

**THE ANALYSIS OF CAREGIVER'S LANGUAGE TO
A PRESCHOOL AGED CHILD IN FIRST LANGUAGE
VOCABULARY ACQUISITION**

THESIS

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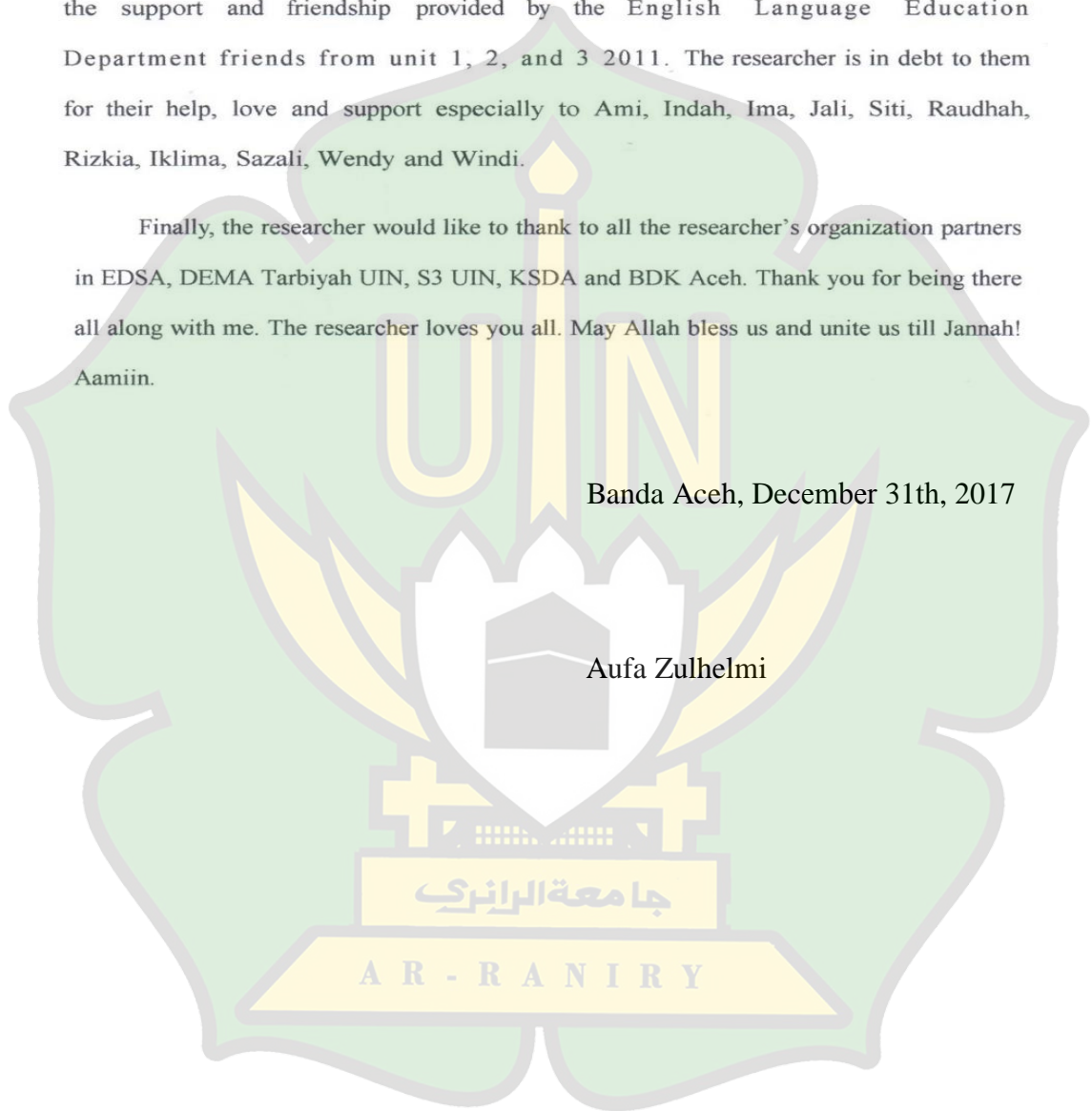
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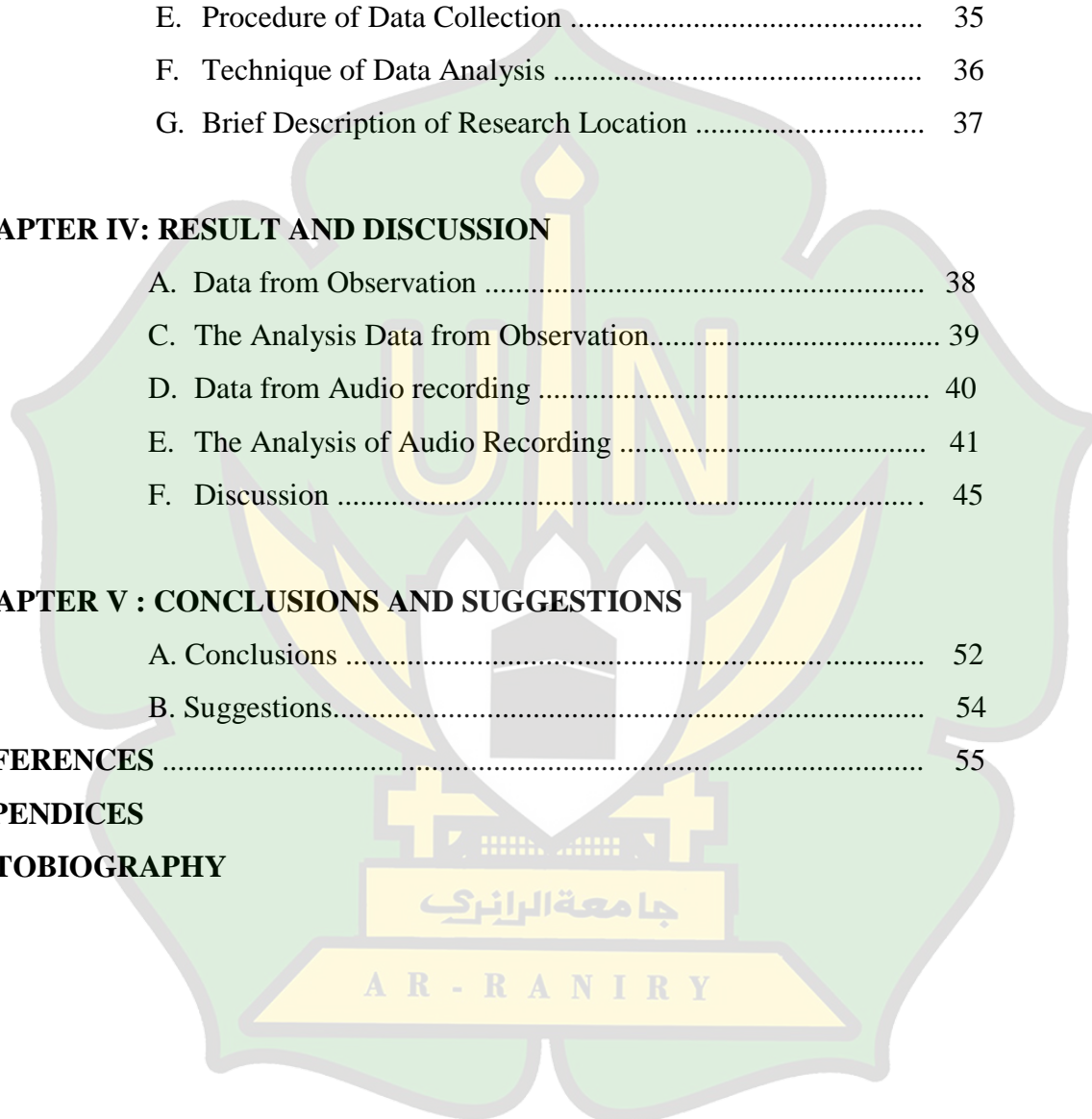
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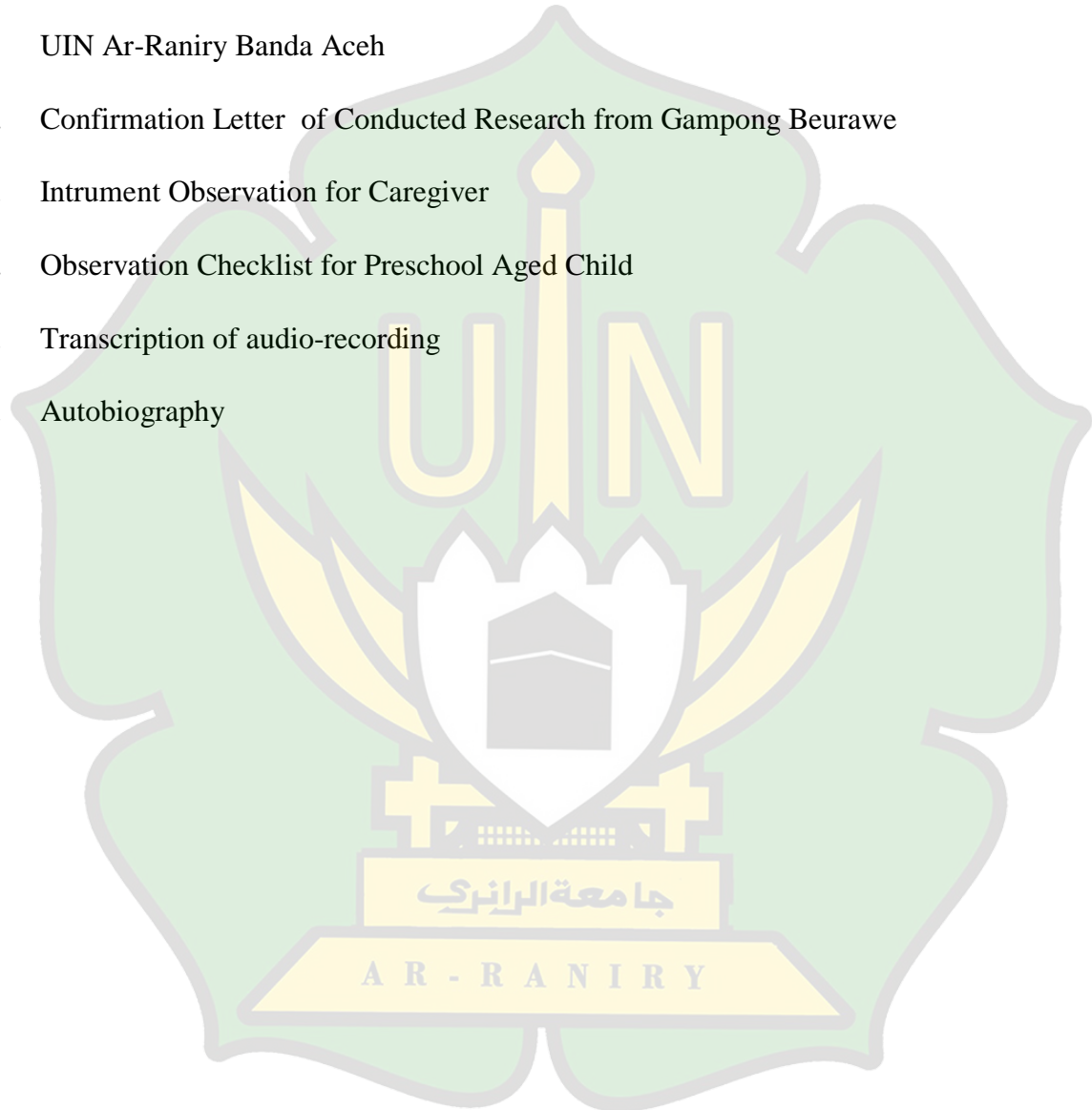
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Analysis of Caregiver’s Language to Preschool Aged Child in First Language Vocabulary Acquisition”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Acquisition.

