The Principles of Characteristic Noun Acquisition in Childern (Case Study: ARFAA)

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Abstract— This research is motivated by the researchers' curiosity about the principles of the acquisition of noun words in children aged 6 years (Case Study: Arfaa). Aims to know of the lexical principles used in the acquisition of characteristic noun in children. There are several kinds of nouns, one of is characteristic noun, which the point of use is understand unique name of people, things, and places. This research started with observation activity to respondent who's 6 years old. After observing the respondent, the researcher collects the data and processes the data using qualitative descriptive method, that is the method that describes the fact or fact according to the data obtained. This research is descriptive, meaning that the vocabulary that shows characteristic noun will become the main data of the research. The results of the study show the lexical principles used in the acquisition of characteristic noun are reference, extendibility, object scope, categorical scope, and novel-nameless category.

Keywords—lexical, principles, characteristic noun, children

INTRODUCTION

Since mid-March 2020, Indonesia has implemented the PSBB (Large-Scale Social Restriction) period. Automatically school, work, and other activities are limited and only allowed to be carried out from home. At times like this, parents who generally give up part of their child's time with school activities, inevitably have to accompany the child both in school matters and other activities for 24 hours completely. Under these conditions, parents in this case are the researchers feel aware that the development of the human age category of children is developing rapidly. This is known from the amount of children's curiosity about something to the acquisition of new languages in the form of various vocabulary.

In general, humans use language to communicate, without realizing that using this language is a complex skill. This is because humans perceive language use as normal and every people can speak naturally. This process of communication in humans has occurred since early humans, and without realizing it, there has been a process of acquiring language in humans (Dardjowidjojo, 2008:1).

The first communication occurs during infancy, which is crying and smiling. As people get older, the mindset, intelligence and language in humans begin to develop. In the end, this developing mindset can help and play an active role in determining the syntactic aspects and lexicons of a language (Piaget, in Chaer, 2003: 54).

Children aged 6 years enter the preoperational stage. At that stage, Piaget (in Chaer, 2003: 106-107) explains that the start of the preoperational stage is marked by the emergence of a symbolic function, namely the cleverness of the child in distinguishing symbols and the objects symbolized. At this stage a child is also able to perform "delayed imitation", which is imitation that is done after the object being imitated has passed or does not exist. At this stage also, the child has obtained three types of parts in the acquisition of lexicons which are reflected in the addition of lexicons, use of conjunctions, proper prepositions (Mar'at, 2005: 66-67). Dardjowidjojo (2000: 241) states that the aspects contained in the lexicon acquisition include the number of words, types of words, and word order obtained.

There are three types of basic words that are mastered by children, namely nouns, verbs, and adjectives (Dardjowidjojo, 2008: 258; Suminar, 2013: 8). Dardjowidjojo (2008: 262) states that a child masters the meaning of the lexicon through a process. There are several strategies used by children to be able to master the meaning of their new lexicons, including reference , object coverage, expansion, categorical coverage , new name-nameless, and conventionality strategies (Golinkoff, in Arsanti, 2014: 41-42).

This study identifies strategies used by children in mastering lexicons, especially noun lexicons. The lexicon identified was only limited to the lexicon of self-names. In general, this study aims at describing the strategy of mastering the meaning of the lexicon of self-names in children with a case study on Arfaa (6 years).

THEORY

Lexical Acquisition

The word lexicon has the meaning of the word, speech, or way of speaking. This word comes from the Greek word, namely, l*exikón* or *lexiks*. Talking about lexicon acquisition in children, Clark (1977: 14) states that lexicon acquisition is the process of how children identify words from their language, isolate (separate) word forms, and identify potential meanings. Arsanti (2014: 41) states that words have a semantic hierarchical path. In terms of acquisition of words, children will take what is called the basic level category,

which is a basic category that is neither too high nor too low.

In their research, Windiarti and Setiawan (2017: 1) state that children aged 6 years have mastered the types of nouns, verbs, adjectives, adverbials, pronouns, numerias, and task words. Based on the research of Dardjowidjojo (2000: 268) and Markus, et al (2017: 110), it is known that nouns occupy the first position, while the second position is verbs, and the third position is adjectives.

The process that occurs in language acquisition in children is a process of competence and a process of performance. The competency process is a process of mastery of grammar, while the performance process is a process of understanding and the process of producing language meaning (Arsanti, 2014: 28). This study displays the acquisition of self-name lexicons during the process of understanding, the process of producing meaning, and strategies for mastery of that meaning in children aged 6 years (Case study on Arfaa).

