

VOCABULARY DEVELOPMENT AND SPEECH PRODUCED BY CHILDREN FROM ONE TO TWO YEARS OF AGE

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ABSTRACT

This study deals with vocabulary development and speech produced by children from one to one to two years of age. In this research the writer used a cross-sectional study. "In this approach, data are gathered from groups of learners of different ages or different level of proficiency". The subjects of this study are children of one to two. To make it easier, they are grouped in to four categories of ages such as 1;00, 1;3, 1;6 and 1;9. Since this study also focuses on the difference between male and female vocabulary development, the writer decided to choose eight children, four are male and four are female. From the data obtained, it is true that the females are faster in acquiring language. From the interview with the parents, it is found that female children acquire words and speech earlier than male and the female vocabularies also outnumber the male one.

Keywords: Children, Vocabulary Development, Speech Production

INTRODUCTION

1.1 The Background of the Study Speech Sound.

During the infant or early childhood period, children learn to express things by using speech sound. Whenever they feel hungry, thirsty or hurt, they produce speech sound such as babbling, chuckling or crying to convey meaning. They are certainly not able yet to say what they want but they often understand the meanings that others convey. In later ages, they learn simple words and sometimes unclear to tell their mother when they need something.

At the earlier stage of life, a child does not automatically have a regular grammar in his brain. The stage of acquiring the first language is related to the development of the child's language. This is because a person's first language is acquired when he was a child. There are four stages of language acquisition; acquisition of competence and performance stages, the semantic acquisition stage, the syntactic acquisition stage, and the phonological acquisition stage.

In early months they can only say it in form of syllables, particularly open syllables. And then their vocabulary develops in later months or years, each with its own particular words or speech sounds. For most children, their first words are made up of simple sounds such as *Mama, Dada, That or Bye-Bye*. Gradually children begin to use their speech skills or sounds to form language that refers to the use of words and sentences to convey ideas. The development will continue normally if they are not handicapped or mentally retarded.

In the society, it is believed that babies or children's language development vary from one another. Many claim that female babies speak earlier than male ones and

contradictorily the males develop their psychomotoric skill faster. This scientifically unproven phenomenon has led the writer to make small observation on some children under two years old. The result was the under the same age and similar condition female children could averagely grasp more words than male ones. Despite any possible weaknesses, this finding has made the writer intend to focus her study on the children between twelve months to twenty four months. In many books it is written that under the same age children will normally be able to produce a certain number of words without differentiation of sexes.

Some time during their second year after children have fifty words of these early words of English in their vocabularies, they began to put those words together into rudimentary two words sentences (Brown 1973, in Gleason and Ratner, 1993:366). Words that they said in the one-word stage are now combined into short utterances. In English such utterances lack articles, prepositions, inflections, or any of the other grammatical modifications that well-performed adult language requires.

1.2 The Problem of the Study

Since the writer is interested in children' vocabulary development and what words and speech produced by female and male children, the problems of this study as follows:

1. What words and speech are produced by both sexes?
2. Which sex group produces words and speech earlier?
3. Which Sex produces more words and speech?

1.3 The Objective of the Study

The objectives of this study, as conveyed in the problems are:

1. To find out what words and speech are produced by male and female children
2. To find out which group produces words and speech earlier
3. To find out which group produces more words and speech

1.4 The Significance of the Study

This study is intended to address some parties that should be concerned about children language development such as:

1. To show parents that they should know and notice their children language development, particularly the words and speech sounds they are supposed to produce according to their age.
2. To encourage people interested in the study psycholinguistic to make researches on this subject so that the theories printed in books can be more strongly proved or a new theory about it can be generated.

1.5 The Scope and Limitation of the Study

In this study, the writer only deals with vocabulary development and speech produced by children from one to one to two years of age. She does not count any other aspects of language such as grammar and how children understand what older children or adults tell them.

RESEARCH METHODOLOGY

2.1 Research Design

The writer understand that it would take a long time to do a longitudinal study, in which she has to carefully watch one or some children from one year of age until two. For the sake of practically and efficiency, the writer decided to apply a cross-sectional study. According to Gleason and Ratner (1998:354) assert: "...they do not follow an individual 2-year-old overtime to determine the answer, but instead gather group of 2, 3, 4 year old children and asses their abilities on the task in question. Hatzh and Lazaraton (1991:18) say "In this approach, data are gathered from groups of learners of different ages or different level of proficiency"

2.2. The Subject

The subjects of this study are children of one to two. To make it easier, they are grouped in to four categories of ages such as 1;00, 1;3, 1;6 and 1;9. Since this study also focuses on the difference between male and female vocabulary development, the writer decided to choose eight children, four are male and four are female. The complete data of the eight subjects can be seen in the following table.

