The Acquisition of Simple Sentence Spoken: A Case Study of Belva Razita Maghribi

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Abstrak

Tujuan-Tujuan utama dari penelitian ini dianalisis tentang bagaimana seorang anak berusia tujuh tahun yang menjadi subjek penelitian ini memperoleh kalimat-kalimat sederhana lisan dan untuk mengidentifikasi faktor-faktor yang terpengaruh dalam memperoleh kalimat-kalimat sederhana lisan. **Metodologi/Desain/Pendekatan Penelitian-**Penelitian saat ini menganut metode kualitatif, dan datanya dikumpulkan melalui observasi alami dan wawancara tatap muka dengan seorang anak berusia tujuh tahun yang dipilih secara sengaja. **Temuan**-Temuan menunjukkan bahwa faktor-faktor perolehan kalimat sederhana lisan dipengaruhi oleh paparan bahasa Inggris, interaksi dengan anggota keluarga, pekerjaan orang tua subjek, dan kemauan subjek untuk belajar bahasa Inggris. **Orisinalitas/Nilai-** Selain itu, proses subjek dalam memperoleh kalimat sederhana lisan adalah subjek dapat menjawab pertanyaan dengan lancar dengan pengucapan yang benar, upaya subjek dalam menjawab pertanyaan secara langsung, dan subjek mengucapkan kalimat bahasa Inggris sederhana yang dapat dimengerti. Itu juga menunjukkan bahwa subjek akrab dengan bentuk pertanyaan kata ganti demonstratif ini dan itu.

Keywords: Akuisisi Bahasa Kedua, kalimat sederhana, pelajar muda
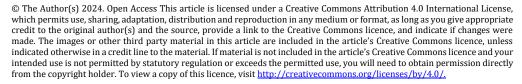
Abstract

Purpose-The main objective of this research is analyzed about how a seven years old child that is a subject of this research acquires simple sentences spoken and to identify the factors affected in acquiring simple sentences acquisition. **Research Methodology / Design / Approach-**The current study adheres to the qualitative method, and its data collected via natural observations and face-to-face interviews with a seven years old child selected purposively. **Finding-**Result showed that the factors of the acquisition on simple sentence spoken are affected by exposure of English language, interaction with family members, occupation of the subject's parents, and the willingness of the subject to learn English. **Originality/Value-** In addition, the processes of the subject in acquiring simple sentence spoken are the subject can answer the questions fluently with correct pronunciation, the subject efforts' in answering the questions directly, and the subject utterances the simple English sentence is understandable. It also showed that the subject familiar in question form of demonstrative pronouns *this* and *that.*

Keywords: *Second Language Acquisition, simple sentence, young learner*

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Introduction

The language acquisition process begins from childhood's period. Children acquire language by hearing in the areas of their community. Then they speak and imitate what they have heard like the others talking. At the early stage, children absorb information from the words that they hear. By hearing the adult's words in their environment, children imitate the words and the way adults talk and get progressed with their vocabulary. Many things can influence children language acquisition. Kind of words that they hear from their parents, the environment and also what they hear through the media, such as television and YouTube which give them many influences in acquiring language. The intelligence level and cognitive development are also important factors for children in acquiring a language.

The term of spoken language is sometimes used to mean only vocal languages produced by articulate sounds, as opposed to a written language. Much of the spoken language meaning is determined by the context. Additionally, spoken language tends to convey objective information, including the relationship between the speaker and the listener. Thus, spoken language is spontaneously acquired by a child in a community of interacting with partners. Through spoken language, a child produces a word, a phrase, even a simple sentence that makes adults understand what he or she said.

Dealing with the spoken language acquisition, Chow, Davies, and Plunkett (2017)conducted a research about spoken-word recognition in 2-year-olds which attended to a phonologically and semantically-related or unrelated to the spoken-word. The result of the research showed that language shapes cognition by biasing to enhance the efficiency of mental activities, such as learning and making analogical inferences. Likewise, Ninio (2018) research is about learning to produce complement predicates with shared semantic subjects on the children who are aged 2-3 years old. The result of the research showed that children learn a general principle of sharing arguments, common to constructions with dependent predicates, making transfer and facilitation possible.

