Observation	Types of word-utterances/ speech produced		Total
			One-word	Two-word	
1.	RS	IX	20	-	20 words/speech produced
2.	HL		21		21 words/speech produced
3.	BS		22		22 words/speech produced
1.	RS	X	-	19	19 words/speech produced
2.	HL			19	19 words/speech produced
3.	BS			18	18 words/speech produced