

# STUDY CASE: THE OVEREXTENSION AND THE UNDEREXTENSION OF TWO YEARS OLD CHILDREN

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## Abstract

This research especially about study case related with the overextension and the underextension of two years old children in their conversation in daily life. This research concerned in error correction and explicit teaching of rules in language acquisition. During the period of early lexical acquisition, children usually experience the extensional error phenomenon. As the result, the researcher described all of the further explanation about the words that undergo the overextension phenomenon based on the visual features in table below.

**Key words: overextension, underextension**

## INTRODUCTION

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).

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 referential 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. A mismatch happens when there is no overlap at all between the referential scope of the child's word and the referential scope of the adult word. Furthermore, overextension can be based either upon perceptual features which are share with the initial referent of the word, or upon functional features which are shared with that referent. Of these four phenomena, it is the phenomena of underextension and overextension which have received the most attention, particularly in connection with children's acquisition of object names ( Fletcher & Mac Whinney, 1995)

Due to this situation, the researcher was wondering why these overextension and underextension error phenomenon happened to David and Lia.

## DISCUSSION

### 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 holophrastic 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 described as cooing, 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.

The second stage, the one word or holophrastic stage, is the period when the children begin to produce variety of recognizable single unit utterances, which uttered everyday object such as ‘milk’ ‘cookie, cat’, ‘cat’, ‘cup’, ‘etc.

The third stage, the two-word stage, begins around eighteen to twenty

months, as the child’s vocabulary moves beyond fifty distinct words. By the time the child is two years old, a variety of combinations, similar to baby chair, mommy eat, cat bed, will have appeared.

The fourth stage, telegraphic speech, is the period when the children begin to produce a large number of utterances which could be classified as the multiple word utterances. This period is also characterized by strings of lexical morphemes in phrases such as *Andrew want ball, cat drink milk, and this shoe all wet.*

The last stage is the acquisition process in which children’s linguistic repertoire increases. In the stage, children are going beyond telegraphic speech form and incorporating some of the inflectional morphemes, which indicate the grammatical function of the noun and verb used.

From all of the stage, the extensional error phenomenon such as, overextension, underextension, overlap, and mismatch, occurred in the last stage, which is the acquisition process. The reason is that during the last stage, children usually experience the development of syntax, morphology, and semantics in children’s speech. Moreover, David is in the last stage according to Yule since David has already acquired the inflectional morphemes, for instance, *minten, pakein etc*, Lia also in the last stage according to Yule since Lia has acquired the inflectional morphemes, as like *bolpennya, bersihin, mainannya.*

### The Extensional Error Phenomenon

According to Fletcher & MacWhinney (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 example. When his son, Quentin, was asked “ where is the shoes? When he was in his parent’s badroom, 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 referring to a shirt stuck on a person’s head as hat), contextual (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.

**FINDING**

**Overextension**

As the researcher mentioned in the analysis of data, the researcher 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 researchers 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

No	Words	Referent	Children	Based On
1	Red	Orange, Pink,	Boy	Visual

		Green		
2	Ayam	Duck and Chicken	Boy	Visual
3	Buku	Magazine, Paper, Book	Boy	Visual
4	Bunga	Tree, Grass, Flower	Boy	Visual
5	Kerbau	Buffalo and Cows	Girl	Visual
6	Pipit	All kind birds and bats	Girl	Visual

In the following, the researcher 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.

#### **The Dialogue and Analysis of the Overextension Phenomenon Based on Visual Features.**

There are several dialogues occurred between David and the researcher, David and his brother, Sofie. The dialogues that contain the overextension phenomenon based on the visual features are listed in the following. In this part, the researcher gives both the dialogues and the analysis from each of the phenomenon.

Ahmad: *Vid, bola itu warnanya apa?*

David : *Merah* (it is actually orange)

Ahmad: *David, tuh bukan merah, tapi o...*

David : *reng* (orange)

Ahmad: *nah, bener tuh.. jadi warnanya apa?*

David : *Merah*

David also thought that those colour are 'red' and not pink, orange, green because he loves the red colour than the others three colours.