No	Names	Place of Birth and Date	Sex	Address	Legend
1	RM	Medan, 14 May 2021	Male	Gaperta Ujung, Medan	1:0
2.	MR	Medan, 25 May 2021	Female	Gaperta Ujung, Medan	1;0
3.	CS	Medan, 4 February 2021	Female	Gaperta Ujung, Medan	1;3
4.	AP	Medan, 15 February 2021	Male	Gaperta Ujung, Medan	1;3
5,	CSh	Medan, 12 December 2020	Female	Gaperta Ujung, Medan	1;6
6	MAM	Medan, 20 December 2020	Male	Gaperta Ujung, Medan	1;6
7.	ZA	Medan, 10 September 2020	Male	Gaperta Ujung, Medan	1;9
8.	MY	Medan, 2 September 2020	Female	Gaperta Ujung, Medan	1;9

2.3. Technique of Collecting Data

The writer did collecting the data on Sunday, Monday and Wednesday for four weeks due to the writer's availability and the parents' convenience in order to be able to collect sufficient data by routinely observing the child in his surroundings. Each utterance was written down as field note and source of data.

The writer was very lucky as the surrounding of her living, there were a lot of children so it was not difficult for the writer to get the subjects, interviewed the parents of the children and did the observation as she has done the interaction with the children before the need of mini research be the assignment.

2.4. Technique of Analyzing the Data

After collecting the data, the writer makes a list of the words and speech produced by children of age category, for example, those words and speech produced by children of one year of age, who are 1,3 years old at the end of the research. Then the writer

classifies them in to two groups (1) those produced by the males and (2) those produced by females. All those words and speech are stored in forms of tables. The final step is to compare all the words speech to find out whether there is any difference or not between the two groups.

DATA AND DATA ANALYSIS

3.1. The Data

Based on the observation, the writer has made some data about the acquisition of the subject's vocabularies. The data obtained from each of the subjects are tabulated, beginning with the youngest age. The complete data as follows:

1. RM (Male, 1;0 – 1,3)

The Data of RM

Week	Day	Words/ Speech by RM
I	Monday	Ma (mother), pa (father)
I	Wednesday	Nothing
I	Sunday	Nothing
II	Monday	Nothing
II	Wednesday	Dah (sudah)
II	Sunday	Tata (bye bye-dada)
III	Monday	Nothing
III	Wednesday	Yom (not yet - belum)
III	Sunday	Nothing
IV	Monday	Nom (drink-minum)
IV	Wednesday	Nothing
IV	Sunday	Mam (eat-makan)

2. MR (Female, 1;0 – 1,3)

The Data of MR

Week	Day	Words/ Speech by RM
I	Monday	Nothing
I	Wednesday	Nothing
I	Sunday	Yam (chicken-ayam)
II	Monday	nda (mother), ayah (father)
II	Wednesday	Mam (eat-makan)
II	Sunday	Minyom (drink-minum)
III	Monday	Nothing
III	Wednesday	Yom (not yet - belum)
III	Sunday	Nothing
IV	Monday	Nothing
IV	Wednesday	Da (bye bye-dada)
IV	Sunday	Dah (sudah)

3. AP (Male, 1;3 – 1,6)

The Data of AP

Week	Day	Words/ Speech by RM
I	Monday	Ma (mother) Pa (father)
I	Wednesday	Nothing
I	Sunday	Tu (that-itu)
II	Monday	Ni (this-ini)
II	Wednesday	Cicis (urinate-pipis)
II	Sunday	Nothing
III	Monday	Ayah (chicken-ayam)
III	Wednesday	Mam (eat-makan)
III	Sunday	Minyom (drink-minum)
IV	Monday	Nek (grandma)
IV	Wednesday	Da da (bye bye-dada)
IV	Sunday	Nothing

4. CS (Female, 1;3 – 1,6)

The Data of CS

Week	Day	Words/ Speech by RM
I	Monday	Mamak (mother) Yayah (father)
I	Wednesday	Nis (sweet-manis)
I	Sunday	Ucing (cat (kucing))
II	Monday	Aku (I-aku)
II	Wednesday	Bobo' (sleep-tidur)
II	Sunday	Cicis (urinate-pipis)
III	Monday	Ayam (chicken)
III	Wednesday	Mut (ant-semut)
III	Sunday	Nothing
IV	Monday	Inum (drink-minum)
IV	Wednesday	Ada (there is)
IV	Sunday	Nothing

