

YOUNG LEARNER'S ENGLISH SPEECH PRODUCTION

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Abstract

The area of globalization makes a new competition in the life of all over the world. Those things which were not permitted to happen in the previous era, nowadays has been changed, everything might aware and people become more creative in fighting a competition. Due to the competition, People of Indonesia also prepare their selves and families to improve the human resources qualities. Parents do some efforts to improve their children capacity building such giving their children additional lessons in effort to prepare them to the era of competition. Therefore, nowadays English as an international language become important and young children are prepare to achieve it before entering school.

Keywords: Language Acquisition, Behavioral Approach, Learning Theory, Young Learner's Speech

INTRODUCTION

From the point of education, parents tends to put their children to playgroups or preschool with English subject in the early ages in hoping that children will be aware and ready to enter their elementary schools. Therefore with the idea in order to master to playgroups and kindergartens in Indonesia in the provide of North Sumatera. Clark

(2000:23) asserts that first language take a comprehensive look at where and when acquire a first language. It integrates social and cognitive approaches to how children analyze, understand, and produce sounds, words and sentences, as they learn to use language and cooperate and achieve a goal. It also takes a usage-based approach in considering what children learn.

In the early production stage students are somewhat familiar with English as they have been taught relevant language during their silent period. They can now understand simple commands and routine sentences directed to them totally in English and novel sentences involving known or new words with the support of extra-linguistic such as gestures and pointing. Learners still need frequent repetition and linguistic modifications to make language understandable. Remember that students can only learn what they can understand, which is the language in the zone of proximal development ($i+1$ in Krashen's theory). Exposing children to language above their current level will only create the demotivating feeling that the language is too hard. In early production young learners start playing with language by producing spontaneously in English. They say words, put 2 or 3 words together, give simple commands, and say high frequency sentences. Children are also able to produce longer

sentences with 5 or 6 words with the adequate support of the educator. During their period, they learn to express things by using speech sounds. Whenever they feel hungry, thirsty, or hurt, they produce speech sounds such as crying. They are still not able to say what they want.

It is a fact that language acquisition is a crucial process in the attempt of understanding language development more deeply. Krashen (1985:1) asserts that acquisition to the subconscious process identical in all important ways to the process children utilize in acquiring their first language. Description of language acquisition and development have indicate certain facts that can be observed intensively. An infant produces a number of sound such as grunts, cries, and gaps, etc. it is because of physiological states. The infant begins to produce a number of sounds that are different. The function of language will depend largely on one's point of view. From a biological viewpoint, language can be interpreted as

having evolved as a behavioral capacity because it is biologically adaptive, useful in promoting the survival of human as a species. Physiologically, language can be viewed, at least in part as behavior that indirectly serves the biological, social, or aesthetic needs of the individual.

When children develop such skill is always a difficult question to answer. Acquiring a language is a skill that children begin to develop with the first sounds they make as babies. For most children, their first words are made up of simple sounds such a mama, dada or bye bye. As early as the first and second years, children's speech exhibits a variety of complex ideas. For example, children say such things as big truck. Semantically, the object truck is assigned the attribute big. Daddy chair, the object daddy posses another object chair, and mommy give, the object Mommy is the cause of an action giving. Gradually children begin to use of words and sentences to convey ideas. By the time they start kindergarten, children,

know most of fundamentals of their language. They have speech that is easily understood by unfamiliar listeners so that they are able to converse easily with someone who speaks as they do. This development of oral language is one of children's most natural and impressive accomplishments and as with other aspects of development, language acquisition is not predictable. On child may say her first word at 10 months, another at 20 months. One child may use complex sentences at 5 1/5 years, another at 2 years. During the children or early childhood period, children learn to express things by using speech sounds. Whenever they feel hungry, thirsty or hurt, they produce speech sounds such as crying. They are still not able to say what they want. The rules of their language are learned at an early age through use, and over time, without formal instruction. Thus one source for learning must be genetic. Human beings are born to speak, they have an innate gift for figuring out the rules of

the language used in their environment. The environment itself is also a significant factor. Children learn the specific variety of language that the important people around them speak.