Ahmad: (pointing a duck in the yard) *Vid, itu apa?*

David : *Ayam*

Ahmad: *Bukan Vid, itu Bebek namanya*

David : *Bebek..*

Ahmad: *Nah.. ' jadi namanya apa Vid?*

David : *Ayam*

In this case, the word '*chicken*' shared the visual features, for instance, the similiar body shape ( both a duck and chicken have two legs, wings, similiar height and size). That is why, no wonder that David thought a duck is same with a chicken and it counts as an overextension phenomenon.

Ahmad: (showing a piece of paper) *Vid, ini apa Vid?*

David : *Buku*

Ahmad: *Bukan Vid, itu kertas namanya*

David : *Kertas*

Ahmad: (*Bring a newspaper*).. '*kalo ini namanya apa Vid?*

David : *Buku.*

The reason is that books, papers, newspapers and magazines shared the same visual features, all of them consist of pieces of papers that have many writings on them. That is why ; considering this similiarity, david has experienced the overextension phenomenon on the word 'book'

Ahmad: (taking grass in the yard) *Vid ,ini apa?*

David : *Bunga*

Ahmad: *Ini rumput namanya, Vid'*

David : *Rumput*

Ahmad: ( pointing a tree)

*Nah.. 'kalo itu namanya apa Vid?*

David : *Itu Bunga*

David has made the word 'flowers' as the basic thought in his mind for all kinds of plants. Later on, when he saw and think

something else like flower (eventhough it is grass and tree) he will call it as flower. The shape is the visual feature of the perceptual features that made David had experienced this overextension phenomenon.

Ahmad : *Lia.. hewan apa ini ?*

Lia : *Kuda*

Ahmad: *Ini kuda Lia., inikan ada tanduknya Lia?*

Lia : *Ini kuda coba tanya ibu..*

Her mother : *coba ibu lihat..owh ini Sapi Lia...*

This conversation took place in the Lia's house. The researcher has visited her with brought a magazine. The researcher pointing a drawer in the magazine. The group of buffaloes. Then, the researcher asked her what it is, and Lia answered that it is group of horses. Actually, it is not the drawing which was wrong, but the researcher thought Lia could not say the word 'buffaloes' due to the fact that she has not acquired that word. Then, the researcher told that its were not horses but its were buffaloes by saying '*Ini kuda Lia., inikan ada tanduknya Lia?*' However, Lia still said its were horses again and again. After that, Lia decided to ask The researcher what it is, and the researcher finally said that its were buffaloes. Hence, it can be concluded that it is an overextension phenomenon. The reason is that the researcher has noticed that David also called horses. Furthermore, it means that Lia used the word 'kuda' not only for the horses, but also for buffaloes. When a word has overextended like this, it means that the child had experience the overextension phenomenon. According to Anglin's theory of conceptual categories of children's overextension, the word 'kuda' shared the perceptual feature

especially thevisual ones. It shared the visual features means that the overextended referents, the word 'kerbau' and the initial reerent, horses, have something similiarr. The visual features or the similiar things, for instance, they have the same way of walking, which is crawling; their feet are in the same place which are beside their body, unlike the other animals ; and both of them have a kind of 'tail' in the behind of body. From all of these similarities, Lia thought that both horses and boffaloes are the same animals. Thus, she had experienced the overextension phenomenon on the word 'kuda'

1. Ahmad : *Tahu nggak Lia gambar apa ini?*

Lia : *(seeing that drawing). kutilang.*

Ahmad : *Kutilang?*

Lia : *( Pointing to her bird) 'kutilang'*

In a page of magazine shown a lot of animals who live in the air, for instance .doves,owl,parrot, bats etc. Then the researcher asked her the name of each animal shown in that page of magazine. The researcher asked her '*tahu nggak Lia gambar apa ini?*' Lia saw all kind of the animal on that page and said '*kutilang*'... '*kutilang*'. the researcher tried to repeat it *kutilang* ?

