CHAPTER I
INTRODUCTION

This chapter contains background of study, research problems, problem limitation, research objectives, research benefits, and definitions of terms.

1.1. Research Background

According to Indah and Abdurrahman (2008:46), language is a main thing in communication which has an expression and a big information which is needed by human because language can find their requirements by communicating with others. As a component of society, human depends much on using of language. In other words, Indah and Abdurrahman (2008:46) stated that where the activity happens, there is activity of language happens also, thereby the meaning of language is not significant which means everyone can definite what language is.

Language is a system, a symbol system, a sound symbol which has meaning, conventionality, arbitrary, productivity, uniqueness, universality, variation that is identity of society (Achmad and Abdullah, 2013:3). In other words, language is an arbitrary system of sound symbol which is used by society to collaborate, communicate, and identify itself.

Based on those theories, the researcher stated that language is one of communication tools which cannot be separated in human life, because all of activities of human always use language. Language has many diversities which are being the identity of the people who speak.
According to Arifuddin (2010:116), in relation to the process of language acquisition, there are two terms that need to be clarified, the *acquisition* and *learning*. Language acquisition refers to the direct exposure in the language situation, the process takes place in a child’s brain when he gained the mother tongue or first language. Meanwhile, language learning refers to the conscious activity and programmed learning in formal classroom situation with teacher which occurs after acquiring the first language. However, Arifuddin (2010:116) states that there is no significant distinction between acquisition and learning or can be used interchangeably. Moreover, developing on FLA is same in the world, however ability of SLA depends on two factors, there are internal factor (age, aptitude, cognitive aspect, motivation, and personality) and external factor (situation of language, strategy of learning).

Children acquire the language by passing some stages. Indah and Abdurrahman (2008:98) pointed out that the first stage of children language development is babbling which has no meaning since they are six months. The second is holophrastic or one-word stage which is using one-word to show complex functions, such as *Mama* might be a bid mother’s attention, request for something to their mother, or look at their mother walk past (King, 2004, in Fasold, 2006:212). The third is two-word stage. King (2004, in Fasold, 2006:213) stated that using no more than two-word that is combining a subject and verb or a verb and modifier, but it is not fixed. For instance, *mama cook* means that their mother is cooking. However, the using of grammatical morphology is limited systematic, such as *Miranda book* means *Miranda’s book*. The last is telegraphic stage which means
the children can use three-four words or more than four words at about two years old that has limitation in using of morphological and syntactic makers (King, 2004, in Fasold, 2006:213). For instance, *Daddy go home, John play football there.* It is concluded that children language development is occurring for about more than two years until they are ready to acquire their first language.

The first language (L1) is a language which is learned as part of growing up among people who speak to the children. Normal children will learn FLA or mother tongue in beginning years occurring until they are about five years old. Afterward, when they are puberty (about 12-14 years old) until adult (about 18-20 years old), they are still learning about their first language, however they do it for a long life (Indah and Abdurrahman, 2008:68).

However, the definition above sounds differently on second language. According to Troike (2006:2), a second language is a dominant language which is needed for specific purposes such as education in society or office which is often acquired by minority group members or immigrants who speak another language natively. Additionally, the second language is not same as a foreign language which may be used for future travel or other cross-cultural communication situations.

SLA is a study about learning a second language by individuals and groups and processing of learning that language (Troike, 2006). The scope of SLA is combining informal second language learning which takes place in naturalistic setting and formal second language learning which takes place in classroom.

Commonly, the second language acquisition by children has increased more-progressively than adult learners. According to Mar’at (2005:95), children
who are upper ten years do not have a good pronunciation because motoric system has a difficulty to adapt the second language which gives occasion to accent of first language cannot be separated and they do not have Anomania which is unconfident feeling because of doing mistakes, but the children have a big motivation to learn language than adult and favorable situation to learn, because they have chance to associate sound with situation and learn to combine the situation with linguistic tools to express something informal, such as by playing. Liu (1985, in Chuang, 2001:7) stated that children have brains as good as computer at young age which is a talent that will disappear at age eight, so we should take advantages of those by teaching them appropriately.