Caregiver has an important role in vocabulary acquisition of preschool aged child. Caregiver is a person who cares and gives attention to child at home and who spends most time with child. The development of preschool aged child's brain is wonderful as she/he can absorb the information directly. Caregiver like mother gives child the most input. From caregiver's language, child can acquire the language gradually. Child's language acquisition would develop soon and well. Language acquisition by child is the most amazing human achievement, which drives the researcher to conduct a study entitled **"The Analysis of Caregiver's Language to Preschool Aged Child in First Language Vocabulary Acquisition"**. One research question was formulated: How does the development of preschool aged child's first language vocabulary acquisition affected by caregiver's language? This research was generally attempted to find out the development of preschool aged child's first language vocabulary acquisition affected by caregiver's language. This research was a qualitative study because this method is very strategic to obtain mostly verbal data in natural setting, such as the analysis of vocabulary acquisition. This research took place at preschool aged child's home which was located in Beurawe Village, Banda Aceh. The subject of this research is one little girl aged 4 years old which is inside of the research environment in Beurawe. This research was carried out for seven months, from July to December 2017. To gather the data, the researcher used observation and audio recording. The research instruments were observation sheet and audio recorder. In collecting data, the researcher observed the situation of the house and audio recorded the caregiver's language to preschool aged child. The data from audio recorded were analyzed and described through the transcription. The research result showed that the preschool aged child could understand the words

said by the caregiver and the preschool aged child also knew the function of the words said. In the recording, it also showed that the child had a difficulty in uttering some words which she was not familiar with, but it was finally done well after those words were repeated and asked by the caregiver. One of the child's natures is limitation, so the caregiver should select the vocabularies used in order it is good for the child to be imitate. The preschool aged child was easy to acquire the vocabulary as long as the caregiver could play the role appropriately.



CHAPTER I

INTRODUCTION

A. Background of Study

All children around the world acquire language they hear in their environment. When children are young they have to learn many things that will last them for the rest of their lives, such as walking and socializing. They need to communicate using the language that is spoken around them. Language is what distinguishes human from other life forms on earth and to think how easy it is for such young children to acquire language in all its complexity in such short time, is remarkable. Hoff (2009, P.1) states that the acquisition of language is one of the most remarkable achievements of early childhood. Adults are fascinated with language acquisition that occurs in children.

Language acquisition by children is the greatest and most amazing human achievement. Jackendoff (1994, p.103) argues that what is most remarkable is that children develop the complex system of language in a matter of two to five years. Furthermore, Grady (2005, p. 6) outlines that for instance, four years old children can build and understand complex sentences and master the sound system of their native language without any direct instruction. Boey (1975, p. 3) states that language is a social phenomenon. It is a means of communication between individuals. It is brought into relationship with their environment. Therefore, language is socially learned behaviour; a skill that is acquired as they grow up in society. This amazing looking phenomenon has prevailed and

continued to prevail in all societies and cultures of every age. Rusyani (2008, P. 4) explains that language as a means of communication is a means of formulating intentions, giving birth to feelings, and enabling us to create the activities of our fellow human beings, organizing various social activities, planning and directing our future.

There are two main theories that talk about how humans acquire language such as first language acquisition and second language acquisition. The first language acquisition maintains that language is acquired naturally or otherwise. Learning first language acquisition is something every preschool aged child does successfully, in a matter of a few years and without the need for formal lessons. The second language acquisition maintains that human language is acquired in the study. Whereas second language acquisition as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, Ellis (1997, p. 3).

In this thesis, the researcher focused the study on how caregiver's language affected in first language vocabulary acquisition to preschool aged child. The preschool aged child in this study is girl aged four years old. First language acquisition is a very long process since the preschool aged child has not known a language. First language acquisition is usually gained in first step of life through interaction with caregiver naturally. The caregiver in this study is mother who stay at house with preschool aged child. Mother as the caregiver to preschool aged child should become a role model to preschool aged child including in preschool aged child's vocabulary acquisition of first language. The preschool aged child

spends the time a lot at home, it cannot be denied that the first language vocabulary acquisition is what preschool aged child hears from caregiver. The preschool aged child tries to understand what she see and listens, then keep it in the memory as a new vocabulary. When preschool aged child learns to speak, she will first listen to the words or phrases spoken by caregiver. The sentence that is said is related to the processes, activities, objects and situations that she witnessed. It means that preschool aged child connects the things she hears through her thought process, Pateda (1990, p. 63).

Preschool aged child uses first language to convey a wish to the person closest to her, in this case is the mother. This is because the role of mother is very important in obtaining the child's first language. The preschool aged child continues to be taught by the mother how to speak well according to the preschool aged child's age level. The preschool aged child will also listen and imitate what is obtained from her mother. The language she obtained was used to convey her wishes. Caregiver as mother gives first language to her exactly in the right way. Understanding the development of first language vocabulary acquisition for preschool aged child is needed. The most important to pay attention is in this age: this age is the best moment to give preschool aged child how to be in the future. Exactly, when the future of preschool aged child is bright, the country would be better. The way to understand preschool aged child by learning about her anyway.

One study has emphasized language acquisition conducted by Endang Rusyani. Rusyani (2008) examines the acquisition of the language of children at aged 2,5 years old. The subject of the study as a data source was allowed to talk

naturally. Natural conversation is expected to bring up data that is natural. Natural data is the hallmark of this study. In this simple study obtained through the technique of recording and recording. Recording is done during communication between families. The findings of this study indicate that the preschool aged child has been able to master the acquisition of language in terms of phonology, morphology and syntax. At the age of 2,5 years, a normal preschool aged child is able to say phonemes, and the word is limited according to the environment and objects that are around. Besides, the words that came out were still cut up and the words still slipped. At the age of 2,3 to 2,5 years, the words he produces have begun to grow and start from the nouns and verbs. The development of the vocabulary has begun with an abstract noun. While the nouns and verbs are also increased due to the reposition of the acquisition of both the environment and the family consciously or unconsciously. At the age of 2,5 years a preschool aged child and stringing words simply from one, two to three words and finally form a sentence. The simple phrase he puts forward still revolves around a simple and irregular sequence. But the meaning of that sentence can already be captured in either the sentence of the news, imperative sentence or question sentence obtained about 2,5 years old.

There are many researchers conducted the study about first language acquisition, but few researchers conducted a study about first language vocabulary acquisition affected by caregiver's language. Therefore, in the present study, the researcher would like to put a great attention on first language vocabulary acquisition to preschool aged child used by caregiver's language. Caregiver's

language encourages preschool aged child to be able to get first language vocabulary acquisition. Then, this condition has become caregiver as an advantage to 'create' what and how preschool aged child would become, because this moment is called "the golden age". Children as golden age, it is important to learn and treat them by right education. Children as the future of the nation; they have been educated rightly in the right hand. Going to preparation as '*mother wants to be*'; this research is doing by the researcher because of reseacrhrs' love to children.

The particular interest is to understand how caregiver give the first language to preschool aged child. It is expected that this study will guide to everyone to develop preschool aged child's ability in first language vocabulary acquisition. The acquisition of language by the preschool aged child can be known by conducting research on the preschool aged child's own language. This reseacrth is important because the language of the preschool aged child is interesting to be studied. In addition, the results of research can help find solutions to a variety of problems and from the results of this study also clear that the phenomenon of language acquisition relevant to the development of linguistic theory. Based on the background above, this study intended to examine the caregiver's language in first language vocabulary acquisition to prechool aged child. In line with the overview above, the researcher intended to conduct a research entitled '**The Analysis of Caregiver's Language to Preschool Aged Child in First Language Vocabulary Acquisition**'.

B. Research Question

The research question of this study is:

- How does preschool aged child acquire first language vocabulary acquisition affected by caregiver's language?

C. Research Aim

The aim of this study is:

- To find out the effect of preschool aged child's first language vocabulary acquisition affected by caregiver's language.

D. Terminology

There are some terms need to be clarified clearly in order to enhance the reader's understanding. They are as follow:

1. Caregiver

Caregiver is defined as a family member who regularly looks after preschool aged child at home as mother. In addition, caregiver is the person who gives a safe, caring home to preschool aged child, and provides for food, shelter and clothing needs at home.

2. Preschool Aged Child

Preschool aged child is defined as three and six years old child, Snowman and Biechler (2003). In this thesis the preschool aged child is four years old. The Preschool aged child aged three to four years old generally follows the children care program namely play group or day care while at the age of five years they usually follow a kindergarten program.

3. First Language

First language is the first language controlled by child, the first language is also known as the mother tongue. The first language acquisition is unconscious. The first language is the language first acquired by the children since their birth, Prasetyo (2016). Children generally acquire their first language component from mother as caregiver.

4. Vocabulary Acquisition

According to Beck & McKeown (1991) vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. In this thesis, vocabulary acquisition is the ways in which preschool aged child acquire and learn the vocabulary of a native language.

5. Baby Talk

According to Fernald (1985) Baby talk, also referred to as caretaker speech, infant-directed speech, child-directed speech or mother-ese is usually delivered with a cooing pattern of intonation different from that of normal adult speech: high in pitch, with many glissando variations that are more pronounced than those of normal speech.

E. Research Structure

The explanation would be discussed as follows:

1. Observation

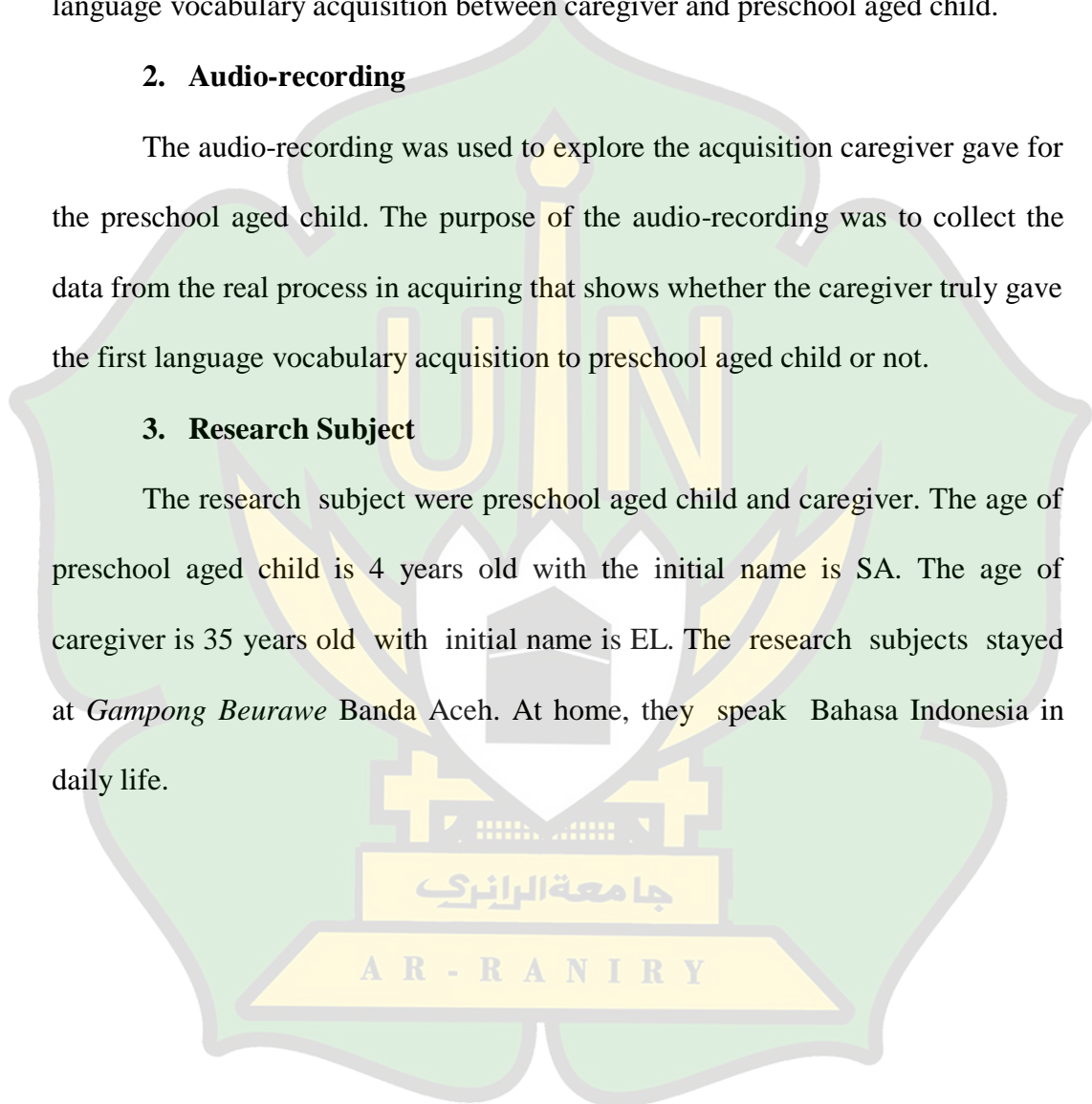
The observation was conducted on the preschool aged child at *Gampong Beurawe* Banda Aceh. The researcher observed the process acquiring the first language vocabulary acquisition between caregiver and preschool aged child.

