CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1 Acquiring Lexicon

Lexicon is another name of mental dictionary on a person's memory (Dardjowidjojo, 2000). The lexicon takes an important point in language and the acquisition of language (Clark, 1993). In lexicon there are some information about word; its spelling, meaning, grammatical class, and other information (Clark,1993). From this explanation, the writer concludes that acquiring lexicon is also a process of acquiring new word followed by its information.

There are two steps that we can find in the process of acquiring lexicon. First is a level of comprehension. Children are considered get the lexicon in comprehension level if they understood about the word which has already uttered by parents or other adult. And the second is a level of production. On this level, children are able to produce the word with the correct pronunciation as adult does and able to show the relation between the sound and its referent (Dromi, 1987: 15 in Hamida, 2009). Children in certain age already have known about certain words.

Actually, the process of acquiring lexicon is not that simple. There are some levels that also not simple during the process of acquiring lexicon. Children must learn about the form of word that consist the pronunciation and the internal

structure. Then, children must master the syntactic form and also semantic form of words. In general, within the process of acquiring lexicon, children must be able to arrange all the information that they get about the word. And based on the information they got, they have to be able to infer all the information in order to get the best understanding about the word.

2.1.2. Word Learning Process

There are some steps in word learning process. Some experts divided it into two steps; basic level and advance level. The basic level is for children at the age of 0 month until 2, while for the advance level is for children over two years old (Hamida, 2009). Dardjowidjojo (2000) stated that children's capability of 0 month until one year old is still low.

Children produce their first word around age one. At age two, children are in the level of "one-word stage". In this level, the process of acquiring new word is still slow. But, some experts reported that at the end of age two, there was a significant change about the amount of words that children have (Clark, 1993; Barrett, 1995; Dromi, 1999). This phenomena is called *naming explosion* or *spurt phenomenon*. It is a condition where children's ability in acquiring words increase, from only one or two words becomes 10 words in average per week.

The advance level in words learning process starts when children are at age two and over. At that age, children have had master about 50-600 words (Clark,1995). And start from this period children continue learning new words

until they become adult. As time goes by, children not only add their vocabularies, but they also get better understanding about the information of a word. And at the age of two, children also begin producing new words by combining the previous words that they already get.

2.1.2.1. Theory about Word Learning Process

In children' word learning process, there some steps that children have to go through. Word learning process is part of wonderful moment in children's life. At the early period children master only one or two words. And this capability increase as children' maturation. Lust (2006) stated that at about13 months to 18 months children are able to map the word and its meaning (*fast* mapping). There are many theories that explain briefly about words learning process on children. The latest theories about words learning process are divided into two main approaches; constraint and pragmatic/ socio-pragmatic.

a. Constraints Approach

'Constraint' approach is represented by assumption theory; *mutual exclusivity*. It is an assumption that drives children in giving objects' name only one name for one object (Markman, 1994: 218). It means that two different names are not for the same object. For instance, if children have known about the word 'dog' as the name of the animal, they will not accept that 'buldog' or 'cihua-hua' is also kind of dog. Almost all of the discussions about *'constraint'* assume that children are in the situation of *disambiguation task.*

b. Pragmatis Approach

The most important point in pragmatic approach is that word learning process in children are fully supported by their capability in evaluating the communicative meaning of what adults say (Bloom, 2000 in Hamida, 2009). Further explanations come from Callanan & Sabbagh (2004). They stated that experts who use socio-pragmatic approach usually explain children's performance in a situation of *disambiguation task* with two different pragmatic principals that were postulated by (Clark, 1993), those are conventionality and contrast.

Conventionality principal states that each person of a community of the language agrees that one name point out to one object (Clark, 2003: 143). While contrast principal states that different forms differ in meaning. This principal makes children assume that new words they got might be different with the previous words they have gotten. Contrast principal is for basic category, subordinate category, and superordinate category (Clark, 1988: 328).

2.1.2.2. The Input's Role in Word Learning Process

From the early period of their life, children got much information from their surrounding. The first information that children got is closely related to the language. The information mostly comes from mothers, because mothers get the most time quantity with their children. But mother is not the only one who gives the information for children. Other adult such as father, grandmother, grandfather, uncle, aunty, and children's surrounding may give input to children. Adults often

bring children into a situation where they can communicate together with a conversation although the child has not been able to talk. But adults always make this situation happen. Moreover, this day, we can find many audio visual media as other sources of information and also help parents and other adults to stimulate the children. The information which is given by adults to children also called as input. Even though audio visual media can also give input to children, the best considered input for children comes from parents; both mother or father. Parents are believed as the main subject that able to give the right and appropriate input for children especially for preschoolers. .

During the conversation with children, parents give pragmatics directions to children (Hamida, 2009). Those directions stimulate children's capability to interact in social community and take the important information to develop their language knowledge.

