1. INTRODUCTION

1.1 Background of the Study

The study of the child’s acquisition of language has engaged the interest and fancy of those who have wanted either to better understand the development of children or to better understand the nature of language, and this study has been going on for centuries. For many years, it was assumed that the structure of what was acquired (the language) was understood and that a list of the sounds, words, and sentence types produced by children at various stages of development would be an adequate description of the process of language acquisition. A closer look modern on language acquisition from approximately twenty-five years ago, and is not a coincidence that the anniversary was a bit adjacent to the birth of what we refer to now as cognitive science.

One of the first human advantages which is shown to be "cognitive", in the sense described very well in conjunction with mental computations or rules that contribute to the various representations, are the acquisition of the child's first language syntax (Chomsky, 1959; Brown, 1958; Berko, 1958; Braine, 1963). Then increases it is clear furthermore that in order to understand why children say what they say and how they learn to talk like adults, we need to know what is in the mind of the child that can be described very well with the help of "rules", "category ", "operation ", and others of that sort.
A linguistic description of the structure of language has caused a new upsurge of interest in the study of language acquisition because it promises to shed much further light on our understanding of the child’s acquisition and use of language and its relation to other aspects of his development. In recent research on language acquisition it has been hypothesized that this linguistic knowledge is what the child acquires over the developmental period.

Linguistic knowledge is known and regarded as something very complicated, though children get it uniformly and without difficulty. It is increasingly clear that the specific approaches to cognition will succeed or fail depending on how well they take into account the strength. Field of language acquisition has been disappointing initial expectations that a theory of cognitive acquisition will emerge from a detailed study of the language of children.

First of all, as seen in the relationship between children's language and linguistic theory increasingly unclear, the attention of experts of developmental psycholinguistics switch from data use children's language to illuminate / explain the process of language acquisition towards giving characterize the language of children with its terms alone, regardless of how the child ever reaches the linguistic skills of adults (as evidence of popular use of the term "child language" in the field of so-called "language acquisition"). The second disappointment of the experts of developmental psycholinguistics is the inability to reach a consensus or agreement on how to solve the problems of the less ambitious goal of the classification or the provision of language characteristics of children (Pinker, 1984:2).
This field of study of language acquisition is indeed received great attention from various experts. In this paper we will discuss things that are basic principles of language acquisition, such as the understanding, varieties, tactics, common mechanisms, and misunderstandings about language acquisition. After that, we will also criticize about vocabulary and all parts of speech. Therefore, it is focused on *English vocabulary of a 7 year old American boy’s* acquisition of the linguistic system.

1.2 The Problems of the Study

Based on the explanation above, problems which are discussed in this paper are:

1) What kind of parts of speech are found in *English utterances of a 7 year old American boy*?

2) What is the most dominant part of speech found in *English utterances of a 7 year old American boy*?

1.3 Objectives of the Study

The objectives of this study are:

1) To find out the kind of parts of speech found in *English utterances of a 7 year old American boy*.

2) To find out the most dominant part of speech found in *English utterances of a 7 year old American boy*. 
1.4 Significances of the Study

The significances of this study are:

1) As a medium to inform the reader the analysis of language acquisition.

2) As a medium to inform the reader the explanation of vocabulary and kinds of part of speech also function of part of speech in English.

1.5 The Scope and Limitation of the Study

English words have been classified into eight or nine parts of speech (this scheme, or slight expansions of it, is still followed in most dictionaries). The width of the video about 10 minutes for 1 time. It was taken 2 times.