

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Human development and advancement requires quite a while and comprises of the stages that have their own qualities. Among the stages, the underlying development stage or the development pace of child is a stages that need an incredible consideration since it has importance for human development and advancement in the following time frame, particularly in the parts of language securing. Taking into account that language securing is a significant perspective that denotes the period of development and improvement of a child.

Talk about language acquisition in child is more fascinating to be examined considering relatively few individuals noticed (particularly the normal individuals including guardians who bring up their child). How the real language acquiring in child happened. We simply know out of nowhere when a youngster can talk. Never recently envisioned how expressions were procured and at last utilized by a child as a device to convey.

Language acquisition is the interaction of how an individual can talk or process children in general getting the first language (Ulfa, 2017). Likewise, Chaer (2009: 167), the acquisition of the first language is the language that is first mastered by a child, commonly called mother tongue. The child who is getting the sound system of his mother tongue, will initially say all the sounds that are available in chattering. Every child receives a mother tongue in the

first phase of his life. Mother's language is the first language mastered or acquired by a child (Dardjowidjodjo, 2003: 241). This process of language acquisition is the mastery of language that takes place naturally through daily communication without having to go through special teaching. Toward the start of the acquisition of language typically the child will be more silent, listening, paying attention, and imitating what he listens to. However, after the age increases, the growth of the tool said the child can be known by the more perfect speeches produced by the child. The process of acquiring language is a controversial matter between linguists. The issue that is debated is the acquisition of language that is *nurture*, namely the acquisition is determined by the nature of the environment. While Chomsky accepts that language acquisition is not only based on *nurture*, but *nature*, namely children have been outfitted with an instrument called language acquisition tools. Every child has likenesses in language acquisition and goes through the similar interaction in dominating every language. (Dardjowidjodjo, 2010: 235-236)

Getting the language takes an extremely long interaction specifically began from prattling until he/she can utilize the language. It implies that one necessities quite a while to obtain the language since he can utilize the language in his every day life. Infants are not brought into the world with the capacity of talking. They secure the language through a cycle of gaining, beginning quickly from birth (clark, 2003:1), this learning interaction obviously isn't done as an arrangement way which is constantly directed in the class where the child learns any field of subject by the assistance of the

teacher. It implies that the infants obtain the language with their own capacity without the way toward educating.

Taylor (1990) says that there are three perspectives that impact children language acquisition, they are: 1) Parents; 2) Environmental influences; 3) and the child's biological aspects. These aspects have their own effect to children language acquisition.

Seeing the acquisition of language of a child at the age of 2 to 4 years, it appears that the level of language acquisition in children is a series of unity that starts from the words one word, to simple sentences by combining more complicated words, namely syntax (Tarigan, 1988: 5). In other words, the acquisition of syntax in children through small things and continues to a more basic thing, meaning that the child will master the word, phrase, and then move on to the sentence.

By the age of three-year-old, the children ought to have the option to create the sentences as what Dardjowidjojo (2000) said "*sebagian besar kalimat telah dikuasai anak sebelum umur 5,0 sehingga pada tahun kelima ini dia hanya memoles saja atau memperbaiki kekeliruan disana sini*" (a large portion of straightforward sentences have been dominated by the child before age long term, so that in the fifth year he/she simply clean and fix the mix-ups).

As research conducted by Arizona (2006), she try to find out what sentences do the children get by and which one prevailing, based on her research she found that children of the three-year-old can procure a wide range

of sentences, they are: declarative, imperative, negative, exclamation sentence. Which the dominant they use are declarative, active and simple sentence.

Salnita (2019) also conducted a research to describe the language acquisition of child aged 3 years. Language acquisition for child aged 3 years is studied at the level of phonology, syntax, and semantics. The data in this study is the speech of child after 3 years. This study uses a qualitative descriptive design. The data analysis phase in this study there are three, namely reduction, presentation, and conclusion. The results of this study indicate that at the phonological level, the research subjects have not been able to test phonemes /t/ and /s/ correctly. At the syntactic level, the subject of research has been able to test four types of sentences, namely declarative, imperative, interrogative, and exclamation sentences. Words that are controlled by child are words that are close to the child's environment. At the semantic level, all utterances of child contain denotative meaning.

The subject in this thesis is a boy, his name is Muhammad Gentamas Ransi Alden which common called by Tamas. He is three-year-old. He comes from a wealthy family. He lives with his parents at Jl. Marelan. His dad just moved on from senior secondary school, while his mom has a diploma. Now his father works as TNI-AL, while his mother is only a housewife.

In the age of 2 years, Tamas can already speaking by English language and cannot speak with Indonesian language. This made it difficult for Tamas to communicate with other family members. For example when his grandfather comes to his home and try to communicate with him, Tamas did not understand what his grandfather says and his grandfather also did not

understand what was Tamas's speak, because his grandfather speak Indonesian while Tamas did not understand Indonesian, and so do the grandfather, he did not understand what Tamas's speak because he speak with English language while the grandfather did not understand English language.

Due to this communication problem, in his age 3 years the Tamass' family members agreed to transfer him to Kingsley school which this school is National Plus school and in this school they use English, Mandarin, and Indonesian language in their daily communication.

Since Tamas entered this school, he has started out to speak English, Indonesia, and Mandarin Language. But of the three languages he tends to speak Indonesian language. So now at his age 3.2 year, Tamas started out using Indonesian language in his daily communication although sometimes it was still mixed with English language, but the language he speak still using a standard form of Indonesia language. For example, when Tamas saw his father bought a new clothes, he asked his father "*Ayah membeli baju baru ya? Baju baru yang Ayah beli untuk siapa?*" which children at his age do not use a standard language like Tamas.

Based on the relevant studies and the phenomenon above, the researcher interested to investigate what types of sentences that produced by Tamas, how he produced the sentences, and why he produced those sentences.

1.2 The Problems of Study

In light of the background of the background above, the problems were formed in questions as the accompanying:

1. What are kind of sentences acquired by three-year-old Indonesian boy with represented by mood?
2. How are the sentences acquired by three-year-old Indonesian boy with represented by context?
3. Why are the sentences acquired in the ways they are?

1.3 The Objectives of Study

In view of the problems of the study above, the objectives of this study are:

- 1 . To mention the sentences that acquired by a child three-year-old Indonesian boy with represent by mood.
- 2 . To describe the process of how the three-year-old a child acquired the sentences with represent by context.
- 3 . To explain the reasons for the sentences acquired by a child three-year-old Indonesian boy.

1.4 The Scope of Study

The children language acquisition will be conducted by Phonetics, Morphology, Pragmatics, Semantics, and Syntax. This study will be applied the concept of syntax. The focus of the analysis deals with children language acquisition realize in three-year-old boy utterances, they

are 1) Declarative sentences, 2) Interrogative sentences, 3) Exclamatory sentences, and 4) Imperative sentences. The researcher conducted this study in the scope of mother tongue, particularly the sentences based on mood. The data will limit to the sentences based on mood that produced by the three-year-old children.

1.5 The Significant of Study

Discoveries of the examination were relied upon hypothetically and basically to give a lot of commitment in the realm of children language acquisition research.

a. Theoretically

The aim of this research to show how the children acquire Indonesia word as his second language. Thus, hypothetically, the findings of this study can offer commitment to apply etymological especially are expect to enrich theories of language acquisition.

b. Practically

The aim of this study to show how the children acquire Indonesia word as his second language. Thus, hypothetically, the discoveries of this investigation can offer commitment to apply linguistic especially are expect to enrich theories of language acquisition.