

The Support System of Mother in Children's First Language Acquisition: A Case Study of Three Videos Uploaded in Youtube

Sonta Primacantya Bajuardi

English Literature Program, Faculty of Language and Arts, State University of Surabaya
sonta.primacantya@gmail.com

Suharsono

English Literature Program, Faculty of Language and Arts, State University of Surabaya
kangharsono@yahoo.com.au

Abstrak

Sang anak biasanya mendapat kata pertama mereka dalam usia satu hingga tiga tahun. Banyak orang percaya bahwa di balik sukses seorang anak dalam mendapatkan kata pertama adalah ibunya. Tetapi, banyak diantara mereka tidak tahu seberapa jauh peran sang ibu dalam membantu sang anak meraih kata pertama. Tujuan dari studi ini adalah untuk mengetahui secara pasti peran seorang ibu dan efeknya kepada dalam meraih bahasa pertamanya. Studi ini menggunakan kualitatif deskriptif untuk melihat sejauh mana ikut berperannya seorang ibu dan juga perkembangan dari sang anak ketika terlibat dalam sebuah percakapan dengan ibunya. Setelah melakukan identifikasi di percakapan dan menklasifikasi usia dari sang anak dengan observasi yang dalam dan menggunakan metode tingkatan pemerolehan bahasa pertama dari Crystal, penulis beranggapan bahwa sang anak mampu memperoleh kata pertamanya dari kebiasaan. Sedangkan sang ibu hanya memberikan support dari sang anak dan melihat sejauh mana perkembangan yang dibuat oleh sang anak dalam percakapan. Jadi, dalam kasus ini penulis beranggapan bahwa sang ibu merupakan sistem pendukung pemerolehan bahasa

Kata kunci: Peran, Pemerolehan bahasa, Ibu, Anak

Abstract

The child usually acquires their first word at age of one until three years old. Many people believe that behind the child's success in acquire their first word is his or her mother. But, most people did not know how far does the role of mother to help the child in acquire their first word. The purpose of this study is to know what does the exact role of the mother and also the effect to her child in acquire their first word. This study is uses descriptive qualitative to see how far does the mother's involvement and also the development of the child in his or her conversation with the mother. after identified the conversation with their mother and classified the age of children by deep observation and method from crystal's stages of language acquisition, the writer found that the child can develop in acquire new word in behaviour way, the mother then can only provide the support for their child and see the improvement that the child has make. So, in this case the writer concludes that the mother can be describe as LASS (Language Acquisition Support System).

Keywords: *Role, First Language Acquisition, Mother, Child*

INTRODUCTION

This study is written to analyse the support system that done by mothers in children's first language acquisition. As the subject of psycholinguistic, support system that done by the mother have been the concern of the author to solve. As the one of concern subject, the author wants to know how does the mother become the support system of their child in acquiring first language acquisition. Support system is a tool or facilities that provided by the mother to help children acquiring their first language acquisition. While first language

acquisition itself is a way from the child to speak and learn her/his origin language.

From large number of theoretical and books that published extensively related to the notion of system support and also first language acquisition in recent years, linguists are trying to explain about it. Based on linguistics point of view, first language acquisition is described as process which humans or babies acquire the ability or capacity to perceive and comprehend the language as well as to produce and use words and sentences to communicate. Another idea about first language acquisition by Adam Federici, he described first

language acquisition as "one of the quintessential human traits, because nonhumans do not communicate by using language" (2011, p. 57). In general, there are 3 general approaches that used by FLA Researcher: Social interactionism, Relational Frame Theory and Emergentism theory (Kennison 2013 p.29). The author wanted to see which of these theories are used by mothers to interact with children, since these three theories are also make a same impact to children.

Consequently, it is incisively pointed out that mother have an important role for their child to acquire their first language acquisition, they teach or correct the child in saying their words. Based on his books, Ingram said that mother have a big impact on children FLA (1989). Ingram's statement was also supported by Clark who said that children didn't require language from birth, they must learn language .

