

CHAPTER 1

INTRODUCTION

This chapter presents the background to conduct this research. This includes background, statement of problem, research objective, and research significance, definition of key terms and organization of writing.

1.1 Background

Human being is the most complicated creature compared with the others. There are a lot of systems involved or used by them. One of those systems is a language that is known as a way for human to communicate among the others. Language has an important role in human life because they can't live in this world without use language. Actually, Language is basically more than a tool for conveying information, or expressing thoughts, feelings, or ideas.

According to Chaer that early childhood is generally a time for rapidly growing mastery of basic task in learning to speak, by adding vocabulary, master the pronunciation of word although it's error pronunciation.

Children's language develops from the age of 0 to 11 years old. (Dardjowidjoyo, 2010). Some parents have not understood about this, therefore many parents still do not know what they should do to facilitate their children in learning words. The lack of parents understanding about this crucial for their children in learning language, causes some delays in children phonological acquisition compared with their peers. In pronouncing some phonemes, children have difficulties, although

in the end they will be able to pronounce the intended phonemes. Practically, children will have obstacle in pronouncing some words, for example in pronouncing phoneme /r/ (vibrate), that even in certain cases, there are some adults who are not be able to pronounce that phoneme. That case should not happen if parents continuously teach and train the pronunciation of vibrated phoneme to their children in their early age. While theoretically, children's language ability is influenced by the memory in their brain which is still clear and has not been contaminated by other problems in their life. There is a close relation between the developments of children language with their neurology and biological growth.

It can be noted that a child seems to have their own word by simplifying adult's word, whenever they got difficulty in pronouncing the adult's word. Though child's word is different from adult's word, yet they share the same meaning that an adult and a child are still able to communicate to each other. The writer is interested in investigating this phonological acquisition through the word production of a child.

The writer decides to observe and investigate two year old child since it is stated that most children begin to produce recognizable words at the same points in the second year. Before this age, children pass through a period in which speech like sounds are produced, with no obvious link to words in the adult language (Gillen, 2003). It is also believed that second years is a golden phase for a child in learning and developing their language.

In analyzing and explaining the case, the writer will use First Language Acquisition and Children Language Development especially phonological acquisition. This case, the writer uses David Ingram's theory (1989) to describe

phonological process which occurs in a child, called phonological process theory. It is also stated that this process consists of a universal set of hierarchically ordered procedures used by children to simplify speech (Fletcher and Garman, 1986). In other book, Ingram also stated that children acquire phonological system of adult by creating their own structure, and later on change it if their knowledge about adult's phonological system is getting better (Chaer, 2003).

According to Ingram, phonological process includes Substitution process, Assimilation process, and Syllable structure process. Through that phonological process theory, we can then understand how the process of phonological acquisition happens. Besides Ingram's theory, the writer will also try to analyze sounds that are produced by the two years old children based on the place and manner of articulation, as referred to articulatory phonetics. Articulatory phonetics is dealing with where and how actually sounds are produced in human's speech organs (Ladefoged, 1975).

In this study, the writer attempts to find out whether there is a chance to apply the theory of Ingram regarding the process of phonological acquisition. The writer also tries to reveal how exactly the phonological process occurs in two year old child.

The interesting point the writer would like to underline here is the phonological process regarding the word formation produced by a child. The writer believes that a child's speeches or pronunciations are different from the one produced by adult. Below are some basic data that the writer takes from both of the subjects:

a. Indonesian children (2 years old)

Table 1: Indonesian children

Word	Utterance	Utterance	Utterance
Siap	/tiʌp/ (2 years 1 month)	/ciʌp/ (2 years 2 month)	/siʌp/ (2 years 4 month)
Sekarang	/cəkʌlʌŋ/ (2 years)	/səkʌlʌŋ/ (2 years 1 month)	/səkʌrʌŋ/ (2 years 4 month)
Belum	/bəyum/ (2 years)	/bolum/ (2 years 2 month)	/bəlum/ (2 years 6 month)
Punya	/punʌ/ (2 years)	/puŋʌ/ (2 years 3 month)	/punyʌ/ (2 years 5 month)

b. English children (2 years old)