In this research article, the simple sentence spoken acquisition of a seven-year-old child will be analyzed. Simple sentence spoken is part of language acquisition. A sentence is a collection of words that forms a complete thought. While a simple sentence is different from other sentence types because it contains only one independent clause and has no dependent clause. Through this description, the researcher decides to investigate what are the factors and how a seven-year-old child fostering simple sentence spoken. As we know that children in this period are considered to be active speakers with good speaking to communicate her mind. That is why the researcher is interested in observing the child in this age.

LITERATURE REVIEW
Child Second Language Acquisition

Child second language acquisition is a central and essential part of the field of second language acquisition. In fact, a recent period of SLA had much of its impetus from studies on child second language acquisition. The boundaries of child second language acquisition are somewhat arbitrary. It refers to acquisition by individuals young enough to be within the critical period, but yet with a first language already learned or successive acquisition of two languages in childhood. Thus, child second language acquisition is the simultaneous acquisition of two or more languages in childhood which generally falls under the cover term of bilingualism. The question of what constitutes simultaneous acquisition versus sequential acquisition is not an easy one to answer. Even though the precise beginning and end points of the period of child SLA are vague, it surely can take as core to the topic the ages between 5 and 9, when the primary language is mostly settled and before the effects from a critical or sensitive period begin to manifest themselves.

Working Memory in Second Language Acquisition

Working memory refers to the structures and processes that humans use to store and manipulate information. The term that preceded working memory was most often short-term memory. The significant difference is that working memory focuses on the manipulation of information rather than just the storage of information, as was the case with short-term memory. The positive results from working memory of first language acquisition studies, SLA researchers have increasingly subscribed to the view that working memory may play an equal if it is not greater role in the learning of a second or foreign language. In the case of first language acquisition, for example, it is largely taking place implicitly and unconsciously manner such as epitomized in children picking up their mother tongue effortlessly. In this process, the demands placed on such cognitive resources as working memory should be minimal and will only be called upon when such processing becomes more demanding, and the tasks are complex enough.

The Process of Second Language Acquisition

There are several theories of the process of the first language (L1) acquisition, and these can be grouped in various ways. There are behaviorist (that imitation and practice as primary processes in language development), innateness (that children are biologically processed for language, and that language develops in the child in just the same way with other biological functions develop) and interactionist (that the role-play of the linguistic environment in interaction with the child's innate capacities determines language development). In line with Chomsky, Cowey refers to children's capacity as a language acquisition device (LAD) that prepares children to make sense of language. The language acquisition device is also referred to as universal grammar (UG). The LAD takes in the input that comprises of sentences of the language and produces the output in the form of the mental grammar of the language.

Method

The method of this research was used a qualitative method. Then, the design of this research used a case study in which to provide a deeper understanding of the subject's acquisition of simple sentence spoken. A case study design which was aimed at capturing certain phenomenon and real situation existed on a seven years old child without any direct involvement of the researcher. In this way, this research was held on 23rd December 2018 up to 5th January 2019.

Subject of Research

In a qualitative method, the researcher is purposeful in choosing participant. She selects a specific subject to provide deep insight and thorough understanding of what she is studying. Her experience in choosing the subject plays an essential role in what to include and to exclude. In this research, a child named Belva Razita Maghribi (called Belva), who ages seven years old, was selected. She is a fun and cheerful child, and also friendly to her friends. She is a very active student in her school who is still learning at the first grade in SD YPI Bintaro. In addition, she is the first daughter of Ms. Risa and Mr. Firman.

Procedure of Data Collection

This research primarily adheres to qualitative research; therefore the collection of the data can be obtained from different methods. In accomplishing the objectives of this research, the primary methods used were face-to-face interviews and observations. For the sake of the current research, the researcher conducted individual interviews with Belva. The interview questions with Belva was carefully constructed and reviewed based on the research objectives.

The interviews were recorded via the recorder application of mobile phone by the side of note-taking. While interviewed in English, the interview with Belva was carried out in simple English questions due to her capacity in English proficiency. The interviews took place at Belva's home. The place was chosen for her conduciveness for the participant and the researcher as well. The interviews were recorded then precisely transcribed based on the exact words and opinions of the participant. In semi-structured interviews, the participant provided simple information and a short description of an answer to the questions that the researcher asked.

Combined with interviews, the natural observations were also used to allow the researcher to obtain a complete description of the natural atmosphere including the interaction between Belva and the researcher. In doing the face-to-face interviews, the researcher observed the interviewee in terms of giving information, delivering short answer using simple sentence spoken toward the questions that the researcher asked, and gestures or expressions when sharing the information.