In the previous study entitled Language Acquisition of Indonesian by Four Years Old Children by Farida Trisnasusila (2006) was found that there are sixteen lexicon classes in vocabularies acquisition by subjects, included class of family, noun, place, existence, activity, nature, question word, animal name, colour, transportation, food, disease, event, profession, time, and part of body. Second, there are 16 formation form, involved affix words of ber-, di-, meN-, ng-, ter-, ke- mem-, meng-, ke-an, di-in, di-kan, ng-in, pem-an-nya, ter-an-nya, -an, and –ny. Third, there are four forms of sentence, that are S-P-O-Adv, S-P, S-P-O, and S-P-Adv.

Another previous study is Language Vocabulary Acquisition by Students at B1 class in Kartini Kindergarten Kecamatan Dringu Kabupaten Probolinggo by Imbarwati (2006). She found that the vocabularies of kindergarten students include noun, verb, adjective, and task word. The use of the vocabularies by child contains
language situation context which is classified into context of human, purpose, formal, mood of speaker and listener, object, and completeness tools of speaking and listening. Furthermore, vocabulary acquisition by child is not only addressed on capability of using vocabulary but also capability of understanding the using vocabulary.

These two previous studies were about language acquisition of Indonesian which focuses on the vocabularies that are uttered by children. Based on some points noted above, the researcher considers to investigate language acquisition in English as a second language. Nowadays, several schools apply English as daily language in their learning process that effects students to speak English more. Therefore, there might be some influence factors which are necessary to be analyzed. As the subject of study, the researcher decides eight year-old children because it is a maximum age of children capability to learn language properly Liu (1985, in Chuang, 2001:7). Indonesia Interactive Standard School (IISS) is chosen because it applies English as basic learning.

To sum up, from those explanations, the researcher intends to conduct a research under coverage of linguistics term entitled English Language Acquisition as a Second Language by Eight Year-Old Children in Indonesia Interactive Standard School Malang.
1.2. Statement of Problems

Based on the background of study stated above, the research problems are formulated as follows:

1. What are the English words acquired by eight year-old children in Indonesia Interactive Standard School (IISS) Malang?

2. What are the factor influences eight year-old children acquire English as a second language in Indonesia Interactive Standard School (IISS) Malang?

1.3. Problem Limitation

The writer focuses on two children in the second grade of Elementary School in Indonesia International Standard School Malang. In this study, the researcher concerts to one of the components of language knowledge which is morphology being significant thing for learning English in where thousands of words are formed by combining smaller words or adding prefixes and suffix that can make new meaning or change part of speech.

1.4. Purpose of the Study

In line with the research problems, the purposes of this research are as follows:

1. To identify the English words acquired by the eight year-old children in Indonesia Interactive Standard School Malang are.

2. To explore the factors influence eight year-old children acquire English as a second language in Indonesia Interactive Standard School Malang.
1.5. Significance of the Study

By conducting this research, the researcher greatly expects that the findings will be useful for several parties:

a. Parents

The parents who want to apply English as second language for their children can use this research as a consideration how to make their children interested in acquiring English at home. Moreover, parents might apply different strategies to improve their children language acquisition and to stimulate more lifelong learning.

b. Teachers

This research could be a positive consideration for teachers to improve their students speaking, both for English teachers and for other teachers implementing English as a medium of instruction. The teachers may apply particular suggestions methods suitable for their classes according to the framework presented in this study.

c. Future Researchers

This research can be additional knowledge about applying English as a second language which is related to language acquisition or linguistics. In addition, the future researchers can use this study as a reference which is correlated in English for Young Learner (EYL).

1.6. Definition of Key Terms

There are several key terms that must be clarified in this chance in order to avoid misunderstanding and misinterpretation, those terms are:
Language: A system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession (Cambridge Dictionary, Third Edition).

Language Acquisition: A process of acquiring the language subconsciously or implicitly which has picking up system and same characteristics in process getting first language (Kreshen in Indah and Abdurrahman, 2008).

Second Language: A non-native language in a context where the language is widely spoken by the community (Fasold, 2006).

Indonesia Interactive Standard School (IISS): one of state schools in Malang which uses English as a daily language in teaching and learning process by combining national and international curriculum.