2. Audio-recording

The audio-recording was used to explore the acquisition caregiver gave for the preschool aged child. The purpose of the audio-recording was to collect the data from the real process in acquiring that shows whether the caregiver truly gave the first language vocabulary acquisition to preschool aged child or not.

3. Research Subject

The research subject were preschool aged child and caregiver. The age of preschool aged child is 4 years old with the initial name is SA. The age of caregiver is 35 years old with initial name is EL. The research subjects stayed at *Gampong Beurawe* Banda Aceh. At home, they speak Bahasa Indonesia in daily life.



CHAPTER II

LITERATURE REVIEW

A. First Language

1. Definition of First Language

First language is the language first acquired by the children since their birth. Children generally acquire their first language component from caregiver and usually from their mother's so-called mother tongue. Therefore, the first language is usually called the mother tongue. The children first acquire the language between infancy approximately one year, starting from hearing the person who talks and the baby noticed the person's face and the baby responds according to their ability.

2. Theory of First Language

There are some experts who have written about the theory of first language acquisition, they are Nativism, Behaviourism and Cognitivism. Their theories have been discussed and referred to in numerous studies of first language acquisition based on Chaer (2003, p. 222):

a. Nativism Theory

Noam Chomsky is as figure of the flow of nativism. It called Chomsky's innateness hypothesis (Chaer,2003). Nativism argues that during the process of acquiring the first language, children gradually open their genetically lingual abilities have been programmed. This view does not perceive the environment as having influence in the acquisition of language, but rather that language is a biological gift, in line with the so-called natural hypothesis. According to this flow, language can only be controlled by humans, animals may not be able to master human language. Chomsky's opinion is based on several assumptions. First, the behavior of language is something

inherited (genetic), every language has the same pattern of development (is something universal), and the environment has a small role in the process of language maturation. Second, language can be mastered in a relatively short time, the child's language environment cannot provide sufficient data for the mastery of elaborate grammar from adults.

According to this flow, the language is too complex and complicated, so it is impossible to learn in a short time through methods such as imitation. So, there must be some important aspects of the language system that already exist in humans naturally. The nativism believes that every human being born is equipped with a tool for acquiring Language Acquisition Device (LAD). Regarding what language the preschool aged child acquires depends on the language used by the surrounding community. For example, children who grew up in an Indonesian environment is definitely Indonesian language became their first language. All normal children can learn what language is used by the surrounding community. When alienated from birth, this child has no language. In other words, LAD does not get "food" as usual so this tool cannot get the first language as usual like a child who has kept by a wolf. Baradja (1990, p. 33). Without LAD, it is impossible for a preschool aged child to master the language in a short time and be able to master a complex language system. LAD also allows a child to distinguish language sounds and not language sounds.

b. Behaviorism Theory

B. F. Skinner is a figure of the flow of behaviorism. Behaviorism argues that the process of acquisition of the first language is controlled from outside the preschool aged child, that is, by stimulation provided through the environment. (Chaer,2003). According to the behavioural people the ability to speak and understand the language by children is obtained through the stimulation of the environment. The preschool aged

child is considered a passive recipient of his environmental stress, has no active role in the process of developing his verbal behavior. Behaviour not only do not acknowledge the active role of the preschool aged child in the process of obtaining language, nor do they recognize the maturity of the child. The process of obtaining language is determined primarily by the length of training given by the environment.

Behaviourists do not acknowledge the view that children are in control of language rules and have the ability to abstract important features of the language in their environment. They argue that stimulation from certain environments strengthen children's language skills. Their language development is seen as an advancement of randomly applicable verbal disclosure to the true ability to communicate through the principle of stimulus-response and imitation-replication processes. This flow says that all knowledge can be simplified into stimulus-response relationships.

c. Cognitivism Theory

Jean Piaget is a figure of the flow of cognitivism (Chaer,2003). Cognitivism holds that the language is not a separate natural feature, but one of several abilities derived from cognitive maturity. Language is structured by reason; then language acquisition must be based on more fundamental and more general changes in cognition. Thus, the sequence of cognitive development determines the sequence of language acquisition. Piaget asserts that the complex structure of language is not something given by nature and learned from the environment. This language structure arises as a result of the continuous interaction between the level of cognitive function of the preschool aged child and its linguistic environment (as well as other environments). This structure arises inevitably from a series of interactions. Since it is inevitable, the structure does not need to be naturally supplied.

3. Process of First Language

Chomsky mentions that there are two processes that occur when children get their first language. The process in question is the process of competence and performance process. Competence is the process of mastery of grammar. Unconsciously this competency is brought by every preschool aged child since birth. Although brought from birth, competence requires coaching so that children have performance in the language. Performance is the ability of children to use language to communicate. Performance consists of two processes, namely the process of understanding and the process of publishing a sentence. The process of understanding involves the ability to observe sentences that are heard, while the publishing process involves the ability to produce sentence sentences themselves (Chaer,2009).

Children in obtaining the first language varies, some are slow, moderate, and some even fast. This is certainly strongly influenced by several factors, such as the following:

a. Natural Factors

What is meant here is every child born with a set of procedures and language rules called by Chomsky Language Acquisition Device (LAD). The basic potential will develop optimally after getting stimulus from the environment. The acquisition process through this device is natural. Because this is natural, even though the child is not stimulated to get the language, the child will be able to accept what is going on around him/her.

b. Cognitive Development Factors

The development of one's language is often with its cognitive development. Both have a complementary relationship. Language acquisition in the process is aided by cognitive development, whereas cognitive abilities will develop with the help of language. Both evolve in the sphere of social interaction. Piaget in Brainerd as quoted

Ginn defines cognitive as something related to intellectual recognition and is a means of expressing thoughts and ideas.

c. Social Background Factors

Including family structures, social group affiliations, and cultural environments allow for serious differences in child language acquisition. The higher the level of social interaction of a family, the greater the chances of family members (children) obtaining the language. Instead the lower the level of a family's social interaction, the less likely the child acquires the language. Another thing that also influences is social status. Children from low socio economics status groups show a slow development in language acquisition.

d. Heredity factors, including:

1. Gender. Gender also influence child language acquisition. Usually girls are superior to boys.
2. Intelligence. The acquisition of the child's language is also influence by the intelligence that the child has. It deals with the capacity the child has in digesting something through his mind. Each child has a brain structure that includes IQ that differ from each other. The higher a person's IQ, the faster the language gets, the lower the IQ, the slower the language gets.
3. Personality and Style/How to Earn. Person's creativity in responding to something is crucial to the acquisition of language, the power of speech and behavior that becomes the personality of a person influences the slight variations of speech.

4. Stages in First Language

When Human are born, he does not have suddenly the grammatical of this first language in his brain and completely with its rules. The native language is acquired

through some stages, and every stage is passed near to adult's language (Hutauruk, 2015). They are six stages in children's first language acquisition, namely:

1. Pre-talking stage / Cooing (0-6 months)

According to Bolinger (1975, p. 283), pre-talking stage/cooing is the vowel like sound responding to human sounds more definitely, turn head, eyes seem to search for speaker occasionally some chuckling sounds. Child produce vowel-like sounds like typical of cooing such as uh, oh, and ah.

2. Babbling stage (6-8 months)

According to Steinberg (2001, p. 147), Babbling is the sounds which infants produce as consonant-vowel combinations. The sounds which are produced by infant produce as consonant-vowel combinations, Steinberg (2003, p. 147). The sounds which are produced by infants but not all the speech sounds are in same language of the world such as [ma-ma-ma].

3. Holophrastic stage (9-18 months)

According to Fromkin (1990, p. 328) defined holophrastic from holo "complete: or undivided" plus phrase "phrase" or "sentence". So holophrastic is the children's first single word which represent to a sentence. Children using one word to express particular emotional state. For example, Debby's mother recorded the words she had pronounced during the 8 months after the appearance of her first word at 9 months (this was [adi], used both for her 'daddy').

4. The two-word stage (18-24 months)

According to Fromkin (1990, p. 329) The two words stage is children begin to from actual two-word sentences with the relations between the two words showing definite syntactic and semantic relations and the intonation contour of the two words

extending over the whole utterant other than being separated by a pause between the two words. The two-word stage is the mini sentences with simple semantic relation.

5. Telegraphic stage (24-30 months)

According to Fromkin (1990, p. 330) Telegraphic is merely a descriptive term because the child does not deliberately leave out the non-content words.

6. Later multiword stage (30+months)

According to Bolinger (2002, p. 283) at this stage is fastest increase in vocabulary with many new additions everyday: no babbling at all: utterances have communicative intent.

5. Mechanism in First Language

In first language acquisition, it is generally known that are three mechanisms in the first language acquisition.

1. Imitation

Imitation or copying, here children are more likely to imitate what's there and witnessed on the environment, in this case the parents or next of kin and the environment is very important.

2. Conditioning, Mechanism

Here children are more conditioned to the environment so that children initially know about what is around them, such as the introduction of the sound of the voice of his master to the introduction of the sound of the meaning of an object Skinner (1959) states that the mechanism habituation to speech heard children and are associated with objects or events. Therefore the initial vocabulary that children have is a noun.

3. Social Cognition

In this case the social cognition is strongly related to the process of imitation, because here, children acquire language through meaningful word or directing

something, here the process of understanding the semantic cognition already works because he has understood the person of interest in saying anything.

B. Vocabulary Acquisition

1. Definition of Vocabulary Acquisition

Vocabulary acquisition is the ways in which preschool aged child acquires and learns the vocabulary of native language. Vocabulary acquisition is largely sequential in nature, it would appear possible to identify that sequence and to ensure that children at a given vocabulary level have an opportunity to encounter words they are likely to be learning next, within a context that uses the majority of the words that they have already learned. Furthermore, children learn new vocabulary with great agility and speed, but their learning is dependent on the range of words they are exposed to state by Sue (2010). Caregiver can naturally facilitate children's vocabulary learning using a variety of strategies, including making conversation and posing thoughtful questions but there is also an important role for direct instruction.

