

CHAPTER 1

INTRODUCTION

This chapter presents some sub-chapters. They are the background of the study, research question, objective of the study, significance of the study, and scope and limitation.

1.1. Background of the Study

Language is tools of communication for humans, humans use language to communicate with other humans. Yogatama (2011) states that a language is a form of a rule symbol system that used in communicating and adapting to the environment that is carried out to exchange ideas, thoughts, and emotions. Brown (2000:15) says that language can be obtained from imitation, it means language is an important thing for people to communicate with other people around. Language is communication tool that is used to talk anything. Its means that language is a communication tool to convey something. The purpose is to share information with people widely, which obviously is everyone's need (Hurley 2001:5). Early childhood is a golden age. At this time the child's brain is experiencing the fastest development throughout life. This period lasts from the age of zero to one year (Fauziddin, 2018).

Chaer (2007) states that language acquisition is a process that takes place in a child's brain when he acquires his first language. Similarly, according to Dardjowidjojo (2000) language acquisition is related to language acquisition that children do naturally when learning their mother tongue. Language acquisition will continue to develop along with the age of the child. During the acquisition of children's language, it's more directed to the function of communication than to the form of language. Language acquisition in children has certain characteristics, is a continuum, and starts from one simple word to reach more complex combinations of words and sentences (Manurung, 2014). Another states by Varshey (2003: 307) language acquisition is a process where a child gets the first language or usually called mother tongue, the process of acquiring that language

which will help to communicate or express something that is in the children's mind.

Language acquisition in children is one aspect of the stages of child development that can not escape the attention of parents and families. Language acquisition by children are the greatest and most amazing human achievement. That's why this issue has gotten great attention. Language acquisition had studied intensively for a long time. At that time, we have learned a lot of about how children speak, understand, and use language, but very little we know about the process of language acquisition. 3-year-old children is able to speak clearly in simple sentences. Parents can also talk to their child when he is also able to ask questions or tell his parents in complete sentences.

Children language development is a children ability to respond to sounds, follow commands, and speak politely. Language development takes place very quickly and becomes the basis for further development in toddlerhood. (Safitri, 2017). Mayasari (2018) states that language development in early childhood through language acquisition is one of the important stages in the context of language transmission in order to avoid extinction.

The goal of language acquisition is the process of mastering the surrounding language, so that it can be analyzed that language acquisition must be based on the language that is heard. Children hear words and begin to construct from words that appear and are taken from local language usage patterns. The environment is a place for children to socialize and adapt for their first language, in this environment they can hear the language that people use and can imitate. They can also analyze and understand the language spoken by others and also use that language as material in the learning.

Therefore, Madurese children use Madurese language as their first language or mother tongue. In the culture of Madurese, the children usually are bilingual. Because the children live in an environment where almost their family and friends are Indonesian and use Madurese language as the first language and Indonesian language as the second language. They spent most of their time with their mother and other people around them. They intensely interact with their mother, and this research subject also got the input to learn new words.

Children language always develops from an early age even from when they were a baby. Children can learn language by listening other people speak, hearing and imitate the people around them. Children who are often talked to by their mothers will develop language faster than children who are not spoken to. At 3-year-old, children are can speak, even to produce a few sentences, although some words that can't understand, (for example in Madurese language: "Mak, ngkok apang, ngkok eyyo mie. The meaning is "Mom I'm hungry and I want mie"),

another example “I want this cake”, “what is that”. The children can mention part of body like nose, eye, ear, neck and the others. Children also can mention some object around them and can understand simple commands such as (“please take the ball and give it to the mother”). Children can find out the formation of two words or more, and can understand the meaning of about 200 until 400 words. At age 1 to 2 years, children can produce one or two words and can show their understanding of many words. At 2 until 3 years, the children will produce three or more words in one sentence. When children can produce three words or more, it means they can make a good sentence, count 1 until 10, tell the experiences, and also ask question.

In the first year, children have begun to be able and understand the use of words, like “no”, “yes” or “want” to things he like or not. Various kind of words that he speaks depends on what he hears everyday. At one years old children are also usually shouting for his mother. In this period the psychological side is increasingly visible from the emotions of a children. Commonly, the child will be closer to their caregivers or their mother. At the age of 2 years most of children can produce 1 until 2 words and begin to make a sentence, like “more water”. At the age of 3 years’ children can imitate what other people say, and at the age of 4 and 5 children can produce more vocabulary, and can speak in sentences that can understand by others.

Therefore, to learn a language, the children also learn about the morphological aspects, and whether the children says one word or two words. Words can be complete if they consist of several suffix or prefix added to the root word, (for example: help/helpful, night/midnight). The root word is the initial word for the formation of the word. For example: sitting, eating, drinking, moving, coming, and others.

The researcher is interested in observing 3-year-old child morphological acquisition of madurese language. Studying and researching children’s language acquisition is very interesting to do, because as we know that the age 1 until 3 the language acquisition is very amazing, which has child age 3 already have almost a lot of vocabulary, but they remain problematic morphologically. For example, in Madurese language: (“Maenna”, but children said “ngkok maen”. So the suffix “na” in this word is gone. The correct word is “ngkok maenna”, or I want to play). Then lack of research in this field, means that according to me after I searched in journals and previous study I rarely find someone researched children language acquisition on morphological aspects use Madurese language object, I just found the researcher used Batakness language or Indonesian language. Also, Madurese is a unique language and there are several levels of language, so make the Madurese language very

interesting to study. In addition, this study can also find word formation in 3-year-old child in madurese. Furthermore, the result of this research can help find solutions to the various problem.

1.2. Statements of Research Questions

Based on the background of the study discussed above, this study is going to discuss about types of morpheme and meaning of morpheme process found in 3-year-old child in Madurese language acquisition. Question will be formulated as follows:

1. What are the types of morpheme processes found in 3-year-old child in Madurese language acquisition?
2. What are the meaning of morpheme processes found in 3-year-old child in Madurese language acquisition?

1.3. Objectives of the Study

From the statement of research question mentioned above, in this study there are two objectives to be achieved:

1. To describe the types of morphemes processes found in 3-year-old child in Madurese language acquisition.
2. To describe the meaning of morpheme processes found in 3-year-old child in Madurese language acquisition.

1.4. Significance of the Study

The results of this study are expected to contribute theoretically and practically:

1.4.1. Theoretical Significance

It is hoped this research will contribute to the expansion of understanding of psycholinguistics analysis scope. Also, the results of this study are expected to be used as references or ideas to be developed again for further research.

1.4.2. Practical Significance

- a. This study hopes to provide useful information for parents to develop in children language acquisition.
- b. This research is useful for parents to provide more information to children and can develop better communication about children language acquisition in daily life.

- c. This research is useful for students who are studying psycholinguistics to improve their learning and interest them to reading about 3-year-old child morphological acquisition and add more information.
- d. This research can provide information for readers about the meaning of morpheme process and types of morphemes in morphology.
- e. This research can be a reference for other researchers, so that can be developed further and more completely about 3-year-old child morphological acquisition of madurese language

1.5. Scope and Limitations of the Study

In order to make research manageable, it is necessary to scope and limit the discussion. The scope of this research focus on psycholinguistic studies by analyzing the 3-year-old child morphological acquisition of madurese language. In this study, the researcher only uses the utterances by 3-year-old child that contains verb or morpheme. The limitation of this research is only focus on 3-year-old child morphological acquisition of madurese language. So, the researcher only analyzing the data by 3-year-old child of madurese language.