THE RELATION BETWEEN ENGLISH SPEAKERS NOUN PREFERENCE AND CHILD FIRST WORD ACQUISITION: A PSYCHOLINGUISTIC PERSPECTIVE OF ELLA'S CASE

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Abstract

This research is aimed at observing child first English word acquisition in relation with noun preference that English speakers have. Psycholinguistic approach is used in this research because it is concerned with word acquisition. To find out the answer to the question, the researcher employs child language corpora in the form of chat between a child of 28 months and her father. The use of corpora is intended to find out the word frequency. Chat 1 results in 48% of Noun, 36% of Verb, and 16% of Adjective. Chat 2 results in 42% of Noun, 28% of Verb, and 28% of Adjective. Chat 3 results in 36% of Noun, 33% of Verb, and 30% of Adjective. The last Chat results in 49% of Noun, 37% of Verb, and 13% of Adjective. Early childhood English vocabulary contains more noun than verb and adjective. This is proven through word frequency where noun occurs more frequent compares to the other two. Noun occurs more in the four chats being used as data. Therefore, English speakers prefer noun more because they acquire noun first, then followed by verb and adjective**.**

Keywords: Acquisition, corpora, frequency, noun, Psycholinguistics

Introduction

In everybody's daily life, there are concrete matters to denote and name. There are also matters to address and recognize. People easily recognize things which are visible around them. Those matters are called noun. Linguistically, noun is "a very large class of words which refer to entities (persons, things, substances, places, and abstractions) of various kinds" (Leech, 2006: 72).

Different languages treat noun differently. They have different views upon it. In Indonesian (Bahasa Indonesia), noun is called *kata benda*. *Kata* means word and *benda* means thing. It means that noun in Indonesian is word referring to things. In Indonesian, noun is acquired first compared to the other classes of word. This statement is supported by Indonesian linguists. Sumarsono and Partana assert that child vocabulary is about here and now or something concrete (2002: 138).

In English, noun is considered as an overt category among the other word classes. Overt category is a category having formal mark which is present (with only infrequent exceptions) in every sentence containing a member of the category (Whorf, 1956: 88).

In relation to categories, Nisbett argues that Westerners (in this case English speakers) have a greater tendency to categorize objects, find it easier to learn new categories by applying rules about properties to particular cases, and make more inductive use of categories (2003: 139). Moreover, Nisbett says that categories are denoted by nouns (2003: 148). In other words, English speakers are more on taxonomic categories by applying a set of rules or observing the properties. It is evident in the science of English Semantics. There is a semantic domain consisting of a group of meanings which share semantic components.

In the science of Biology, classification and categorization also happens. The classification is based on family, ordo, genus, and class. According to Biao, analytical thinking prevails in Western culture where people are good at classifying things and arranging them systematically (2001: 6). Western lexicographers or dictionary writers write and design their works and dictionaries including dictionaries of Biology. Object categorization is also evident in English linguistics. English Syntax, for instance, displays tree-like sentence structure. English speakers have greater tendency to categorize objects or use noun more. Therefore, this research is aimed to find out the relation between English speakers noun preference and their first word acquisition.

Literature Review

The discussion of first word acquisition has been an interesting matter for a lot of researchers. They are questioning of which class of word being acquired first. Following Gentner's theory of Natural Partitions (1982), a lot of researchers have done research on children vocabulary. They have similar conclusions. Noun is acquired first.

Across world languages, more scholars conduct similar research of their respective languages. In Indonesia, for instance, Irawati (2012) conducted a research on characteristics of Indonesian speech of the first graders (6-7 years old). The result shows that those elementary school students use noun more than the other word classes. Another research was conducted by Jasbi and Arnon (2011) on the acquisition of noun before verb in Persian. The result suggests that the number of noun produced is three times higher than verb.

This research relies heavily on Psycholinguistic theories. Psycholinguistics is "an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain" (Fernandez and Cairns, 2010: 1). Psycholinguistic approach is used because one of its important areas is language acquisition.

Language acquisition starts at a very early age. Karmiloff and Karmiloff-Smith mention that "language acquisition is a journey that begins in the fluid world of the womb and continues throughout childhood, adolescence, and even beyond" (2002:1). It has three broad areas namely speech perception, language production, and language comprehension (Karmiloff and Karmiloff-Smith, 2002: 10). This research is concerned about first word production in child English language, therefore, it belongs to English language production.

Language production focuses on what children say (Karmiloff and Karmiloff-Smith, 2002: 10). English is produced by children when they are around twelve months. At the age of twenty-four months, they can produce roughly their first fifty different English words.

