

# **CHAPTER I**

## **INTRODUCTION**

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### 1.1 Background of the Study

People are predestined to talk. It is a normal and natural thing that people have a language. As they breathe, people use language without thinking. We all also know that language is a very important tool in our civilized life. It can not be separated from human life, because without language people cannot communicate to each other smoothly. Cameron (1988:59) states that language is the most important of all the forms of human communication. Clark and Clark strengthens (1977:3), “Language is a basic ingredient in virtually every social situation”. Through the acquisition of language we become human and social beings.

Language provides the means for us to take our place in society to express our communicative needs and convey information, to learn about people and the world around us. Language makes us possible to talk to others and oneself about anything and it enables us to live effectively and develop our capabilities.

In our daily life, as human beings and members of society, we are so constantly and thoroughly surrounded by the voice people talking. This also happens to babies. When their phonatory-articulatory organs are still unable to release words,

the first vocal option that they can do is crying (Ziajka, 1981:108). Later, the people's words they hear help them to vocalize. Here, the vocalizations can achieve certain ends and have meaning in the function they serve. Furthermore, Christine Howe (1981:1) strengthens the statement above that "the vocalizations are also a miscellany of sounds that seem like the elements of sounds of natural language". It is also clearly seen that children speak their own language with its own characteristic pattern. These children's pattern will reach the complexity of true speech, that is adult pattern, along with the process of hearing people's voice of talking.

Here, the writer is interested in observing the child's phonemes and words acquisition because she is curious to understand the infant's typical stages in his early language.

## 1.2 Statements of the Problem

In line with the background of the study, and in order to answer the writer's curiosity about early language acquisition, the questions investigated are formulated as follows:

1. What are the stages of the infant's language development?
2. What factors trigger the infant to communicate with others?

### 1.3 Objective of the Study

In accordance with the research question, this study is aimed to find out the stage development of the infant's speech signed by phonetic elements acquired and the factors or stimulus that trigger him to serve the communicative function of his utterances.

### 1.4 Significance of the Study

The findings of the study are most likely to enrich the varieties of psycholinguistic studies and hopefully can be a good input to those who want to learn and understand language development in infancy.

It is also done with the hope that the study might be useful for the future parents in recognizing their own babies' development stages of speech and finding the most appropriate ways in helping the babies to learn their early words as well.

Besides, the writer herself would like to share her findings and thought in this research.

### 1.5 Scope and Limitation of the Study

Being aware of how broad the topic will be and how limited the time given to finish it, the writer finds it necessary to limit the scope of her study.

Here, the writer studies on the language development of her own baby boy since the infant newly born until a year later. All research activities were carried out at Samuel's home in his daily routines.

## 1. 6 Definition of Key Terms

To avoid misunderstanding that might happen to the readers, the writer finds it necessary to define the key terms used in this study. The key terms to be defined are as follows:

1. Acquisition : a subconscious process identical in all important ways to process children utilize in acquiring their first language (Krashen,1985)
2. Babbling :an infant rudimentary vocalization that includes consonant and vowel syllables drawn directly from adults used to initiate and maintain contact with others in the social world (Ziajka, 1981: 111)
3. Cooing :an infant rudimentary vocalization whereas lasts for approximately half a second by tongue moves and acoustically resemble vowels (Ziajka, 1981: 110)
4. Infant : child during the first few years of life (Oxford Advanced Learner's Dictionary , 1989: 638)
5. LAD :Language Acquisition Device; an innate endowment of knowledge of linguistic universals (Lenneberg, 1967)

6. Language : a means for communicating which is produced by speech organs  
(Sapir, 1921: 1)
7. Speech : a human activity that varies without assignable limit as we pass from  
social group to another, because it is purely historical heritage of the  
group, the product of long-continued social usage (Hudson, 1980:24)

### 1.7 Organization of the Thesis

This study consists of five chapters. Chapter I presents the background of the study, statements of the problem, objective of the study, significance of the study, scope and limitation, definition of key terms, and organization of the thesis. Chapter II presents the review of related literature which is relevant to this study. Chapter III deals with research methodology which consists of nature of the study, subject of the study, research instrument, procedure of data collection, and procedure of data analysis. Chapter IV stands for the findings and discussion of the findings divided into the findings themselves and the discussion. Chapter V closes this study by providing the conclusion and suggestion.