

## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

Since we are in the womb, every human being is equipped with language. The baby gets stimulation from the mother and the child responds with movement and that is one way of speaking or language of the child in the stomach to the mother or otherwise. Language is an ability possessed by every human being as a means of communication both with words or movements. Parents are very impressed with the growth of language in each child, and is a matter of great concern in every development, and often makes a benchmark of the abilities of the child. Where the child can produce sentence with perfect grammar and is often implied that the child has mastered the language well.

Language also refers to cognitive abilities. Before the child produces language, he must first produce a sentence. Many definitions of the sentence has been created. Harimurti Kridalaksana (1993:21) states that language is a symbol system sounds an arbitrary language that allows people to work together, interact and identify. The sentence in question in here is a syntactic unit composed of the fundamental constituents, which conjunctions when needed, and be accompanied by a final intonation (Chaer, 2009: 44). There are several sentences in Indonesian, namely declarative, interrogative, imperative, and interjective sentences. And in this study, it will be discussed to determine the quality of the acquisition of sentences from ten-year-old children. From the explanation above, it can be

concluded that the sentence is a very meaningful collection of words. Where the sentence can state an idea or idea in full. Sentence is a benchmark for a child in his language skills. In writing it can be started with a capital letter, and ended with a full stop, question mark, or exclamation mark, and for interjective sentence the language pattern is more dominant than body language itself.

Many theories discuss the acquisition of language in children. Child language development according to Aitchison (Haras and Andika (2009:50-56) “consists of ten stages, first stage age 0.3 can begin to fingered, 0.9 begins to sound intonation pattern, 1.0 can make 1 word sentences, 1.3 years of thirst for words, 1.8 master 2-word sentences, age 1.2 can make 4-word sentences, age 3.6 consonant pronunciation, age 4.0 mastery of sentences correctly but limited, age 5.0 morphological construction begins perfect, aged 10.0 mature speak”. Lenneberg in Herschensohn “Language Development and Age” (2007: 16) states that there is a critical period for language development between the ages of two and twelve. He believes that maturation of brain is one the factor in developing first language acquisition. In acquiring the language, a child have variation of time it does not depend on age, but it also depends on some factors, such as nature, cognition, and social background also. We can not compare a child with the others in the process of acquiring the language because they have different factors. As time goes by the child's language increasingly changes rapidly.

Language acquisition is the process where by children achieve a fluent control of their native language (Varshney, 2003: 307). Children learn language, not because they are subjected to a similar conditioning process, but because they

posses an inborn capacity which permits them to acquire a language as a normal maturational process. This capacity is universal. The child has innate language acquiring device. Language acquisition is a process that takes place in the brain of children. It happens when children acquired their first language or mother tongue. First language is the process of the child obtaining his first language where the language is derived from the mother's language or commonly called the mother tongue. But some children have language abnormalities due to various factors, the authors claim that the ten year old child who is as the object of this study has difficulty in speaking which is called receptive.

A child is said to be receptive based on several criteria and indicators. Receptive language disorder is a type of learning disorder affecting the ability to understand spoken, and sometimes written, language. Individuals with a receptive language disorder may have difficulty understanding spoken language, reading comprehension, answering question, responding appropriately, or both. This leads to substantial difficulty communicating and often leads to problems in school. Some of the criteria found in children with receptive disorders are lack of vocabulary, jump from one topic to another, find it difficult to describe something, often repeat sentences, and have little grammatical. In this case, the ten-year-old child who became the object was identified as having some of the characters mentioned above, so it was concluded that the ten-year-old child had a receptive disorder.

Related to the receptive disorder that the child has, there are several factors that of course cause ten-year-old children to experience receptiveness, especially

in the use of their first language, namely Indonesian. As for the factors that influence children in acquiring their first language, namely, input factors, output factors, social background and economic factors, to know more about the causes of language acquisition for ten-year-old children, more in-depth and detailed research is needed.

Moreover, the researcher wants to examine the acquisition bahasa Indonesia by ten-year-old receptive child. Normally, where according to Aitchison (2009) at the age of 10 a child is perfect or matured in speaking. But it turns out there is a child at the age of ten years who do not know how to use the correct language and put a Indonesia sentence when talking, sometimes he speaks very standard language and has very little mastery of words. So when speaking, the sentence used sounds different and unusual, less than perfect for a child his age and this is a unique thing to study, see the development of the second language of the child is much better than the first language and the development of values in each lesson at school is very good and is assessed as an intelligent child. This study will focused on the acquisition of Indonesian sentences by ten-years-old child with receptive language disorder and supporting factors on it.

### **1.2 Problems of the study**

It is important to make problem of the study, research problem is a statement about an area of concern, a difficulty to be eliminated. The problem of the study in this research :

1. What types of Indonesian sentences are acquired by ten years old receptive child?
2. How factors affected acquisition of the sentences of ten years old receptive child?
3. Why are the social interaction theory important for ten years old to develop language acquisition?

### **1.3 Objective of the study**

1. To mention and analyze the type of sentence in bahasa Indonesia obtained by a 10-year-old receptive child
2. To analyze the factors that influence 10-year-old child in acquiring the first language and the sentences
3. To reason for ten years old child acquiring Indonesian sentence based on the theory of language acquisition

### **1.4 Scope of the study**

In every study, problem limitation is very necessary. This is intended so that the problem discussed is not too broad, can be targeted and not sideways on the subject matter under study. In this study the writer focus on the acquisition of ten years old child in acquiring his Indonesian language with his receptive language, especially in sentences produce by the researcher subject, the factor that affect the research subject in acquiring the first language and how the process occurs.

### 1.5 Significance of the study

A study is academically conducted to enrich on the development of knowledge. On the basis of the problems and research objectives above, it is expected that this research has significances. It is hoped, that the findings would have valuable contribution to the theoretical and practical aspects.

- a. Theoretically, these findings can be made as guidelines to analyze the theory of language acquisition in children which is associated with the condition of children with language disorders. Can give contributions of ideas that can be used as a reference in develop of language in context of efforts to increase and comparing knowledge in children language acquisition.
- b. Practically, the findings will be valuable for parents who pay serious attention to their childrens language acquisition. These findings make them more active and crreative in presenting language to their children.

