

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about research context, research problems, research objectives, significant of study, scope and limitation, and definition of key terms. They are as follow:

A. Reseach Contex

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate.¹ Every human must have a language that he possesses, whether its body language or language spoken in words. In the acquisition of language, man would undoubtedly go through his name processes and processes as well. Examples for children ages 1 and 2, where children as young as one year still can't speak the words and need to be copied by their parents. Different with a 2-year-old child where she could express the words "mom and dad" as clearly as "mom and dad" and already mimicking an adult's words at the end of a word. First language acquisition or also known as the Child Language

¹ Nina Khayatul Virdyna, *Psycholinguistics An Introduction*, (Surabaya: Pena Salsabila,2019),53

Acquisition is a process whereby children from infancy through early school years acquire their first languages.

Piaget argues that language acquisition is an inseparable part of overall cognitive development, and specifically as part of the framework of symbolic functions. For Piaget, language is the result of the development of the intellect as a whole and is a continuation of simple behavior patterns.² As for the above, piaget also argues that the process of language acquisition will not be independent of a child's cognitive development. From cognitive development itself would create a new vocabulary a child has by giving symbols to what the child knows. Starting with the simple things that a child could acquire the first language on his own. Children will directly experience the development of vocabulary when they are one and a half years old and it is the result of the transition from intellect to the representation of reason.

We use the words learning and acquisition interchangeably, although they are sometimes used in the second language literature to distinguish between conscious and subconscious language development.³ When we are asked the differences between learn and acquire surely few of us can answer our questions correctly. But the two have clearly different meanings. The word "learning" is in form and is used in formal circumstances, while "Acquire" is more to the formal environment.

Psycholinguistics is the study of the cognitive process that supports the acquisition and use of language. The main goal of a psycholinguist is

²: Rineka Cipta,2009),107 Abdul Char, *Psikolinguistik Kajian Teoritik*, (Jakarta

³Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: OXFORD UNIVERSITY PRESS,1982), 11

to find the structures and processes that underlie human ability to speak and understand language.⁴ In psycholinguistics every processes or means of child development, it has been described in detail by several prominent figures such as Noam Chomsky, Jean Piaget, Vigotsky and still many other scientists who have shared their opinions in the psycholinguistics sciences. Such opinions differ in their characteristic description of the child's development process. But they are basically based on their own research experiences from both child actions and child interactions with others.

In the beginning, the term used for psycholinguistics was linguistic psychology (linguistic psychology) and some people called it psychology of language. Then as a result of a more direct and systematic collaboration, a new science was born which was later referred to as psycholinguistics. Psycholinguistics is the science that describes the psychological processes that occur when a person produces sentences and understands the sentences he hears when communicating and how language skills are obtained by humans.

Psycholinguistics covers three main points; language production, language perception and language acquisition.⁵ Language production refers to what a person says or will say is all spoken in the form of language, whether it is the language that comes out of our sound or the language of our body. Language perception is elaborated on that a person

⁴Deny Prasetyawan, *Pemerolehan Bahasa Pada Anak Suku Sasak Dalam Perspektif Psikolinguistik*, 75

⁵Norita Purba, *The Role Of Psycholinguistic In Language Learning And Teaching*, Journal on Tell Journal (2018, Vol 6), 47

engaging in a conversation can interpret or understand from the sentence itself, whether it is writing or orally. While language acquisitions to conversion of where either a native language ora second language is acquired by a person. It may be derived from an external environment and not just from the family .

In general, most experts now view that children everywhere also get their mother tongue using the same strategy. This similarity is not only based on the same human biology and neurology but also by the mentalistic view that states that children are equipped with natural provisions at birth. Besides that, in language there is also a universal concept so that children are mentally aware of these universal natures. Chomsky likens a child to an entity whose entire body has been installed with buttons and electrical wires: which one is pressed is what will cause certain light bulbs to turn on. So, what language and its form is determined by the input of the surroundings.

Many experts believe that children use or have the same strategy when acquiring their first language. This is proven in biology and nerves owned by humans. Furthermore, in language there is also a universal concept that makes children mentally aware of its universal nature. Universal here means environment, every child either when he can't speak his first language or he can speak a word or two of them will introduce or teach the child to interact with the environment.

The development of language or communication in children is one aspect of the child's developmental stages that should not go unnoticed by

educators in general and parents in particular. The acquisition of language by children is the most human great and amazing achievement. That's why the matter got great attention. Language acquisition has been closely studied for a long time. At that time we have learned much about how children speak, understand, and use language, but very little we know about the actual process of developing language. Infancy or toddler (under five years) is the most significant time of human life. A baby will develop language and speech on a daily basis, but, of course, not every child exactly achieves, some speak quickly and others take a while. To help with development, mothers can help give stimulation that is tailored to each child's uniqueness. As the development of physical ability and maturity comes primarily through the speech process, the communication increases and expands.

At the age of 2-5 in a psycholinguistics has been explained in detail that at this age a child can take it or use its first language. It's just that not all children can speak their second language so clearly and so structured at the age of 2. Because this study deals with the acquisition of children's first language, researchers are doing research on children of 2-5 years. The study was focused on 2-5 year old children to get accurate data results and to make the research easier.

In Bungbaruh village there are some children that has a difference in their motor skills to know the things around them. Base on the statement above, the researcher interests to conduct a research about a case study at

the child's first language acquisition at 2-5 years old in Bungbaruh village in psycholinguistic based on Jean Piaget perspective.

B. Research Focus

From the research context above, the researcher composes research focus is:

How does the child acquire the first language in psycholinguistic based on Jean Piaget perspective?

C. Research Objective

The purpose of this research is, as follows:

To describe how the child acquire the first language in psycholinguistic based on Jean Piaget perspective

D. Research Significance

Creswell state significance of the resear chexplains the essential of research either in scientific or social aim. Scientific aim in developing knowledge where as in social aim is guide as one of effort and step insolving social problem. The same word, this section involves the importance and deserve of problem that will be investigated.⁶

In this research, there are two research significances, those are:

1. Theoretical

This research is expected to enhance knowledge associated about the child's first language acquisition in psycholinguistic based on Jean Piaget perspective.

2. Practical

⁶ John W. Creswell, *Educational Research At Fourth Edition* (Boston: Pearson Press. 2012), 627.

a. Researcher

This research will contribute the information of how the child's first language acquisition in psycholinguistic based on Jean Piaget perspective.

b. Students

From this research the students especially English Department can be easy to understanding in Linguistic subject and Psycholinguistic subject.

c. Readers

To the reader, they can use this research as a reference for the further research.

E. Scope and Limitation

Things that need to be explained in this section are the limits of the variables of the research, population or subject of research, and research location.

The scope of this research is focused on the child's first language acquisition in psycholinguistic based on Jean Piaget perspective, while the limitation is the child's at 2-5 years old in Bungbaruh village. Form of the many children in the Bungbaruh village, the researcher only get 5 Children because take a randomly to increase the maximum in data take, and cause limited cost and time.

F. Definition and Key Term

1. First language acquisition is a process acquire language at the first.
2. Psycholinguistics is the study of psychology and linguistic.

3. Jean Piaget is a Swiss psychologist known for his work on the cognitive development of children.