

Abstract

In conversation with children, mothers often give inputs to children about how to use language and how to use it in many different occasions. Inputs given by mothers obviously take role in children's development. This research means to analyze the inputs given by Indonesian mothers of high socioeconomic status to their 2-3 year old children, especially input in word-learning process.

Inputs given from mothers' utterances generally contain words and a special way to label objects. By doing this research, the researcher wants to see the patterns that mothers use in teaching object labels to their children. In the research, 14 mothers are asked to play with their children by using the stimulant pictures given by the researcher. Mothers have to teach to the children the labels of object in the stimulant pictures. The results of the research show that mothers use special pattern in teaching object names to their children. They are *one label pattern* for an object, *multiple labels pattern* with bridging, and multiple labels pattern without bridging. *Bridging* itself means additional information to explain the relation between the labels mentioned.

The analyses show that either in basic or subordinate category, mothers do not tend to use one label pattern. They also use multiple labels pattern with bridging, in turn with one label pattern.

Keywords: *one label pattern, multiple labels pattern, bridging, word-learning, input.*