

CHAPTER 1

INTRODUCTION

1.1. The Background of the Study

The study of language acquisition by children is very interesting. It will make better understanding about the development of the children's language and knowing uniqueness of children in producing a language. 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.

Since language is the most important aspect in communicating within the surrounding society, it is duty for someone to learn and develop his/her language. Then it becomes an interesting statement that human being is born without knowing how to communicate to the others (Gillen, 2003). The Child can develop his way of communication by the help of his environment such as things in his surrounding and human being like mother, father, brother or sister. The child

develops the way of how to talk by hearing and imitating the sounds of the surrounding people.

One of the experts of the language acquisition says that the language acquisition for all children all over the world is the same at each chronological age along the development of language (Kormos, 2006). It means that the acquisition of the language by the children normally have the same stages namely at the age of four months, the children starts crying, cooing, and chuckling. At the age of six to nine months, the children start babbling. At the age twelve to eighteen months is their early words,

Children must learn the rules of the language, for example how to articulate words and how to put them together in ways that are acceptable to the people around them. At the age of four-five, children are in the process of mastering their first language completely and have been literate in it. They are using full sentences, and have both vocabulary and grammar to engage in their conversation. Their words are usually fully comprehensible and understood by others. Their sentences becoming longer and they can combine four or more words even multi-clauses. Dardjowidjojo (2000) said that 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.

With relation to children's language development, variation in complexity of children's language can be viewed from aspects of syntax that is individual differences among children in acquiring and producing multi-clauses sentence. In recent decades there has been extensive work on syntactical development. While it is widely recognized that the acquisition of syntax depends on

innately available structures in the child and it is also acknowledge that the child must receive input in the language he or she is acquiring (Huttenloccher,2001). To expand this, Hoff (2003) also state that individual differences in language acquisition could be the result of several factors including (a) biologically based differences in children's abilities, caused by genes or health; (b) global effects of differences in family function and home environment ; and (c) specific effects of differences in language learning experiences.

One of the factors that can influence the positive input of family is education. Parent's education is one of socio-economic status (SES) points. SES is the mount of education that parents have had, but sometimes in terms of career or accupational prestige and income. It is about educated and advantaged parents talk more to their children and use more complex varied language (Huttenlocher : 2010)

Huttenlocher (2001), in his study, found substantial individual differences in children mastery of multi- clauses sentences and a significant relation between those differences and the proportion of multi-clause sentences in patent speech. A parent in this case was mother . With respect to the input from parents in relation to children's language. In children's language development, parents are children the first teacher and family becomes the first teaching place (Huang, 2004). 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.

The acquisition of complex sentences revealed significant differences across SES groups. Not only did these children begin to produce complex sentences earlier but they also had a significantly higher frequency and diversity of such sentences through the period of the study. Furthermore, the shape of growth trajectories suggests that children from different SES groups may be moving further apart in frequency and diversity of complex sentences as they grow older (Valilyeva et al., 2008)

Children who hear more variety language and more complex language, develop language more quickly. For example, Huttenlocher (2002) in his study showed that four years old children whose parents produced a lot of complex utterances 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, they 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 of high socio-economic status (SES) tend to learn language earlier and faster than those of low socio-economic status (SES) (Hart & Risley, 1995).

SES is usually defined in terms of the amount of education that parents have had, but some times in terms of occupational prestige or income. The most likely explanation is that more educated and advantaged parents talk more to their children and use more complex, varied language (Huttenlocher et al., 2008). In fact, Hart and Risley (1995) estimate that the children from high SES families might hear as many as 1100 utterances per day whereas children from low SES

families might only hear only about 700 utterances per day. In other words, children of high SES are more likely to experience a language-rich environment that children of low SES, which then affects their language development. So, the role of the parents is really important for the complex sentences acquisition in the child. The previous journal from Walk, Matsuo, & Giovanni (2015), stated that the interactions with peers, teacher, and parents are important for language development.

With referring that above theory, The researcher assumed that kindergarten children of different parents' education level show differences in acquiring and producing complex sentences. Most importantly, there was a striking correlation between the proportion of complex utterances in parent and child. Children who hear complex sentences more frequently are more skilled in understanding and producing them (Nathan et al, 1999)

There is a transcript, containing a fragment of a conversation among students with their teacher in the classroom and the learner with their peers that I have observed on the second week of February, 2017 in RA AL IKHLASIAH-1 MEDAN:

Teacher : *Selamat pagi anak- anak umi*(Good Morning my students)

Learners: *Selamat pagi mi* , (Good Morning mam)

Teacher : *apa kabar semuanya* ?(How are you today ?

Learners: *Baik umi, bagaimana dengan umi*(fine mam,how about you mam?,)

Teacher : *Umi baik juga, terima kasih anak-umi sayang* (I'm fine too, thank you my beloved students) *,apa kalian udah sarapan pagi ini?*(have you breakfast this morning ?)