The first words that children produce are nouns. This statement is supported by some psycholinguists. To name some, they are Gentner (1982), Merriman and Tomasello (1995), and Karmiloff and Karmiloff-Smith (2002). Gentner mentions that in English, nouns are acquired first (1982: 301). Furthermore, he proposes a theory called Natural Partitions as mentioned above in which one of the hypotheses is that nouns are conceptually simpler or more basic and this simplicity is then responsible for the more rapid early acquisition of nouns than the other word classes (1982: 302-303).

In relation to noun acquisition, Merriman and Tomasello argue that noun acquisition in child language is closely related to the emphasis on object names learning. They mention that basic level object names are learned first and it is the simplest kind of lexical acquisition (1995: 2-3). Moreover, they observe that object name learning is to be simpler than learning action or stative verbs (1995: 6).

The next psycholinguists to support noun acquisition are Karmiloff and Karmiloff-Smith. They observe that when toddlers initially begin speaking, they produce nouns (such as dog, car, bath, shoe, and bottle) before verbs (such as go, run, drink, and jump) (2001: 63). They add that understanding the meaning of nouns (which usually refer to relatively clear, tangible whole objects) is easier than learning the meaning of verbs (2001: 63).

Across cultural contexts and languages, nouns refer to visible entities. Children are easy to pay attention to concrete matters instead of paying attention to abstract ones. As nouns refer to something visible and easy to point out, then they are easier to acquire. Noun acquisition takes place in certain speech stage in children.

There are stages of speech. One of the stages called naming (one-word utterance) stage where children produce single-word utterance (Steinberg and Sciarini, 2006: 6-7). In the age of five to eighteen months, children produce single-word utterance. However, it all depends on their physical development.

As suggested by its name (naming), then the first class of word to acquire in this stage is noun. It happens as children use nouns as proper nouns to refer to specific object (Moskowitz as cited in Steinberg and Sciarini, 2006: 7). The word "dada" for example, might refer to father or any men that a child knows in daily life. The word "mowmow" might refer to cat or any animals.

The acquisition of noun is revealed through word frequency. Word frequency refers to "how often the word occurs in normal use of the language" (Nation and Warning, 1997: 8). Early childhood vocabulary contains more nouns than other words of different classes. Li and Fang mention that nouns are the most frequently used word class in child language (2011: 95). The word frequency in this research is revealed through a study of corpora as mentioned in the previous section.

Research Methodology

This is a psycholinguistic research where it uses child language corpora of spoken English. Language corpora is chosen because it provides great source of child language development. This research uses samples of child conversation with her father. The samples are taken from CHILDES (Child Language Exchange System) (MacWhinney, 2000). CHILDES contains only spoken data in the form of conversations. The researcher did random sampling and analyzed child language behavior in the natural setting at home.

In this research, the researcher chooses Michael Forrester's corpus (https://media.talkbank.org/childes/Eng-UK/Forrester/). The target child named Ella who has conversations with her father. She is Forrester's daughter and was 28 months when the conversations happened. There are four conversations chosen entitled Play 1, Big Girl, conversation number 030921, and 021020. The reason for choosing the four conversations is the length of each conversation. Play 1 and Big Girl are short conversations lasting for less than two minutes, while the other two are longer (00:31:50 and 00:17:47 respectively). All data in this research are in chat format (.cha). A header is provided giving the information on the participants (Ella and her father), context, duration of conversation, location (all are in England), and language being spoken (English). The main tier shows the speech of Ella and her father. An example of a header is given as follows.

@Begin
@Languages: eng
@Participants: CHI Ella Target_Child, FAT Mike Father
@Options: CA
@ID: eng|Forrester|CHI|2;06.|female|||Target_Child|||
@ID: eng|Forrester|FAT||male|||Father|||
@Media: play1, video
@Transcriber: Mike Forrester
@Time Duration: 0:01:11
@Situation: target child playing on her own with toys

To code the data, the researcher installs a coding system called CLAN. This program is required to determine word frequency. In CLAN, word frequency is also known as token (item) frequency. Under the CLAN program, the researcher also uses MOR (Morphosyntactic Coding and Morphological Analysis) Parts-of-Speech Categories to find out the word class or part of speech. It serves as a tagger categorizing words into their respective word classes.

Results and Discussion

The data of the research are in the form of word type list frequency. The frequency is measured using CLAN under the heading of FREQ. The researcher only analyzes and focuses on Ella's utterances. The research finds out how many nouns she produces in each conversation compared to verbs and adjectives she has uttered. The conversation also presents every single utterance Ella produces, be it in the form of word and non-word or babbling expression.