2. Steps in Supporting Vocabulary Acquisition

Thus Christ (2012) stated that these are some steps in supporting preschool aged child's vocabulary learning;

- a. Identify all the words that most children at home are unlikely to know.

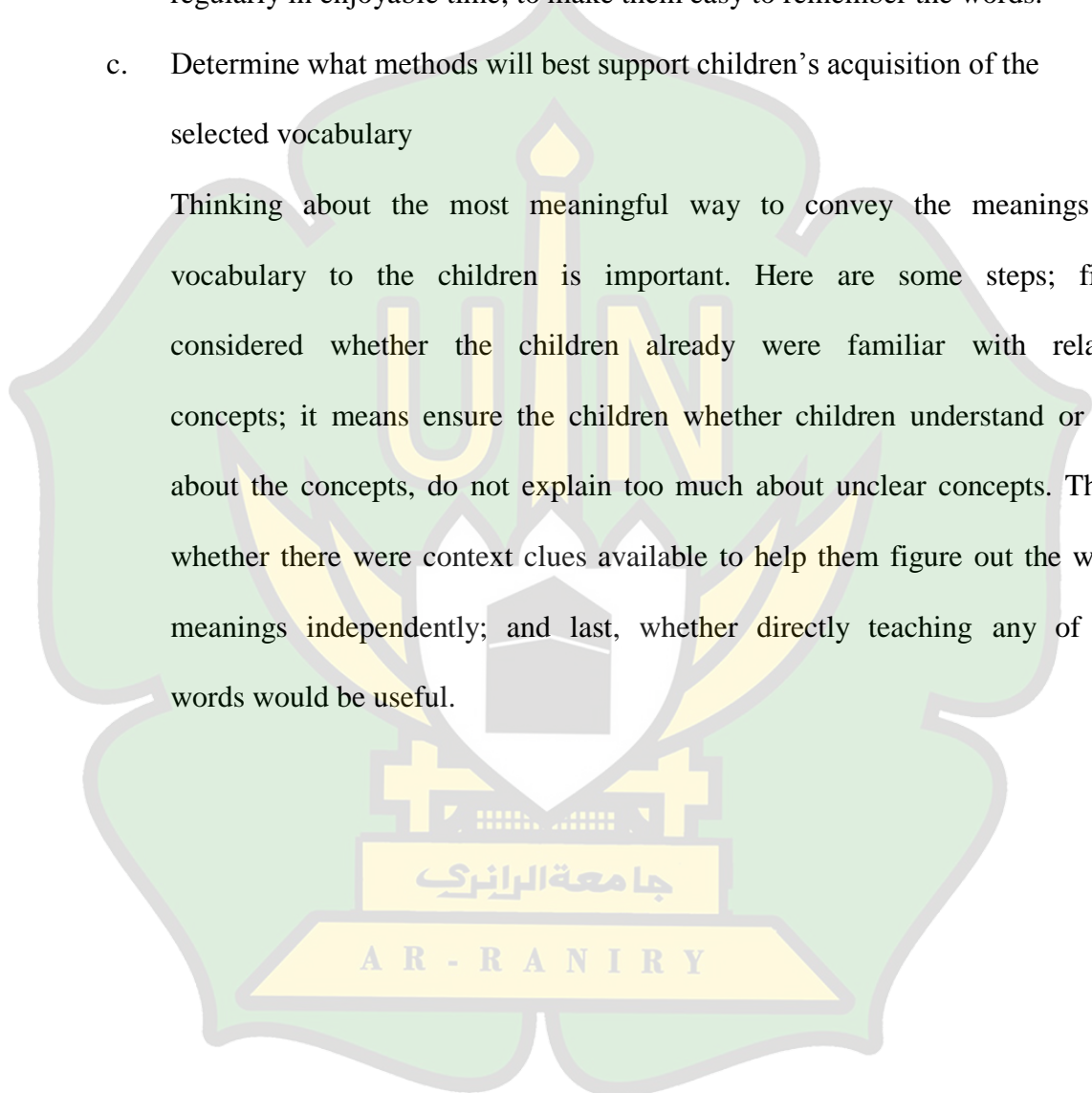
In some conversations, both of interactive and non-interactive, children often miss understanding about some difficult vocabularies, as caregiver at home, this is the time for caregiver to describe the word, it simply to say; caregiver's role is like a dictionary.

- b. Select a small set of vocabulary words to focus on

When caregiver wants to teach the children to remember some small set vocabulary to focus on, there are some ways to do this, by mentioning and saying it in regular time. For instance, when children are reciting holy Quran and remembering “alif, ba, ta, tsa, etc”, they have to saying it regularly in enjoyable time, to make them easy to remember the words.

- c. Determine what methods will best support children’s acquisition of the selected vocabulary

Thinking about the most meaningful way to convey the meanings of vocabulary to the children is important. Here are some steps; first, considered whether the children already were familiar with related concepts; it means ensure the children whether children understand or not about the concepts, do not explain too much about unclear concepts. Then, whether there were context clues available to help them figure out the word meanings independently; and last, whether directly teaching any of the words would be useful.



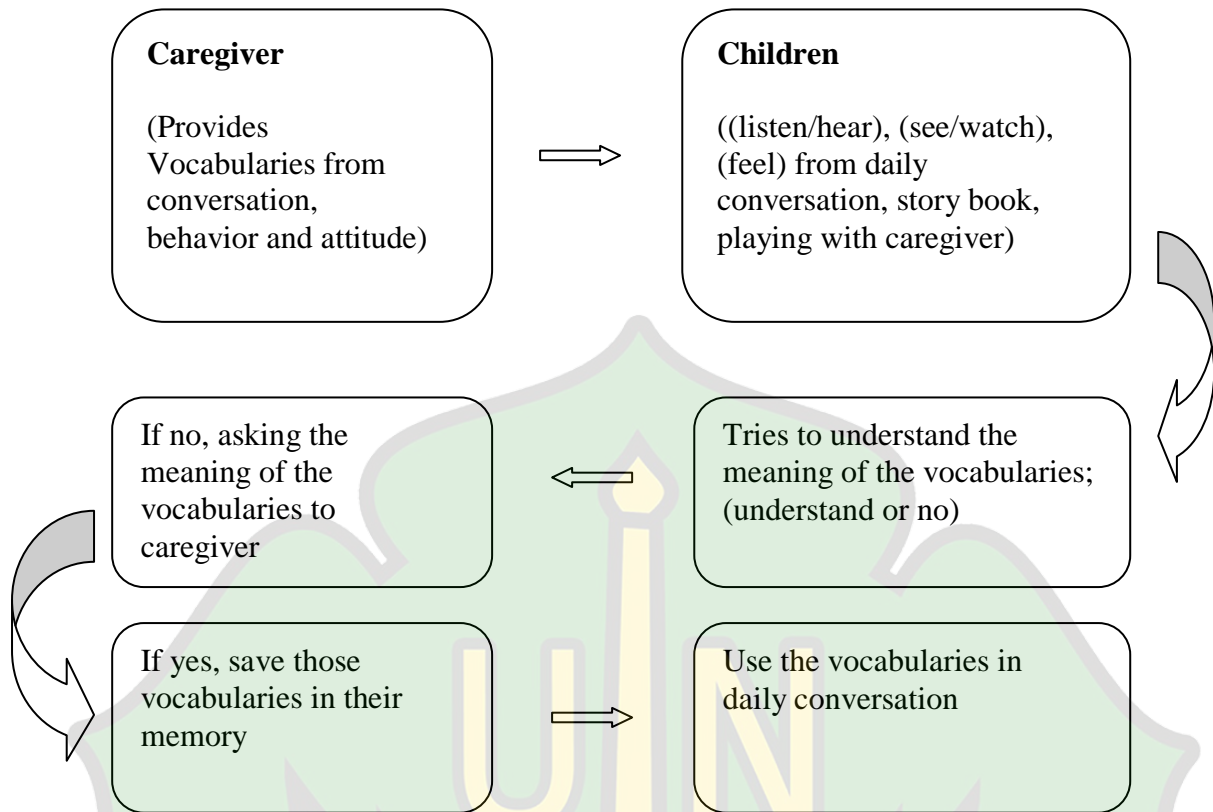


Table 1.3 Steps in getting vocabulary acquisition

Based on the step above explains about the process of preschool aged child in getting vocabulary acquisition from caregiver. Caregiver as provider give preschool aged child so many new vocabularies every day through daily conversation. Preschool aged child as acceptor accepts the vocabularies from daily conversation, story book or playing with caregiver at home. In understanding new vocabularies, whatever understanding or not, the child would ask caregiver the meaning of the word, use it in daily conversation then. Preschool aged child get vocabularies, save it in the memory and use the vocabularies in daily conversation.

Moreover, the preschool aged child needs to learn how to actively, purposefully learn vocabulary as stated by Christ (2012). To teach them to use context clues to figure out word meanings can help increase their vocabulary learning. The more supportive the clues are, the better the opportunity to model how to use clues to

figure out word meanings and to guide children in learning how to figure out word meanings on their own. After lots of modelling and guided practice, caregiver can prompt children to try to use the strategy independently. For illustration, when children ask what the meaning of a word, a caregiver gives the explanation by giving clue. This way makes the children try to answer by their own imagination and caregiver decided whether the answer right or not.

C. Caregiver

1. Definition of Caregiver

Caregiver is someone who give care and attention to keep children as mother at the house. The caregiver always spends a lot of time with the children. The caregiver is a family member who regularly looks after preschool aged child at home as mother. In addition, caregiver is the person who gives a safe, caring home to preschool aged child, and provides for food, shelter and clothing needs at home. She monitors the activity and manages the agenda of the children. For illustration, at 9.00 p.m. children have to go bed regularly. It means, from their wake up to sleep again, the agenda is routinely done. The caregiver is in close contact with the person receiving care, it often involves emotional aspect both of them. Care giving is most commonly used to handle some situations related to preschool aged child.

2. Caregiver Guides

As a caregiver of preschool aged child at the house, learning about child world is crucial to do. In supporting child in every single period of the life time, the researcher efforts to give some guides for caregiver especially in vocabulary acquisition. Here are the guides:

- a. Continue to read to children. Nurture their love for books by taking them to the library or bookstore.

Story book and colouring book are a part of supporting thing to children vocabulary acquisition. By paying attention from colouring book, children ask caregiver what it does. It is impossible caregiver does not pay attention about what children doing. Then, by listening storybook which read by caregiver, it will enrich their stock of vocabulary while listening and their memory will save it.

- b. Let children help simple tasks.

This activity supports interaction between children and caregiver. Besides interaction, children feel appreciated by helped adult activity, this also build up their self-esteem. Giving them simple task like turn on the television after watching, ask them to open the window every morning also treat them to responsible toward their daily tasks. By doing these simple tasks, it is imposibble no interaction between them. The communication makes the children comprehend vocabularies.

- c. Encourage your children to play with other children. This helps them to learn the value of sharing and friendship.

When playing time is more valuable to increase their feeling about others, sharing the toys, and learning how to make friend with new children is needed. In their friendship they also learn new vocabularies that they never hear before. Besides, they also understand about the value of life such as loyalty, togetherness, etc. In this activity, it is better if caregiver gives attention to the children while their playing, it means caregiver just monitors from distances.

- d. Be clear and consistent when disciplining the children. Explaining and showing the behaviour that expected from them. Whenever tell them no, follow up with what they should be doing instead.