Learners:*udah umi....*(Yes mam)

Teacher : *Nadin tadi pagi udah sarapan?*(Nadin, Have you breakfast)

Nadin : *Ia umi*(yes mam).

Teacher : *Bagus* (good), *Fira udah sarapan tadi pagi?*(Fira, have you breakfast)

Fira : *Udah mi, mama Fira masak nasi goreng pake ayam, enak,*"(yes, I have, my mother cook fried rice with chicken,delicious)

(when the teaching learning process the teacher asked the learners)

Teacher : *Nadin, tau ini gambar apa?bahasa inggrisnya apa?*(Nadin, you know what is the picture)

Nadin : *kucing,cat*"

Teacher : *Fira , tau ini gambar apa?bahasa inggrisnya apa?*(Fira, you know what is the picture)

Fira: *kucing, bahasa inggrisnya cat* (Kucing in English cat)

(When the students play with their peers)

Fira : *Ummi mau roti?* (Ummi, Do you want a bread)

Teacher : *Fira bawa roti ya?* (Fira bring a bread?)

Fira : *ia mi, kemarin Fira beli sama ayah di indomaret* (yes mi..yesterday

Fira bought with my father in indomaret)

Nadin : *Fira, aku boleh minjam sepedamu?* (Fira may I borrow your bicycle)

Fira : *Nanti kamu jatuh, kemarin Laila minjam sepedaku dia terjatuh.* (You're going to fall, yesterday Laila borrowed my bicycle, she fell)

The preliminary data above shows that the acquisition of complex sentences and a different way in acquiring the language by kindergarten learner with different parents' educational background , Fira is the learner with graduated parents had been able to use specific words in combining two sentences and using complex sentence for example ” *ia mi, kemarin Fira beli sama ayah di indomaret*” it can be seen that this complex sentence was consist of the main clause and the subordinate clause, the main clause of this complex sentence is “*tadi malam Fira beli*” and the subordinate clause is “*sama ayah di indomaret*” and the adverbial clause of time of this complex sentence is “*kemarin Fira beli*” Fira used word “*kemarin*” as subordinating conjunction of this complex sentence, while Nadin is the student with low educated parents she communicate with her teacher and her friends in short way.

Therefore, the writer realizes that the acquisition of sentence pattern of the children are really different which inspires her to conduct a reseach on language acqusition. Moreover, Rowland (2014) states that it is also important to note that differences across language are not be the only difference between children. There are also individual differences between children acquiring the same language. Some children are faster and other are slower and some children are born with cognitive impairments that prevent them from acquiring language without a lot of specialist help. This phenomenon, the researcher interested to investigate the complex sentence acquisition by five years old kindergarten learners with different parents' aducational background.

1.2 The Problems of the Study

Related to the background of the study, the problems of the study formulated as following questions :

1. What type of complex sentences are acquired by the kindergarten learners with different parents' educational background?
2. How are the complex sentences acquired by the kindergarten learners with different parents' educational background?
3. What context the complex sentences acquired by the kindergarten learners with different parents' educational background ?

1.3 The Objectives of the Study

Related to the problems, the objectives of the study are :

1. to investigate the types of complex sentences acquired by the kindergarten learners with different parents' educational background,
2. to describe how are the kindergarten learners with different parents' educational background acquire the complex sentences, and
3. to elaborate the context for their acquisition of the complex sentences.

1.4 The Scope of the Study

The researcher was conducted this study in the scope of on the first language acquisition, particularly the complex sentences acquisition as one of the acquisition field in syntax. The data limited to complex sentence produced by a five years old kindergarten learners in their daily school interaction to looking for their naturalistic in speaking without intervention of their parents.

1.5 The Significance of the Study

The findings of the study were expected to be useful for readers that significantly relevant to the theoretical and practical aspects. Theoretically, the findings of this research were hoped to enrich knowledge and theory about Indonesian complex sentences acquisition of five years old kindergarten learners with differences social class especially in parents' educational background..

Practically, The findings can be useful for :

1. Lecturers, they can use this research result to develop and enrich their knowledge about Indonesian complex sentences acquisition of five years old kindergarten learners with differences social class especially in parents' educational background.
2. Students especially in university will have a better understanding deeply about Indonesian complex sentences acquisition of five years old kindergarten learners with differences social class especially in parents' educational background.
3. The parents, to motivate and develop their children capacity to acquire language acquisition.
4. Other researchers, the result of this research expected will be useful to the researcher in observation to know about the first language acquisition of the children in preschool period.
5. Those who are interested in gaining the knowledge about Indonesian complex sentences acquisition of five years old kindergarten learners with differences social class especially in parents' educational background.
6. The next researcher as source to conduct the further research.