

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language acquisition is one of process of human to acquire perception and comprehension in language. Second language acquisition refers to individual or group learning about how learners learn a second language in addition to their first language, as well as the language learning process. Second language acquisition also refers to acquaintance with a person's second language after they have acquired knowledge in their native language (Fromkin, Rodman & Hyabms, 2003). Ellis (1997) also argues that the second language is not only the language being learned, or the successor to the mother tongue, but the third or fourth language is part of the acquisition of the second language.

According to a study by Pateda (2015: 56), a child's language acquisition and reasoning ability is a fairly good time for the child's language acquisition process. In fact, childhood is known as a golden age or a very important time in human life. The success or failure of a child's developmental stages will affect the life and formation of the child in the future. The growth and development of the child's brain allow it to be optimally stimulated in the form of absorption of the stimulus. All stimuli are provided by the home and school environment.

Children's language use is associated with children's language acquisition, which is strongly influenced by the environment. How many languages can parents teach their children in a home environment, especially in communication? In addition, children can learn a language from a social environment such as school or home and interact with friends wherever they are. A human in this case

is a child who has acquired language skills since birth using a language acquisition device (LAD) or a language acquisition tool (Chomsky in Hadley, 1993). Chomsky (1965) defines learning a language with structure and vocabulary in normal life between the ages of 2 until 6. This is possible because it has been equipped with a device called a language acquisition device (LAD) since birth. LAD is the part of the brain that functions to receive and produce the language itself. Chomsky said there are devices that can absorb and produce the human brain. In general, they learn one language and then another language in another way that is environmentally sensitive. LAD allows children to analyze the language they hear and create grammars that allow them to create new words. This is why adults and parents consider it a good time for their children to learn English.

Piaget's theory of cognitive development shows that a 7 year old child has gone through a learning phase from birth to 2 years of age without realizing it. To the stage where children can classify objects at the age of 2-7 years. The age of 7 years is the initial age for children to think about objects or events logically. Therefore at this age, children can gain wider access to the things around them. Thus developing their thinking style and mastery of vocabulary. However, the ability and speed of children's language acquisition are not the same.

Language acquisition is the process of adjusting a set of increasingly complex hypotheses from parents' words until children choose the best and simplest grammar of the language, based on a measure of judgment (Kiparsky, 1968: 194). Children see the language they are learning from a realistic perspective. The grammar they learn on their own, the original grammar from

their parents, and they make the reforms as a single grammar. The children use their own personal changes to create a new simplified grammar. (King, 1969: 80-81).

There are several factors that influence the second language acquisition (SLA) process, the first being the formal (formal environment) and the second being the informal (informal environment). A formal environment is one that takes place in a formal forum, such as language learning in the classroom. This situation is called a planned situation because the teacher or instructor prepares the materials before teaching the students in the classroom. In an informal environment, communication occurs naturally outside of school, whereas the environment occurs naturally or unintentionally. These two environments allow students to continue to improve their communication and other language skills. The child's language process first requires mastering vocabulary. The more vocabulary children learn, the better they can learn a second language. In addition, there is a vocabulary acquisition process called vocabulary acquisition.

Vocabulary plays a central role in teaching English. Because without the student's vocabulary, they cannot fully understand when communicating with others or expressing their thoughts. Rivers and Nunan (1991) further argue that proper vocabulary acquisition is essential for successful use of a second language. Without a broad vocabulary, the structures and functions we have learned cannot be used for easy-to-understand communication. Knight (Yoshii and Flaitz, 2002) states that word learning can be seen as the most important aspect of SLAs.

The main factors that influence a child's vocabulary acquisition are external and internal factors. External factors related to the family, school environment, or

anywhere. Environmental factors allow children to explore other languages during development. Internal factors are related to individual differences such as gender, personality, age, experience, and intrinsic motivation. Ellis (2005) mentions seven elements in explaining individual student differences: belief, emotional state, age, talent, learning style, motivation, and personality. Learning styles refer to different approaches and learning methods. One of the most important elements of learning is the preference for individual learning styles that can influence the learning process.

This study includes some studies by Tuanani (2015), Kemuning (2017), Prasetyaningsih (2013), Rosdiana (2016) and Wahyuningsih (2018). All the studies, they are all about the same subject. They used children as objects of research, but with different ages of children: from 2 years old, 5 to 6 years old, and even preschool children. All of their research aims to study how a child learns a second language and how to determine the most frequently spoken part of speech. But, Kemuning (2017) is another study that uses picture play to improve English vocabulary in children.

This research is distinct from the previous research above. The researcher is interested in analyzing the SD Swasta Salsa. SD Swasta Salsa is located in Desa Cinta Rakyat, Kec. Percut Sei Tuan, Kab. Deli Serdang. The researcher chose SD Swasta Salsa because the researcher is an alumnus of SD Swasta Salsa and based on observations during previous research assignments. SD Swasta Salsa has many students with different behaviors, with each student having different characteristics, different socio-economic backgrounds, and different children's ability to acquire English vocabulary. There are children who acquire their

vocabulary English well and pronounce it properly. However, there are also some students who are still not able to master English vocabulary well.

In general, first graders of primary school are seven years old. Children acquire their English vocabulary both from outside and within the school environment. There is some vocabulary that children acquire in relation to what they do or things they learned in school such as “Good morning, toy, book, pencil, etc.” Even children can express their feelings like “love, happy, fine, etc.” In this study, the researchers selected only 15 students based on the age of 7 years old. Therefore, based on the above title, the researchers will describe the learning strategies are used by the teacher to acquire children's English vocabulary and the factors that influence children's English vocabulary in SD Swasta Salsa

This study focus to describe the learning strategies and the factors that influence the children to acquire their English vocabulary in SD Swasta Salsa as a second language learner. So this research has two questions; the first is about strategies are used by the student to acquire their English vocabulary. Then the second question is the factors that influence the children to acquire their English vocabulary. The researcher hopes that the reader will be able to know the learning strategies and factors that influence the acquisition of English vocabulary in Primary School at SD Swasta Salsa.

B. The Problems of The Study

Based on the background of the study, the researcher formulates the research question as follows:

1. What strategies are used by the children to acquire English vocabulary?
2. What are the factors that influence the children to acquire their English vocabulary?

C. The Objectives of The Study

Based on the problem statement above, this study is to find out the answer :

1. To describe the learning strategies used by the children to acquire children English vocabulary.
2. To describe the factors that influence the children's English vocabulary acquisition

D. The Scope of The Study

The scope of this research is related to the topic, and the researchers decided to study the discussion of English vocabulary in the second language. The acquisition of English vocabulary here focuses on learning strategies and factors that influence children. Then the researcher limited the research to the learning strategies used by the 7 years old children in SD Swasta Salsa. The researchers took 1 teacher and 15 students as objects in this study.

E. The Significances of The Study

The findings of this study are are expected to contribute significantly to various sections theoretically and practically.

Theoretically, these findings will help to:

1. To provide teachers with increased guide and knowledge in the process of introducing English to students.
2. To enrich knowledge and interest in the language development of children.

Practically, these findings will help to:

1. To enable teachers to recognize the ability of students of different ethnicities or backgrounds to receive English sentences.
2. To help other researchers interested in gaining knowledge about the acquisition of English sentences by primary school students.