The researcher to correct it, for example , this is owl, this is parrot, this is bats. Lia kept saying '*kutilang*', '*kutilang*' this experience. Of course, raised the researcher's curiosity, because the word '*kutilang*' is not general, while if Lia said '*burung*', it is still acceptable. The reason is that every child usually acquires and knows more about the word '*burung*' rather than '*kutilang*'. After that, the

researcher decided to ask the reason why Lia chose to say ‘*kutilang*’ rather than ‘*burung*’. That moment, Lia has a bird in the cage and usually her father said to it with word ‘*kutilang*’ so Lia always followed her father everyday. From this story the researcher can say that it is an overextension phenomenon because Lia used the word ‘*kutilang*’ for all kinds of birds and also bats. If it is seen through Anglin’s theory of conceptual categories, the word ‘*kutilang*’ shared a perceptual features. Especially a visual one. the visual feature here means that both all kinds of birds and bats have something in common, which are they hairy and have wings comparing with the real ‘*Kutilang*’ at Lia’s house, of course, those lots kinds of birds and bats are similar to *kutilang*.

Consequently, Lia thought that they are same and Lia called all of them as ‘*kutilang*’, then the overextension phenomenon happened to Lia’s utterance.

#### 4.1.3 Overextension Based on the Functional Features.

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

Table 4.1.3 Overextension Based on the Functional Features

No	Words	Referent	Children	Based On
1	Hp	Handphone, I-pod	Boy	Functional
2	Pisau	Cutter and Knife	Boy	Functional
3	Bantal	Pillow and Bolster	Boy	Functional
4	Sendok	Spoon and Fork	Girl	Functional
5	Kaset	Cassete and CDs	Girl	Functional

In the following, the researcher described all of the further explanation about the words that undergo the overextension phenomenon based on the functional features. The explanation is done in the same order with the table above.

#### 4.1.4. The Dialogue and Analysis of the Overextension Phenomenon Based on Functional Features.

There are several dialogues occurred between David and his mother, David and the researcher, Lia and The researcher. The dialogues that contain the overextension phenomenon based on the functional features are listed in the following. In this part, the researcher gives both the dialogues and the analysis from each of the phenomenon.

- David : *David mau nelpon ayah, pake hp itu..!*  
 Mother : *Iya Vid..”*  
 David : *( pointing in a I-pod )..itu hp nya ?*  
 Mother : *bukan Vid, itu I-pod namanya.*

The dialogue above happened when David was missing his father, his father had living in Jakarta. Actually, this dialogue when the researcher did not appear in David’s room, because he still activity with his mother in his room. The researcher tried to ask his mother about conversation with David in the room. According to mother, David only refers to a communication electronic named ‘hp’ (handphone). Surprisingly, David also called ‘I-pod’ for communication electronic. At the first time, the researcher analyze when David wants to called his father he was pointing I-pod which he knew that his mother always playing music using I-pod. the researcher was confused to categorize the word ‘hp’ into

overextension or underextension. However, after thinking for a while, the researcher decided to put the word 'hp' into overextension and underextension phenomenon. The researcher put the word 'hp' because David has overgeneralized the word 'hp' into a I-pod. According to Anglin's theory of conceptual categories of overextension, the word 'hp' shared the functional feature. It means that 'hp' and 'I-pod' have the same function of playing music. That is why; David thought that 'hp' and 'I-pod' are the same.

2. Ahmad : (*cutting a paper*)  
*Apa ini Vid ?*  
 David : *Pisau..*  
 Ahmad : *Bukan, ini namanya kater (cutter) vid.*

The dialogue took place in islamic boarding school when the researcher was cutting a paper to make cover of books. And then David searched for his toys beside the researcher. That moment, the researcher wanted to use the chance to ask about the named of 'cutter'. The reason is that the researcher intended to know whether David has already acquired and understood about named of tools. Then the researcher asked David, '*Apa ini Vid ?*' and David answered that it was *Pisau*'. However, the fact that is 'cutter' the researcher tried to correct it by saying '*Bukan, ini namanya kater (cutter) vid.*'. It means that David had acquired that word especially for function of 'pisau' is to cut something, the really he did not know mention the named it. From this experience above, the researcher can conclude that is an overextension phenomenon for David always uses the word 'pisau' when he was seeing tool's cutter for a paper. Nevertheless, if this fact is reflected through the conceptual categories of Anglin's theory of perceptual

and functional feature, it can be said that this overextension phenomenon belongs to perceptual feature especially the function one. the reason why david said 'knife' is because he sees the similarity of function between knife and cutter.