The researcher limits the classes of word since this research aims at finding out the reason for noun preference. Therefore, the researcher presents 3 classes of word (noun, verb, and adjective) only, while the other items are classified as babbling and other classes. The 3 classes of word are shown in detail while babbling

expressions and other word classes are not. The four tables below show the word frequency. Each is presented in sequence.

Table 1. Play1.cha

Heading	Word Frequency	Word Frequency (detailed)
@Begin @Languages: eng @Participants: CHI Ella Target_Child, FAT Mike Father @Options: CA @ID:eng|Forrester|CHI|2;06.|female|||Target_Child||| @ID:eng|Forrester|FAT||male|||Father||| @Media: play1, video @Transcriber: Mike Forrester @Time Duration: 0:01:11 @Situation: target child playing on her own with toys	> freq @ freq @ Sun Nov 11 15:19:09 2018 freq (08-Sep-2018) is conducting analyses on: ALL speaker tiers ********** From file <</Users/scolasticawedhowerti/Downloads/Forrester/play1.cha> Speaker: *CHI: 2 I 1 WHA 1 WHAA 2 a 1 all 1 bu 1 come 1 day 1 doctor 1 for 1 go 1 good 1 had 1 hhhh 1 hurt 1 hurted 5 in 1 just 1 keep 1 mars 1 mea 2 medicine 1 mediline 3 medin 1 myself 2 no 2 now 2 oh 2 right 1 second 1 sit 2 some 1 stay 1 take 1 that's 2 the 1 then 1 there 1 time	**25 x (Noun, Verb, Adjective)** **Noun** Day 1x Doctor 1x Mars 1x Medicine 2x Toy 3x Time 1x Toes 1x Toy 2x Total 12x **Verb** Come 1x Go 1x Had 1x Hurt 1x Keep 1x Sit 1x Stay 1x Take 1x Wake 1x Total 9x **Adjective** Good 1x Right 2x Upset 1x Total 4x

	1 toes 2 toy 2 up 1 upset 1 wake 3 wha 1 whaa 1 when 1 woked 1 xx 2 xxxx 3 you 2 your 1 yourself --- 53 Total number of different item types used	

Table 2. Biggirl.cha

Heading	Word Frequency	Word Frequency (detailed)
@Begin @Languages: eng @Participants: CHI Ella Target_Child, FAT Mike Father @Options: CA @ID:eng|Forrester|CHI|2;06.|female|||Target_Child||| @ID:eng|Forrester|FAT||male|||Father||| @Media: play2, video @Transcriber: Mike Forrester @Time Duration: 0:01:11 @Situation: target child playing on her own with toys	> freq @ freq @ Sun Dec 16 16:37:59 2018 freq (08-Sep-2018) is conducting analyses on: ALL speaker tiers ********** From file </Users/scolasticawedhowerti/Downloads/Forrester/biggirl.cha> Speaker: *CHI: 6 I 5 I'm 7 a 1 am 5 baby 2 big 1 camera 1 can't 1 dada 1 do 1 don't 1 eh 1 gaaa 1 girl 3 he 2 hey 1 hm 2 holding 2 it 1 know 1 like 3 little 2 no 2 noo 4 not 1 nutella 1 oh 1 ohhh	**21 x (Noun, Verb, Adjective)** **Noun** Baby 5x Camera 1x Dada 1x Girl 1x Nutella 1x Total 9x **Verb** Can 1x Do 2x Holding 1x Know 1x Like 1x Total 6x **Adjective** Big 2x Little 3x Tiny 1x Total 6x

	1 remember 1 that 1 tiny 1 waa 1 wantnutella 3 wha 1 what 2 why --- 36 Total number of different item types used	