5. MAM (Male, 1;6 – 1,9)

The Data of Csh

Week	Day	Words/ Speech by RM
I	Monday	Mamak, Ayah, tatak
I	Wednesday	Ntak (no-nggak)
I	Sunday	Popon (candy-bonbon)
II	Monday	Antik (pretty-cantik)
II	Wednesday	Cemut (ant-semut)
II	Sunday	Cicis (urinate-pipis)
III	Monday	Ayam (chicken)

III	Wednesday	Aku (I-aku)
III	Sunday	Nak (delicious – enak)
IV	Monday	Indong (gendong)
IV	Wednesday	Pupuk (kerupuk)
IV	Sunday	Matan (eat-Makan)

6. CSh (Female, 1;6 – 1,9)

The Data of CSh

Week	Day	Words/ Speech by RM
I	Monday	Mamak, Ayah, tatak, oom, dedek
I	Wednesday	Mau (accept)
I	Sunday	Uwit (money-duit)
II	Monday	Anas (hot-panas)
II	Wednesday	Uli (marble-guli), beli (buy)
II	Sunday	Cicis (urinate-pipis)
III	Monday	Ayam (chicken), bebek (duck), Apung (dragon-fly)
III	Wednesday	Itu (that -itu)
III	Sunday	Iyum (not yet- belum)
IV	Monday	Indong (gendong)
IV	Wednesday	Pupuk (kerupuk)
IV	Sunday	Nothing

7. ZA (Male, 1;9 – 2,0)

The Data of ZA

Week	Day	Words/ Speech by RM
I	Monday	Abah, Mamak, Andong, Ama
I	Wednesday	Nothing
I	Sunday	Tu (that-itu)
II	Monday	Pepe (Tempe)
II	Wednesday	Enceng (urinate-pipis)
II	Sunday	Pupuk (kerupuk)
III	Monday	Yayam (chicken)
III	Wednesday	Cucu (milk – Susu)
III	Sunday	Nothing
IV	Monday	Akit (hurt-sakit)
IV	Wednesday	Uwah
IV	Sunday	Iyom (not yet-belum)

8. MY (Female, 1;9 – 2,0)

The Data of ZA

Week	Day	Words/ Speech by RM
I	Monday	Mamak, ayah, kek, (wi

		(dewi), dada (nanda)
I	Wednesday	Uku (book-buku) – oci (chair-kursi), indok (spoon-sendok)
I	Sunday	Asuk (get-in-masuk), Anan (don't-jangan)
II	Monday	Nasi (rice), Itan (fish-ikan), pepe (tempe), Oti (bread-roti)
II	Wednesday	Aju (dress-baju), nana (pant-celana), iyok (skirt rok)
II	Sunday	Bem bem (car), didit (motorcycle), peda (bicycle-sepeda)
III	Monday	Cicak (cicak), anca (goose-angsa), meong (cat-kucing), uyong (bird)
III	Wednesday	Jeyok (orange-jeruk), ambutan (watermelon-semangka)
III	Sunday	Ma acih (thank you-terima kasih), auk (smell bad-bau)
IV	Monday	Elas (glass-gelas), eyang (bracelet-gelang), epaya (head-kepala)
IV	Wednesday	Inum (drink), mamam (eat), cicis (urinate), tak au (do not willing to)
IV	Sunday	Odok (stupid bodoh), celop (slipper-sendal), elap (dark-gelap)

CONCLUSION AND SUGGESTION

4.1. Conclusion

As the last part of this mini research, the writer draws some conclusions related to the research:

1. From the data obtained above, it is true that the female are faster in acquiring language. The questionnaire distributed among the parents show that female children acquire their first word and speech before their first birthday, the range is from eight to eleven month). On the other hand, the male children start to produce words and speech at the age of eleven month, the range is from eleven to fourteen)
2. From the interview with the parents, it is found that female children acquire words and speech earlier than male. The youngest age of the female is eight months

- compared to eleven months of male. The oldest age of the female to start producing words or speech is eleven months while the male is fourteen month of age.
3. The female vocabularies also outnumber the male one. The number is one hundred fifty four compared to ninety of male. The difference between the two groups is significant.

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