2. REVIEW OF RELATED LITERATURE

2.1 Language Acquisition

Language acquisition by children is indeed one of the greatest human achievements and the most amazing. At that time we have learned a lot about how the children speak, understand, and use language, but very little is known about the actual process of language development. One thing we know is that language acquisition is very much determined by a complex interaction of biological maturation aspects, cognitive, and social. Each modern approach to language acquisition will deal with the fact that the language was built from the beginning by every child, utilizing the capacity of various congenital diverse in its interaction with the experiences of the physical and social world.

Language acquisition focused on one aspect of the acquisition process. Some of them are very concerned with the structural features of the development of linguistic systems; the other on the relationship with the utterances of early cognitive development of the child; while others pay great attention to the social use of the first language, the language of early (Cairn; 1986: 1-2).

The sense that one says that language acquisition has a sudden commencement. Independence languages from around the age of one year at a time when children begin to use words or words separated apart from linguistic code to achieve a variety of their social objectives. Understanding others say that language acquisition has a gradual onset that emerged from the achievements engines / motors, social, and cognitive pre-linguistic (McGraw, 1987: 570).
Discussing about the acquisition of a language, then with the exception of some children with impaired / disabled, all children learn at least one language. This makes some linguists believe that the ability to learn the language at least in part related to the genetic program that is unique to the human race.

We are all equipped with the ability to learn a language from birth, and yet we still have to learn "from" someone, that of members of the communities where we live (Harding and Riley; 1986: 18-9).

2.1.1 Varieties of Language Acquisition

Talking about the variety or type of language acquisition is very interesting, because we can review from different points of view, including:

(a) based on the form
(b) based on the sequence
(c) based on the number
(d) based on the media
(e) based on the authenticity.

Reviewed in terms of the form, then we know:

(i) first language acquisition
(ii) second language acquisition
(iii) re-acquisition (Klein, 1986: 3).

Reviewed in terms of the sequence, we know:

(i) first language acquisition
(ii) second language acquisition (Winitz, 1981; Stevens, 1984).
Reviewed in terms of the number, we know:

(i) monolingual acquisition
(ii) bilingual acquisition (Gracia, 1983).

Reviewed in terms of the media, we know:

(i) oral language [speech] acquisition
(ii) written language acquisition (Freedman, 1985).

Reviewed in terms of the authenticity or the strangeness, we know:

(i) native language acquisition
(ii) foreign language acquisition (Winitz, 1981).

And even if the terms of the simultaneity (especially for bilingual acquisition), then we know:

(i) simultaneous acquisition
(ii) successive acquisition (Harding and Riley, 1986; Grosjean, 1982).

2.1.2 Tactics of Language Acquisition

When we talk about language acquisition, then there is an important question that often arises, namely: how do children acquire a language? To answer the question, then we must consider the issue of child interaction context. Grounding or cognitive basis of language acquisition is very easy to see in three ways, namely:

(a) the development of the semantics of the child;
(b) the development of starters syntax (which is a speech / speech combined starters); and
(c) the active usage of the child will be a kind of stratagem to learn.

(Lindfors; 1987: 163).
By systematically observing the behavior of children's language researchers to easily identify and provide some finesse or cognitive strategies as if used by children when they think about or specify how the language works or lasts. In particular, the researchers recorded the children at certain moments regularly for a given time period when he held interactions with other human beings in the background as naturally and as natural as possible. The tapes were then transcribed accurately and the transcriptions are analyzed accurately and repeatedly to determine the behavioral patterns of the language of children.

There are several things to keep in mind in connection with the various tactics used by the children in this language acquisition. First of all, tactics that have been identified are divided into components; that is, a strategy or a particular definition often can be observed in the way children make up aspects of semantics, syntax and phonology of a language. Further, if we say that certain strategies have been observed in children, it does not mean that we say "all" children take them, or it was "only" certain tactics used by certain children, or that it is a tactic used by certain children in all their activities to learn the language. It is more correct and accurate view of children as approach the task of learning the language in different ways at different times. Every child in particular use a variety of tactics, some of them in the beginning of the period and the other in subsequent periods.
Here we apply some learning ways, some creative ways to build language.

a) Using non-linguistic understanding you as a basis for the determination or thought language.

b) Using any or everything important, prominent and interesting for you.

c) Assuming that the language [particularly] is used as a "referential" or "expressive" and thus using language data.

d) Observing how others express [various] meaning.

e) Asking questions to provoke or obtain the data you want.

f) Imitating what others are saying.

g) Using some of "the operating principle" common language for thinking and defining.

h) Making as many as possible of you already have or get.

i) Producing language and looking at how other people gave response.

2.1.3 Common Mechanisms for Language Acquisition

Parental knowledge about the development of children language in general and about the speech of their children in particular, their expectations with regard to the development of language in their children, and the product of their analysis of the various production verbal and various reactions receptive largely determine the characteristics of formal speech they present to the children, especially aperture adjustment or adaptation of a speech is in progress. This category contains correction, expansion, extension, comments, approvals, and their explicit rejection of the speech of children earlier.

The utterance of adult expressed in extra-linguistic context specific and to the accompaniment of certain paraverbal give input to the child in linguistic communication. Linguistic knowledge to the child growing every moment of it can be
marked as a product of historical or actual production studied linguistics and linguistic applications at the input set of analytical operations.

### 2.1.4 Misunderstandings About Language Acquisition

Language acquisition certainly appealing to many experts. Differences of opinion among experts of language acquisition, as well as in other fields, it is common, it's known experts look at it from a different view.

Barry McLaughlin from the University of California Santa Cruz has discussed and examined statements that are often accepted as has been proven, but as if it might be more harm than truth. He limited itself to the six types of such statements about language acquisition.

**PROPOSITION 1.** Young children acquire language more quickly and easily than adults because biologically programmed child acquire language, whereas adults do not.

**PROPOSITION 2.** The smaller the child, the more skilled he was in second language acquisition.

**PROPOSITION 3.** The acquisition of a second language is a process qualitatively different than the first language acquisition.

**PROPOSITION 4.** Interference between first language and second language is part of an invaluable and there was everywhere in an attempt to learn a second language.

**PROPOSITION 5.** There is a single road to second language acquisition in childhood.

**PROPOSITION 6.** Experience of early bilingualism positive [or negative] influence the child's language development, cognitive development on the use and / or intellectual development.
2.2 Vocabulary

Vocabulary is the set of words that is owned by another person or entity, or part of a specific language. Someone’s vocabulary defined as the set of all words that are understood by the people or all the words that are likely to be used by the person to construct a new sentence. Rich vocabulary of someone generally considered to be a depiction of intelligence or education level. Therefore many standard tests, such as the SAT, which provides testing question vocabulary.

The addition of a person's vocabulary is generally considered an important part, both from learning a language or developing one's ability in a language that is already mastered. School students are often taught new words as part of a particular subject and many adults who considered the formation of the vocabulary as an activity that is interesting and instructive.

According to Soedjito (2009: 24) vocabulary is defined as:
1) All the words that make up a language
2) Wealth word that is owned by a speaker or writer
3) The word used in a field of science
4) Glossary organized like a dictionary as well as a brief explanation and practical.

While vocabulary dictated by Richards, Platt and Webber (1985) is a set of lexeme which include single word, compound words, and idioms. Meanwhile Valette (1977) argues that the vocabulary is the word or group of words that have specific meanings. From the above explanation can be concluded that the vocabulary is the word that has a meaning that is possessed by humans for use in language and communication.
2.2.1 Understanding of Part of Speech

Parts of speech is a class of words based on the word’s function, the way it works in a sentence.