Table 3. 030921.cha

Heading	Word Frequency	Word Frequency (detailed)
@Loc: Eng-UK/Forrester/030921.cha @PID: 11312/c-00017833-1 @Begin @Languages: eng @Participants: CHI Ella Target_Child, FAT Mike Father, EV Eva Sister, MOT Silvia Mother @Options: CA @ID: eng|Forrester|CHI|3;09.21|female|||Target_Child||| @ID: eng|Forrester|FAT||male|||Father||| @ID: eng|Forrester|EV||||Sister||| @ID: eng|Forrester|MOT||female|||Mother||| @Media: 030921, video @Comment: old 198.cha @Transcriber: Mike Forrester @Time Duration: 00:31:50 @Situation: afternoon activity at table while Mother is preparing meal	> freq @ freq @ Mon Nov 12 13:02:35 2018 freq (08-Sep-2018) is conducting analyses on: ALL speaker tiers ********** From file </Users/scolasticawedhowerti/Downloads/Forrester/030921.cha> Speaker: *CHI: 1 Argos 3 Dad 1 Daddy 3 Ella 3 Eva 1 Eva'll 24 I 3 I'll 2 I'm 3 I've 1 Jennifer 1 Never 1 UH 22 a 2 about 1 actually 1 aha 3 all 19 and 2 another 1 anything 4 are 1 arms 2 at 1 aw 3 back 2 be 1 beauty 1 bickit 1 big 1 birds 4 bit 4 black	**426 (Noun, Verb, Adjective)** **Noun** Argos 1x Ella 3x Eva 3x Jennifer 1x Arms 1x Back 3x Beauty 1x Birds 1x Body 1x Bowl 1x Bro 1x Brushes 1x Butterfly 4x Car 4x Case 1x Colours 4x Colour 3x Concert 3x Dad 3x Daddy 1x End 1x Eyes 3x Face 1x Fairy 2x Finger 7x Fingers 1x Fun 1x God 1x Hair 1x Hand 1x Hands 2x Library 2x Lift 1x Look 9x Love 1x Mess 24x Name 1x Natasha 1x Nose 1x Orange 1x

	2 blue 1 body 1 boring 1 bowl 1 brilliant 1 bro 1 brushes 4 butterfly 10 can 2 can't 4 car 1 case 2 cause 3 colour 4 colours 3 concert 1 d'ya 1 d'you 3 dad 1 daddy 1 daddy's 2 dark 5 daw 1 dawl 1 different 1 dipped 13 do 1 does 1 doesn't 6 doing 9 don't 3 done 1 dop 13 draw 1 e 2 eat 1 ehh 1 eight 2 em 1 en 1 end 3 eyes 1 face 2 fairy 1 favourite 1 fi 7 finger 1 fingers 1 finish 3 finished 2 first 2 five 1 fo 1 for 2 four 1 from 1 froze 1 fum 1 fun 3 get 4 go	Pain 1x Paint 8x Painting 9x People 2x Person 1x Picture 3x Pictures 1x Point 1x Princess 2x Rainbow 2x Rainbows 1x Rats 1x Rug 1x Sea 2x Shower 1x Stalk 4x Things 1x Time 1x Water 2x Wave 1x Waves 2x World 1x Total 155x **Verb** Can 12x Cause 2x Dipped 1x Do 22x Does 2x Doing 9x Done 3x Draw 13x Eat 2x Finish 1x Finished 3x Froze 1x Get 3x Go 4x Going 3x Gone 2x Got 1x Guess 2x Had 1x Has 1x Have 7x Having 1x Hold 1x Humph 1x Keep 1x Know 7x Like 6x Looks 1x Loves 1x Make 2x Meant 1x Need 1x Pick 1x Picking 1x Put 1x Saying 1x

	1 god 3 going 2 gone 2 good 1 got 4 green 2 guess 2 ha 1 had 1 hair 1 hand 2 hands 1 hard 1 has 5 have 2 have_to 1 having 1 he 1 hehe 2 here 1 hey 5 hhh 1 hold 7 how 1 humph 1 i 2 if 4 in 10 is 16 it 8 it's 3 its 2 just 1 kaoo 1 keep 7 know 1 late 2 library 1 lift 6 like 4 little 9 look 2 lookay 1 looks 1 love 1 lovely 1 loves 2 m 1 mak 2 make 1 makey 2 maybe 1 me 1 meant 1 mees 24 mess 1 messay 1 messing 85 messy 1 mine 2 mm	Says 1x See 2x Show 3x Sleeping 1x Splash 3x Sort 1x Swimming 1x Thought 1x Try 1x Want 6x Went 1x Work 1x Write 1x Total 142x **Adjective** Big 1x Black 4x Blue 2x Boring 1x Brilliant 1x Dark 2x Different 1x Favourite 1x First 1x Good 1x Green 1x Late 1x Little 4x Messy 85x Pink 1x Purple 1x Soft 1x Stingy 1x White 5x Total 129x