Precisely because the use of natural observation, it tends to decontextualize the things it

records, more advanced practice in this area has made a point of insisting that researcher collect information about relevant background matters whenever she uses a schedule. Such background information helps to explain the events observed and should be logged with the schedule results to help the researcher understands the data she has collected.

Findings and discussion

After analyzing the data, findings and discussions obtained from the face-to-face interviews and natural observations carried out with Belva divided into her acquisition of simple sentence spoken is highlighted. According to the face-to-face interviews and natural observations which have been translated and transcribed, the researcher found some factors that influenced Belva's acquisition in a simple sentence spoken, as follows.

Exposure of English

Based on the interview of Belva's mother, she stated that Belva could produce some simple words when she was in five years old. Her mother teaches Belva every day for 5 minutes to trigger her to speak English by listening to kids' music, reading kids magazine by Belva's mother, and a flashcard game in English. That is why step by step Belva can produce simple sentence spoken at her age right now.

In addition, Belva's mother firmly stated that

Usually, I teach English to Belva through videos, music, and also simple conversation in a daily. But, she prefers to answer the question in Bahasa Indonesia if she cannot or confuse to deliver it in English. But it is okay for me, because I do not force her to answer my question in English.

In conclusion, the exposure of Belva's mother in speaking English is affected on Belva acquisition of simple sentence in English. Belva tries to answer her mother's question in English, and if she gets confused in answering by English, she preferred to answer using Bahasa Indonesia.

Interaction with family members

The result of this research shows that the subject acquires a simple sentence spoken because of frequency interaction that occurs. From the interaction, someone can communicate what she feels and thinks. Vygotsky asserted that communication with others is important in the development of a child's language, which stimulates the development of thought. The form of interaction that occurs is any conversations between the subject and the other. Family is the most important people in helping a child to acquire a language, as a child spends much her time with her family.

In this case, the researcher sees that the interaction between the subject and her family (parents and sister) is well-tied. The parents especially Belva's mother always make her involves in a conversation. Her mother communicates with Belva as often as possible. Her mother always tries to invite Belva to talk by asking a question, storytelling and giving direction. Even her mother is busy with her activity. For example, when her mother is cooking in the kitchen to prepare the food, she will let Belva playing with her flashcards, but Belva's mother still asks Belva some questions.

Occupation of Belva's parents

Ms. Risa and Mr. Firman are Belva's parents, also the English teacher in one of high school in South Tangerang. Sometimes, the parents of Belva are speaking English at home to exposure Belva's acquisition in English. As the result, Belva can speak English in the form of a simple sentence. Actually, Belva's parents are not presumed that Belva has interested in English. In fact, Belva is curious when her mother speaks English to her father. That is why, Belva's mother tries to introduce her to some daily phrases, or even new sentences to Belva in the form of a simple sentence.

Belva's willingness to learn English

Belva has interested in English since she was five years old. She always points out things which she still does not know in English. Interestingly, she can speak English in the form of a simple sentence. However, she only wants to speak English to people who are closed around her. Fortunately, the researcher has known Belva for two years before conducting this research. That is why she wants to speak English with the researcher when we were playing games and watching kids' songs and videos.

Dealing with her interesting in English, Belva showed her good attitude in English. If she cannot answer it in English, she seems to struggle in pronouncing the sentence in English. Through her willingness, Belva's parents facilitate her with a special television in her bedroom in which the television is only for Belva when she wants to watch English kid movies, songs, and videos.

The process of Belva's in acquiring simple sentence spoken

The face-to-face interviews and natural observation occurred between the researcher and Belva as the subject of the research. It occurred when the researcher and the subject were playing flashcards and games in English at Belva's home. There are some conversations between the researcher (P stands for Putri) and the subject (B stands for Belva), as follows.

Day 1 (Dec, 23ʳᵈ 2018)

    P: Hello, what is your name?

    B: Hi. My name is Belva.

    P: How are you, Belva?

    B: I'm fine. Thank you.

As the researcher, I am amazed her because she responded to my question directly and very fluent. Also, she answered the questions with clear pronunciation. It might be the effect of her daily conversation with her parents.

Day 2 (Dec, 24ᵗʰ 2018)

    P: What's your favorite sport, Belva?

    B: (Belva thought the answer in a short time space) Playing bicycle.

Day 3 (Dec, 25ᵗʰ 2018)

    P: What's your favorite food?

    B: I like nugget.