Language acquisition takes place in mid conversation. Adults and children talk to each other; adults expect children to respond to requests and comments, and to indicate to their interlocutors what they are interested in as well as their needs and wants. When adults talk to children, they directly or indirectly offer them extensive information about their language. They set up both tacit and explicit expectations for when children should talk, what they should say, when and how they should respond to adult utterances; what counts as a turn in conversation, when (and when not) to take a turn; and what counts as an appropriate contribution in the ongoing exchange (Berko Gleason1988). From this theories by Berko and Gleason the child here needs to give a respond as a sign of language development from the child.

According to Clark "Conversation demands that its participants attend to each other and to whatever is being talked about. This means keeping track of what others know at each point in the conversation. The participants share common ground and add to it with each utterance. Both joint attention and the updating of common ground play a role in acquisition." (2011, p.123). The selection of certain communication or interaction that is done by mother and child shows that the mother wanted to see improvement from the child. Sometime mother gave order and command to the child do something and help their mother that nothing to do with language acquisition. It means that the mother wanted to see if the child could understand. It similar with the notion from Clark that "Conversation demands that its participants attend to each other and to whatever is being talked about". This means keeping track of what others know at each point in the conversation (2011). In his explanation, Clark define conversation as "share common ground and add to it with each utterance. Both joint attention and the updating of common ground play a role in acquisition." (2013, p.66). Then to see the respond from the child there are some

stages that can be used to see the improvement of the child (Brown, 1973, p.210).

It also can seen in the word of Crystal and Brown that the interaction between mothers and children also can be said as " The management of shared attention" where the children learn dialogue before they learn language and makes them enables to understand the mother's command or order. makes it clear that mother-child communication is a joint enterprise. With both partners have an essential contribution to make.(Bruner,1977). The child's interaction with his or her environment is moderated by an adult or a more mature child. This caregiver or in this case is the mother, provides the child the opportunity for learning. Schaffer (1977) believes that there are six techniques that the mother used to create opportunities for their children to participate. There are phasing, adaptive, facilitative, elaborative, initiating and control. With those techniques, the mother enable the child to enter a dialog as a partner.

This study is designed to identify how the mother's become LASS (Language Acquisition Support System) and what is exactly the role of mother in children's first language acquisition. And how is the respond from the child after the mother giving command and order. The topic about first language acquisition have been commonly known for the linguistic study. The study uses 3 video. The videos were taken into youtube and have a variation in age to see the improvement that has made by the child.

METHOD

In this research of the study, method of research design and the selection of the data after finished to determine the data that is going to be examined. The study is designed for analysing the following of research questions (see chapter I, research question). The need for people to examine the support system that done by mother and know the best way to communicate with the child. Though the selected subject of the study is similar to the previous studies but the focused object is different. However, this study is supported by two previous studies that having a similar study in first language acquisition.

In this study, 3 children from America become the subject of observation. They were recorded and have the video recorded by their mom. These 3 children selected randomly from social media youtube. They were picked because they met the criteria of their ages between 1-3 years old or stage 1 until stage 4. The children also have different ages to show the development that the child made. The children are different persons to see if there any improvement or the children see the respond. .

In the way the data are selected, the author only identified the data that it is typed in mp4 format and then

select all the dialogue that include to the support system and language acquisition process. Only utterances of selected segment that is going to be analysed. The data that are selected also only focusing to several dialogue among mother and their children to see the interaction or communication between both of them.

RESULT

The result of the study are explained based on the way mother become the support system in the children's first language acquisition and the mother can have the communication or interaction with the child also the respond of mother's command or order.

Dialogue 2

Session 1

Child : " I Love doover, she looks cute and I like him very much, Now he is tired"

Mother : "Is he tired or are you tired?"

Child : "He is tired(pointing at the dog)"

Mother : "Oh, I thought you were tired, You wanna take a little nap?"

Session 2

Child : " No"

Mother : "Are you sure?"

Child : "No, i want doggy bones"

Mother : " it's bone, honey"

Child : " No mom, it's bones"

Mother : "Honey, that's bone"

Session 3

Child : "Yeah mom, I want doggy bone biscuit."

Mother : " No, you have enough meal today. Good night, wendy"

Child : " No, you don't say that to me"

Mother : " I said you have enough meal"

Child : " Mommy?"

Mother : " Yes?"

Child : "Can you get me doggy bone?"