3. David : *Bu, David mau bobok, ambilkan bantalnya*  
 Mother : *Iya...*

The dialogue happened in islamic boarding school when the David was going to bed. Actually, his dialogue happened when the researcher did not appear in David's room because it was late at night and the researcher usually comes at David's room in the morning. In addition, the researcher got this data from his mother and his brother, Sofie. David only refers to a large size of pillow when he said the word 'bantal'. Surprisingly, david also called 'bantal' for large size of bolster. At the first time, the researcher was confused to categorize the word 'bantal' into overextension and underextension. However, after thinking for a while, the researcher decided to put the word 'bantal' into overextension and underextension phenomenon. The researcher put the word 'bantal' because David has overgeneralized the word 'bantal' into pillow and bolsters. According to Anglin's theory of conceptual categorize of overextension, the word 'bantal' shared the functional feature. It means that 'bantal' and 'guling' have the same function which is used to accompany one to bed. That is why; David thought that 'bantal' and 'guling' are the same, if this fact is reflected through the conceptual categories of Anglin's theory of perceptual and functional feature, it can be said that this overextension phenomenon belongs to perceptual feature especially the function one.

4. The researcher : *Lia.. apa yang kamu pegang?*  
 Lia : *Kaset (holding a CD player)*  
 The researcher : *Kasetnya apa Lia..?*  
 Lia : *Kasetnya tip (tape)*

This conversation takes place in Lia's house while she was playing with his little music player, a kind of Boom box but in smaller size. Actually, he has been searching for CDs for a week and that day, when the researcher came to her house. She had holding in his hand, she answered that it is a cassette, although it was a CD. Furthermore, the word 'kaset' can be conclude as an overextension phenomenon for Lia had used it for both cassettes an CDs . also, according to Anglin's theory of conceptual categories of children's overextension, the word 'kaset' shared a functionsl feature. It means that according to Lia, both CDs and cassettes are the same because tose two things have same function. Morever, cassettes and CDs are used to produce sound or music. Looking at thissame function. Lia thought that CDs and cassettes are the same. That is way, the overexrtension phenomenon occured in Lia's utterance through the word 'kaset'.

5. Mother : *Lia, tolong ambilkan sendok itu ya...*  
 Lia : (take the fork in the the table)  
 Mother : *lho.. kok ini Lia, ini kan garpu*  
 Lia : *Bukan, ini sendok bu..*

This conversation takes places in Lia's house when Lia finishing her lunch. Then, her mother was asking for Lia's help to take a spoon because she could not reach it.

However, it was not a spoon which Lia took, but a fork at first, the researcher only thought that Lia was unintentionally wrongin taking a spoon, so that she handed a fork to her mother. Later on,when mother said that '*lho.. kok ini Lia, ini kan garpu* and she told Lia that what she wanted is a spoon, Lia kept on saying that the fork is spoon, and asked Lia what it is, and she said that it is a spoon. Again, the researcher took the fork and Lia still called it a spoon. Finally, the researcher asked her, '*jadi dua-duanya sendok ya Lia..* and she nodded his head. From this story, the researcher wanted to say that the word'sendok' is the example of an overextension phenomenon. The only reason is that Lia used the word 'sendok' for both fork and spoons. Based on Anglin's theory of conceptual categories of children's overextension, this overextension phenomenon shared the function with the initial referent, the spoon. The functional feature is that both the forks and the spoons are used as eating utensils and help people in eating their food. Considering these similarities in function, Lia had experiences an overextension phenomenon of the word 'sendok' .