As children learn more words, storing them in memory and producing them as needed, they begin to identify and analyze the meanings of parts of complex words affixes (prefixes, suffixes, infixes) and roots or stems, once children can analyze the internal structure of words, they can make use of stems and affixes as building blocks for new words to convey new meaning. To exploit this source, though, children must be able to analyze words into their constituent parts assign meanings to these parts, and learn which combination of parts are allowed in the language they are acquiring.

Language is used for many purposes such as communication, interactions, thinking, solving problems, indicating facts, expressing feelings, and others, we use a language is used every

day, face-to-face as a means of communication, while written language allows every day individual to record all essential materials, so they can be passed on to generations. Language also allows us to coordinate with others, it is possible to gain information, find out answer, and carry out every day activities such as gossiping, making funs, writing memos, reading newspapers, learning history, enjoying novels, greeting friends, telling stories, selling cars, and reading instructions.

As children become more skilled at using language, they use it in more ways for greater effect. They make use of a growing array of linguistic options to mark social roles for both speaker and addressee. They learn what features identify speech as appropriate for a child compared to an adult, a girl compared to a boy, a teacher compared to a student, a doctor compared to a patient. They learn how to mark membership in different communities in society, from family to

classroom, computer lab, tennis team, and adventure camp. As children grow up, they become members of other communities and learn how to mark their membership linguistically in each. They also learn how to do things with language. They learn how to be polite and how to do be persuasive. They learn how to negotiate to resolve conflicts. They learn to distinguish actual events from play. They learn how to talk inside the class room as well as outside. , and they learn how to tell stories, becoming increasingly adept at presenting protagonist and their motives, and racking those events that move the action along. To manage this, children must extend their repertoire of speech acts. Speech acts have often been represented as matter for the speaker alone (Searle, 1975: 331). Some approaches to language acquisition focus on the product, the end state to be achieved rather than on the process, processing approaches have also focused on what children do at one stage compared to the next. One approach has been to look at

where children start, what they attend to fired, and what they change in their language as they get order. Their preferences and the change they make can be captured as processing strategies or operating principles. For examples, in producing words, children focus on the core word first and on getting the initial sounds right.

A study on the language acquisition can be very interesting and challenging. It is important to be studied so that the development can be well understood. Then study on words production by young learners' English speech is always interesting and contribute a great deal in the process of a child's mental development. There are many aspects on English speech production by young learners especially for children on three years old that can be studied such as syntax on one word an two word utterances. So, it is intended to look their very closely on words production by children based on their activities and how

they interact with other children and adults.

A. Language Acquisition

To know further about how actually language is acquired by children, the following are the three approaches as mentioned previously which consists of actually language is acquired. The three approaches are : (1) behavioral approach, (2) linguistic approach, and (3) cognitive approach. Language acquisition has a rational or innate basis as opposed to an empirical one. Language acquisition device is essentially syntactic in that it is not dependent on semantic input, although such input could have a motivating influence and speed up acquisition ; it deals with syntactic universals – features common to all language . The syntactic universals can be described in part by Chomsky's theory of grammars particularly the grammatical relations characteristics of the deep structure of sentences. These include the subject and predicate of the sentence, the modifier and

head (noun) of the noun phrase. The subject, for example, is meaningful only in relation to the sentence – it is the subject of sentence. The internal structure of LAD (language acquisition device) does not contain information required to produce appropriate linguistic transformations and surface structures. Language acquisition device (LAD) is a hypothetical device that develops a grammatical system by receiving a corpus of speech and passing it through the intellectual equipment that the child bring to bear the problem of language learning, it may contain universal transformational types (permutation, deletion, addition perhaps a half dozen in all) but the child learning a language must discover the transformational of the particular language . Language acquisition device (LAD) reflects at least in part a specific linguistic capacity, as compared to a universal cognitive ability. Language acquisition can be seen as a natural process that will occur to every normal child.

