A STUDY OF OVEREXTENSION AND UNDEREXTENSION OF TWO YEAR-OLD CHILDREN IN AL-QODIRI SONGO ISLAMIC BOARDING SCHOOL OF GRESIK

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ABSTRACT

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Key Words : Underextension, Overextension

A child language always develops rapidly, especially his or her acquisition of words and word meaning. Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language--natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition

These three phenomenons are experienced by the subject and they all occured in the subject’s utterances. In addition, Anglin’s theory of conceptual categories stated that the extensional error phenomenon happened because the referent shared the visual, functional, and the auditory features. In this study, the writer found the words that undergo the overextension phenomenon based on the visual features.

This study is done within the scope of language acquisition especially on the first language acquisition. The writer only uses one Indonesian children as the subject of this case study. This study also focused only on the child’s utterances. The classification of the child’s utterances was based only on the extensional error phenomenon including overextension, underextension.

The Writer
INTRODUCTION

Background of Study

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language--natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Snow and Ferguson, 1977). Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Seliger, 1975). Error correction it is maintained, helps the learner come to the correct mental representation of the linguistic generalization. Whether such feedback has this effect to a significant degree remains an open question (Fanselow, 1977; Long, 1977). No invariant order of learning is claimed, although syllabi implicitly claim that learners proceed from simple to complex, a sequence that may not be identical to the acquisition sequence. A Child usually deals with many fields of study in acquiring language, for instance, phonology, morphology, syntax, pragmatics, semantics, and lexicology. Lexicology itself comes from the word “lexicon” which means word which have meaning (Carrol, 1994). A child language always develops rapidly, especially his or her acquisition of words and word meaning. According to Dardjowidjojo.(2000), lexicon is a language component with its very controversial acquisition because almost in all lexicon aspects. There is no universality for lexicon acquisition. As a result, the word types, word amounts, and word sequences are
different from a child to another (Dardjowidjojo, 2000). In other words, there is considerable individual variation in patterns of early vocabulary growth. In addition, young children typically acquire their first words about nine to twelve month of age. By the time that they are two or two and a half years old, they may have acquired up to 500 word or more (Fletcher & Mac Whinney, 1995). Furthermore, Nelson (1973) found that the average age at which the children had acquired ten words was 15 months (with a range of 13-19 month), the average age at which the children had acquired fifty words was 20 months (with a range of 14-24 month), and the average vocabulary size at 24 months of age was hundred and eighty six words (range 28-436 words).

However, during the period of early lexical acquisition, children usually experience the extensional error phenomenon. Such as underextension, overextension, overlap, and mismatch. Underextension happens if children use a referential word in a range of different situation to refer to only a subset of the full range of objects. In addition overextension is a phenomenon when children use a refential word to refer not only to all of the subjects, but also to refer to some further inappropriate subject. Also, a word is overextended to refer in appropriate referents but is only used to refer to some and not all of the appropriate adult referents.

Through the result of the study, the writer wants to show about the overextension and underextension phenomenon in a two years old children in acquiring their first language. The writer also hopes that the result of the study can add more knowledge about the extensional error phenomenon of children in Indonesian language. Beside, the writer also wants to give more attention in the process of early lexical development of a two years children in acquiring his first language. Hopefully,
the finding of this research will contribute something to other students especially for those who are doing linguistics research and take language acquisition as their topic of research.

Scope and Limitation

This study is done within the scope of language acquisition especially on the first language acquisition. The writer only uses one child as the subject of this case study. This study also focused only on the child’s utterances. The classification of the child’s utterances was based only on the extensional error phenomenon including overextension and underextension. These three extensional error phenomenon are used in analyzing the child’s utterance in order to see the process of early lexical development of a two year old children in Al Qodiri Songo Islamic boarding School in acquiring a two year old children in acquiring their first language.

REVIEW OF RELATED LITERATURE

This chapter is divided into two. The first is the theories and the second is related studies. The theory of this chapter will be mostly about language acquisition. They are stages of language development of a child, extensional error phenomenon, and also the conceptual categories of children’s overextension. In addition,

Review to Related Theory

The writer uses the theory of language development of a child, the extensional error phenomenon, and the perceptual categories as the main theories.

Stages of language Development of a Child.

In addition to language development, there are some stages of development in which normal children may go through. According to George Yule (1997), the stages
are pre language stages, the one-word or holophrasctic stages, the word-stages, telegraphic speech, and the acquisition process (morphology, syntax, and semantic).