Mother : "No"

Child : "Cause you don't say that to me."

Mother : " I am your mother, and I have said no, you remember that?(raised intonation)"

Child : " No, you don't"

Mother : " Look at mommy, I said you enough, and you said okay mommy(raised intonation)"

Child : "Mom I want easy and nice voice"

Mother : " Did you listen? You want me to say yes and I won't say cause doover have enough eat today"

Child : " Mom, you don't have to raise your voice can you say don't say that to me?"

Mother : " Who's the mommy?"

Child : "you're in charge mommy"

Mother : "yes i am in charge honey. I love you"

Child : " Cause you can scare people like that and it scares me mommy"

Mother : " I didn't scare you"

Child : " Cause you look so adorable mom. And i will take the doggy bone okay?"

Mother : " No, he has enough eat, okay"

Child : " Okay, now i want to take a brush okay?"

Mother : "Okay"

The dialogue above is taken from youtube where Mother and her child are having a conversation about asking a doggie bone biscuit. First of all, the strategy that used by mother is she always like to ask question to the child. Second, the mother here likes to keep the conversation floating with the child and some of them are discussed in the conversation finally, the mother used the face expression to see the response of the child .

Mother's sounds at the first scene in the dialogue are soft and slow. She is also very calm and used nice approach to her child. Sometimes, she laughs and interacts happily with her child. It could be looked from the conversation below where the mother could do the approach to the toddler easily. In the conversation above, the mother tries to approach the child by doing a small

talk between them. When the child admires her dog, the mother asks the children to get the attention. The mother also uses the happy and calm expression to make the child not scared. The mother here mostly used stage 3 until 4 to interact with the child.

While The child's response in mother's expression, words or sentence is also very good, the child could answer mother's question and also understand what the mother was saying. It could be seen from the sentences or words below that used by the child. The child also used long sentences and had various word or sentences. The child here uses stage 3 until 4 to interact with her mother.

For the interaction, In this video, the interaction between mother and the child was very well. The child here responded mother's question very fluently. It could be seen in the conversation below where the mother and the child had a good conversation and made it interesting. From the conversation between mother and child above, it could be seen that the interaction between both of them were very good. It's because the child could respond well what does the mother told to. The tick-tock or the exchanges of conversation between them were very smooth. There were no mumbling that made the dialogue between mother and child stuck. The differences between first and second here was the child could answer the mother's questions very fluently and also could use either long sentences or short sentences. We could see that the child also could answers mother's order or command with complete answer. The mother also did not find some difficulties in understanding the child's talk or said. It's because the child could answer mother's question very completely. So, that's why the mother still understood what the child has said about.

From the conversation that have a bald letter on it , it can be seen that the conversation between mother and the child have been happened fluently. When the mother asked the child, the child can answer it very well to respond the child's questions in session 1.

In session 2, When the child tries to ask the mother the doggy bone biscuit, the mother refuses it and turns the expression and sound of the mother became serious. Where it could be looked from the dialogue when the mother and the child tried to talk about doggy bone. When the child had sliptongue, the mother tries to help the kid by correcting the wrong word. The way of speak from mother is very slow and smooth. The expression from the mother is also still patient and corrected the child's mistake slowly. However, when the mother has tell the child about not giving the doggy bone biscuit, the sound of the mother has become loud. The expression from the mother also has changes to firm and strict. The mother in this data above mostly uses stage 3-4 to interact with the child.

For the child's response, The child has the variation in the way of speaking and talks in the long sentences. Not only she do the action to make the mother understands, but also the child could explain the action used their own sentences. Then, the child tries to talk about asking her mother doggy bone biscuit. And she misses her pronunciation. The child uses stage 3-4 to interact with the mother.

For the interaction, The conversation between the mother and the child were going smooth when the child started to mismatch with words and have an argument with her mother. Where it could be looked from the conversation below.

In this dialogue, the child has communicated with the mother where her mother refused to give her doggy bone biscuit. In here we could see how the mother and the child had good interaction. The child also realized that her mother tried to correct her word.

From the conversation in the session 2, it can be seen that the child can respond very well what is happen with the mother's answer.