	1 mmhhmm 1 more 1 mush 5 my 1 n 1 name 1 natasha 1 need 1 news'd 1 nice 18 no 1 nose 1 not 2 now 1 nu 5 of 3 off 7 oh 1 ohu 1 okay 5 on 14 one 1 ones 1 onto 1 oo 2 or 1 orange 1 other 1 pain 8 paint 9 painting 2 people 1 person 1 pick 1 picking 3 picture 1 pictures 1 pink 1 point 2 princess 3 pss 1 purple 1 put 1 quite 1 rai 2 rainbow 1 rainbows 1 rats 3 really 2 red 1 rug 1 saying 1 says 2 sea 2 see 2 seven 2 she 1 she'll 3 show 1 shower 2 six	

	1 sleeping 1 small 1 soft 6 some 1 sort 3 splash 1 splodge 4 stalk 1 stingy 1 swimming 13 that 7 that's 20 the 5 them 5 then 2 there 1 there's 1 these 1 thin 1 things 3 this 1 those 1 thought 2 three 1 time 1 tiny 17 to 1 try 5 two 1 uh 1 um 1 up 1 very 1 vi 1 wan't 6 want 2 water 1 wave 1 waves 5 we 2 well 1 went 1 whaoy 11 what 1 where 3 while 5 white 1 whose 2 why 3 with 2 won't 1 wont 1 work 1 world 1 write 21 xxxx 7 xxxxx 2 yea 20 yeah 1 yeahy 3 yes	

	1 yeur 30 you 5 your 1 yuk 1 yup --- 282 Total number of different item types used	

Table 4. 021020.cha

Heading	Word Frequency	Word Frequency (detailed)
@Begin @Languages: eng @Participants: CHI Ella Target_Child, FAT Mike Father @Options: CA @ID:eng|Forrester|CHI|2;10.20|female|||Target_Child||| @ID: eng|Forrester|FAT||male|||Father||| @Media: 021020, video @Comment: old 150.cha @Transcriber: Mike Forrester @Time Duration: 0:17:47 @Situation: morning talk between father and daughter	> freq @ freq @ Thu Dec 20 13:47:58 2018 freq (08-Sep-2018) is conducting analyses on: ALL speaker tiers ********** From file </Users/scolasticawedhowerti/Downloads/Forrester/021020.cha> Speaker: *CHI: 19 I 1 I'll 6 I'm 1 Own 1 You 46 a 1 again 1 ah 6 all 1 an 20 and 1 any 1 at 1 at's 2 ate 3 away 9 baby 1 bag 1 basket 11 bear 1 been 1 beest 1 big 22 bit 2 bits 1 books 2 bread 1 break 2 brown 3 bug 1 bugs 2 but 1 by 1 called 3 can 1 can't	**267 x (Noun, Verb, Adjective)** **Noun** Baby 9x Bag 1x Basket 1x Bear 11x Bit 22x Bits 2x Books 1x Bread 2x Bug 3x Bugs 1x Cooker 1x Daddy 5x Dock 2x Doctor 1x Fruit 8x Front 1x Games 1x Hickory 4x Hobble 1x Jimbo 4x Kiwi 2x Lady 1x Lap 1x Lemon 1x Life 1x Limps 1x Loads 1x Melon 2x Minute 2x Monster 2x Monsters 6x Mum 1x Mummy 3x Pear 2x Piece 12x Pieces 1x Pineapple 7x Porridge 3x Room 1x Rooms 1x Toy 1x Winnie 1x Total 131x

	1 cau 9 cause 1 chaouse 1 cmon 1 cold 3 come 1 coming 1 cookA 1 cooker 1 cut 2 cutting 5 daddy 1 daddy's 4 dickory 1 didn't 2 dock 1 doctor 1 dodedo 6 don't 1 done 1 dow 1 down 1 drng 2 droopy 1 e 5 eat 2 ee 1 eese 3 eh 1 else's 1 ere 3 every 1 everywhere 1 feel 1 fell 6 find 33 for 2 front 1 fruioat 8 fruit 1 ga 1 games 5 get 1 gets 1 go 3 gonna 1 good 3 goodbye 2 got 1 ha 3 have 4 he 4 he's 2 her 1 hhmm 4 hickory 1 him 1 hobble 2 hot 1 hug 4 i	**Verb** Ate 2x Looks 1x Break 1x Called 1x Can 4x Cause 9x Come 3x Coming 1x Cut 1x Cutting 2x Did 1x Do 6x Done 1x Eat 5x Feel 1x Fell 1x Find 6x Get 5x Gets 1x Go 1x Got 2x Have 3x Hug 1x Lick 1x Like 2x Liked 1x Look 1x Lost 4x Love 1x Playing 1x Please 1x Put 2x Run 2x Runs 1x Said 3x Say 2x Saying 1x Says 4x Shopping 1x Singing 1x Shopping 1x Sit 1x Stops 2x Take 1x Tell 1x Think 4x Wait 1x Wake 1x Want 5x Total 100x **Adjective** Away 3x Brown 2x Cold 1x Down 1x Droopy 2x Good 1x