#### 4.1.5. Overextension Based on the Visual and Functional Features.

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

Table 4.1.3 Overextension Based on the Functional Features

No	Words	Referent	Children	Based On
1	Pesawat	Helikopter and Plane	Boy	Visual and Functional
2	Sepatu	Sandal and Shoes	Boy	Visual and Functional
3	Truck	Box car, Truck,	Boy	Visual and Functional
4	Lap	Napkins and Handkerchief	Girl	Visual and Functional
5	Radio	Radio and Tape	Girl	Visual and Functional

In the following, the researcher described all of the further explanation about the words that undergo the overextension phenomenon based on the visual and functional features. The explanation is done in the same order with the table above.

#### 4.1.6. The Dialogue and Analysis of the Overextension Phenomenon Based on Visual and Functional Features.

There are several dialogues occurred between David and his mother, David and the researcher, Lia and The researcher. The dialogues that contain the overextension phenomenon based on the visual and functional features are listed in the following. In this part, the researcher gives both the dialogues and the analysis from each of the phenomenon.

1. Ahmad : *David lihat pesawat di atas?*  
David : *lho.. 'Itu helikopter'*

Ahmad : *Bukan Vid, itu pesawat namanya'*

David : *helikopter..!*

This conversation happened when David in the yard of islamic boarding school. The researcher and David was listening a sound loudly in the air. It was plane or air transportation. then, David seeing up the plane. After that the researcher asked him '*David lihat pesawat di atas?*' hearing the question David answered "*Itu Helikopter'*". the researcher revise david's word into 'pesawat' and thought him how to differentiate both a pesawat and helikopter. After that the researcher knew that David can not differentiate it because of their shape or flied in the sky. As informtion, the plane has wings, and the helikopter has not wings. Throught these differen shape, David could call a plane as a helikopter. Eventhough, finally David can differentiate between the plane and helikopter, but still the researcher counted this experience as an overextension phenomenon since at the first time. He could not differentiate a plane and a helikopter at all. However, the researcher still wants to check it again wheter the word' helikoptr' is really an overextension in David's utterance or not. Few days reflected this phenomenon with Anglin's theoryof conceptual categories, it can be said that this overextension phenomenon shared a perceptual feature, specially a visual and functional feature. It shared a visual and functional feature means that david had experienced the overextension phenomenon because he saw similiarities between a plane and helicopter, for example the shape. It also shared a functional feature because theyhave more or less the same function.

2. Ahmad : *Vid.. Sepatunya di pake ya..*  
 David : *mana ?*  
 Ahmad : *di bawah lemari..*  
 David : *owh itu..* (pointed his sandal shoes)

This dialogue happened when David would go to his grandma's house. Then, he found that he could not put on his sandal shoes by himself. He, after that, asked his mother to put on his sandal shoes. However, at that time, David said '*Vid.. Sepatunya di pake ya..*' he researcher can not directly say that it is a overextension phenomenon. Because it can be overextension phenomenon when David was right and in calling shoes and shoes. Nevertheless, when the researcher pointed on own shoes to shoes of word's David answered 'itu sandal sepatu (pointed his sandal shoes)'. Due to David's it can be conclude that he had experienced an overextension phenomenon and of the word 'sandal sepatu' for not in the plane it self, but also for planes. Moreover, the researcher thought that may be David called 'sepatu' and 'sandal' as sepatu. Because his mother never introduce the word 'sepatu sandal' to him. however after asking the mother, he said that he always says 'sepatu sandal' then it is no doubt that the word 'helikopter' is an overextension phenomenon for David. According to Anglin's theory about conceptual categories of children's overextension. It can be said that the overextended referent shared perceptual, in this case it shared a visual feature and a functional feature. Both sepatu and sandal have almost the same shape.

3. Lia : *Bu, di depan ada truk bawa aqua* (actually box car)  
 The mother : *Mana Lia ?*

Lia : *tuh di depan.*

This dialogue takes place in the afternoon in Lia's house. At the time, her mother was feeding her when a box car passed by in front of her house. Because the door of the house is never been closed, Lia can see everything which is passed by in front of her house clearly, then, she said, '*bu, di depan ada truk aqua*'. Although it was a box car. From this situation, the researcher can conclude that the word 'truk' has been overgeneralized by Lia. The reason is that Lia used the word 'truk' not only for box car, just like in the dialogue above. The researcher knew that Lia also used the word 'truk' for truck when the researcher accompanied her playing a car parking game. It is clearly heard by the researcher that a container and a dump truck are called 'truck' by Lia. From the experience, it is true to categorize the word 'truk' into overextension. If it is seen from the conceptual categories based on Anglin's theory, this overextension occurs because it shared a perceptual feature which is a visual feature and functional feature. The visual feature means that both truck and box cars have the similar shape which is big and the functional feature means that both box cars trucks usually are used to load many things.