The first stages, pre-language stages, are simply called 'cooing' and babbling. The period from about three months until ten months old is usually characterized by three stages of sound production in the infant’s developing repertoire. The first recognizable sounds are describe as cooinging, with velar consonant such as (k) and (g) usually present, as well as high vowels such as (i) and (u). By six months, the child is usually able to sit up and can produce a number of different vowel and consonants such as fricatives and nasals. The sound production at this stage is described as babbling and may contain syllable type sound such as mu and da. In the last stage of sound production as children begin to pull themselves into standing position about the tenth and eleventh month, they are capable of using their vocalization to express emotion and emphasis. Which is characterized by lot of “sound play” and attempted imitation.

According to Fletcher & Mac Whinney (1995), there are four types of extensional error phenomenon which are often experienced by young children. They are underextension, overextension, overlap and mismatch.

**Underextension**

it happens because the children use a referential word in a range of different situation to refer to only a subset of the full range or object, actio, states, and properties which are properly labeled with that word in the adult language. Children also use underextensions, in which they use a word in a more restrictive way than adult usage. Reich (1986) provides an interesting eexample. When his son, Quentin, was asked “ where is the shoes? When he was in
his parent’s bedroom, he would crawl to his mother’s closet and play with her shoes. If other shoes were between Quentin and the closet, he would crawl around them to get his mother’s shoes. Similarly, his father’s shoes did not count. Reich found that Quentin’s notion of shoes gradually expanded to coincide with adult usage.

Example:
The word ‘bottle’ is only limited on the plastic baby bottle only
The word ‘cut’ is used only for the action of cutting, but only when performed with a knife.
The word ‘mouse’ is used for only one particular mickey mouse only.

Overextension

Sometimes, the children include too many items in their word classes, it is a phenomenon referred to as overextension. Examples are when children refer to all four-legged animals as dogs or all round objects as moon. Typically, these error occur when the child identifies one attribute of a complex stimulus with the name and then applies the name to another object with the same attribute. Rescorla (1980) has studied children’s overextensions and found that some, like the example above, are based on perceptual similarities between the objects. Others are based on other kinds of similarity, such as functional (a child reerring to a shirt stuck on a person’s head as hat), constextual (calling a crib blanket a nap), and effective (referring to a forbidden object as hot). It happens because the children use referential word to refer not to all of the subjects, action, states, or properties which are properly labeled with that word in the adult language, but also to refer to some further inappropriate subjects, states, actions, or properties as well.

The word ‘dog’ is used for ‘dog’ lamb’, cat’,’ wolf’, ‘cow’.
The word ‘kick’ is used when the children are pushing own stomach against a mirror, pushing own chest against a sink, making a ball roll by bumping it with the front wheel of a kiddicar, etc.

The word ‘tick-tock’ is used for clocks both analog and digital watches.

**METHODOLOGY**

This research took the data from two-year-old children. The boy one name is Muhammad David and the girl one is Nur Aliyah. The writer usually call them David and Lia. David was born in village of Gresik city on October 2009. Lia was girl born in Gresik city on July 2009. David used to spend his day with his mother as housewife. They lived in Islamic boarding school of Al Qodiri of Gresik. His father always go to working everyday in the morning. Beside his mother, David also is accompanied by Sofie. Sofie is his brother he is fourteen year old. The language that used his mother and Sofie in Islamic boarding school. They sometimes used Java language as a original language in the village. but they are using Indonesian language if they are speaking with David. The mother wants to learn him Indonesia words. considering that David is childhood the mother would not speak more in having conversation with David.

The second subject is Lia, she is a first daughter of Mr. Arif an Mrs. Nasiati. Lia spend her day with her mother at home. the language that is used by both Lia and her Mother at home is Indonesia. Actually, her mother comes from village, but she did not use Java language if she convers with Lia. Moreover, the data was taken in six weeks, an hour per each meeting. However, the meeting would not be held everyday; but three times in a week so that the writer knew about the development from week to week. This research want to describe about the
extensional phenomenon (i.e. overextension and underextension) experienced by two-year old children.