	2 if 5 in 4 is 6 it 5 it's 1 its 4 jimbo 1 jimby 2 just 2 kiwi 1 lady 1 lap 1 lemon 1 lick 1 life 2 like 1 liked 6 little 1 loads 1 look 4 lost 1 love 1 lumps 11 me 2 melon 1 mine 2 minute 1 mm 1 mmhhmm 1 mmmhhhmmmm 1 mmmmmhhmm 1 mon 2 monster 6 monsters 1 more 1 mum 3 mummy 11 my 1 naughty 1 need 2 nice 3 no 1 now 1 o 1 oawa 1 of 1 off 7 oh 3 on 7 one 1 only 2 other 4 out 2 pear 12 piece 1 pieces 7 pineapple 1 playing 1 please 1 poo 1 poor	Hot 2x Little 6x Naughty 1x Nice 2x Poor 1x Right 2x Sad 1x Scary 1x Sick 1x Soft 2x Tick 1x Tiny 1x Tired 3x Yum 2x Total 36x

	3 porridge 2 put 2 right 1 room 1 rooms 2 run 1 runs 1 sad 3 said 2 say 1 saying 4 says 1 scary 1 shopping 1 sick 1 singing 1 sit 3 so 2 soft 1 some 1 someone 1 sters 2 stops 1 take 1 tell 2 thank+you 1 that 7 that's 10 the 1 them 1 there 3 there's 1 they 4 think 5 this 1 tick 1 tiny 3 tired 2 to 1 tock 1 toy 1 un 4 up 1 us 1 wait 1 wake 1 wan 5 want 2 when 2 where 2 where's 1 while 2 white 2 will 1 winnie 1 would've 27 xxxx 2 xxxxx 1 xxxxxx 1 xxxxxxx 1 yea	

	5 yeah 1 yes 25 you 4 you'll 1 you've 2 your 1 yukky 2 yum --- 227 Total number of different item types used	

As shown in Tables 1-4, Ella produced noun almost two times higher than verb and adjective. To have more detailed description on it, Charts 1-4 below show the percentage of word frequency along with the list of words produced by Ella.

In Table 1, Ella produced 12 words consisting of noun, verb, and adjective. Nouns produced are *day, doctor, Mars, medicine, toy, time, toes,* and *toy* with frequency of 12. Verbs produced are *come, go, had, hurt, keep, sit, stay, take,* and *wake* with frequency of 9. Adjectives produced are *good, right,* and *upset* with frequency of 4. Noun production is the highest among the other two. Adjective is in the third place having one third of frequency compared to noun. The word frequency percentage is presented in Chart 1 as follows.

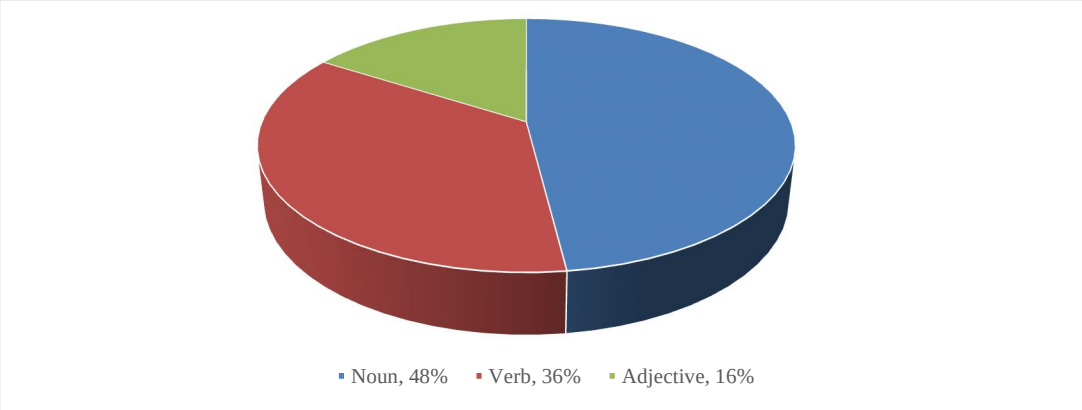

Chart 1. Play1.cha Word Frequency Percentage

In Table 2, Ella produced 13 items. Nouns produced are *baby, camera, dada, girl, Nutella* with frequency of 9. Verbs produced are can, do, holding, know, like with frequency of 6. Adjectives produced are *big, little, tiny* with frequency of 6. Here, Ella produced noun almost two times higher than verb and three times higher than adjective. The word frequency percentage is presented in the chart below.