Parents in our society tend to anticipate their children's competencies. They input intentions to their children well before the intentions are actually there. Barret(1995:101) states that children begin to produce recognizable words of their language at about one year of age. By 18 to 20 months, they typically have acquired approximately 50 words and by age 2, average children in the age of two, they typically have acquired hundreds of vocabulary words, and by having base grammar without transformation. Bowermann (1973:53) in Alan Paivo and Ian (Begg, 1981:237). The children do not start with a fully formed of grammar or with knowledge of social and communicative intercourse. By acquiring hundreds of vocabulary and the base grammar, they have tried to use the language in making conversation with the environment or in the society, even it is very simple.

Environment has influenced the children in the conversation very much.

This is an achievement children get without the realization of adults about how they do it. Naturally adults are surprised to encounter this kind of psychological and linguistic phenomenon. About two years after conception, or a years after birth, children will here First words. The skill and the swiftness with which children learn to speak have always fascinated adults, who sometimes forget to marvel at the mastery of it all (Boysson & Bardies, 1999:55).

Acquisition is a process by which children unconsciously acquire their native language (Pham, 1989:67). Language acquisition is viewed as innate ; therefore the language ability of a child is already potential. Language acquisition is seen as natural process that can occur in all human children. A child will be able to speak eventually because his articulator is potentially possible in acquisition speech as a part of natural process.

Acquisition is language knowledge that develops incidentally as learner focus

on meaning incomprehensible is potentially possible in acquiring speech as a part of natural process. In acquiring language, the human infant has an innate capacity, which can be found in the brain, which differentiate him from the animals. The goal of acquisition is to become a member of a community of speakers. Infants don't produce their first words until age one or later but by three or four, children can talk quite fluently about some topics learning to talk is more complicated than learning to walk.

B. Behavioral Approach

The psychologists of behaviorism believe that the production of language occurs only when there are both internal and external stimuli. Behavioral psychologists emphasize on learning as a basic psychologists process. Behaviorists propose some salient principles of learning such as classical conditioning , operant conditioning, stimulus and response generalization, extinction,

reinforcement, and various motivational variables.

Paivo and Begg (1981:222) as they argue that a newborn infant is like a blank slate (tabula rasa) it first learns to repeat vocal speech sound over again during “talking” stage. Then, the infant is to “imitate adults’ vocalizations. The two stages are parts of classical conditioning. Classical conditioning ignored the innate potential, which is related to internal stimulus. In fact, it is necessary in explaining how elaboration and restructuring of simple vocal responses occur in the changing process into speech. Imitation itself is not sufficient in such process.

Operant conditioning basically claims that verbal is assumed to be reinforced by the language community. Reinforcement may occur only to some vocal speech sounds while others disappear because lack of it.

C. Linguistic Approach

Linguistic approach in language acquisition is much influenced by the idea of Paivo and Begg (1981:222) described that there should be a mechanism or device that can deduce a grammar from a limited set of utterances; they named this device as language acquisition device (LAD), linguistic approach focuses on language itself as the object of study, viewing it as an abstract system that underlines linguistic behavior. All languages are composed of sounds, syllables, morphemes, and sentence, and meaning is largely conveyed by the properties and particular use of these units. Paivo and Begg (1981:236) point out that child begin speaking underlying structure directly. This is to convey that experience of empirical evidence is not acceptable in the language acquisition because learning, reinforcement, and imitation all come from the environment.

Chomsky in Dardjowidjojo (2000:19) says that human beings have what he called faculties of the mind that is,

intellectual faculties an abstract in their brain. One of the faculties is spared from the use and acquisition of language. A specific place in our brain is from the storage of linguistics capacity human beings acquire, learn, and use language by using this faculty has a significant influence on the language acquisition. Paivo and Begg (1981:3) described language is a rather entity consisting of conventions and rules. People understand each other only if their speech corresponds to the same rules. The linguistic approach has advanced our understanding of language and has produced several valuable ways of conceptualizing the abstract language system.

