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**THE ACQUISITION OF SPEECH PATTERN
BY TWO – YEAR-OLD KARONESE GIRLS**

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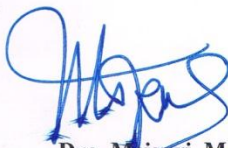
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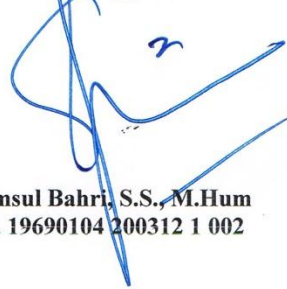
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Pembimbing Skripsi



Dra. Meisuri, M.A
NIP. 19610523 198705 2006

Ka. Program Studi
Sastra Inggris



Syamsul Bahri, S.S., M.Hum
NIP. 19690104 200312 1 002

THE ACQUISITION OF SPEECH PATTERN BY TWO-YEAR-OLD KARONESE GIRLS

*Sri ApulinabrGinting

**Meisuri

ABSTRACT

This research analyzes the acquisition of speech pattern by three Karonese girls. Particular attention is given to types of speech pattern acquired by the three girls. This research uses ethnography qualitative research. The term ethnography has come to be quated with vitually any qualitative research project where the intent is to provide a detailed, in depth description of everyday life and practice. The data were collected by applying documentary technique through daily observation in different context when the children should be active and produce utterances such as playing, watching television, having snack, home activities and communicate with others. The finding at this research shows that Karonese girls acquired three types of speech patterns, namely one- word utterance, two-word utterances and multi- word utterances. The speech pattern used more complex and accordance with the structure of words in the local Karo language. There were three factors affecting language acquisition of the three children, namely society, cognitive process and language.

Keywords : *children's utterances; acquisition; speech pattern; Karonese*

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INTRODUCTION

Learning to talk is more complicated than learning to walk (Clark, 2003). Talking plays a major role in social communication and demands a grasp of all the local conventions of use in each speech community. Children face a particularly intricate task for learning. Compare learning a language to learning how to put on socks and shoes. Language demands a lot more. They are highly more complex system whether one considers just the sound system or the vocabulary, or also syntactic construction and word-structure (Clark,2003:3).

Nowadays, children can talk fluently before they can walk. Even, there is a child that can talk like adult . There are some factors that affecting children's language acquisition like electronic media and their society. When the children watch television, they get new words by imitating them. It made children speak fluently. When the children play in their society, automatically they will learn language.

The phenomena of speech pattern acquisition can be seen on Prinka, a two year and three months Karonese girl. She said “/atu yit mbektu bik/” (I have goat). The pattern of her utterance is two word utterances which consist of noun and verb. Although her utterances are not fully adult-like, some elements are often missing, particularly inflections and determiners but the two word utterances make the adult more easily guest what the children mean. However, if we pay attention to the other of the elements, we will see that her utterances always follow the subject-verb-object-locative order used in adult Karonese.

In society it is believed that language acquisition is different from one to another. Therefore, the researcher focuses the research on the acquisition of speech pattern by two-year-old Karonese girls. In this study, the researcher tries to compare the types of speech pattern acquired by three Karonese girls aged of two years old and the factors affecting acquisition their speech pattern.

Review of Literature

Language Acquisition

Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. Acquisition requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen, 1987).

Language learning, processing and creation represent just a few of many developments between birth and linguistic maturity. Children discover the raw materials in the sounds of their language, learn how they are assembled into longer strings and map these combinations onto meaning. These processes unfold simultaneously, requiring children to integrate their capacities as they learn, to crack the code of communication that surrounds them (Saffran, 2003).

Speech pattern

According to Djarwoidjojo (2003), there are three types of speech pattern of children utterances, namely one word utterance, two word utterances and multi word utterances.

One Word Utterance

One word utterance is very simple because it consists only one word. Even, for Indonesian language it is sometimes not a whole word or a part of a word. Sometimes a single word may represent an entire thought. "boo" may mean "read me a book". One word utterances has various meaning which is called holophrastic. If a baby wants a bottle and is just beginning to learn use language to manipulate, he may point to his bottle and say "ba" which obviously means "give me my bottle". Besides, one word utterance also has characteristic, namely it is started with consonant and vowel (Djarwoidjojo, 2003:85).

