

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Sentence in the language acquisition context is the utterances of two or more words which has syntactical relation. Cattell (2002) states that it isn't until real two-word utterances begin so that we can say, syntactic (grammatical) constructions have started to form. According to Brown (1973) syntactical relation is the relation among constituent in a sentence. Then, Crystal (1997), gives some examples of two words utterances which has the syntactical relation, such as:

1. Daddy kick (subject-verb)
2. Shut door (verb-subject)
3. There teddy (adverb-subject)
4. She cold (subject-adverb)

Further, Dardjowidjojo (2010) also states that there are three syntactical relations which he got after he observed his great daughter. They are action-object relation, actor-object relation, and actor-action relation. Those three syntactical relations are found from the sentence below:

1. *Liat tuputupu* (let's see butterfly) : action-object relation
2. *Etsa mimik* (Echa asked milk) : actor- object relation
3. *Etsa nani* (Echa wanted to sing) : actor- action relation

Moreover, in sentence acquisition, children acquire sentence in some stages, start from acquiring two word utterances until complex sentence.

According to Brown (1973) there are 5 stages of sentence acquisition, they are Semantic Roles and Syntactic Relations (1.5-1.9 years) acquiring two word utterances, Modulation of Meaning (2.0 -2.5 years) acquiring two word utterances with inflection, Modalities of Simple Sentence (2.5-2.9 years), Embedding of One Sentence Within Another (3.0- 3.9 years) acquiring complex sentence, and the last is Coordination of Simple Sentences and Propositional Relations (4.0 and up to years) acquiring adult sentence. From that theory, we saw that children had the steps in acquiring sentence based on their age.

But not all of children had the same acquisition. There were also some children who got low and fast sentence acquisition because according to Chomsky (1965), there are some factors which can influence children language acquisition and one of them is parents' educational background. It was proven when the researcher got the preliminary data from some children whose age were 1.5, 2.0, 3.0, and 4.0 years old. Some of them got different sentence acquisition and it is not appropriate with the theory which is stated from Brown (1973). There was low and also fast sentence acquisition and it was shown from the transcript video which the researcher got when the children produced sentence.

Child in age 2 years old :

(When A.S.Z. talked with his father before taking a bath)

A.S.Z : *Tak ci ci, onye* (Tak ci ci, onye)

Ayah : *Iya nyanyi dulu* (Ya, sing please!)

A.S.Z : *jijijijijiji, jojojo, tenok atu, tenoooook, tenok*
(jijijijijiji, jojojo, let me see, see, see.)

Ayah : *Udah mandi A (child's name), A udah mandi*
(Have you taken a bath A (child's name), A has taken a bath.)

A.S.Z : *Ndak* (No)

Ayah : *Udah mandi apa belum?*(Have you taken a bath or not?)

A.S.Z : *Belum*(Not yet)

Ayah : *Belum?*(Not yet?)

A.S.Z : *tadi*(Just now)

Ayah : *Udah mandi?*(Have you taken a bath?)

A.S.Z : *Tadi*(Just now)

Ayah : *Udah minum susu?*(Have you drunk milk?)

A.S.Z : *Udah*(Yes, I have)

Ayah : *Dari mana?*(where are you?)

A.S.Z : ***Naek bumbang becal***(Take big car)

Ayah : *Kok gak mandi, kenapa belum mandi?*(Why haven't you taken a bath?)

A.S.Z : *(silent)*

After transcribing that video, the researcher got that child whose age was 2 years old has used more than two word utterances and it was proven when the child said "***naek bumbang becal***". It was not appropriate with the theory when child in age of 2 years old still produced two word utterances.

Then, to make it sure, the researcher got some previous researches which were also discussed about sentence acquisition. Ulfa (2017) revealed that the child aged 2,5 years has not been able to pronounce bound morpheme and inflection. It was vice verse with the child aged 3 years. Furthermore, they have been good to pronounce vocal sound but for consonant sound not yet. Further, Apriani (2017) found that The child aged 5-6 years has been able to arrange the sentence which was appropriate with

s-p-o-c. But the child has not been able to obey first language when pronouncing second language. Mushatir (2016) found that The child aged 4-6 in acquiring first language has been able to form simple and complex sentence. Hutabarat (2018) found that The children age 2-3 years have been able to produce declarative, interrogative, imperative, and interjection sentence. But the children age 2 years used declarative sentence more to communicate with others.

From all of the previous researches, it showed that children in the same age could get different sentence acquisition, for example from Ulfah's finding children in age of 2.5 years old still produced morpheme and inflection but in Hutabarat's finding child in age of 2 years old has produced declarative sentence. Thus from those findings, the researcher interested to analyze child's sentence acquisition to know deeper about child's sentence from children in age of 1.5 – 4 years old where based on Brown's theory, the child started to produce sentence in 1.5 years old and has been able produce sentence like adult in 4 years old. Besides that, Brown's theory which is used as the reference to analyzed the data is the theory of child's sentence acquisition where English as the first language meanwhile in this research was different. In this research, the researcher would observe children where Bahasa as their first language.

Further, the researcher also thought that it was necessary to analyze child's sentences acquisition with their syntactical relation because from all of the previous researches, the researcher did not find any researches which discussed about child's syntactical relation. They only discussed about

child's sentence acquisition which focus to the types of the sentence such as declarative, imperative, and interrogative sentence.

1.2 Problems of the Study

In line with background above, problem of the study in this research are as follows:

1. What types of syntactical relations are acquired by the children of 1.5-4 years old?
2. In what stages are types of syntactical relations acquired by the children of 1.5-4 years old?
3. Why do children of 1.5-4 years old acquire types of syntactical relation like they do?

1.3 Objectives of the Study

In line with problem of the study above, objectives of the study from this research are follows:

1. To describe the types of syntactical relations are acquired by children of 1.5-4 years old.
2. To elaborate the stages of children of 1.5-4 years old in acquiring types of syntactical relation.
3. To explain the reasons of children of 1.5-4 years old in acquiring types of syntactical relation like they do.

1.4 Scope of the Study

The scope of this research is sentence acquisition which focus to syntactical relation which produced by Indonesian children old with different parents' educational background of 1.5-4 years and Bahasa as their first language acquisition of their mother tongue.

1.5 Significances of the Study

It is expected that findings of this research are relevant and useful theoretically and practically:

1. Theoretically

- a. Findings of this research are expected to enrich about sentence acquisition and syntactical relation.
- b. As references for further studies.

2. Practically

- a. Findings of this research are expected to be useful for all of the social community included parents and teacher who generally related with the children.
- b. Besides that to enrich about the types of syntactical relations which are often produced by children in age of 1.5 – 4 years old.