About the pragmatic direction, Clark (2003: 49-50) stated that adults give information to children about language that is children learning for. And adults especially give the conventional name of the object: one for one object, such as, "this is shark," "that is whale." Adults should also give the information that differentiates one and another word (for example, shark has sharp teeth, while whale has no sharp teeth).

Having a conversation with children, adults especially parents often give information or input about the way they use the language in various aims at various conditions as well. When parents taught the children about the object's name they have their own strategies. Callanan (1985) found that parents mostly

used basic category in labeling the object. Meanwhile, when they have to teach about the superordinate category of the object, they use both basic and superordinate category by adding some information about why two labels are being applied to the same object. This was considered as the simple way because teaching the basic category of one object can ease the children to understand the words and its meanings. The additional information gives the children information about the connection among basic and superordinate category.

The very latest research conducted by Callanan dan Sabbagh (2004: 748) found that in verbal interaction with children, parents prefer give one label for one object instead of give multi labels for one object. It was believed that parents use this strategy to simplify their utterances in order to make their children easy in understanding the utterances especially for those children who are learn the language in a very early period, and help them to infer systematically about the appropriate name for each object which is commonly used and has conventional characteristic.

Further explanation, another way for parents to ease children's understanding about the conventionality of the object is by adding some information when they have to give multilabels for the same object. Callanan and Sabbagh named this strategy as *bridging*. This strategy then brings the children to the capability to differentiate second name of the object and the conventional name of the same object.

On their research, Callanan&Sabbagh (2004) found that parents tend to give one name/label for one object. If they have to give multilabels for one object,

they will use *bridging* as the additional information. Those researches proved that parents in western families take an important role in giving pragmatic directions in words learning process on children. But language also has two characteristics which one of these characteristic stated that language is specific. The patterns that used by parents in different language and culture will also be different. The difference language and culture make different characteristic in the way parents teach new words. Ochs & Schieffelin (1995) on their study stated that the forms of the input which are offered by parents or other adults are different depend on the parents' culture. Parents with different language and culture may also have different strategy in teaching objects' name to their children.

In Indonesia, Hamida (2009) did the research that used the theory from Callanan & Sabbagh (2004) as a theoretical framework. However, the result of her research is different with the result that was found by Callanan & Sabbagh (2004). On her research, Hamida (2009) found that Indonesian mothers from middle-high economic background used multilabels for one object in teaching object's name to 2-3 year old children. On her interpretation, Hamida (2009) stated that the different pattern that was used between mother on her research and parents on Callanan & Sabbagh (2004) research is because different culture of these parents. Indonesian society have oral culture or in the transition from oral culture to literate culture (Hamida, 2009). Meanwhile, Western society have literate culture (Ong, 1982). Parents whose culture is oral culture such as Indonesian tend to be repetitive. While parents whose culture is literate culture such as Western tend to be elaborative (Hamida, 2009).

Parents' role on children's words learning process is very important. Every information or input from parents is important for children to make inference about the meaning of a word. In this case, parents' culture and language background may be will influence the patterns in giving input to children especially in teaching objects' name. The pattern that is used by Western families may be different with the pattern that used by parents (mothers) from Indonesian families.

By the appearance of differences, the theories that come previously are used as a theoretical framework in this research to see whether there are any similarities or differences on parents' input between parents in Western and parents in Indonesia. This research will use some theories that have already explained previously. Those theories are used to analyze the data from the observation. Those theories are:.

1. Callanan (1985)

Parents often give children about the categories of an object in different levels (it can be the basic category, superordinate, or subordinate category) in particular ways that can help children to understand about the organization of those levels (Callanan, 1985: 509). This theory from Callanan (1985) is used to differentiate the stimulants in this research that consist of photos and pictures of the object. Those stimulants will be categorized into two; the stimulants for basic category and stimulants for subordinate category. The differentiation of the category aims to stimulate the occurrence of the patterns (the pattern of one label for one object, multilables with *bridging* for one object, or multilabels without *bridging* for one

object) in mothers' utterances during the interaction between mothers and children.

2. Callanan (1985) and Callanan & Sabbagh (2004)

To teach the basic category of the object to children, parents tend to give one name/ label for one object (e.g., "ini mobil," "kalau yang itu becak"). While for the superordinate and subordinate category, parents will add some information (e.g., "ini hiu. Hiu itu juga ikan, dik".) (Callanan, 1985: 522; Callanan & Sabbagh, 2004: 748). This theory is used whether in the research mothers will used the pattern of one label for one object, multilables with *bridging* for one object, or multilabels without *bridging* for one object.

3. Callanan & Sabbagh (2004)

Callanan dan Sabbagh (2004: 748) found that in verbal interaction with children, parents prefer to give one label for one object instead of give multi labels for one object. It was believed that parents use this strategy to simplify their utterances in order to make their children easy in understanding the utterances especially for those children who are learn the language in a very early period, and help them to infer systematically about the "exact" name for each object which is commonly used and has conventional characteristic. When they have to give multilabels, the will add some information called *bridging*. The examples of multilabels strategy based on Callanan & Sabbagh (2004) are as follow:

a. Multilabels for one object (with *bridging*à additional information to inform about the name of the object). The following are kinds of *bridging*:

*) Explicit Bridging:

- State the *kind*:

Mother gives two names for one object. One of those names is the subordinate category.

