

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Every singular person learns his/her first language from parents. Toddlers also learn their first language from their mothers. It is sure that toddlers learn anything from other people they meet. Stechuk, et.al (2006, p.5) explain that from interacting with people as well as playing with objects, toddlers come to develop understanding about their world. Thus, it can be concluded that people who live around the toddlers surely have a great influence in the development of the toddlers themselves.

Nowadays, English has become an important subject taught in schools. As a matter of fact, English is now taught at schools in countries all over the world. As an international language, it is sure that the use of English is essential for human communication. This idea is supported by McQuown (1982, p. 195) who states that international Language is a language that serves as a means of communication among people of different native languages. So, English as an international language is used by people around the world with different native languages.

When toddlers come in a situation where they learn more than one language, they come to multilingual environments. The sources of children's two languages may differ across environments: children may hear the first language spoken by several family members, and may hear their second language spoken by one of their teachers (Stechuk, et. al : 2006, p. 6). Learning English can be quite difficult for children. Thus, in this case, parents take a very important role in supporting their children to learn English. Parents need to participate in both the development of the educational program and its implementation. When children and parents start the program, they bring with them a wealth of cultural, linguistic and economic experience which the early childhood professional can draw upon (Clarke, 2009, p.8). There are many things that a child must learn to master English well. They have to learn the pronunciation, the grammar or the structure, the vocabulary and so on. These aspects can be learned in some different events. Clark (2009, p.7) explains some events which children can learn English:

Children learning English as a second language are a diverse group. Some children will have had little or no exposure to English when starting child care, family day care, kindergarten or school. Other children will have been exposed to English through older siblings, child care or playgroup experiences or will have been introduced to some English at home. Some very young children will still be acquiring their first language at home, while learning English as a second language in child care or family day care.

From the explanation above, it is important to conclude that a child can learn English in many places. He/ she can learn it at home with his/her parents, in kindergarten, or maybe in a child care. A toddler may have a different dominant strategy compared to other toddler. Those strategies are usually recognized by the toddlers' parents as parents always pay much attention in the development of their

children. This phenomenon encourages the writer to conduct a study which concerns in the most dominant strategies used by parents to support their toddlers in learning English as a second language.

## **1.2. Field of Study**

The field of this study is in Linguistics

## **1.3. Scope of the Study**

In this study, the writer focuses on the strategy used by parents to support their toddlers in learning English as a second language. The writer is observing the most dominant strategy that the toddlers' parents use to support them in learning English as a second language. Hence, this study is a part of Second Language Acquisition.

## **1.4. Problem Formulation**

Based on the theory of Second Language Acquisition (SLA), the problems which are:

1. What the strategies are used by the toddlers' parents in supporting their children in learning English as a second language?
2. What is the most dominant strategy used by the toddlers' parents in supporting their children in learning English as a second language?

### **1.5. Objectives of the Study**

By looking upon the problems above, the objectives of this study can be concluded as:

1. To find out the strategies used by the toddlers' parents in supporting their children in learning English as a second language.
2. To figure out the most dominant strategy used by the toddlers' parents in supporting their children in learning English as a second language.

### **1.6. Significance of the Study**

This study is to learn more about the strategies that toddlers' parents use to support their children in learning English as a second language. From this study, the writer hopes that it can give a contribution to Linguistics because there will be much information about the most dominant strategies that the toddlers' parents use in supporting their children in learning English as a second language. This study can also add new knowledge to the readers about Second Language Acquisition (SLA) and can be a contribution to other students to conduct another further research.

### **1.7. Definition of Terms**

1. **Toddler** is a young child, especially one who is learning or has recently learned to walk (Cambridge, 2008, p. 129).
2. **Second Language Acquisition** is the study of how learners learn an additional language after they acquire their mother tongue (Ellis, 1985, p.5).

