

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication between members of the community in the form of symbols generated sound human vocal organs to deliver or receive a message, ideas and information. Language also facilitates people to socialize with the surrounding environment without human language will find it difficult to do anything. One of the remarkable characteristics of human being is that every single one acquires language at a very young age. And later on the acquisition occurs and develops in its social context.

They learned the language, starting immediately from birth. Children's language acquisitions grow with the environment or social interaction or mother's speech. Child's language acquisition process has been explored and studied by some scientists, philosopher, and psychologists, such as: the acquisition of syntax in children from 5 to 10 (Chomsky: 1969), the connection between biological foundation and the stages of child language acquisition (Lenneberg : 1967), and cognitive development and the acquisition of language (Herbert H,Clark : 1973).

During the infants or very clearly childhood period, children learned to express things by using speech sounds. Whenever they feel hungry, thirsty or hurt, they produced speech sound such as crying, which is also a part of the process of communication, where the infants started to used their articulation to communicate with other people because they are still not able to say perfectly what they want like adults do and depends on their mood and situation.

For many people, assumed that the acquisition of children's language is nothing special, but in fact study about children's language acquisition is quite important. One of the beneficial for the language teaching technique was especially pre-school children. With such a study, the question of how to deal with and face the children who have come with various language backgrounds can be attained. Obviously, this study is expected to answer the problems of children's language development in the preschool children in which the researcher conduct the research. The problems are in terms of various languages produced by children when they make interaction with teachers and with another.

When the children have started to make a sentence with the correct sequence, children can also combine one sentence to another sentence to make compound sentences. Compound sentences consist of two or more main clauses (independent clause) joined together in any one of three ways. A compound sentence (Oshima : 1981, 123) is made up two or more independent clauses connected by a coordinating conjunction, such as *and, or, nor, but, for, so, yet*. Each clause in compound sentences must have a subject and a verb, is of equal importance, and can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction. In the early period of syntactic development, children are working on the structure of simple sentences and do not yet have knowledge of these operations (Brown, *et al*, 1969).

Ramlan (2010) state that based on the meaning of sentences and the use of connector words, compound sentences had seven types, namely In Line, Contrary, Causal, Amplifier, Selection, Sequential and *Rapatan* Compound Sentences.

The onset of ability with compound sentences greatly increases the child's generative capacity and thus is an important step forward in language acquisition. The first compound sentences appear after simple sentences about four words long become common. The first to appear in children's production is *and*.

For example: He picked up the stick *and* threw it, he shouted *and* cried.
The sheep *and* the cows were grazing; they chased the rabbit *and* the hen.
Duncan ate the peas *and* Hellen the broccoli.

Indeed, the phenomenon above is available in Western Culture. However, it could be that the same happening also occurs in Indonesian setting. The setting itself refers to a situation where the happening happens. Bloom (1980) said serves a variety of functions for two-and three-year-olds. Clauses linked by *and* may be use in additive, temporal, causal meaning.

Example :

Additive (In Line) : My young brother takes the broom *and* cat running.
Temporal (Sequential) : Mom's going to market *and* buy my favorite milk
Causal (Causal) : She is study hard *and* she got the first rank

Thus, at first time the children used a form for the whole meaning, and then narrows to more specialized form. For the examples above, the children then replace *and* in temporal sentence become *then*, while *and* in causal sentence replace become *so*. Finally, the conjunctions like, *but*, *because*, *when*, *etc* is occur (Bloom;1980).

Peterson and McCabe (1988) found that on average 75% sentences use *and* as a conjunction in their compound sentences. As stated by Bloom (1980) and de Villiers said coordinate *and* is generally the first conjunction children produce.