In a session 3, The mother tries again to tell the child with more soft and slow sound. But the mother uses the serious expression to make the child clear enough and believe that the mother was angry. Which it could be looked from the conversation between them.

The mother tries to use short sentence to make the child clear enough or understand what the mother said. The mother still uses a serious expression to make the child scares. The sound of the mother shows that the mother is in charges and has the right to tell the child. The mother here mostly uses stage 1-2 to interact with the child.

From the words that have been said by the child, it could be looked that the child understand and responds the correction that made by the mother very well. At first, the child still insists that she used the correct word, but when the mother tries to correct it into the right word, then the child says it again in the right word. In the way of speaking that the child created above, the child had the variation to talk in long sentences. The child here uses stage 3-4 to interact with the child.

The conversation between the mother and the child were going smooth when the child started to mismatch with words and have an argument with her mother. In this dialogue, the child has communicated with the mother where her mother refused to give her doggy bone biscuit. In here we could see how the mother and the child had good interaction. The child also realized that her mother tried to correct her word.

DISCUSSION

The mother in child's first language acquisition has a big role and big effect. It can be seen in mother's interaction between her child where the mother tries to help the child by doing a dialogue. The mother tries to correct the word when the child makes a mistake and makes a good structure of word.

This behaviour or activities here were fit to the theories of Furrow and colleagues (1979), where said the mother here have an important role in doing first language acquisition. The mother used it as a teaching language. She used the language as a context that makes it highly interpretable. The theory is also supported by Kennison about social interanism theory (2013). Where Kennison also explained that there was some communications and in here the mother took control on the speaks or interaction between them. Where it also happened to the three conversations above.

The child can improve their vocabulary by the time of age. There are some stages or level where children can improve and develop by the time of age. Crystal (1976) told that the child develops by the age and also could arrange the sentences. Crystal also believes that there are five stages or level in developmental stages. As this is a two years old child then it is only stage 3 and 4.

Stage Three:

1. By now children would be asking lots of different questions but often signalling that they are questions with intonation alone, for example: "Sally play in garden mummy?" This is made into a question by varying the tone of voice.
2. Children soon begin to express more complex wants by using more grammatically correct language, for example: "I want mummy to take it work" meaning "I want mummy to take it to work"
3. Verbs such as "listen" and "know" are also used. Children refer to events in the past and less often in the future. They usually talk about continuing action for examples: "she still in bed" and ask about the state of actions (whether something is finished or not)
4. The basic sentence structure has expanded such as: [subject]+[verb]+[object]+[adverb or any other element used] Sentences like: "You dry hands" and "A man dig down there" begin to appear and auxiliary verbs are used in sentences such as "I am going" and phrases like "on the table" [preposition]+[article]+[noun]. The child reach the stage between 24 – 30 months. The data that is says by the child such as " you don't say that to me", " can i asked doggy bones" etc.

And also there is stage 4

Stage Four:

5. This is when children use increasingly complex sentence structures and begin to:
Explain things
Ask for explanations using the word: "why?"
Making a wide range of requests: "shall I do it?"
6. Now they are able to use complex sentence structures they have flexible language tools for expressing a wide range of meanings. Probably the most remarkable development is their comprehension of language and use of abstract verbs for example "know" to express mental operations. They begin to communicate meaning indirectly by replacing imperatives such as "give me" with questions; "can I have?"
7. As well as saying what they mean they now have pragmatic understanding and suit their utterances to context or situation. Children also use negation (denial/contradiction) for example: "he doesn't want one!" They don't rely on intonation and signals anymore as they explain more fully.
8. They are now able to use auxiliary verbs and may duplicate modal verbs "please, can I, may I" This could be showing that "may" is required for courtesy whilst "can" indicates being able to do something. The child reach this fourth stage at around 30 – 36 months

And there are some other stages that are released by crystal from stage 1, 2 and 5 to complete the stages

Stage One:

This is where children say things for three purposes:

1. To get something they want
 2. To get someone's attention
 3. To draw attention to something
- The data that include in the stage 1 are "kick", "go", "no" and "bye"

Stage Two:

