

CHAPTER 1

INTRODUCTION

1.1 The Background of Study

The study of children's language acquisition is always interesting to be investigated. There are still many puzzles of this children language acquisition found by the researchers. It's about how they acquire the very complex system of language such as phonetics, syntax, semantics, and pragmatics which are related to each other and interwoven in a single unity. It becomes a miracle for humans and it makes a big question for the scientists. It is only a gift given by God or in other words it is innate or it is acquired through processes which engage many factors such as the children biological aspects, children's learning and environmental influences. All of these views are debated year by year since the exact answers of this milestone have not been found yet.

Acquiring the language takes a very long process namely started from babbling until he/she can use the language. It means that one needs several years to acquire the language since he can use the language in his daily life. Babies are not born with the ability of speaking. They acquire the language through a process of acquiring, starting immediately from birth (Clark, 2003:1), this learning process of course is not done as a formal way which is always conducted in the class where the children learns any field of subject by the help of the teacher. It means that the babies acquire the language with their own ability without the process of teaching.

Taylor (1990) said that there are three aspects that influenced children language acquisition, there are: parents, environmental influences, and the child's biological aspects. These aspects have their own impact to the children language acquisition.

In children's language development, parents are children the first teacher and family becomes the first teaching place (Huang, 2004). In line with this Olson (1986) also said that mothers will give children the most input. From mothers' speech, children can acquire the language gradually. This shows the importance of mothers' speech to their children's language. In children language development, mothers play the essential role. From their points the researcher can realize the importance of mothers in children's language acquisition.

Child who hear more variatif language and more complex language, develop language more quickly. For example, Huttenlocker (2002) in his study showed that four years old children whose parents produced a lot of complex utterance containing more than one clause tended to be good at producing and understanding sentences. In line with this, Carpenter and colleagues have found that the type of interaction that parents engage in with their children has an effect at the younger ages (Carpenter et al, 1998). More specifically, he found greater language gains for young children whose parents engaged in a lot of joint engagement activities with their children. Many studies report that children who come from the graduated family tend to learn language earlier and faster than those of the children who come from the not graduated family.

Dealing with syntax acquisition, sentence is one topic that discussed in it, and complex sentence is a subtopic of sentence beside simple sentence, compound sentence, and compound complex sentence.

By the age of five years old, the children should be able to produce the complex sentence as what Dardjowidjojo (2000) said that “*sebagian besar kalimat tunggal telah dikuasai anak sebelum umur 5,0 sehingga pada tahun kelima ini dia hanya memoles saja atau memperbaiki kekeliruan di sana sini*” most of simple sentences have been mastered by the children before age of 5,0 year, so that in the fifth year he just polish and fix the mistakes”.

Vygotsky (1979) stated that the social interaction plays a fundamental role in development of cognition. Only when children interact with others in the social environment, their inner development will start. Therefore, social interactions become one certain part of children’s development. Also in Gleason’s (2005) thought, he declared that conversation may be learned in early interactions, such as taking turns and the way express. As a result, this long life process of development was dependent on social interaction and that social learning actually leads to cognitive development. Moreover, generally speaking, the children’s social interaction is firstly occurred in the family. Thus at the beginning, children’s language acquisition will take place with their parents. Parents will become children’s first teacher (Hong, 2004).

In Raudhatul Athfal (RA) Tarbiyah Al-Islamiyah the students are comes from a variety of backgrounds, parent’s educational background, economic background, and social status background. And these backgrounds had a closely relations to the children's language acquisition, especially in their interaction with

their school society, although with their teacher and their peers. For example, children who come from a different parent educational background also have a different way in acquiring the language. In this school the students with graduated parents from senior high school habitually communicating with their children in a short way, for example: when the teacher asked a question *“dimana tadi sendalnya di letak, abang?”* the student just answered with *“disana.”* it is different the students with graduated parents from a university. When the teacher asked with the same question, then the students answered *“didepan mi, di tempat sepatu”*. Another example when the teaching learning process in progress the teacher asked the student *“abang ngerti yang ummi jelasin barusan?”* The student only answer with *“ngerti mi”* and it is also different with the other one, when the teacher asked him with the same questions and the student answered *“ngerti mi, tapi cuma sikit”*

Based on this phenomenon, the researcher interested to investigate the complex sentence acquisition by five years old kindergarten students. This study described the complex sentences acquisition of five years old kindergarten students with difference social interaction in RA Tarbiyah Al-Islamiyah in order to know how the children complex sentences acquisition in this stage.

1.2 The Problems of the Study

Based on the background of the study above, the problems were formulated in questions as the following:

1. What types of complex sentences are produced by five years old Kindergarten students in their social interaction?

2. How complex sentences are produced by five years old Kindergarten students in their social interaction?
3. Why do five years old kindergarten student complex sentences produced the way they do?

1.3 The Objectives of the Study

In accordance with the problems of the study, the objectives of this research were:

1. to describe what types of complex sentences are produced by five years old Kindergarten students in their social interaction,
2. to explain how complex sentences are produced by five years old Kindergarten students in their social interaction,
3. to reason why do five years old kindergarten student complex sentences produce the way they do.

1.4. The Scope of the Study

The children language acquisition was covered by Phonetics, Morphology, Pragmatics, Semantics, and Syntax. Sentence in one subtopic of syntax and there were four types of sentence, they were: 1) Simple Sentence, 2) Compound Sentence, 3) Complex Sentence, and 4) Compound-Complex Sentence. The researcher conducted this study in the scope of mother tongue acquisition, particularly the complex sentence acquisition as one of the acquisition field in syntax. The data was limited to complex sentence produced by a five years old

kindergarten student in their daily school interaction to looking for their naturalistic in speaking without intervention of their parents.

1.5 The Significance of the Study

Findings of the study were expected theoretically and practically to give much contribution in the world of children language acquisition research.

1. Theoretically, this study became the basic of the further research for researcher who also interested in investigating the same area with different focus and object.
2. Practically, findings of this study became some sort of guidelines for the teachers, adults, and particularly parents who directly touch this area, in order to be able to guide their children in having good language development specifically in complex sentence.