D. Cognitive Approach

Cognitive approach based on Piaget's views on language development makes some statements about language in the context of such cognitive universal. The main point of his views is that language develops on a basis of sensory – motor cognitive structure or schemes. The

central concepts in cognitive approaches include mental organization, ideas, imagery, and knowledge of the world. The basic idea behind the approaches is that from our experience with the objects and events of the world, we acquired knowledge against the more concrete knowledge of the sensory and behavioral world in which the language is applied.

Paivo and Begg (1981:241) described the structures are acquires through the child's action upon interaction with people and things. The following are some stages of development:

1. The sensory – motor stage, up to about 1-6 during the child develops action patterns by acting on the environment. These action patterns eventually become organized mental structures. Simultaneously and in close connection with this action structure, the infant builds a personal word of permanent objects (objects permanent)
2. The representational intelligence begin towards the end of the second year (the end of the sensory-motor period), after the action structures have been internalized. Symbolic representation has several forms, including symbolic play, imitation, mental images and drawing.
3. Language is the extension of the representational level after symbols become socialized. Linguistic structures build on the general cognitive structures established during the first two years.

E. The Stage of Language Acquisition Development of Three Years Old

The stages of language acquisition development are:

1. One – Word Utterances

Taylor (1990:225) says that the first word of the infant are generally concrete nouns, like the names of people, pets and general

object names such as milk, cup, and cat. Adjectives and verbs that familiar actions are also required early, with abstract words and functions words generally emerging after the infant have a concrete vocabulary. As already noted, single words seem to function essentially like phrases or sentences with different meanings that is why such utterances are called holophrastic speech. At about the age one year, the child begins to produce first words. This is a general guideline not all children will speak when the scientist say they should. They begin with content words like “*mama*” or “*dada*” etc. of course they may not sound like “*boo*”.

2. Two – Word Utterances

Two word utterances show the productive use of language more clearly than do single words. For

example, the consistent occurrence of certain kinds of words in the same position suggests that child is well on the way to acquiring word classes, with specific class members being selected in a creative way according to varying circumstances. The inferred productivity or creativity of such word combinations is supported by several kinds of evidence, including their variability and the fact that many are unlike the combination that are spoken by adults in the child’s environment. By 12-14 months of age babies can recognize correct sentence and may find incorrect sentence confusing. At about 2 years of age, or when they have a vocabulary about 50 words, children begin to string two content words together to indicate location, “*daddy gone*”; possession, “*doggie mine*”; or action “*mommy*

juice". This is also called telegraphic speech.

3. Multi Word Utterances

At the age about 2 years and 3 years, the child will begin producing a large number of utterances, which could be classified as telegraphic speech. By this stage, a child is certainly able to communicate and will spend the rest of their childhood, and indeed their adulthood, expanding their vocabulary and knowledge of language. In producing the words sentences, the children produce lack of function like determiner, preposition, inflectional of affixes or auxiliaries are content words. Around age two, the children combine word and gestures and produce their first word combination (Elsen, 1994:6) the children still have difficulty producing the longer utterance e.g. for two –word combination.

Gestures appear to help young children communicate before they can pronounce the longer phonological sequences required for combining words. The child has a vocabulary of about 400 words. They are producing many single utterances, such as namely object, as well as two three words "sentence" which express the semantic concept that are usually contained in a single clause, for example "*Mommy juice drink*" probably means "*mommy get me some juice to drink*".

F. Words Production

Words as unit of meaning or items of vocabulary, such as the headwords in dictionaries. Word is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment: names of objects (table, house, etc), abstractions (courage, faith, intelligence, etc) adjective (tall, shirt, etc) and verbs (eat, sleep, Read, etc). new

words are being created nearly every day, to give expression to new products, new ideas, new perceptions, new processes, and new epithets.