4. Lia : *nih..Lia mau bersihin TV bu..*  
 Mother : *pake apa Lia?*  
 Lia : *pake lap* (he brought the handkerchief)  
 Mother : *itu namanya saputangan, Lia..jangan ya..!*

This conversation happened while Lia was going to watch movie VCD. At the time, Lia thought that it will be better if he cleaned up the TV monitor first before she watched the VCD. Then, she

told to her mother, not to turn on the TV because she wanted to clean the monitor. When she was asked by her mother about what tools that she was going to use to clean the monitor. She pointed to her handkerchief, and said ' *Lia mau bersihin TV bu...* her mother was laughing at that moment hearing Lia called a handkerchief as '*lap*' her mother, then, forbid her to use it as napkin because it was not normally. The researcher always wanted to prove whether Lia had experienced an overextension phenomenon. Hence, the researcher wants to take the real napkin and then asked Lia what it is. As a result, Lia also called it as a napkin. Again, to make the analysis becomes more concrete, the researcher checked again with another handkerchief. This time, the researcher used Lia's brother's handkerchief. Still, Lia said that the handkerchief is a '*lap*'. From this experience and fact, of course, it can be concluded that Lia had experienced an overextension phenomenon with the word '*lap*'. The reason is that Lia used the word '*lap*' not only for a napkin itself but also for a handkerchief. According to Anglin's theory of conceptual categories of children's overextension, the word '*lap*' shared both similar visual and functional feature. The similar visual features, for instance, their shape which are square or sometimes rectangle, and their material which is usually made from cloth. Furthermore, it also shared the same functional feature which is used to clean something. The napkin, for example, is used to clean a cupboard, a table or a chair, while a handkerchief usually is used to wipe away one's face from sweat, etc. Thus, Lia had experienced the overextension phenomenon because the

overextended referent, the handkerchief, shared the same function and visual features with the initial referent, which is the napkin.

5. Ahmad : Lia apa yang lia pegang ?  
 Lia : Kaset (holding a CD)  
 Ahmad : Kasetnya apa ?  
 Lia : Kasetnya radio

This conversation is exactly the same with the conversation above. However, in this case, the overextension word is radio. According to Lia, the word '*radio*' can refer to both radio and tape. The researcher got the information (Lia also refer the word '*radio*' to radio) from her mother. She told that Lia also called radio as radio. Thus, from the fact, the researcher wanted to conclude that the word '*radio*' is an example of overextension phenomenon in Lia's utterance. According to theory of conceptual categories of children's overextension, the word '*radio*' shared a function and visual feature. The visual feature is that both tape and radio have the similar outer-look and have speakers in the right-left side. In addition, the word '*radio*' also shared a functional feature which is used for listening to the music. Considering these two similarities, Lia always thinks that radio and tape are the same.

#### **4.1.7. The Pattern of the Overextension Phenomenon**

After collecting the data of the overextension phenomenon, the researcher found the pattern. The overextension phenomenon can be experienced by a child when the word shared the conceptual categories according to Anglin. The categories, for instance, the visual,

auditory, and the functional features. However, after checking all of the data, the researcher did not find the word that shared the auditory features. On the other hand, some of them shared both visual and functional features.

The words that shared the visual feature, for example, ‘Merah’, ‘ayam’, ‘buku’, ‘bunga’, ‘kebau’, ‘pipit’. Furthermore, the words that shared the functional feature are ‘hp’, ‘pisau’, ‘bantal’, ‘kaset’, ‘sendok’. Finally, the words that shared both visual and functional feature are ‘pesawat’, ‘sepatu’, ‘truk’, ‘lap’, ‘radio’.