When children taught about discipline role at home or out homes, it should be clear between which activity they can do and do not. Sometimes, when children make mistake, give them explanation that is wrong and suggest them to do the right one. Do not blame them, it decreases their self-confident. For instance, when they ask about something and the answer is “no”, the caregiver should give a reason why the answer is “no”.

- e. Help the children develop good language skills by speaking to them in complete sentences and using “grown up” words. Help them use the correct words and phrases.

It is clear that speaking increases children’s vocabulary. When talking to them in medium difficult vocabularies, they would ask back to caregiver what it means. Then, by using complete sentences and large vocabulary, children used to communicate with all adult conversation using recent words.

D. Preschool Aged Child

1. Definition of Preschool Aged Child

Preschool aged child is relating to the time in child’s life when the child is old enough to talk and walk but is not ready to go to school. This second period of human life time also called as golden age. The development of child’s brain is wonderful, she/he can absorb the information directly. In this period, skills such as naming colours, showing affection, and hopping on one foot are her/his interesting. These skills called developmental milestones. Developmental milestones are things most child does by a certain age. Preschool aged child reaches milestones in how she/he plays, learns, speaks, behaves, and moves (like crawling, walking, or jumping).

2. Ages and Stages of Development

Below are preschool aged child' development in language,intellectual, physical, social and emotional based on Sue (2010):

1. Four years old

1.1 Language Development

Preschool aged child knows how to answer the question by giving reason. It means a child uses a lot of vocabularies to compose the complete sentences and express it to someone.

1.2 Intellectual Development

Preschool aged child asks lot of questions, including “how” and “why questions. A child is very talkative in this stage. The language used includes silly words and irreverent. In this stage, the child should understand some basic concepts such as number, size, weight, colour, texture, distance, time and position. The classification skills and reasoning ability are developing.

1.3 Physical Development

Preschool aged child also can make representational pictures such as pictures of flowers, people, and some other things. The child likes unzipping, unsnapping, and unbuttoning clothes, lacing her own shoes, cut on a line with scissors, make designs and write crude letters. She is very active and aggressive in the playing.

1.4 Social and Emotional Development

Preschool aged child sometimes has imaginary friends which is caused by active imaginations she/he has. In this year, She also tends to brag and be bossy; she/he needs to feel important and worthwhile. Then, the preschool aged child can be aggressive but she/he needs friends and enjoys being with other children, enjoy pretending to be important adults such as mother, father, entrepreneur, nurse, doctor, police, officer. She

also need to be appreciated for her achievements, opportunities to feel more freedom and independence. She is learning to take turns and share.

E. Baby Talk

1. Definition of Baby Talk

Baby talk referred to as caretaker speech, infant-directed speech, child-directed speech or mother-ese is usually delivered with a cooing pattern of intonation different from that of normal adult speech: high in pitch, with many glissando variations that are more pronounced than those of normal speech, Fernald (1985). In addition, Baby talk as words or sounds a baby says when it is learning to talk; the special language adults sometimes use when talking to babies, baby talk as the syntactically imperfect speech or phonetically modified forms used by small imperfect or altered speech used by adults in speaking to small children. From the definition above, baby talk can be defined as an act when baby tries to say words in his/her own way which is sometime whether can or cannot be understood by mother as caregiver.

2. Things to Consider in Help Baby Talk

Below are some tips that caregivers can use to help baby talk such as by enriching the language environment of all babies in their care, including babies who do not speak yet and those who are learning more than one language based on Centre for Early Literacy Learning (2012):

a. Talk to Baby

Talking with baby, child is a brain building activity. When the activity of talking happens to a baby and has a high-quality back-and-forth interaction, new connections in that baby's brain are made. The more engagement happens with baby in this way, the more she/he learns to understand and use new words and concepts. Talk to baby and

reply to baby language that is called back-and-forth interaction. Below are some tips for talking with baby/child and engaging in high-quality back-and-forth interactions;

a) Make eye contact and move to the child's level

Eye contact always needed when conversation is happened. This gesture means the attention that giving enough while speaking.

b) Mirroring the child's tone

The child feels happy, use happy upbeat tone of voice and vice versa.

c) Using Parent-ese

Using Parent-ese is needed for child, it can make child captures attention of it and help to learn. Adults speak fun and interesting to child. Parent-ese is a type of adult speech where an adult talk to a child in an exaggerated, animated, and repetitive way.

d) Comment

Comment about everything in the baby or child's environment, such as her/his actions and other people's actions, objects, toys, foods, activities, and daily event.

e) Label

Baby is learning to match words with different things in world. Labelling at every opportunity help baby learns new words and understand the meaning. Point and look at objects when describing her/his for baby. Make sure the baby looks at whom or what you are pointing to.

f) Model

Model the correct use of words, the use of familiar words in new situations and in longer sentences, and the use of new words.

g) Ask questions

Ask different types of questions, including open-ended questions. Giving enough time to respond. Giving child choices may help them respond.

h) Follow the child's lead and talk about it

Identify what the child is looking at, playing with, holding, doing, or interested in. Label and describe whatever it is she/he is engaged with. Jump in and play with her/his, narrating what you are doing together.

i) Have conversations

Some babies may not have words yet, but she/he still communicate in her/his own baby language. This is usually in the form of babbles, laughter, smiles, looks, and gestures. Talk and reply to her/his "baby language".

j) Use many different words

Introduce new or uncommon words, explain what they mean, and repeat them across different activities throughout the day. Use Synonym from one word has different words. For example to describe things that are very big use word like enormous, huge, humongous.

k) Repeat and Expand

Repeat the words of baby and uses the word back to them and expand by adding a little more. For example, if the child says "airplane!" you can say "yes, the airplane is flying in the sky!". It better to expand by adding a little more, the airplane is from airport and has blue color.

b. Read to baby

Reading to baby helps build language and early literacy skills and help to get ready for school. The most important part of reading is interacting while reading, that means talking about the pictures in the book, asking questions, making fun comments, and connecting the story to the child's life. It is not to read every word in the book at

this age. Instead, it is about learning new words and concepts while having fun. Here are some tips for reading to child:

a) Introduce children to books

Demonstrate the appropriate way to hold a book. Point out the parts of the book, such as the front cover, the title, and the author's name.

b) Label the objects in the book and connect them to real life

Identify and define new words and encourage baby/toddler/preschool aged child that are beginning to speak to repeat these words. Make connections between the books, new words, and their life. For example, while reading story about a teddy bear, ask the child about his or her teddy bear at home.

c) Repetition helps

Baby learns more when the same story is repeated to her multiple times. Point out different parts of the story, new objects or new characters. Introduce new words, and ask new questions with each reading.

d) Make it an interactive experience

Ask lots of questions and make comments on things the child point to or talks about. Play "fill in the blank" where the child fills in words of a familiar story. For example, in reading *Malin kundang* you might say "*Malin Kundang Anakku and Malin Kundang Anankku and Malin Kundag ...*" and wait for the child to fill in the blank. Books where the child can touch different textures, open flaps, and make sounds allow children more opportunities to interact.

e) Follow the child's lead

Let the child pick the book or pick a book that you think may interest the child. Spend more time on the parts of the story the child is most interested in. They

may show you they are interested by pointing to specific pictures or talking about specific characters. Let the child turn the page when he or she is ready.

f) **Make it fun**

Be expressive and use different tones of voice for different characters. The more fun children have, the more motivated they will be to read next time.

c. **Sing to baby**

Music nourishes children's brains and can be used to teach them new words and concepts. Here are for the tips;

a) **Sing songs and change the words to known tunes**

For example, while using a familiar clean-up song in home or classroom, change the words and apply the tune to setting up for snack time (for example "snack time, snack time, everybody eats yummy snacks").

b) **Encourage children to act out the meaning of songs**

For example, while teaching children hand gestures to go along with *Balonku*, *Potong Bebek Angsa*, or *Pelangi Pelangi*. Once you teach some gestures, let children come up with their own.

c) **Create songs to go along with daily routines**

Make up silly songs for transitions, snack time, hello and goodbye, diaper changes, and other activities during the day. During predictive phrase, stop to let the child fill in the blank. Familiar nursery rhymes are great for this purpose. Include nursery rhymes from children's home languages.

d) **Sing songs in the child's home language**

Ask families for recommendations about songs they sing at home. Remind families about the importance of singing at home in their home language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

As this research was aimed to study the effect of a preschool aged child's first language vocabulary acquisition in association with caregivers' language, the research design that was suitable with this study was qualitative research. Mackey and Gass (2005) point out that qualitative research is a research that is derived from descriptive data that does not contain any statistical procedures. Bodgan and Biklen (2007) state that qualitative research is depicted by description in words or sentences from. Rich description is one of the characteristics of qualitative research. It includes through and detailed descriptions about a phenomenon.

In addition, Martens and McLaughlin (2004, p.20) define qualitative research as “an approach to research that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon”. Furthermore, Martens and McLaughlin suggest using qualitative methods under the following conditions; the program emphasizes individualized outcomes, in-depth information is needed about certain clients or program, and no standardized instrument is available that can validly and reliably measure program outcomes. Evelyn (2001) points out that qualitative refers to an array of strategies used by the researcher to gather mostly verbal data in natural settings, usually over a

Relatively long time period. It involves a recurring cycle of data collection, analysis, and interpretation of collected data to be reported as findings. Strategies are intended to provide the researcher with holistic perspectives about the phenomenon under investigation. This method is used because it is an appropriate method to investigate social phenomenon especially about first language vocabulary acquisition for preschool aged child. According to Creswell (1994) defines that:

“Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzed words, report detailed view of informants and conducts the study in a natural setting” (p.15).

The researcher approach was a longitudinal approach. Taylor (1990, p.228) reveals language in a longitudinal study, the researcher observed research subject in acquiring the language for several months or years. Furthermore, Taylor said that longitudinal studies make the research subject a center of observation. Therefore, they are respected by identifying names, either in real terms or by naming and describing the research subject's age if known by the exemplary examples such as research subject girl child aged 4 years old.

B. Research Subject

According to Creswell (2009), research subject refer to the subject who are believed to have an ability to provide the reseacher rich information which is related to research questions. Furthermore, as the researcher wanted to gain in-depth information about the development of first language vocabulary acquisition to preschool aged child used by caregiver's language. This research subject was

selected purposively since the researcher fits the requirement that was necessary for the research. The research subject's house was near from the researcher house and the researcher and research subject is relatives, because of this it was a consideration in choosing the research subjects. The research subjects in this study were preschool aged child and caregiver.

a. Profile of the caregiver

The subject identified as the caregiver was a woman aged 35 years old. Her initial name was EL. She was a mother of preschool aged child. EL lived in *Gampong Beurawe Banda Aceh*. Her last education was bachelor at Universitas Islam Negeri Ar-Raniry Banda Aceh. She was an entrepreneur working at home. EL was a mother two children. She was divorced in 2015. The first child lived with his father in *Lhoknga Aceh Besar*, and the second child lived with his mother in *Gampong Beurawe Banda Aceh*. At home, the caregiver as mother of preschool aged child spoke Bahasa Indonesia to preschool aged child.

b. Profile of the preschool aged child

The subject identified as a preschool aged child was a 4 years old girl. Her initial name was SA. The preschool aged child was born of a mother who was a Banda Aceh woman and a father who was *Aceh Besar* man, but her parents were divorced. She is the second child of a couple who are both educated up to Bachelor's degree in Aceh. She was second child of two siblings. She has a sister who are in her infancy stages. Her father is a entrepreneur work outdoor while her mother is an entrepreneur working at home. A physically, mentally and socially healthy girl, she loves playing barbie toys, running inside the house, watching

Youtube videos, playing games and touching every strange thing she sees. Still on her way of acquiring her first language vocabulary acquisition, she always tries to ask her mother the names of things, actions, or ideas she observes inside the house. Having her mother a books which she tries sometimes to open just to see the pictures. At her age, she can converse in basic Indonesia language, through according to her mother, she speaks with grammatical errors. Everyday SA played more at home accompanied by her caregiver or mother. She did not go to kindergarten yet. At home, the caregiver as mother of preschool aged child spoke Bahasa Indonesia to the preschool aged child. She was able to spoke Bahasa Indonesia clearly and fluently based on her age. In fact she was born in a family who used Bahasa Indonesia as her first language. So in everyday SA using Bahasa Indonesia as the first language. It was known that preschool aged child is very active in speaking and always responding and commenting on every event in her environment.