'Nomina'

Alisjahbana (in Sulfiana, 2017: 1) explains that nouns are the names of objects and everything that is held up, while Ramlan (in Sulfiana, 2017: 1) explains that nouns are all words that can occupy the object's place which can be negated by the word 'not' . Nouns do not

undergo conjugation or change in form. In the *meishi* (noun) sentence, it can also be a subject, predicate, adverb and so on (Sudjianto, 2018: 156).

Putrayasa (in Sulfiana, 2017: 2) classifies nouns into two types, namely basic nouns and derivative nouns. Derivative nouns are nouns that undergo morphological processes, such as affixation, repetition, advancement, and adding. Meanwhile, Sudjianto (2018: 156-161) classifies nouns into 5 types, that is :

1) *Futsuu Meishi* (普通名詞) 'Ordinary Noun', which is a word that denotes an object or thing.

2) *Koyuumeishi* (固有名詞) 'Personal name nouns', namely nouns that state the name of the region, the name of the country, the name of the place, the name of the book, which shows the specific object. For example: Fuji san (Mount Fuji), Nagaragawa (Nagara river).

3) *Suushimeishi* (数詞名詞) 'Number word', is a noun which expresses the number, number, sequence / quantity.

4) *Daimeshi* (代名詞) 'Pronouns', which is a noun that shows something directly without mentioning the name of the person, object, item, case, direction, and place.

5) *Keishiki Meishi* (形式名詞) 'Formal Nouns', are nouns that express formality and express a very abstract meaning, for example: *tokoro* (time, thing, medium, moment).

The Principle of Meaning Mastery

Golinkoff and Mervis (1994: 12-127) outline the principle of obtaining lexicon meaning in children, which is divided into two stages. These two stages occur in a short time and are used to connect the meaning of a lexicon conceptually.

The first stage (First tier principles) consists of:

1) Reference

Words map to object, actions, and attributes. Using this strategy, a child who has just heard a new word attaches the meaning of that word to one of the references above. If the word is *hide*, he will use the word with the act of hiding himself and so on (Golinkoff, in Dardjowidjojo, 2008: 262). In fact, this principle often leaves children with a number of questions regarding how adults use words to refer, unless combined with other principles such as extendibility (Golinkof and Marvis, 1994: 134).

2) Extendibility

Words label more than the original referent, perceptual similarity (especially shape), and association govern extension. For example, when a child is introduced to a cat object with black fur, he will know that other cats that are white are also called cats.

3) Object scope

Words map to object; words map to whole object. At the beginning of the acquisition, it can occur if a child takes only one of its features, but in the end there is an understanding that what is called a bicycle is the whole of the object. Thus, Golinkoff (in Dardjowidjojo, 2008: 262) explains the principle of object scope.

While the second stage consists of:

1) *Categorical Scope*

Words can be extended to object in same basic level category as the original referent. This is like when children are introduced to turtledoves as birds. When the child sees parrots, he will know that the parrots also fall into the same category, namely birds (Golinkoff, in Dardjowidjojo, 2008: 263).

2) *Novel Name-Nameless Category* (N3C)

Novel names map to unnamed categories. In principle, when a child hears a word and when he looks for it

in his mental lexicon, it turns out that this word has no reference, then this word is considered a new word and its meaning is attached to the object, action, or attribute referred to by that word. Dardjowidjojo (2008: 263) adds that by using the new name strategy-this anonymous category causes children to add vocabulary very quickly.

3) *Conventionality*

Speakers in your community prefer specific terms. Conventionality strategy is a strategy a child uses when he assumes that the speaker uses words that are neither too general nor too specific. There is very little chance of introducing the word animal to refer to a turtledove. It is unlikely to use the word Bangkok turtledove whose specifications are quite specific. What generally happens is the choice of the word bird in children to refer to the turtledove.

RESEARCH METHOD

This research used a qualitative descriptive method. This method makes it easier for researchers to provide a clear picture of existing situations and events. The qualitative approach used in this study emphasizes the meaning and process rather than the results of an activity, so that the researcher will find it easier to analyze the data that has been collected.

The data used in this study is the vocabulary that has just been obtained and in the final stage of acquisition for respondents aged 6 years. In the process of collecting data in this study, the researcher uses the technique of listening to proficient engagement, namely the researchers make tapping by participating in the conversation and listening to the conversation. The data obtained, identified, classified, then described descriptively.

FINDING AND DISCUSSION

Acquisition of lexicons is a vocabulary mastery process that takes place naturally in a child's brain when acquiring new vocabulary. This is indicated by the ability of a child to accept, interpret and use words in accordance with the use of words in adults. In the case of a 6 year old respondent, it is known that the principle of category scope is very effective in assisting the respondent in obtaining the meaning of the self-noun lexicon that he just knows. From these principles, it develops towards the next principle, namely the principle of conventionality.

The following is a table of new vocabulary obtained by respondents for approximately six months.