Table 2 English children

Word	Utterance	Utterance	Utterance	Utterance
Almost	/ɔ:mməʊst/ (2 years 4 month)	/ɔ:məʊst/ (2 years 5 month)		/ɔ:lməʊst/ (2 years 9 month)
Really	/wi:əli/ (2 years 1 month)	/li:əli/ (2 years 1 month)		/ri:əli/ (2 years 8 month)
Go away	/əʊ ə'wel/ (2 years)	/əʊ ə'wei/ (2 years 8 month)	/dəʊ ə'wei/ (2 years 8 month)	/gəʊ ə'wei/ (2 years 11 month)
We are	/wi: əl/ (2 years 1 month)	/wi: əl/ (2 years 8 month)		/wi: ə(r)/ (2 years 9 month)

From the data above we can see how the pronunciation error of two years old Indonesian and English children in acquiring and pronouncing some words. By analyzing and understanding the phonological process occurred in two years old child, the writer expects that people will trigger their mind be impressed about how child's speech in formed.

Discussing the description above, the researcher found several researchers who wrote about Phonological Process the title is different and its contents. Nadia Gutari who writes *Phonological Process of Two Year Old Child in Acquiring Indonesian Phoneme*. Vocabulary Acquisition of Children Through English Songs by Noneng Supartika. That previous study greatly assists the researcher to resume a new study by different object and will certainly be more detailed than the previous study. That research general to explain about phonological process but just concern to phoneme.

1.2 Statement of Problem

Based on the background of problems can be formulated the statement of problems into the research questions as follows:

1. How are phonological processes of two years old Indonesian Children?
2. How are phonological process of two years old English Children?

1.3 Research Objective

In doing the analysis, there are objectives found in the analysis, those are:

1. To describe phonological process of two years old Indonesian Children
2. To describe phonological process of two years English Children.

1.4 Research Significance

Academically, this research expected able to contribute on subject linguistic especially in Phonology analysis in phonological process. This researcher gives information for the other researchers about phonological process especially concern in Indonesian and English children.

This research will give knowledge and information for parents and people around the child regarding how the words and sounds are formed in child's language, in order understand the child when he or she is trying to communicate with them. Practically, the writer expects that this research will be a reference for other related studies, especially phonological process, and for those who want to conduct further studies in this field.

1.5 Definition of Key term

a. Phonological Process

The Theory of Phonological Process was introduced by Ingram in 1979 then later on was developed more in 1989 (Ingram, 1989). According to him, children acquire adults' phonological system by creating their own structure in which later on change that structure to the adults' one if their phonological knowledge is getting better (Ingram in Chaer, 2003).

b. Language Acquisition

The Theory of Phonological Process was introduced by Ingram in 1979 then later on was developed more in 1989 (Ingram, 1989). According to him, children acquire adults' phonological system by creating their own structure in which later on change that structure to the adults' one if their phonological knowledge is getting better (Ingram in Chaer, 2003).

c. Phonological Acquisition

Children have to learn to distinguish different sounds and to segment the speech stream they are exposed into meaningful units in order to acquire words and sentences. Here is one reason that speech segmentation is challenging: When you read, there are spaces between the words. No such spaces occur between spoken words. So, if an infant hears the sound sequence “this is a cup,” it has to learn to segment this stream into the distinct units “this”, “is”, “a”, and “cup.” Once the child is able to extract the sequence “cup” from the speech stream it has to assign a meaning to this word. Furthermore, the child has to be able to distinguish the sequence “cup” from “cub” in order to learn that these are two distinct words with different meanings. Finally, the child has to learn to produce these words.

d. Psycholinguistic

Psycholinguistics or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. Initial forays into psycholinguistics were largely philosophical or educational schools of thought, due mainly to their location in departments other than applied sciences (e.g., cohesive data on how the human brain functioned). Modern research makes use of biology, neuroscience, cognitive science, linguistics, and information science to study how the brain processes language and less so the known processes of social sciences, human development, communication theories and infant development, among others.

1.6 Organization of writing

Chapter I: (Introduction) contains Background, statement of problem, research objective, research significance, definition of key term, and Organization of writing. **Chapter II:** (The Theory) presents review related of literatures to the present's research. **Chapter III:** (Methodology and Technique of Research) contains procedure of research, research method, the research site, source of data, technique of collecting data, participants and instruments, data analyzing. **Chapter IV:** (Finding and Discussion) describes finding into discussion based on theoretical foundation and data analysis. **Chapter V:** (Conclusion and Suggestion) reports conclusion and suggestion based on writer interpretation toward the research.