Preschool aged child's behaviour was nice to communicate in longterm situation. Her communication to caregiver that was fluently and clearly. She answered the entire questions from the caregiver friendly and clearly. She is very lovely, friendly and inquisitive and she also displays vivid characteristic of those acquiring first language. Her personality toward others, including caregiver was very good. She was playing good role during the research. Her capability to respond around was surely fine. She paid full attention to the activity that given. Overall data come from footage taken naturally in conversations from caregiver with preschool aged child.

C. Research Instrument

Before directly collect the data, the researcher prepared several instruments. These instruments were observation sheet and audio-recorder.

1. Observation Sheet

Observation sheet was one of the instruments used in gathering the data needed for this research. The format of the observation sheet was developed and arranged based on certain items which were needed by the researcher. By using observation sheet, it eased the researcher to get some convincing data from an activity in the house and collect the information.

2. Audio-recorder

Audio-recorder was used as the instrument in collecting the data for this study. The use of audio recorder was to record what caregiver and preschool aged child spoken. The researcher used audio recorder by mobile phone xiaomi. As this study revealed to see the caregiver's language to preschool aged child.

D. Technique of Data Collection

As mentioned in first chapter, the researcher used two technique in collecting the data; observation and audio-recording.

1. Observation

Mackey and Gass (2005) stated that the term observation defers to ways of obtaining data that involve the researcher deeply into a research setting in this study, observation was carried out to determine the real situation of the accuiring process. The researcher chose observation as the main technique in

order to get a clear description development of preschool aged child in first language vocabulary acquisition by caregiver's language.

Frankel and Wallen (2008) asserted that there are four different roles that a researcher can take in the observations namely participant observation, non-participant observation, naturalistic observation and stimulations. In this research, the researcher used non-participant observation, in which the researcher observed the first language vocabulary acquisition process in preschool aged child by caregiver's language. The researcher chose this non-participant observation because this is only interaction between caregiver and preschool aged child. The researcher just observed them. There was no interaction between researcher and preschool aged child or caregiver. The observation narrow focus was only the first language vocabulary acquisition.

The observation would take place in preschool aged child and caregiver's house at *Gampong Beurawe Banda Aceh*. The researcher firstly started obtaining the data through observation phase. Before running the observation, the researcher had been permitted by the caregiver (preschool aged child's mother). In doing observation, the first step the researcher is evaluate research subject's ability in speaking whether she spoke fluently or not by asking simple communication. Next, the caregiver spoke to her in circumstance way to understand about the topic in discussing. After being her best friend, and talking to her so many times, the caregiver asked some new vocabularies in daily conversation to assess her knowledge. Preschool aged child as acceptor of new vocabulary, she would hear or see or feel the uncommon vocabulary from many

things like daily conversation, in story book, and playing with friend which containing new vocabulary from those media which provided by caregiver.

2. Audio Recording

The purpose of the audio-recording was to collect the data from the real process in caregiver's language truly gave development to preschool aged child in first language acquisition or not.

Table 1.2 The information of observation and audio taping schedule

<u>Child</u>	<u>Date</u>	<u>Methods</u>
SA	7/17 (Monday)	Observation
SA	8/11 (Tuesday)	Observation
SA	9/13 (Wednesday)	Observation
SA	10/26 (Thursday)	audio-recording
SA	11/1 (Wednesday)	audio-recording
SA	12/6 (Wednesday)	audio-recording
SA	12/7 (Thursday)	audio-recording

E. Procedure of Data Collection

The researcher mainly collected the data through observation and audio recording. She observed how preschool aged child talked to her caregiver – her nature and behaviors in communicating using verbal mode. During observation, the researcher had always with her some observation sheet - the things she should focus on which were based on the theories of language acquisition. The researcher had some data which were not observed during her visit, she would always do audio recording the caregiver and preschool aged child conversation. The preschool aged child and caregiver were observed and recorded by the researcher from July to December 2017. The process of observing research subject was done

within 6 months. The results of audio recording was recorded and then analyzed by the Transcription Conventions from Gail Jefferson (2004).

F. Technique of Data Analysis

The data collection through observation sheet and audio recorder were analyzed based on the theories of first language acquisition since these were the bases in constructing the observation sheet and audio recorder. The results of data collection which used observation in this study was analysed qualitatively by using descriptive analysis. This study was good method used in analyzing and collecting the data of observation, because it was used to collect data where and when an event or activity is occurring, do not rely on people's willingness or ability to provide information, allows you to directly see what people do rather than relying on what people say they did.

In order to get the data needed, the researcher did observation. Observation was the main technique that would be used by the researcher to obtain the data about the development of first language vocabulary acquisition. In order to know caregivers utterances in detail, the researcher conducted house observation by recording the acquiring process a preschool aged child from caregiver's language. The observation was conducted since the beginning until the end of the house which usually takes 30 minutes. At the same time of the recording process, observation sheet and audio recorder by mobile phone *xiaomi* were used to add some information to support the observation record. In analyzing the data, the observation recording was transcribed. By transcribing, the caregiver's language, any production of oral communication can be analyzed. However, the researcher

did not transcribe all the spoken language in the preschool aged child's house because when the researcher observed the caregiver's language, the researcher only took the speech which contains language acquisition. Later, the result of the observation was examined in explanation by describing the classification of each speech that caregivers said during the acquiring process. The analysis of the data was anchored on the confirmation of first language acquisition theories. Observation outside the established theories was taken as new knowledge and was recommended for further examination.

G. Brief Description of Research Location

This research was obtained at caregiver and preschool aged child's house which is located at *Gampong Beurawe* districts *Kuta Alam Banda Aceh*. *Gampong Beurawe* was the place where the researcher collected the data for this study. It is very strategic because it is located not so far from the central city of Banda Aceh. In addition, it is near to some significant public places, such as the hospital and mall. The research subject's house was close to the researcher's house.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the finding of the first language acquisition in preschool aged child.

A. Data from Observation

The researcher used observation technique. The observation was obtained on July to December 2017. The research took place at preschool aged child's house especially at *Gampong Beurawe* Banda Aceh. The observation was carried out in 4 years old a little girl as preschool aged child and her mother as caregiver. The researcher selected the research subjects based on caregiver's approval and her convenience. The observation was done seven times at six months. During six months, time which needed to do research, caregiver and preschool aged child had close emotional relation. This relation was a good manner in doing research, good atmosphere created great result. In this study, the researcher recorded the acquiring process of preschool aged child affected by caregiver's language by using mobile phone.

Physically, the house was facilitated with good and appropriate facilities and equipment which means the house was comfortable for researcher to observe. In this observation, the researcher acted as non-participant observer. In other words, the researcher did not take a part in conversation activities being acquired. Neither did the researcher interact with the caregiver nor with the preschool aged child. The observation focused on caregiver's language to preschool aged child in first

language vocabulary acquisition. The result could be seen in Observation Field Note.

B. The Analysis of Data from Observation

Based on Recorded Data, that caregiver and preschool aged child were actively involved during speaking activity. Preschool aged child actively responded caregiver' question and caregiver also gave the new vocabularies to preschool aged child. This observation result helped the researcher to easily measure and see the first language vocabulary acquisition had the role within it. Amount of words that preschool aged child uttered had been mixed with some vocabularies. This consideration finally helped researcher to examine in what way caregiver took part in acquiring.

After doing the research toward preschool aged child, the researcher analysed the reflection of the activity. The good relation between caregiver and preschool aged child in communication was the main thing in doing research. The caregiver had to keep the mood of the preschool aged child. If she felt good mood, the activity ran well and the communication was going fine. Thus, the researcher showed the result of observation, from those activities, the researcher found data that supporting this research. Observation helped the researcher to collect the important data.

The development of speech that researcher got from the observation in preschool aged child aged 4 years was that girl child who can acquire what she saw or pronounced. Pronunciation of consonants and vowels was perfect,

although the researcher found that the preschool aged child has not perfect in uttering the word pronounce. Social development and communication obtained on observation was the age of 4 years of preschool aged child social interaction had entered the phase of the question. The researcher reviewed 4 years old active in communicating with her caregiver as mother. Preschool aged child asked what she saw and touched what she found interest in.

From the result of observation, the preschool age child understood some things showed by caregiver and she also knew the function of those things. As part of child's language development at this age, the child, based on the research result, did not really speaks in a complex sentence by joining small sentences together using words like 'and' or 'because'. The preschool aged child only uttered some simple vocabularies and tried to mention their functions. Furthermore, language acquisition took time and practice. In this research, it can be seen that a preschool aged child learns language through natural interaction with people in everyday settings. In this situation, caregiver was one of the preschool aged child had most of the interaction with.

C. Data from Audio-Recording

The audio-recording section had been done by recording the process of preschool aged child in the house. The researcher recorded the preschool aged child in her house by using audio recorder by mobile phone. Preschool aged child was recorded for approximately 30 minutes in every meeting. Then, the researcher transcribed them into transcript. The format of these transcription were based on Gail Jefferson (2004) in Conversation Analysis by Gene H. Learner (2004, p. 24).

The researcher added a transcription as the guidance to read or signal some terms and description based on each transcription. The researcher added a Transcription Conventions (see table 1.2 below) as the punctuation or guidance to read or signal some terms and description based on each transcription.

Table 1.3 Transcription Convention by Gail Jefferson (2004)

Symbols	Descriptions
↑	shift into especially high pitch
↓	shift into especially low pitch
NOW	especially loud sounds relative to the surrounding talk
::	prolongation of the immediately prior sounds
(.)	a brief interval (about a tenth of a second) within or between utterances
(0.5)	the tie elapsed (by tenth of seconds) between the end of utterances or sound at the start of the next utterance or sound
<u>now</u>	Stress
=	latched utterances - no break or gap between the stretches of talk
?	rising intonation
.	falling intonation
,	unfinished intonational countour
<>	quicker than surrounding talk
<>	bracketed material is slowed down, compared to the surrounding talk.
(())	transcriber's description
()	transcriber unable to get what was said.
-	indicates a cut-off

D. The Analysis of Audio Recording

As previous stated, to answer the research question “how does preschool aged child acquired first language vocabulary acquisition affected by caregiver’s

language?”, the result indicates that the caregivers gave the first language vocabulary acquisition to preschool aged child.

C = Caregiver

P = Preschool aged child

In this part the caregiver asked preschool aged child about the vocabulary given

Excerpt 1, Caregiver and Preschool aged child

1. C: Ini apa?
2. P: Kulkas.
3. C: di kulkas di taro dalam apa? Hayoo ? ↑ dalam pireng
4. P: (hhh) apa ni? Apa ini apa ni? ()
5. C: Tikusnyaa.. jaga-jaga ikan, abestu kan dijagalah tikusnya sama kucing ini, mau berkelahi dia sama kucing, mau makan ikan bestu jatoh dek
6. P: Jatoh kemana? ↑
7. C: Jatoh, tikusnya terpeleset
8. P: Eu
9. C: Apanya eu ? ↑
10. P: iyaaaaaa ↑
11. C: Terpeleset, apa tu perpeleset dek?
12. P: Terpeleset dia anak ()
13. C: Terpeleset itu apa?
14. P: Terpeleset itu gak iat iat alan
15. C: Gak iat iat alan ? ↑ ehmm
terus kenapa ia gak iat iat jalan?
16. P: tadi ia (hhh) gak ada jalan tadinya iahhh . [hhh]
17. C: Jatoh
18. P: Jatoh

Based on excerpt 1 line 11-14), preschool aged child did not know the meaning of *terpeleset* in line 12. The caregiver gave the meaning of that word. Preschool aged child got new first language vocabulary acquisition. The purpose of this communication was to get new first language vocabulary acquisition from word *terpeleset* means *jatuh* in Bahasa Indonesia.

