

CHAPTER I

INTRODUCTION

A. Background of the study

English is the first foreign language considered as an important language to gain and to develop science and technology to make a good relationship with other nation.

Language is one of the most important aspects human life. It is the basic element of communication. Many experts have researched language. There are two processes in studying the language, one of them is language acquisition.

According to Krashen language acquisition refers to the process of “picking-up“ a language. While Munoz believes that English acquisition is the central topic in cognitive science. First, language is something every child does successfully, there is a matter of a few years and without the need for formal lessons.¹

Family engagement is one of the most powerful predictors of children’s development, educational attainment and success in school and life. It underscores the clear benefits, both for children or communities, of prioritizing and investing in efforts to empower families to support their

¹ Syafrizal, *Teaching English: as a foreign language* (Serang: Untirta Press, 2014), 3.

children's learning as a key strategy in achieving greater educational equity and social justice goals that are now more urgent than ever.² The parent was the first educator for their child then from parent to a child receive lessons and parent is the most important role and very influential for their child in a home environment. Singgih has stated:

“Banyak orang tua yang menginginkan anaknya menjadi *bilingual*, bukan hanya untuk alasan social maupun ekonomis, namun dengan alasan untuk perkembangan kognitifnya. Orang tua berharap bahwa dengan menjadi bilingual, anak mereka akan menjadi lebih cerdas.”³

According to him, many parent want their child to be bilingual, not only for social or economic reasons, but for cognitive development reasons. Parent hoped that by becoming bilingual, their child will become smarter. In the globalization era, the mastery of foreign language especially English as an international language is compulsory. There are various reasons why parents make their children bilingual like economies, education, work, social and English language is also indispensable in adding science.

According to Amalia, Bilingual is a person who is able to speak and understand two language. She added that bilingualism not only able and understood ordinary speech-type languages, also knew sign languages, such as English sign language or Swedish Sign language, which are true

² Andrew Carnegie, *Joining Together to Create a Bold Vision for Next Generation Family Engagement Engaging Families to Transform Education* (New York: Global Family Research Project, 2018), 3.

³ Singgih D Gunarsa, *Dari Anak Sampai Usia Lanjut: Bunga Rampai Psikologi Perkembangan* (Jakarta: Gunung Mulia, 2004), 88.

languages. For that, there are two bilingual concept; Two languages in the same modality and two languages based on different modalities.⁴ In this research the child used two languages that is Indonesia as first language and English language as second language.

When the language acquisition is easy to be applied, parent should start talking to their child by nature quiet and reserved. And the input environment has a direct bearing on bilingual child's degree of bilingualism.

The present research was an attempt to explore parental strategies for second language (or L2) acquire in the home environment. The parent in this study has a child who was in elementary school. The child of this family is learning or learned their second or third language at a later stage of their life. Therefore, they could be regarded as learning and acquire the second or third language.

Some people live in a home environment where become bilingual child is one of the ways to get a success in the future. Here the adults can function in two languages, and the child into this family may well learn some of that language through familial interaction. In some of these situations, home bilinguals are created by the deliberate decision of parent to speak to the child in a different language, usually with one parent speaking each language. In other cases, casual knowledge that the child picks up in

⁴ Ila Amalia, "Bilingualism" (*Loquen : English Studies Journal*, Vol. X No. 2, July-December, 2017), 31-32.

conversation can be supplemented by extra language classes, the familiar Saturday or Sunday schools organized by various communities.

The writer has researched at Jl. Discovery Conserva Bintaro A 07, Parigi, South Tangerang City, Banten-Indonesia. She found the family fulfill the requirements, such as; the family who have bilingual child and has big responsibilities to applied this science, positive response on being bilingual child and the child felt unburdened when acquired second language.

The writer is interested and conducted research entitled “ The Acquisition of child’s vocabulary in the second language“ because she wants to know about how the strategies parent applied in the home environment.

B. Focus of The Study

Focus of this research on the *Acquisition Of Child’s Vocabulary In The Second Language* in the home environment at Jl. Discovery Conserva Bintaro A 07, Parigi, South Tangerang City, Banten-Indonesia. Focus analysis in this research is Speaking and Listening skill. According to Annamaria “The exact age marking the end of the critical period is debated, and range from age 6 to 13”.⁵ The importance of age in determining a child’s success in acquiring or learning second language is the years from 6-13 and the writer choose the child 9 years old. This child grades third (Mutiarra Harapan Islamic School). The reasons why this grade because

⁵ Pinter Annamaria, *Children Learning Second Language*, (Basingstoke: Palgrave Macmillan. 2011), 2.

parent tend to be more involved in assisting young child concerning language skills in the home environment.