When it comes to combining phonemes, children create strategies to simplify the job of articulating tricky phoneme combinations. These strategies tend to appear after 18 months. Before this, children simply tend to avoid words they find difficulty. Children may actually seem to lose their ability to pronounce particular sounds. For example: the word *ikan* is uttered /kan/, the word *mobil* is uttered /bil/, the word *bukan* is uttered /utan/, the word *belum* is uttered /lum/, the word *tidak* is uttered /ndak/ (Djarwoidjojo, 2003).

Two Word Utterances

By the age of two, children start to express two word utterances. They start with two words of which pause, so that as if they were separated. The two word utterances make the adult more easily guess what the children mean. Another characteristic of the two word utterances is that they consist of noun, verb, adjective or even adverb (Djarwowitzjojo, 2003:101).

Example:

/liat tuputupu/ “ayo lihat kupu kupu”

/etsa mimik/ “Echa minta mimik”

/eyang tsini/ “eyang kesini”

Two-word utterances show consistent patterns and are not merely random combinations of words. Some of the consistency have been described according to the meanings children express in the two-word utterance stage. They talk about actions, agents (doers of actions), patients (receivers of actions), locations, and possession, and they point out and describe things (Goodluck,1991:76)

Although there might seem to be very little syntax required in putting two or three word together, it seems that from the very beginning children learning English do use the correct word order. Even if some constituents are missing, those that are expressed almost always follow the correct order for English. For example, to express the notion, “Adam pushed the ball”, a 20-month-old child might say “Adam push”, “push ball” or “Adam ball”, but she would not say “push Adam” (Crain and Martin,2003)

Multi Word Utterances

Multiword utterances begin sometimes between the age of 2 and 3. At first they mostly use content words, often strung together in no sencial grammatical order. “mommy juice drink” probably means “mommy get me some juice to drink”. We know that at this point they understand word order and context and soon they will be able to verbalize them. Gradually, through practice, they begin to master morphology of language and start adding affixes like “ing”. “mommy cook” becomes “mommy cooking”. soon they start using function words like “the” and “is” and string together grammatically correct sentences, like “mommy is

cooking”. eventually, they master syntax, so that “ daddy grandma phone talk” becomes “daddy is talking to grandma on phone”. By this stage, a child is certainly able to communicate and will spend this rest of their childhood, and indeed their adulthood, expanding their vocabulary and knowledge of language (Djarwowitzjojo, 2003).

The Factors that Influence Language Acquisition

There is also considerable agreement that the course of language development reflects the interplay of factors in at least five domains: social, perceptual, cognitive processing, conceptual and linguistic (Johnston,2005).

Social

Toddlers infer a speaker’s communicative intent and use that information to guide their language learning. For example, as early as 24 months, they are able to infer solely from an adult’s excited tone of voice and from the physical setting that a new word must refer to an object that has been placed on the table while the adult was away. The verbal environment influences language learning. From ages one to three, children from highly verbal “professional” families heard nearly three times as many words per week as children from low verbal “welfare” families. Longitudinal data show that aspects of this early parental language predict language scores at age nine (Johnston, 2005)

Perceptual

Infant perception sets the stage. Auditory perceptual skills at six or 12 months of age can predict vocabulary size and syntactic complexity at 23 months of age. Perceptibility matters. In English, the forms that are challenging for impaired learners are forms with reduced perceptual salience, e.g. those that are unstressed or lie united within a consonant cluster (Johnston, 2005).