Excerpt 2, caregiver and preschool aged child

19. P: Ini apa?

20. C: Cacing
 21. P: Cacing↑
 22. C: Cacing di dalam tanah
 23. P: Cacing

In line 1 preschool aged child asked about a word, and caregiver answered the question that child asked. Preschool aged child got new first language vocabulary acquisition.

Excerpt 3, Caregiver and Preschool aged child

24. C: Ini... a ↑ ayaam
 25. P: Huh?↑
 26. C: Ayam(0.5)
 27. P: o ayam ><

In excerpt 3, line 1, preschool aged child asked about a word, and caregiver answer the question that child asked. Preschool aged child got new first language vocabulary acquisition

Excerpt 4, Caregiver and Preschool aged child

28. C: Ini dek? Namanya !
 29. P: namanya gak tau !
 30. C: Tee..
 31. P: Terong..
 32. C: Teko ! namanya ulang lagi, namanya ?
 33. P: Teko (hhh.hhh)

The transcription above showed that caregiver gave some word to preschool aged child and then the preschool aged child tried to say the word given. The caregiver sometimes did not just mention the word but she also tried to give the child a clue to make here understand what they were both talking about. After giving new vocabularies, the caregiver stated that the vocabulary in used was not familiar with preschool aged child. So, it gave them the explanation about the meaning of the vocabulary. It could be used so many ways to do it by using clue

to explain it or just say clearly what it does. From this section, preschool aged child understood the vocabularies and tried first language vocabulary acquisition.

Excerpt 5, caregiver and preschool aged child

34. C: Ini apa? Ini apa ? ! ini apa namanya ?
 35. P: ini untuk talo.. namanya namanya apa?
 36. C: Ini namanya apa?
 37. P: Gak tau !
 38. C: Gelas , Untuk apa?
 39. P: Untuk minum (.)
40. C: Ini apa ni? Dek ambil kertas Ini namanya kertas, kertas untuk apa ? (0.2)
 41. P: menulis !
42. C: Ini buku catatan gunanya untuk menulis
 43. P: buku
44. C: Ini kotak, kotak untuk apa?
 45. P: Kotak untuk isi barang

According to this excerpt, caregiver asked what the name of the thing showed is and then asked about the its function as well. In this section the caregiver focused more on the function or the use of certain thing. The caregiver also gave the preschool aged child some unfamiliar vocabulary. The preschool aged child sometime did not know the thing showed by caregiver, so the caregiver had to give the clue. Furthermore, this was the result of the activity, whether preschool aged child understood it or not . however, this is the last step or last indicator the vocabularies or sentences given were well-understood. Then, caregiver used the some more vocabulary, the preschool aged child was given some infamiliar vocabulary or nigh level of vocabulary.

Excerpt 6, caregiver and preschool aged child

46.C: Ini namanya apa? Laaci ! yang adek buka buka tu, adek ambil uang bentar di laaci. Kalau ambek uang dimana? Tarok uang di laaci

47.P: laci

48.C: Ini namanya apa?

49.P: Untuk talo talo duet, untuk talo duet

50.C: Namanya?

51.P: Talo duet, Laci, yang untuk adek buka buka ()

52.C: Kalo Ini namanya apa?

53.P: yang ari tu adek tules

54.C: Namanya? Papan tulis

55.P: Papan tulis

56.C: Kalo ini namanya apa?

57.P: untuk epon

58.C: Telepon

59.P: Telepon (.)

The transcription above showed that caregiver gave the preschool aged child high level vocabulary and asked about their name. From all the transcriptions, it shows that the child's vocabulary is exploding. She seemed to have a word for almost everything. Utterances were usually one, two or three words long and caregiver understood it.

E. Discussion

This research emphasized on caregiver's language in first language vocabulary acquisition to preschool aged child. The researcher came up with one research question. The question was "how does preschool aged child acquire first language vocabulary acquisition affected by caregiver's language?". The question Answered using observation technique. Based on the series of observation obtained, preschool aged child of her first language is largely nativism theory (Chomsky's innateness). Her possession of a normal and functional human brain

enables her to perceive linguistic inputs and produce communicative outputs. Her possession of a human brain that is capable of processing inputs enables her to respond appropriately to a given communicative situation. It would then be impossible for her to utter words without such central processing unit – the brain which contains specific part with her corresponding linguistic function. It was also observed that the research subject learned some vocabulary without undergoing any formal instruction. According to her mother as caregiver, she learned some words on his own. This could reflect the naturalness of first language acquisition. Language acquisition happens as a person grows or matures, hence, Chomsky's innateness hypothesis (Orillos,1998).

Looking to LAD, the researcher observed the possession of the device. She can distinguish speech sounds from other sounds in the environment. Such is manifested when she responds to her mother when her name is called upon. Another manifestation was that when she can point out the objects (glass, whiteboard, chair, etc) when the caregiver asked her to point out. It means she can distinguish sounds and associate them into real visible objects. She also can distinguish nouns (names) and verbs (actions). When her caregiver asks her to sing, she does not point out to her chair. Instead, she opens her mouth to sing. It means that at her age, the word sing for her is an action, not a name. Then she asks questions when she does not know names of things, persons or actions. It means that she engages herself in constant evaluation to improve her own linguistic system. SA is right-handed, so the dominant brain hemisphere is the left hemisphere- the part where in the LAD is housed (Orillos, 1998). SA speaks

clearly accept the sounds of “r” which is normal at her age. She can also hear and recognize sounds and symbols and can respond fairly when she is being asked. In general, SA has the biological (innate) facilities that enable her to understand and utilize a language. Without these, it would be impossible for her to acquire and use language. No matter how strong the environment is if her body parts responsible for language learning are impaired she cannot basically acquire any language. It goes without saying then that Chomsky innateness theory has played a role in SA’s first language vocabulary acquisition.

There are role of imitation, correction and reinforcement, analogy and structured input. While recognizing the invaluable contribution of biological factors environment in SA’s language development. However, in SA’s case, the researcher saw how these acquisition mechanisms worked out for her language acquisition. SA produces words or sentences based on what she hears and based on what she understands from caregiver’s conversation she is exposed to. While sometimes she fails in imitating exactly due to late developments in speech mechanism, it is evident that she wanted to imitate the same but hindered by some mechanisms. In her mind she wanted to say the right thing but she could not. It showed that she learned something from imitating and she will even learn better and faster if her speech mechanism are fully developed. During the series of observation, it was observed that SA often imitates her mother as caregiver in speaking. She often teasingly imitates question and answers to such question. According to her caregiver, she loves to imitate but if she is the one imitated, she easily gets annoyed. Though she loves imitating, not all that she imitates are

correctly imitated. Then caregiver would correct her by changing the wrong word/vocabulary with the correct one, and by repeating the sentence slowly so that she can understand the words fully. After series of correction and repetitions, SA can master the correct vocabulary. Clearly, she learns through correction and reinforcement.

In a series of observation obtained, it was also evident that SA does substitution of vocabulary/ word in sentences to make sentences of her own. She uses sentences from adults like caregiver as her guide in making sentences. Though sometimes she replaces words inappropriately in a sense that the new word distorts the meaning of the original sentence, somehow she still learned especially the patterns in constructing sentences. On the use of structured input (baby talk), her caregiver admitted that she did some simplification of words/vocabulary/sentences when SA was younger. Caregiver did some baby talking just to emphasize word and concepts. Her caregiver admitted further that Indonesia Language is phonologically complex language and sometimes speaking complex sentences so fast might confuse a preschool aged child. Thus, her caregiver believes that simplifying the language somehow helped SA acquire the language.

Actually the caregiver had to pronounce the word genuinely and correctly. It means that caregiver had to give the real pronunciation to the preschool aged child. It was better for the caregiver did not imitate the way preschool aged child in producing the wrong pronunciation, because it made the preschool aged child becomes confuse how to differentiate the right or wrong words. It was better for

the caregiver to avoid responding preschool aged child's question by using the word "hah? And "euu" because it were impolite to response the question by using this word. However, caregiver had to make good connection with the preschool aged child to build interaction as this interaction had function to know the preschool aged child's language. On other hand, the caregiver had a vital role in the preschool aged child's language acquisition as she was able provide an appropriate environment for the preschool aged child to acquire the language. Caregiver as Supplier of new vocabulary to preschool aged child should be smart person to give them explanation. It could be by giving clue, then explained to short term, or gave them direct explanation about new vocabulary. Thus new vocabulary which founded by this preschool aged child in some medias would be a great way to teach her not only about how to communicate in good manner but also teach them social and moral manner.

The significance or first language acquisition for children were to express needs and get what they want, used to tell others what to do, and told stories and to create an imaginary situation. The first language acquisition was shaped and influenced mainly by two factors: biological and environmental factor. As manifested in the case of the subject in this study, the preschool aged child basically acquired her first language with the presence and aid of his Language Acquisition device (LAD). Without such brain facility, it would have been impossible for the preschool aged child to acquire his first language, in order to understood preschool aged child language acquisition, it did not need to keep two very important things in mind:

First, preschool aged child did not use language like adults, because preschool aged child was not adults. Acquiring language was a gradual, lengthy process, and one that involved a lot of apparent 'errors'. It showed that these 'errors' were in fact not errors at all, but a necessary part of the process of language acquisition. That was, they had not be corrected, because they would disappear in time.

Second, preschool aged child learned to speak the dialect and language that were used around. Preschool aged child began by speaking like parents or caregivers, but once they started to mix with other preschool aged child they started to speak like friends their own age. We could not control the way the child speak: they developed their own accents and they learned the languages they thought they needed. These might be judged wrong in school contexts (and all children had to learn the standard version in school) but if adults in the preschool aged child's community use them, they were not "wrong" in child language. It was showed in the data recording of the research. Somehow, language acquisition took time, a long time, because all learning needed time to digest and what it was experienced in a particular circumstance; it could not be rushed. Many caregivers wanted to see 'results', and in double-time, according to adult expectations, and then worried that 'nothing was happening'. Give yourself some time too: children learn language through natural interaction with caring people in everyday settings.

CHAPTER V

CONCLUSION

The final chapter presents conclusion of the study. The conclusion describes the result of the research revealed.

A. Conclusions

In this section the researchers describe the results of the overall research that has been taken from the process of data analysis. In the process of data analysis used by the researcher is spoken and speech conversation with research subjects.

The research used to examine the acquisition of the first language of the child certainly cannot be separated from the view, the theory adopted. In this case history has recorded the existence of three theories in the acquisition of child language that is the theory (1) the theory of nativism, (2) the theory of behaviorism and (3) the theory of cognitivism. In this study the researcher examined that the data analyzed in accordance with the hypothesis presented by experts. As revealed by Chomsky, the child was born with the language acquisition tool 'Language Acquisition Device (LAD). LAD is considered a physiological part of the brain that is specialized for processing the language, has nothing to do with other cognitive abilities. The development of speech that researchers get from the observation in children aged 4 years is a child who can teach what he saw or pronounced. Pronunciation of consonants and vowels is perfect, although researchers often find that the child is still not perfect in uttering the word he pronounces. For example, the word *kereta* is pronounced *keeta*.