Day 4 (Dec, 26ᵗʰ 2018)

P: Hi, Belva. What do you eat?

B: I eat Happy tos. (Happy tos is the name of a snack)

P: Do you like it, Belva?

B: Yes, it's yummy. (Belva's answered the question happily)

Day 5 (Dec, 27th 2018)

P: What's your favorite toy?

B: Playing ball.

Day 6 (Dec, 28th 2018)

P: What is this? (The researcher pointed out the small thing in front of the subject)

B: This is card.

Day 7 (Dec, 29th 2018)

P: What are you doing, Bel?

B: I'm cooking.

Day 8 (Dec, 30th 2018)

P: What is this? (The researcher pointed out a plate in her kitchen)

B: This is *pelete*.

The subject seems to pronounce the word of "plate" with the wrong pronunciation, so the researcher tends to correct her pronunciation.

P: This is a plate.

B: (The subject repeats the researcher sentence). This is plate.

P: Good job, Belva.

B: Yes. (Then, she smiles)

Day 9 (Dec, 31st 2018)

P: What is that? (The researcher pointed out a pen on the table beside her)

B: That is pen.

Day 10 (Jan, 1st 2019)

P: What do you bring?

B: I bring bag.

Day 11 (Jan, 2nd 2019)

P: What do you eat, Belva?

B: I eat meat (she thought for a second) ball.

Day 12 (Jan, 3rd 2019)

P: What is the question, Belva? (The researcher pointed a flashcard which consists of some questions, in this part, the researcher and the subject were played flashcards)

B: Can you spell "Beijing"?

P: Good, Belva. So, can you spell the word of Beijing?

B: Yes, *emmmmm* bi-i-ai-ji-en-ji.

P: (Claps her hands) High five, Bel!

B: Yeay. (She put her palm on my palm)

Day 13 (Jan, 4th 2019)

P: Belva, how do you call your mother?

B: I call my mother "Ibu".

Day 14 (Jan, 4th 2019)

P: What are these, Belva? (The researcher pointed out a chair and a table)

B: This is chair and table.

The researcher found that Belva still knows the questions form of *What is this?* and *What is that?*. She did not know or familiar with the question of plural, such as *What are these?* From the conversation above, it can be seen that the researcher provides the subject lots of verbal input (simple sentence questions and answers) and she receives it. Then she provides the output to the researcher. During the conversation, the researcher should keep the conversation coherent, in order to get good responses from the subject. The more interactive conversation a child involves in, the more she learns. It also can be seen that the interaction between the subject and the researcher is well-tied. For a day, the question is only one or two questions because the researcher did not want to make the subject feeling under pressure. It can be proved by her understanding when the researcher is asking her and the way she answers the researcher's questions. Sometimes, she spelled a word with the wrong pronunciation for once, at least she can understand what the researcher asked.

Conclusion

Based on the findings, it showed that there are some factors that can affect a seven years old child in acquiring simple sentence spoken. Those factors are exposure of English language by Belva's mother in her daily life, interaction with family members, occupation of Belva's parents, and Belva's willingness to learn English. It seems to indicate that Belva still has a big struggle in learning English language. However, at the age of seven years old, Belva can utterance simple sentence based on what the speaker asked her. Belva answers the questions in the right way and pays attention to the questions that were asked to her.

Therefore, the process of Belva in acquiring simple sentence spoken: first, Belva seems familiar with the questions, so that she can answer the questions fluently, and the pronunciation is clear; second, Belva is struggling to answer the question in English, even though she still thinks for a while when she wants to answer the question; and third, Belva utterances the English simple sentence is understandable.

Based on the explanation above, it can be concluded that language acquisition of simple sentence spoken is happened to a seven years old child. Based on the Behaviorist theory, Belva imitates the language and gets reinforcement from her parents. While, the Nativist theory, Belva seems to understand all sentences by the structure of subject-verb-object, even before she can speak in a full sentence. In addition, according to the Interactionist theory, Belva learned a language from her parents to communicate with them.

Declaration

All manuscripts must contain the following sections under the heading 'Declarations':

Competing interests

If you do not have any competing interests, please state "The authors declare that they have no competing interests" in this section.

Author contributions

TR conducted the data analysis and interpretation related to students' critical thinking skills in physics learning based on local wisdom. HP and AR was responsible for instrument development and data collection, and was a major contributor in drafting and revising the manuscript. All authors read and approved the final version of the manuscript.

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