#### 4.2 Underextension

As the researcher mentioned in the analysis of the data, the researcher analyzes 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 observations by the researcher are presented in the form of table.

##### 4.2.1. Underextension Based on the Visual Features.

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

Table 4.2.1 Underextension Based on the Visual Features.

No	Words	Referent	Children	Based On
1	Bantal	A large size of pillow only	Boy	Visual
2	Mobil	Sedan	Girl	Visual
3	Truck	Box car, Truck,	Boy	Visual
4	Lap	Napkins and Handkerchief	Girl	Visual
5	Radio	Radio and Tape	Girl	Visual

In the following, the researcher 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.

##### 4.2.2. The Dialogue and Analysis of the Underextension Phenomenon Based on Visual Features.

There are several dialogues occurred between David and his mother, David and the researcher, Lia and The researcher. The dialogues that contain the underextension phenomenon based on the visual and functional features are listed in the following. In this part, the researcher gives both the dialogues and the analysis from each of the phenomenon.

David : *Bu, David mau tidur. Ambilkan bantalnya* ‘

Mother: *Iya...Vid*

This analysis is done and related to another analysis which is on chapter before it. The dialogue above happened when David was going to bed. Actually, this dialogue happened when the researcher did not appear in David’s room because it was late at night and the researcher usually met in the afternoon. In addition, the researcher got this data from his mother. From the conversation that is written by mother, the researcher started to interview his mother what actually the word ‘Bantal’.

According to his mother, David only refers to a large size of pillow. Then, from this finding, the researcher can say that the word ‘bantal’ is an example of an underextension phenomenon. The researcher decided to put the word ‘bantal’ into underextension phenomenon for David has limited the usage of the word ‘bantal’ for the large size of pillow. In this case, the word ‘bantal’ shared a visual

feature with the referent. Both of them, of course, have the same shape. In addition, may be for David, the small size of pillow is not seen as ;bantal 'but he thought that it was 'guling'. That is why, in the table, the researcher has categorized 'bantal' as the underextension phenomenon.

1. Lia : *Bu, itu truk aquanya lewat...*

Mother: *Mana Lia..?*

Lia : *Tuh.. didepan rumah..''*

Actually, this analysis is related to the analysis before it. Again, the researcher was not satisfied with the findings. Moreover, the researcher thought that Bison, Panther, and the other family cars are 'mobil' and they are not 'mobil box', just like Lia said. As a result, the researcher started to think what things categorized into 'mobil' based on Lia. If Bison, Panther, and the other family cars are not ;'mobil' then, the researcher found the answer, again, from his mother. She said that 'sedan' is 'mobil' for Lia. From this fact, the researcher can say that the word 'mobil' is categorized into underextension. The reason is that Lia only used that the word for 'sedan' type only, and not for the the other car types. In addition, in Lia's mind, he thought that the real 'mobil' is the ones which have the similiar shape with sedan type, and not the ones which have the similiar shape with Bison, Panther Avanza, Xenia, or the other family cars. Thus, the word 'mobil' shared a visual feature with the word 'sedan'. That is why; Lia has experienced the underextension phenomenon on the word 'mobil'

#### 4.2.3. The Pattern of the Underextension Phenomenon.

From all of the two data which are collected by the researcher, the pattern of the underextension phenomenon is that

most of them happened due to the same visual feature, rather than any other features that the words have. Also, in underextension phenomenon, the child usually has his or her own limitation or perception of a word. When the child has already made a limitation to what is and what is not the word, the underextension phenomenon might be experienced by the child.

It can be seen clearly in the analysis of the underextension. Because Lia has made made a limitation of 'mobil', term in her mind, the underextension happened. As a result, she only counts 'sedan' as 'mobil', and not th other real 'mobil' like Bison, Panther, Avanza, etc. Again, it happened in the second analysis. But David as the boy has made limitation in the word 'bantal' that is why; the underextension phenomenon is experienced by David.

From all of the analysis above. The researcher can conclude that the theory of extensional error phenomenon by Fletcher and Whinney is in accordance with the repondent's.

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