1. This is when children usually ask questions, "where" questions come first. Their questions often begin with interrogative pronouns (what, where) followed by a noun or verb such as "where gone?"
2. Children become concerned with naming and classifying things by frequently asking "Wassat?" They may also begin to talk about the characteristics of things for example: big/small. Children are taught to learn things in opposite pairs such as up/down and hot/cold. The child

reaches this stages on 18-24 months. The data that include in this stage such as "woo", "ehee", "bad dog", etc

Stage Five:

1. By this stage children regularly use language to do all the things that they need it for. They give information, asking and answering questions, requesting directly and indirectly, suggesting, offering, stating and expressing.
2. Children are now able to talk about things hypothetically and conditionally for example "If I were you, I would..."
3. They are now able to explain conditions required for something to happen; "You've got turn the tap on first in order to wash your hands"
4. As well as making general references to past and future, children now talk about particular times such as: "after tea" and "before bedtime"

By this stage children are very comfortable with all questions beginning with words like: "What?" and "When?" where the subject and verb are reversed such as "what does that mean?". This stage can be acquired with a child aged 40 – 48 months or four years old

From this stages where was explained by crystal in 1976 and also the result above, it can be true that the child develops and goes to the next stage depend by the age of the child and of course the help by her mother. Brown (1978) also said that language acquisition is a continuous process.

Then, the interaction between mother and the child here was happened fluently. Three children here can respond well and can answer well the mother's command or order eventhough some of them are babbling and didn't respond the mother at all. Snow (1977) also told in his book that the conversation can be made as the result of mother's intuitive belief that babies are capable of reciprocating. Whether it is a movement, expression or vocalization. This also concludes that the mother here can express very well.

To conclude here, mothers have a big role in helping the child acquires their first language acquisition. But, the mother only become language acquisition support system (LASS). It because the mother only giving questions and have a conversation to know the development of her child. Based on the data, there are four stages that the mothers uses to interact with the child as LASS.

CONCLUSION

After analyzing the data, the writer can conclude several things. Based on the research that have done by the researcher, it can be looks that mother as a support

system only have a job to see the improvement that the child do in first language acquisition. To do the activity, the mother asked the child some questions about daily activities. Not only that, the mother also correcting the word if the child have a mistake in grammar. Also, the mother tried to repeat the question for the child if they do not respond the mother or ignore her. However, that activity only shows that mother become language acquisition support system.

The second conclusion, the children response mostly happy to hear the mother's expression. They can accept their mother's order or command with very well. Also, the child can answers mother's questions with good intonation. the good response from the child become an indicator from a mother to see the improvement that is make by the child. By knowing the child's answer, the mother can see the development from the child and know what stages that the child are up to.

After having a deep observation and research, people who can spend most of their time playing or nursing the child will understand the importance of mother's support system in children's first language acquisition.

REFERENCES

- Brown, Roger. 1958. *Words and things*. New York: Free Press.
- Brown, Roger. 1973. *First language : early stages*. Cambridge. MA: Harvard University Press
- Bruner, J.S . 1977. *Early social interaction and language acquisition*. London: Academic Press
- Clark, Eve V., & Wong, Andrew D.-W. 2002. Pragmatic directions about language use: Words and word meanings. *Language in Society* 31, 181–212.
- Clark, Eve. 2009. New York. *First Language Acquisition*. Cambridge University Press.
- Crystal, D. 1976. *Child Language: Learning And linguistic*. London: Arnold
- Frederici, AD. (Oct 2011). "The brain basis of language processing: from structure to function"
- Ingram, David. 1989. Cambridge, *First Language Acquisition : Method, Description, Explanation*, Cambridge University Press.
- Kennison, Shelia M. (2013-07-30). *Introduction to language development*. Los Angeles: SAGE Publications.

The Support System of Mother in Children's First Language Acquisition: A Case Study of Three Videos
Uploaded in Youtube

Noam, Chomsky; Skinner, B. F. (1959). ["A Review of B. F. Skinner's Verbal Behavior"](#). *Language* **35**: 26–58

Vocikova, MD, 2009, Berlin, New York *Studies On Language Acquisition* Mouton De gruyter and Oxford University Press

Vgotsky, Lev, 1986, Rusia, *Thought and Language* , Moscow State University Press