In this phenomenon, the children in three year old were not produced the connector word *and* as generally, but they have produced a various connectors

such as for, *but*, *so*, *that*, *or* when they produced the compound sentences. In Indonesia child, they skip the common conjunction and use the specific conjunction directly. It also happens to children aged 3 years to be studied by researchers. At the age of 3 years they've been able to use specific conjunctive in combining two independent sentences. The researcher would give the example of this phenomenon in children three years old;

AV (girl)

1. Kak Bintang dekat rumah Vio, *tapi* Dia lesnya jauh.
2. Nenek lama jemputnya, *makanya* gak ngaji Mi.
3. Botolnya baru dicuci, *jadi* botolnya dingin
4. Mau makan *sambil* disuap ummi

FR (boy)

1. Mi, semalam Ai ke pante, mobilnya lambat, capek Ai
2. Dia manjat gunung, ketakutan Dia.
3. Ai mau tarok tas *sama* mau ambil minum, Mi.

The children's effort in combining two simple sentences into one coherent sentence is very diverse. Conjunctive use in compound sentences is coordinate conjunction. Based on some of the examples above, it can be seen that Alviola had been able to define and use specific words in combining the two sentences and using more than *and* word in coordinate conjunction (the connector word was varieties and explicitly), while Fachry, cannot produce the connector words well. He had known the common conjunction *and* by word *sama*, but for other compound sentences he made pause to combine two single sentences (implicitly). The selection of words has not varied. This is suitable with Clark (2003) stated that by age two-and-a half to three, children begin to produce *and*, *because*, *when*, and *if* to link one clause to another. The primary markers of relations between clauses are conjunction and with the Maccoby and Jacklin's (1975: 56) statement.

They said that the girls speak earlier than boys, and contradictorily the boys develop their psychometric skills faster (girls used to talk more than boys). In other words, girls are more active to talk than boys. The girls speak earlier than boys, and contradictorily the boys develop their psychometric skills faster. Many investigators have found that girls surpass boys in nearly all aspects of language behavior, including the length of utterances comprehension of speech, articulation, the number of word spoken, the number of different words spoken, and amount of speech and sentence complexity.

Maccoby (2002) said that sex is based on a combination of anatomical, endocrinal and chromosomal features, and the selection among these criteria for sex assignment is based very much on cultural beliefs about what actually makes someone male or female. Girl seems to be superior to boys in overall language development girl's speech is comprehensible earlier. Girls use sentences earlier than boys and they use longer sentences. Then vocabularies are consistently large.

This phenomenon had led the researcher conducted the children acquisition of compound sentences of three year old in playgroup class at PAUD KHAIRIN KIDS MEDAN. The researcher want to investigate whether the children of three years old in playgroup class use the seven types of compound sentences sequence based on the meaning of sentence and connector word by boys and girls.

1.2 The Problems of Study

Based on the background of the study the problem of the study was formulated as follows:

1. What types of compound sentences sequence that produced by three years old in Pre-school children?
2. How do the boys and girls produce the compound sentences by three years old in Pre-school children?
3. In what context they produce compound sentences?

1.3 The Objectives of the Study

In relation to the problem of the study, the main objectives of this study were:

1. to find out the types of compound sentences sequence were used by boys and girls of three years old in Pre-school children
2. to describe the boys and girls producing the compound sentences by three years old in Pre-school children
3. to discover the context of three years old in Pre-school children producing the compound sentences.

1.4 The Scope of the Study

In this study, the researcher focused on the acquisition of compound sentences producing by children at the age of three years old boys and girls in pre-school. The compound sentences were limited to the use of coordinating

conjunction. The subjects of this study were chosen six students consists of three boys and three girls in one Play Group Class.

1.5 The Significance of the Study

The findings of this research were expected to investigate the development of the three years old children on using compound sentences in terms of coordinating conjunction. The study would be used from theoretically and practically.

Theoretically, the research findings could provide a basis for a further research on different stages of the children's language acquisition.

Practically, on the other hand, this research can be made as guidelines for adults, teachers, especially parents who interested in the process of introducing new word to young children as related to the theory of language acquisition. It would be also very useful for a reference in assisting or facilitating their children in the process of language acquisition.

Findings of this research would be expected to give some contributions to the English learning as a foreign language in Indonesia especially for programming designing the English for young learners in Pre-school children.