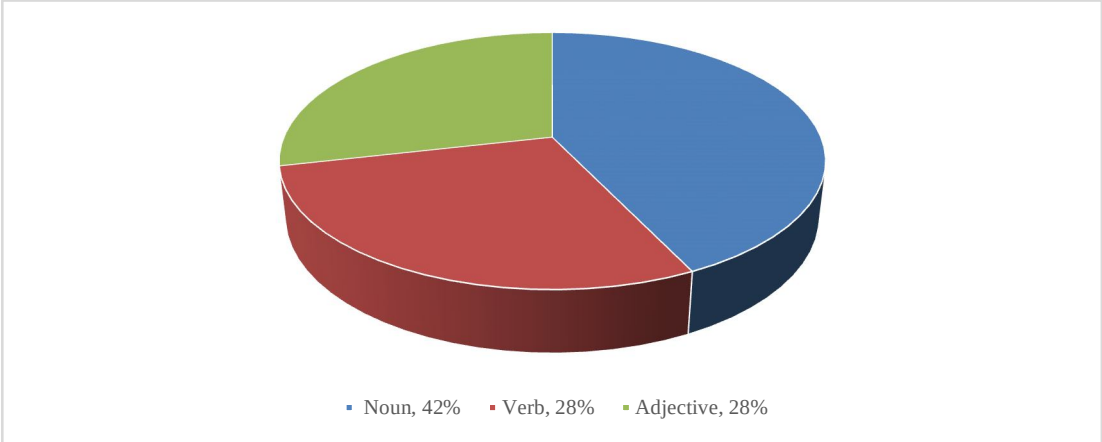

Chart 2. Biggirl.cha Word Frequency Percentage

In Table 3, Ella produced 135 items. Nouns produced are *Argos, dad, daddy, Ella, Eva , Jennifer, arms, back, beauty, birds, body, bowl, bro, brushes, butterfly, car, case, colours, colour, concert, end, eyes, face, fairy, finger, fingers, fun, God, hair, hand, hands, library, lift, look, love, mess, name, Natasha, nose, orange, pain, paint, painting, people, person, picture, pictures, point, princess, rainbow, rainbows, rats, rug, sea, shower, stalk, things, time, water, wave, waves, world* with 155 frequency. Verbs produced are *can, cause, dipped, do, does, doing, done, draw, eat, finish, finished, froze, get, go, going, gone, got, guess, had, has, have, having, hold, humph, keep, know, like, looks, loves, make meant, need, pick, picking, put, saying, says, see, show, sleeping, splash, sort, swimming, thought, try, want, went, work, write* with 142 frequency. Adjectives produced are *big, black, blue, boring, brilliant, dark, different, favourite, first, good, green, late, little, messy, pink, purple, soft, stingy, white* with 129 frequency. Noun is still in the first place in terms of frequency then followed by verb and adjective. The word frequency percentage is shown as follows.