Social development and communication obtained on observation is the age of 4 years of child social interaction has entered the phase of the question. Researchers

reviewed 4-year-olds active in communicating with their mothers and the environment. Children will ask what they see and touch what they find interesting. The barriers encountered by researchers are time limitations in the study. Researchers can not observe periodically in the near future. Researchers can only observe a month once. Researchers are also hampered by the psychological factors of children who can change at any time. This factor causes the data obtained less than the maximum but enough to be analyzed in this study. The results of the research show that caregivers language affect the preesechool aged children in getting their first language acquisition, it proven from every single vocabulary they do not familiar with, they would ask caregiver and the majority of preschool aged child get first language from people around them. The role of caregivers as a dictionary for children then Preschool is the second stage of children to growing up, this best moment can be used by caregiver to create them to speak and behave in positive manner. The most important role in developing language skills is motherhood. In this case the mother is considered most determine the acquisition and language proficiency of a child. Because in essence children tend to imitate and follow the footsteps of their parents (including language), it is recommended not to mention the name of the object with a speech that lisp and stutter.

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A R - R A N I R Y

B. Suggestions

After completing this research, the researcher feels the urge to give some suggestions that would come in handy in the future, especially for the people who often involve with children in many aspects like teachers and other researchers. Here are the suggestions:

For the people who often involve with children and teachers, it is expected for them to pay more attention to the development of language aspect because children in the future is how they treated just like right now. Love the children even the business is too much, they growing up for one more, no more after this moment, we will miss it. Parents are children's first teachers and family become the first teaching place.

For people especially those who have pre-school age children, should pay more attention to the acquisition and development of the language of children. More sensitive and meticulous in teaching grammar to children especially when communicating with the child itself. As each child's age continues the acquisition of the language of the child will also increase and the acquisition of the vocabulary of the child will also multiply and the vocabulary is more widely acquired on them.

For other researcher, this study discusses about the first language vocabulary acquisition of children, hopefully there would be a new study discusses different issues about children.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 1082/UN.08/FTK/KP.07.6/01/2018

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2/115 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5976/2016 tanggal 1 November 2016
- Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D. Sebagai Pembimbing Pertama
2. Rahmat Yusni, M. TESOL Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Aufa Zulhelmi
NIM : 231121288
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Caregiver's Language to A Preeschool Aged Child in First Language Vocabulary Acquisition
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di Banda Aceh
Pada Tanggal: 22 Januari 2018

An. Rektor
Dekan,


Muhammad Burrahman

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
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Nomor : B-1168/Un.08/TU-FTK/ TL.00/01/2018

24 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Aufa Zulhelmi
N I M : 231 121 288
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Tgk.Chik No.16 Lr.E Kecamatan Kuta Alam Banda Aceh

Untuk mengumpulkan data pada:

Gampong Beurawe Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Analysis of Caregiver's Language to A Preeschool Aged Child in First Language Vocabulary Acquisition

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري

AR - RANIRY



Ar. Dekan,
Kepala Bagian Tata Usaha,

Mr. Saif Farzah Ali

BAG. UMUM BAG. UMUM

Kode 5811



**PEMERINTAH KOTA BANDA ACEH
KECAMATAN KUTA ALAM
GAMPONG BEURAWE**

**JL. K. Amin Telp. (0651) 22886. Kode Pos-23124
BANDA ACEH**

Banda Aceh, 26 Januari 2018

Nomor : 420/07/2018
Lampiran : -
Hal : Izin Mengumpul Data

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri AR-Raniry
Di
- Banda Aceh

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor B-1168/ Un.08/ TU-FTK/ TL.00/ 01/ 2018, tanggal 24 Januari 2018 kami beritahukan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Aufa Zulhelmi
Nim : 231 121 288
Prodi/ Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Telah melaksanakan pengumpulan Data di Gampong Beurawe Kecamatan Kuta Alam Kota Banda Aceh.

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

جامعة الرانيري

AR - RANIRY

Keuchik Gampong Beurawe
Sekdes,

RAZIAH

Nip.196406121987082001

No.	Scope of Development	Research Analysis	Choice		Explanation
			Yes	No	
1	Caregiver as a model	Does caregiver speaks clearly?			
		Does caregiver follows the wrong word the child says?			
		Does caregiver corrects the inaccurate words spoken by child?			
		Does caregiver give vocabulary to child?			
		Does caregiver cuts off the conversation?			
2	Giving a chance to talk to the child	Does caregiver provide opportunities for child to speak?			
		Does caregiver provide opportunities for child to ask?			
		Does caregiver provide opportunities for child to answer?			
		Does caregiver let child talks as the activity progresses?			
3	Motivate child to speak	Does caregiver give reward for child?			
		Does caregiver praise child when able to say the words/answer question correctly?			
		Is there support from caregiver when child tries to answer the question?			
4	Guidance from caregiver	Does caregiver exist to provide specific approach in acquiring child's language?			
		Does caregiver support instrument in acquiring child's language?			
		Does caregiver tell the story to child?			
		Does child involved in the conversation by caregiver's language?			

OBSERVATION CHECKLIST FOR PRESCHOOL AGED CHILD

NO	DESCRIPTION	SCALE			
		4	3	2	1
1 1a 1b 1c	ATTITUDE Sitting Camly Paying Attention Answer While Asking				
2 2a 2b 2c	ABILITY IN COMMUNICATION Speak Fluently Speak Clearly Vocabulary Mastery				
3 3a 3b 3c	COGNITIVE Intake Has Good Knowledge Quick Learner				
4 4a	MOTORIC Love to Play				
	TOTAL				
DESCRIPTION OF SCALE					
4 Excellent					
3 Very Good					
2 Good					
1 Not Good					

DOCUMENTATION

Preschool aged child and Caregiver's activity at home



A happy interaction between caregiver and preschool aged child,
caregiver gives simple task to child like wear veil



The caregiver speaks to preschool aged child in complete sentences
and using grown up words



SA While coloring the book



The caregiver gives vocabularies to preschool aged child



The caregiver read to preschool aged child



The caregiver encourages preschool aged child to think the vocabulary that is meant by the caregiver as mother



Transcription of Audio-recording

The transcription was done after the researcher analyzed the data from audio-recording. The convention used in transcribing this transcription was one revealed by Gail Jefferson (2004). After getting all the house audio recorded, the researcher analyzed the audio one by one that separated into several excerpt.

C = Caregiver

P = Preschool aged child

In this part the caregiver asked preschool aged child about the vocabulary given.

Excerpt 1, caregiver and preschool aged child

- 1.C: Ini apa?
- 2.P: Kulkas.
- 3.C: di kulkas di taro dalam apa? Hayoo ? ↑ dalam pireng
4. P: (hhh) apa ni? Apa ini apa ni? ()
5. C: Tikusnyaa.. jaga-jaga ikan, abestu kan dijagalah tikusnya sama kucing ini, mau berkelahi dia sama kucing, mau makan ikan bestu jatoh dek
6. P: Jatoh kemana? ↑
7. C: Jatoh, tikusnya terpeleset
8. P: Eu
9. C: Apanya eu ? ↑
10. P: iyaaaaaa ↑
11. C: Terpeleset, apa tu perpeleset dek?
12. P: Terpeleset dia anak ()
13. C: Terpeleset itu apa?
14. P: Terpeleset itu gak iat iat alan
15. C: Gak iat iat alan ? ↑ ehmm
terus kenapa ia gak iat iat jalan?
16. P: tadi ia (hhh) gak ada jalan tadinya ia hhh.hhh
17. C: Jatoh
18. P: Jatoh

Based on excerpt 1 line 11-14, preschool aged child did not know the meaning of *terpeleset* in line 12. The caregiver gave the answer the answer the meaning of that word. Preschool aged child got new first language vocabulary acquisition. The purpose of this communication was to get new first language vocabulary acquisition from word *terpeleset* means *jatuh* in Bahasa Indonesia.

Excerpt 2, Caregiver and preschool aged child

1. P: Ini apa?

2. C: Cacing
3. P:Cacing↑
4. C: Cacing di dalam tanah
5. P: Cacing

In line 1 preschool aged child asked about a word and caregiver answered the question that child asked. Preschool aged child got new first language vocabulary acquisition.

Excerpt 3, Caregiver and Preschool aged child

1. C: Ini... a ↑ yaam
2. P: Huh?↑
3. C: Ayam(0.5)
4. P: o ayam ><

In excerpt 3 line 1 preschool aged child asked about a word, and caregiver answered the question that child asked. Preschool aged child got new first language vocabulary acquisition.

Excerpt 4, caregiver and preschool aged child

28. C: Ini dek? Namanya ↑
29. P: namanya gak tau ↑
30. C: Tee
31. P: Terong
32. C: Teko ! namanya ulang lagi, namanya ?
33. P: Teko (hhh.hh

The transcription above showed that caregiver gave some words to preschool aged child and then the preschool aged child tried to say the word given. The caregiver sometimes does not just mention the word but she also tried to give the child a clue to make here understand what they are both talking about. After giving new vocabularies, the caregiver stated that the vocabulary in used is not familiar with preschool aged child. So, it gives them the explanation about the meaning of the vocabulary. It can be used so many ways to do it by using clue to

explain it or just say clearly what it does. From this section, preschool aged child understood the vocabularies and tried to save first language vocabulary acquisition.

Excerpt 5, caregiver and preschool aged child

34. C: Ini apa? Ini apa ? ini apa namanya ? ↑
35. P: ini untuk talo.. namanya namanya apa?
36. C: Ini namanya apa??
37. P: Gak tau ↑
38. C: Gelas , Untuk apa?
39. P: Untuk minum (.)
40. C: Ini apa ni? Dek ambil kertas Ini namanya kertas, kertas untuk apa ? (0.2)
41. P: menulis !
42. C: Ini buku catatan gunanya untuk menulis
43. P: buku
44. C: Ini kotak, kotak untuk apa?
45. P: Kotak untuk isi barang ↑

According to this excerpt, caregiver asked what the name of the thing showed is and then asked about the its functions as well. In this section the caregiver focus more on the function or the use of certain thing. The caregiver also gave the child some unfamiliar vocabulary. The child sometime does not know the thing showed by caregiver, so the caregiver should give the clue. Furthermore, this is the result of the activity, whether preschool aged child understands it or not. However, this is the last step or last indicator the vocabularies or sentences given are well understood. Then, caregiver uses the some more vocabulary, the preschool aged child is given some unfamiliar vocabulary or high level of vocabulary.

Excerpt 6, caregiver and preschool aged child

- 46.C: Ini namanya apa? Laaci ! yang adek buka buka tu, adek ambil uang bentar di laaci. Kalau ambek uang dimana? Tarok uang di laaci
- 47.P: laci ↑
- 48.C: Ini namanya apa?
- 49.P: Untuk talo talo duet, untuk talo duet
- 50.C: Namanya?
- 51.P: Talo duet, Laci , yang untuk adek buka buka ()
- 52.C: Kalo Ini namanya apa?
- 53.P: yang ari tu adek tules
- 54.C: Namanya ? Papan tulis
- 55.P: Papan tulis ↑
- 56.C: Kalo ini namanya apa?
- 57.P: untuk epon
- 58.C: Telepon
- 59.P: Telepon (.)

The transcription above showed that caregiver gave the preschool aged child high level vocabulary and asked about their names. From all the transcriptions, it showed that the child's vocabulary is exploding. She seems to have a word for almost everything. Utterances are usually one, two or three words long and caregiver understood it.

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