C. Research Questions

Based on the focus of the study above, the research questions are:

1. What strategies do parent apply to their child in acquiring second language?
2. What difficulties faced by parent in introduce second language?
3. How does the child's response on acquiring second language?
4. What are vocabularies gotten by child at Discovery Conserva?

D. Objectives of The Study

The objectives of this research are:

1. To know the strategies which parent apply to their child in acquiring second language.
2. To know difficulties faced by parent in introduce second language.
3. To know the child's response in acquiring second language.
4. To know vocabularies gotten by child at Discovery Conserva.

E. The Significance of The Study

1. The writer hopes this research will give motivation to the crowd in particular readers especially for educators in Indonesia. The writer hopes this research will give benefit to the writer, students,

school and parents in the home environment and the writer got many knowledge about this study.

2. For the teacher, the teacher can use the result of this study as a reference for teaching language activities especially in bilingual classes or get more various strategies.
3. For the parent, the parent has motivation in applying bilingual, because to be bilingual have many benefits for the future, especially for education.
4. For the students, the students can new information and new knowledge in this research about how to acquire L1 + L2 in bilingual child in the home environment.

F. Previous Study

1. Parents' use of discourse strategies in dual lingual interactions with receptive bilingual children text by Janice Nakamura, publisher in <https://www.researchgate.net/publication/328684995>.

A case study approach was adopted for this research, because the dual lingual interactions that take place between receptive bilingual children and their parents could be studied intensively using rich and in depth data. The participant of this study were Max and Nina (aged 7 and 4 respectively at the start of the study). The result of this research is the children were mostly unresponsive to the fathers' prevalent use of the

‘move-on’ strategy perpetuated dual-lingual interactions, and contributed to their children’s receptive bilingualism. The children were mostly unresponsive to the fathers occasional use of ‘constraining’ discourse strategies and the ‘adult repetition’ strategy. These findings reiterate the importance of using these discourse strategies in the early years to establish active bilingualism. Once parents and children become accustomed to interacting dual lingually, it may be difficult to reverse this mode of interaction.

2. Parenting strategy of parents who have an early child with bilingualism text by Rudy Cahyono publisher at Universitas Airlangga (Augusts 12, 2018).

This research aims to provide an overview and understanding of parenting strategy of parents in early child with bilingualism, the focus of this study is to dig aspects such as backgrounds child to bilingual, dynamics of parenting bilingual, factors that influence child to be bilingual, and parental strategies to be bilingual. The research method used in this study is qualitative and the design used Quali-instrumental. The subject in this study is a parent who has 3-5 years old children using two languages in daily life. The result of child to be bilingual is because the parents ever been a labor in another country, and the parental strategies in this research are various such as reading a book with two

languages, watching movies, cartoons, listening to children's music with two language.

Comparing previous studies above with my research is: *The first previous study is*: Talking about Parents' use of discourse strategies in being bilingual children, and my research, the writer will focus on parental strategies in being bilingual child in the home environment. *The second is*, Parenting strategy of parents who have an early child with bilingualism text this research using Quali-Instrumental method, and my research using qualitative research and using case study and the writer need one family to be practiced this method.

G. Organization of the Writing

To make this research easy to be comprehended, the writer divides this research into five chapters:

Chapter I is Introduction. In this chapter the research puts some points: background of the research, the statement of the problem, the objective of the research, the significant of the study, the limitation of the research, and Organization of the writing.

Chapter II is a Theoretical Frameworks. It consists of first and second language acquisition, parental strategies, theories from some experts about the definitions of bilingualism, advantages of bilingualism, and bilingual child.

Chapter III is the Research Methodology. Which consist of the research method, the technique of data collecting and the technique of data analyzing.

Chapter IV presents The Data Analyses and The Discussion of The Findings. This chapter consists of the result of the study in detail by using supporting evidence that the researcher gets from the research.

Chapter V presents Conclusions and Suggestions. This chapter consists of the conclusions of the result of the research and suggestion for the next researcher.