Example:

Mother: "yang ini jenis ikan apa ya, dik? Ini ikan paus."

- State *which one*:

Mother uses multilabels for one object, but then she states only one name that is true. The followings are included:

  -) *self-correction* (correct her own word mistake)

  Example: "ini namanya mobil, sayang.. eh, bukan, salah,   ini namanya mini bus.

  -) *Correction of child's label*

  Example:

  Mother: "ini gambar apa, dik?"

  Child: "kura-kura."

  Mother: "ohh... bukan.. ini bukan kura-kura, ini penyu."

- State *Equivocal*

Example:

Mother: "ini bunga ini, dik. Bunga mawar mungkin."

Or

Mother: "ini bunga ini, dik. Ini kayaknya bunga mawar".

- State *Simile*

Example:

Mother: "ini apa, nak? Komodo. Kayak buaya ya? Iya nih, kayak buaya ya, nak".

*) Implicit Bridging

- *Anchoring with compounds*:

Using multilabels without any additional information. The basic category is followed by the subordinate category.

Example:

Mother: "ini apa? Baju. Baju Ke…baya. Ini Baju Kebaya".

- *Compounds*

Example:

"Ini Kebaya. Baju kebaya untuk manten."

b. Multilabels without Bridging

Example: "ini baju untuk perempuan. Yang biasa dipake karting-an itu lho dek. Ke… ke… ba..ya.. Iya, ini kebaya."

This theory is used to analyze the categories of *bridging* in teaching objects' name in mothers' utterances during the interaction with children.

4. Ochs & Schieffelin (1995) and Ong (1982)

The forms of the input which are offered by parents or other adults are different depend on the parents' culture. Parents with different language and culture may also have different strategy in teaching objects' name to their children. These theories are used to identify whether mothers' cultural background will influence the pattern that will be used.

The theories about conventionality, contrast, and pragmatic directions in word learning process will complete one and another theory. Theories about conventionality are used to describe about children's act and reaction when they have to face the new words that they have already known and the preceding words they knew. From those theoretical frameworks, the data of the children will be analyzed in this research. And the theory about pragmatic direction or parents' input will be used to explain the pattern that used by parents (mother) in teaching objects name to their children. The result from Callanan & Sabbagh (2004) and Hamida (2009) will be used as a comparison with the data from this research. `

2.2. Review of Related Studies

Children learn about language when they have a conversation with adult. From the conversation, children get information about words, its forms, and how to apply it into sentence, and infer that each word has each own meaning. In short,

from the conversation with adult, children learn about the principal of conventionality and contrast to infer the meaning of the word.

Parents give children pragmatic directions about language use when they have a conversation to each other (Clark, 2003). Parents give them general information about when to talk, how to talk, to whom they talk to, and informed children about the use of language in particular occasions. Stated from Clark (2003), adults give children information about words in the language children acquire and give the conventional terms for the objects and events that provide the focus of attention on different situation. The way the give the conventional terms may be direct in form (e.g., "this is A," "that's called B"), or parents may give correction of words that were uttered by children.

Those two statements were supported by Callanan, Siegel, and Luce (2007: 87). They stated that parents take an important role in words learning process on children. They are obligated to give appropriate words and advice children to adapt with the conventionality from the language community.

Clark & Wong (2002) also supported those two previous researches. They also observed about the relation between parents-children conversation and children's understanding about the conventionality of a word. From their observation, they found that parents give pragmatic direction to children when they are having conversation with children. During this process, parents directly give new words and add some other information that noted to the new terminology that it is a new word.

Another support comes from the research that was done by Callanan & Sabbagh (2004). They found that in verbal interaction with children, parents prefer to give one label for one object instead of give multi labels for one object. It was believed that parents use this strategy to simplify their utterances in order to make their children easy in understanding the utterances especially for those children who are learn the language in a very early period, and help them to infer systematically about the appropriate name for each object which is commonly used and has conventional characteristic. If parents wants to use the pattern of multilabels for one object, the will use *bridging* as the additional information.

The finding from Callanan & Sabbagh (2004) is different with the finding from Hamida (2009). On her research, she found that Indonesian mothers tend to use multilabels for one object. Then she interpreted that this difference may occur from the different culture between Indonesian mothers and Western parents as in Callanan & Sabbagh research.

Hamida's interpretation that different culture may influence the pattern that used by mothers is supported by the statement from Ochs & Schieffelin (1995). Stated from Ochs & Schieffelin (1995), the forms of the input which are offered by parents or other adults are different depend on the parents' culture. Parents with different language and culture may also have different strategy in teaching objects' name to their children. Indonesian society have oral culture or in the transition from oral culture to literate culture (Hamida, 2009). Meanwhile, Western society have literate culture (Ong, 1982).