**Data Collection**

The writer used to collected data generally for children including the boy and girl. The writer tries to collected the data by taking simple notes everytime the extensional error phenomenon occured by David and Lia’s utterences. The writer also took note about the situation and condition of both David and Lia so that the writer can connect the extensional error phenomenon with the context. While was taking notes of David and Lia’s utterences the writer was helped by their mothers. Sometimes brother of David, Sofie. Sofie shows the usual of David’s spoken pleasure. Sofie knows David’s vocabularies because he and David always together when David playing. Lia as the subject also shows her emotion to spoke some words, her mother permitted the writer to ask some questions and open a conversation. Actually at the first time the writer came, played with him, and took notes. Then, the writer realized that recording David and Lia’s utterences was a better way than taking notes. Hence, the writer left the Video recorder in handphones to their mothers chance to help the writer record David and Lia’s utterences. Unfortunately, the result was not good enough because it is not clearly about their voices to be listened. So the writer got nothing from the recordings. The writer decided to come to boarding school to met David three times a week and come to Lia’s house two times a week. The writer always took notes whenever the extensional error phenomenon occured in David and Lia’s utterences. Then the writer start to analyze the data.
ANALYSIS AND FINDINGS

Analyze data done after collect all of data. Data taken generally from children that consist the boy and girl. The This chapter concerns with the data analysis of the data in order to answer the research problem mentioned in chapter 1. Furthermore, the description in this chapter consists of two parts. The first part is about overextension phenomenon, their referents, and further explanation about the phenomenon related to context of situation, and the pattern. In addition, this part is divided again into three small parts which are overextension based on visual, functional, and both visual and functional features. Then, the second part is about underextension phenomenon, their referents, and further explanation about the phenomenon related to context of situation, and the pattern. Again, this part is divided into two small parts which are visual and functional. Moreover, all of the overextension and underextension, their referents, and the conceptual categories are put in the form of tables.

Overextension

As the writer mentioned in the analysis of data, the writer analyze the data based on the phenomenon, references, and the perceptual features that the subject of this research produced. The data which is taken in six weeks observation by writer are presented in the form of table.

Overextension Based on Visual Features

All of the words which undergo the overextension phenomenon based on the visual features for boy are put in the following table.
In the following, the writer described all of the further explanation about the words that undergo the overextension phenomenon based on the visual features. The explanation is done in the same order with the table above.

**Underextension**

As the writer mentioned in the analysis of the data, the writer analyze the data based on the phenomenon, referent, and the perceptual feature that the subject of this research produced. The data which is taken in six observation by the writer are presented in the form of table.

4.2.1. Underextension Based on the Visual Features.

All of the word which undergo the underextension phenomenon based on the visual features are put in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Word(s)</th>
<th>Referent</th>
<th>Children</th>
<th>Base d On</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Red</td>
<td>Orange, Pink, Green</td>
<td>Boy</td>
<td>Visual</td>
</tr>
<tr>
<td>2</td>
<td>Ayam</td>
<td>Duck and Chicken</td>
<td>Boy</td>
<td>Visual</td>
</tr>
<tr>
<td>3</td>
<td>Buku</td>
<td>Magazine, Paper, Book</td>
<td>Boy</td>
<td>Visual</td>
</tr>
<tr>
<td>4</td>
<td>Bunga</td>
<td>Tree, Grass, Flower</td>
<td>Boy</td>
<td>Visual</td>
</tr>
<tr>
<td>5</td>
<td>Kerbau</td>
<td>Buffalo and Cows</td>
<td>Girl</td>
<td>Visual</td>
</tr>
<tr>
<td>6</td>
<td>Pipit</td>
<td>All kind birds and bats</td>
<td>Girl</td>
<td>Visual</td>
</tr>
</tbody>
</table>
In the following, the writer described all of the further explanation about the words that undergo the underextension phenomenon based on the visual features. The explanation is done in the same order with the table above.

CONCLUSION

The conclude from the analysis of this research, the writer believes that the theory of conceptual categories by Anglin and the theory of extensional error phenomenon by Fletcher and Whinney are in accordance with the respondent’s utterance description.

According to Fletcher and Whinney, there are four extensional error phenomenons that will be experienced by a child during their lexical acquisition, which are overextension, underextension, mismatch, and overlap. However, the writer only analyses the first three phenomenons. These three phenomenons are experienced by the subject and they all occurred in the subject’s utterances. In addition, Anglin’s theory of conceptual categories stated that the extensional error phenomenon happened because the referent shared the visual, functional, and the auditory features. In this study, the writer found the words that...
undergo the overextension phenomenon based on the visual features. They are *Merah*, *Ayam*, *Buku*, *Bunga*, *Kerbau*, *Pipit*, *Hp*, *Pisau*, *Bantal*, *Kaset*, *Sendok*, *Pesawat*, *Sepatu*, *Truk*, *Lap*, *Radio*. While about the Underextension phenomenon based on the visual feature. They are *bantal* and *Mobil*.

Furthermore, the writer did not find any word that became the extensional error phenomenon only because of auditory feature. Thus, the writer conclude that the children have already experienced the extensional error phenomenon.

**BIBLIOGRAPHY**