TABLE I. CHARACTERISTIC NOUN ACQUISITION OF RESPONDENT

Principle of First Tier		
Reference	Extendibility	Object scope
Batu	Sidoarjo, Surabaya	Batu Secret Zoo
Principle of second Tier		
Categorical Object	N3C	Conventionality
Jakarta, Bandung, Jogja, Mekkah, Madinah	City Country	

1) Principle of First Tier

At this stage, it is divided into three principles, namely reference, extendibility, and categorical scope. In the case of obtaining the meaning of the self-noun experienced by the respondent, all three principles were followed. For example, when the respondent hears the word '*Batu*', the respondent tries to find a reference for the word. Because all this time what the respondent knows as a '*Batu'* is a small, hard, irregularly round object that he usually finds on the side of the road, in the yard and in the front garden of the house.

When the word '*Batu*' is associated with the word 'Malang', the respondent does not refer to an object anymore, but he tries to refer to the word '*Batu*' with actions and processes. The action in question is to repeat his memory about his experience of going to Malang. When the respondent remembers the experience of what he has done in Malang, the respondent also includes a reference to the travel process to Malang. This is known when the respondent gives a response with the question, "Going to Malang is a long time, right? I'm sleepy ".

When the respondent has found the right reference, namely the word '*Batu*' no longer means an object, but a place to go to, the respondent begins to understand the new meaning of the word '*Batu'* by asking, "*Batu* is also far, ta, Ma? How long does it take (the journey)? ". Respondents were also invited to compare the length of trips to their siblings' houses who are in the same city. At this stage, the respondent has gone to the extendibility stage, which is to expand the acquisition of meaning not only to the same object ('*Batu*'), but also to other objects in the same group. In this case, the respondent makes an understanding of the meaning of the word '*Batu*' by making the same group, which is related to the distance traveled to a place. The word used is the self noun 'Sidoarjo'.

R: "Oo.. if I go to Philo's house I'm not sleepy."

P: "Why?"

R: "Because his house is in Sidoarjo"

P: "Where is your house?"

R: "Ya, in Sidoarjo"

By using the principle of extendibility, respondents are helped to better understand the meaning of new nouns they know. In this case, the understanding of the word 'Batu' is associated with the name of another word 'Sidoarjo' which belongs to the group of city names. So the respondent captures that 'Batu' is a part of the area (city), which takes time to reach the area.

After the principle of extendibility has functioned well, the respondents entered another principle, which is to consider the tourist spot "Batu Secret Zoo" as part of the city "Batu". Obtaining this meaning is obtained through the respondent's words, "Oo .. Batu Secret Zoo is in Batu, right? I've been there". Thus, respondents at this stage can be categorized as respondents who have entered the object scope principle. Basically, the principle of extendibility and the principle of object scope lasts a short time.

2) Principle of Second Tier

At this level, the principle of obtaining the lexicon of personal names is divided into three principles, namely categorical scope, Novel Name-Nameless Category (N3C), and conventionality. At this level, in general, the acquisition of meaning is influenced by the sensitivity of the child in understanding the syntax of others, so that he can create a boundary (territorial coverage) of a lexicon, which later makes it easier for children to map new words that they don't know to new object categories (Novel Nameless Category).

In the case experienced by the respondent, the word 'Batu' which refers to a place name brings a new understanding of city names, such as Jakarta, Surabaya, Jogja, Bandung, even to the cities of Medina and Mecca. This stage is categorized by respondents who have used the principle of categorical objects in developing their understanding of the object of the place with the term 'city'.

At this stage, the respondent's understanding of the category "city" is mixed with another category, namely "country", because the respondent includes the words America, Japan, and Turkey. So, to overcome this misconception, the respondents were given the understanding that Indonesia, America, Japan, and Turkey were the same category. Respondents were invited

to understand that Batu, Malang, Surabaya, Jakarta, Bandung are part of Indonesia. Meanwhile, Medina and Mecca are part of Saudi Arabia, and New York, Washington, Texas are part of America.

Through the principle of categorical scope, it is known that respondents not only understand the city category, but also another category, namely the State. The mapping that was done by the respondent made it easier for him in the process of mapping the new words he got with the term Novel Name-Nameless Category.

The acquisition of new meanings through the principle of the Novel Name-Namelesss Category, in the end helps respondents when people around them use specific terms in conversations that the respondent has in them.

CONCLUSION

The process of obtaining the meaning of the noun self in children goes through two stages, namely the first stage is the principle of reference, extendibility, and object scope. Meanwhile, in the second stage, namely the principle of categorical objects, and novel-name nameless category. In the case of Arfaa, the respondent gets more new meanings in the categorical object stage, where the respondent does not only understand one meaning, but also another meaning which is an expansion of the new meaning he gets.

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