Cognitive

Frequency affects rate of learning. Children who hear an unusually high proportion of examples of a language form learn that form faster than children who receive ordinary input. “Trade-offs” among the different domains of language can occur when the total targeted sentence requires more mental resources than the child has available. For example, children

make more errors on small grammatical forms such as verb endings and prepositions in sentences with complex syntax than in sentences with simple syntax (Johnston, 2005)

Conceptual

Relational terms linked to mental age. Words that express notions of time, causality, location, size and order are correlated with mental age much more than words that simply refer to objects and events. Moreover, children learning different languages learn to talk about spatial locations such as in or next to in much the same order, regardless of the grammatical devices of their particular language. Language skills are affected by world knowledge therefore children who have difficulty recalling a word also know less about the objects to which the word refers (Johnston, 2005)

Linguistic

Verb endings are clues to verb meaning. If a verb ends in –ing, three-year-olds will decide that it refers to an activity, such as swim, rather than to a completed change of state, such as push off. Current vocabulary influences new learning. Toddlers usually decide that a new word refers to the object for which they do not already have a label (Johnston, 2005)

Research Methodology

This research uses ethnography qualitative research. The term ethnography has come to be equated with virtually any qualitative research project where the intent is to provide a detailed, in depth description of everyday life and practice. Typically ethnographers spend many months or even years in the places where they conduct their research often forming lasting bonds with people. It is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study (Hoey,2008). In this study, the researcher spends two months, starts from June till August 2015. This research took place in Perbesi, Tigabinanga Sub distric, Karo Regency.

The subject of this research was three Karonese girls named PS (2.3 years), RK (2.5 years), ST (2,7 years). PS with Karonese background ethnicity and speak Karo language as their daily language. She is the second children in her family. She has one brother and her parents are farmer. In her daily, when her parents are farming, her aunty takes care of her. SS with Karonese background ethnicity and speak Karo language as their daily language. She is the second children in her family. She has one brother and her parents are farmer. In her daily, when her parents are farming, her grandfather takes care of her. ST with Karonese echnicity and speak Karo language as their daily language. She has no brother and no sister and her parents are farmer, in her daily, when her parents are farming, her aunty takes care of her.

The data were collected by applying documentary technique. Documentary technique was conducted through daily observation in different context when the children should be active and produce utterances such as playing, watching television, having snack, home activities and communicate with others. The researcher visited and videotaped the children twice a week. When the researcher did not come to their house, the new utterances uttered by the children were noted by their parents. The data were transcribed into written text and then analyzed by using qualitative data analysis.

Result and Discussion

Based on the research that has been conducted on children two years of age, found that type of speech patterns acquired by three Karonese girls are one word utterance, two word utterances and multi word utterances.

Table 1. The type of speech pattern acquired by the three Karonese girls

Subject	Types of speech pattern		
	One word utterance	Two word utterances	Multiword utterances
RK	8	20	14
PS	7	15	25
ST	10	14	12

Among the three children, PS is the most active children in producing utterances. PS can use multiword utterances when she aged 2.3 years. But the two other girls who are older than her are mostly use one word and two word utterances. PS utterances consist of more set of words compared to the two girls. When the two girls utter one word utterance with a part of the word. PS can utter one word full. While the two girls say two words utterance which still has semantic meaning, PS can utter two word utterances to follow regular ordering combination and without semantic meaning. Factors that affecting acquisition of speech pattern by three Karonese girls are society, cognitive process and language.

Discussion

Based on the research that has been conducted on children two years of age, found that type of speech patterns acquired by three Karonese girls are one word utterance, two word utterances and multi word utterances. By the age of two, they still use one word utterance which has various meaning. They also use two word utterances but still have limited productivity.

This finding is related to Djarwoidjojo's research (2003). He also found that children aged two is mostly use two word utterances and multi word utterances but sometimes they back to use one word utterance.

This finding also related to Rusyani research (2008) . She found that at the age of 2,5 years, a normal child already can pronounce phonemes and words are limited accordance with the environment and the objects around it. In addition, the words that come out are still fragmented and still slip.

Conclusions and Suggestions

Conclusions

Type of speech patterns acquired by the three Karonese girls aged two years are one-word utterance, two - word utterances and multi -word utterances. By the age of two, they still use one word utterance which has various meaning. They also use two word utterances but still have limited productivity. Factors that affecting acquisition of speech pattern by three Karonese girls are society, cognitive processes and language.

Suggestions

In relation to the conclusion, it is suggested to another researcher to find another subject to find another type of speech pattern cause the result might be different if conducted to other subjects in different area. The writer hopes this research can give an advantage for the student to be one of the sources improving language acquisition studies.

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