

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study that explains the reasons for selecting the topic of Children's English Acquisition, statement of research questions, research objectives, scope and limitation, and the significance of the study.

1.1 Background of the Study

Language is an important thing in the daily life of people in this world. It is impossible that all of the people can communicate each other without it. Through language, a speaker can show his identity because it is also the symbol of identity. Language is not only a tool for communication, but also an instrument that can build a relation with others. Language is the first thing produced by children since they were born. That is why the relation between children and language is very closed. One of the study dealing with how language can be acquired is called Language Acquisition. Language Acquisition is the study which accounts the children language development in a natural setting. It refers to the children's development on the language comprehension and production (Paivio and Beg, 1981 : 213-252).

Children can acquire a language naturally and formally. Children can naturally acquire a language through or by imitating, reinforcing, and habit formatting some vocabularies from people in their environment. On the other hand, children formally can acquire a language through or by learning some vocabularies in the formal institution, like in Kindergarten School, Junior High School, Senior High School and then in the University.

In language acquisition, age becomes important factor because age is being the measurement for children to guess whether they are ready or not to learn that thing. Unfortunately some parents do not know about the critical period of children In acquiring a second language. So it has meaning that mostly parents do not notice

when their children are literally able to follow every knowledge when acquiring a second language. This moment is called as ‘sensitive period children’. In this time, they are easier to catch up new things, including language. It is also known as critical period for children so it is best time to educate children for some good lessons. However if we do not notice what age will be the best for children to acquire second language, the effort of acquiring a second language will be nothing for the children. Therefore, it is necessity for parents to find out first when it is children’s critical period and sensitive period so it is going to be helpful for children to acquire second language.

Children at the age 0-6 years old are categorized as the golden age. Golden age is the best time for children to learn everything, especially language. It is because at that time, the children’s brain is developing and growing fast. It makes children can easily and quickly get and stimulate new thing around them, like the command, lesson, or something said by their parents, teachers, or people around them.

Montessori in Hainstock (1999: 10-11) proposed that 0-6 years old is called as sensitive period as the children can easily accept the stimulus from his environment consciously or unconsciously. Thus, parents, teachers, and everything around them are the important things that can build their ability in learning, for instance is a language.

In this globalization era, language becomes dynamic and various. Globalization makes foreign language develop and spread in many countries, especially English. Nowadays, English has become one of the international languages in this world. The development of needs have required us to be able in mastering English as a tool of communication. Therefore the lesson about foreign language, especially about English is added as the additional subject learned in school. English has been taught from various level of education such as in the early age that is in Kindergarten or Elementary School. The fact above makes mostly parents in this world, especially in Indonesia believe that English is the language that can raise the prestige and reputation of their children as they think that English is a bridge to carry them to the best future.

Kindergarten is a place where children learn about fundamental things. One of them is learning language focusing on acquiring vocabulary. Vocabulary is an important component in learning English. Vocabulary is the total number of words in a language (Hornby, 1995:1331). It covers many aspects of language. Vocabulary is the ingredient that we use to make a sentence. Beck & McKeown (1991) said that between the ages of two and five, children learn an estimated 1500 new words every year, or about 5 words a day, or about 125 words a month. Children start to acquire vocabulary very early, typically producing their first words early in their second year, and they add steadily to the stock of words they can produce as they get older.

Thus, in this study, the writer is going to analyze the stages and the most dominant stages in English vocabularies acquisition found by 5-6 year-old children at Dharma Wanita Persatuan Kindergarten Bangkalan in the academic year 2021/2022. This school is selected as the location of object of this study because this kindergarten is admitted as kindergarten that has middle accreditation. So the writer interests to analyze the ability of the students in acquiring their English skills as second language.

1.2 Statements of the Research Problem

Based on the background issues of the study above, the writer have some problems that need to be analyzed in this study. Those are:

1. What are stages and the most dominant stage found in English acquisition shown by the 5-6 years old children at Dharma Wanita Persatuan Kindergarten Bangkalan?
2. What are the psychological factors affecting children in English acquisition by the 5-6 years old children at Dharma Wanita Persatuan Kindergarten Bangkalan??

1.3 Objectives of The Study

1. To identify the stages in English acquisition by the 5-6 year-old children in Dharma Wanita Persatuan Kindergarten Bangkalan

2. To know what psychological factors that affect children when learning second language in English vocabulary acquisition by the 5-6 year-old children in Dharma Wanita Persatuan Kindergarten Bangkalan.

1.4 Significance of The Study

This study expects to be useful for theoretically and practically contributions. Theoretically, in this study expects to improve and give more information about Second Language Acquisition at sensitive period of children. So it is hoped to make people more aware about Second Language Acquisition at sensitive period of children. In view of the second language will be acquired by children in a sensitive age period, there will be something new such as new vocabularies to be memorized by the children, the grammar to be practiced by the children, and also the right pronunciation that the children could pronounce and master it. Therefore, people especially parents can notice in what ways their children with sensitive age period more mastering. Furthermore, there will be some topic to be analyzed and also there will be warning for us not to do the same failures while doing the analysis later. And then, this study also will become the guideline for other people who want to make this analysis study as the previous studies. For practically, this study will help English teacher in improving how the strategies they teach English for young learners, especially for children with a sensitive age period. And for that, people already noticed what the most needed things that they can learn from that. They might direct their children so that their children can choose which one between grammar, pronunciation, or maybe the vocabulary that they get more interesting to be master.

1.5 Scope and Limitation of The Study

The scope of this study is Psycholinguistics field that focuses on children's second language acquisition. And then the study's limitation is the stages in English vocabulary acquisition that is found by 5-6 years old children at Dharma Wanita Persatuan Kindergarten Bangkalan in the academic year 2021/2022 based on syllabus in the kindergarten. And then the writer uses theory by Tabors and Snow

(1994) to analyze the stages found in English acquisition shown by the 5-6 years old children in Dharma Wanita Persatuan Kindergarten Bangkalan. The writer choose this theory because this theory suitable to help in analyzing the stages of Second Language Acquisition at sensitive age period of children.