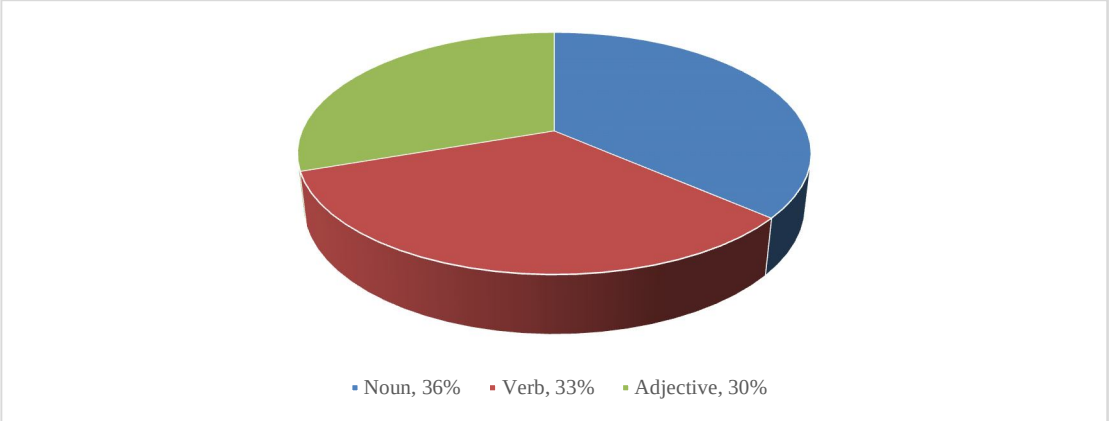

Chart 3. 030921.cha Word Frequency Percentage

In Table 4, it is shown that Ella produced 111 items. Nouns produced are *baby, bag, basket, bear, bit, bits, books, bread, bug, bugs, cooker, daddy, dock, doctor, fruit front, games, hickory, hobble, jimbo, kiwi, lady, lap, lemon, life, limps, loads, melon, minute, monster, monsters, mum, mummy, pear, piece, pieces, pineapple, porridge, room, rooms, toy, Winnie* with frequency of 131. Verbs produced are *ate, looks, break, called, can, cause, come, coming, cut, cutting, did, do, done, eat, feel, fell find, get, gets, go, got, have, hug, lick, like, like, look, lost, love, playing, please, put, run runs, said, say, saying, says, shopping, singing, shopping, sit, stops, take, tell, think, wait, wake, want* with 100 frequency. Adjectives produced are *away, brown, cold, down, droopy, good, hot, little, naughty, nice, poor, right, sad, scary, sick, soft, tick, tiny, tired, yum* with 36 frequency. In this

conversation, noun remains the highest in frequency then followed by verb and adjective. Noun frequency is even four times higher than adjective. Chart 4 below presents the word frequency percentage.

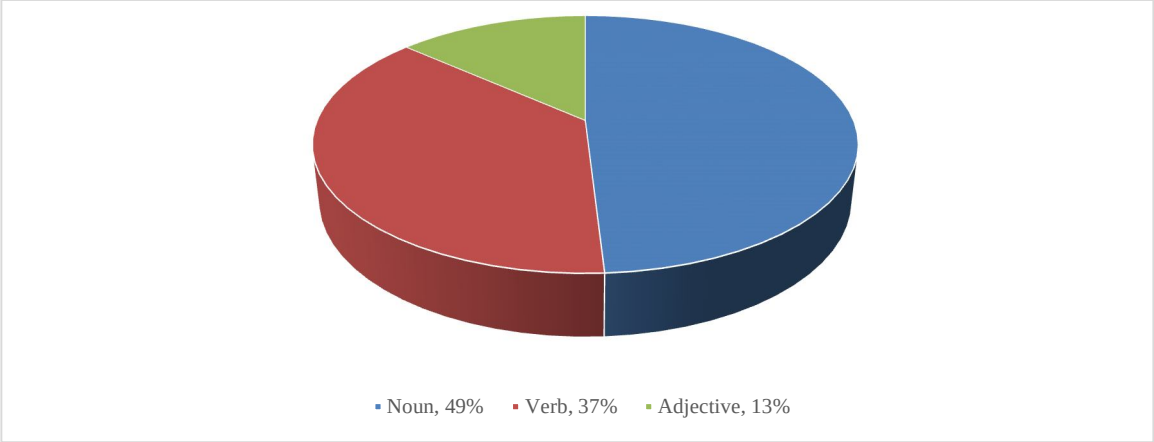

Chart 4. 021020.cha Word Frequency Percentage

Conclusion

All in all, tables and charts above show that the word frequency of noun is the highest of the compared to verb and adjective. Chat 1 (Play1.cha) results in 48% of Noun, 36% of Verb, and 16% of Adjective. Chat 2 (Biggirl.cha) results in 42% of Noun, 28% of Verb, and 28% of Adjective. Chat 3 (030921.cha) results in 36% of Noun, 33% of Verb, and 30 % of Adjective. The last Chat (021020.cha) results in 49% of Noun, 37% of Verb, and 13% of Adjective. This is a proof that early childhood English vocabulary contains more noun than other word classes since Ella (the speaker) is 28 months old. This is also a proof that in normal use of English, noun occurs more than the other two. Therefore, it is not a surprise that English speakers in prefer noun more since it is related to their early word acquisition which is noun. In other words, English speakers prefer noun more because noun is the first class of word which they acquire then followed by verb and adjective.

Accordingly, children whose first language is English have to be equipped with description and meaning of noun they acquire, be it at home and at school. This is to create more variation of conversation being held between children and their parents or caregivers, and school teachers. Therefore, they have richness in conversational variation and semantic properties.

Regarding the result of this research, it is expected that future research and studies are conducted on other languages in order to find out how noun acquisition in world languages happens. It is to provide more perspectives on how different languages treat classes of word in children vocabulary. The research may be conducted using availabe corpora or creating more corpora by recording children conversation with various settings (at home, in the playground, or in the classrooom).

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