Every word refers to a concept, which exists in the memory of the listener's mind. Some concepts are the product of nonverbal experiences. For instance, when we were very young, we saw several kinds of animals, which other people called dogs; this formed our concept of "dog". One two year old child builds up word meanings piece – by piece from a universal set of meaning components or semantic features (Clark: 1973: 6-110). All meanings are composed of smaller elements, some word meanings can be broken up into components or features such as that one can track their acquisition. Children start with one or two meaning components and then add to these systematically as children acquire more of the adult meaning for each term.

When a child began to utter his first words, it will be unrecognizable at

first. However, by time and practice, the child will perfect his utterances. A child will start to be aware of the sounds that are around him through his perception from the babbling stage. Once children break into the speech stream, they have a problem to solve. First, they have to map meaning onto words and phrases. For each conceptual domain, they have to find out, how to express particular meanings via the words and phrases available in the language spoken around them. Second, how best to use language to communicate their intentions to others in order to convey what they mean on each occasion, in solving these two problems, children must look for consistent pairings of situations with utterances or parts of utterance in adult speech. They need to take detailed account of what adults say when and for what purpose. Learning to convey their own intentions is inseparable from learning how to interpret the intention of others.

G. Learning Theory

Learning theory (Shatz, 1973: 381) language is acquired according to the general laws of learning and is similar to any other learned behavior. Behaviorists see spoken – language development as a result of adult' reinforcement and gradual shaping of infants' babbling, and they apply the general principles of learning to later development – for example, learning how to make a past tense of a new verb is a result of generalization based on past experience with similar words.

Learning theory models cannot easily explain many aspects of children's language acquisition because children (1) say things they have never heard before, such as, I hold the baby rabbits; and (2) do not say some of the things they hear most commonly for instance, infant' first utterances do not contain articles, even though a and the are the most common words in the English language. As a human activity, language development cannot be impervious to the laws of learning, however. Most likely some parts

of language (for example, the politeness system or other social routines) may be explicitly taught, whereas others (for example, the phonology and syntax) may be as acquired in a less obvious way.

H. Young Learners' Speech

One general goal in speaking is to find the right words, the words for what the speaker wishes to convey to the addressee. Children begin with a small vocabulary and limited resources. Children stretch these resources as far as possible. Children under two-and half or so many over extend words and rely heavily on dietetics terms to identify target referents for their addressee or children may turn quite early on to the construction of word forms to convey their meaning for terms they lack. So whenever they cannot find a word already in place they coin one.

Young learners start with very small vocabularies, so children have many gaps to fill. Children terms like *spyer* for *spy*, *cooker* for *cook*, *driller* for *drill*, or *to*

car for *drive*, for *to play the piano* (Clark: 1993: 283). When children talk, like adults, children make use of the language of the community children are growing up in. But many communities make use of more than one language or more than one dialect.

Young learners often appear to be selective in which words they try to pronounce, and hence which they avoid, during the early stages of language production. These differences seem to reflect preferences for some sounds, and even for some word shapes, over others (Elsen, 1994 : 112).

When young learners construct the words they need, they consistently rely on word-formation options from the language being acquired. Young learners do not try out just any random combination of roots and affixes. They use well established patterns that are productive in adult speech (Clark: 1993: 299-331).

I. The Goal of Young Learners' Speech

The goal of young learner's speech is become a member of a community of speakers. This entails learning all the elements of a language, both structure and usage. Children need to learn the sound system, the phonology. This in turn means learning which sounds belong (sound segments like *p, b, t, d, s, z, a, l, u, e*), which sequences of sound are legal in syllable and words (phonotactic constraints, e.g. : *drip* but not *drip* in English), stress patterns words (e.g. : *electric* vs *electricity*).

Young learners need to learn about the structure of words, their morphology whether children are made up to one syllable, two or many (e.g. : *pop, slipper, alligator*), along with their meaning. Words can be complex and made up several building blocks in the from suffixes or prefixes added to root forms (e.g. : *write/writer, saddle unsaddle, house-builder, push-chair, sun-rise, complexity, physicist*).

Children understand many words long before children can produce them, and this asymmetry between comprehension and production is lifelong: consider the number of dialects adults can understand without being able to produce more than two three at most.

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