

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Human social interaction occurs through communication between one human with another human which can be done through some ways. One of these ways is through media called languages. There are several processes or stages through which a child acquires the language (Usman, 2015), for example, the syllable acquisition such as *ma*, *pa*, *miq*, word acquisition, like *pegi*, *maem*, *mimiq*, earned phrases, such as *mimik cucu*, *maem jajan*, and *halan-halan*, also the acquisition of sentences, like *Zizi minum susu*, *Kita mau pergi ke mall* and others.

Language acquisition in a child is one of the natural processes experienced in his life. Therefore, human being in acquiring language is a marvelous process, yet it is difficult to prove (Usman, 2015). Many theories and views from various studies have been put forward by experts and researchers who have done to explain the process of obtaining language among children. However, to this day everything is still a hypothetical.

As someone who is still in the language learning stage, children feel there are difficulties in speaking or saying to produce language. Because in essence producing a sentence not only requires a psycholinguistic process to make the elements that will be said in a reasonable and meaningful sequence, but also the right coordination with

the neurobiology so that what is communicated can be interpreted by the partner (Dardjowidjojo, 2003).

A person's ability to use language determines the effectiveness of communication. For children, the language mastery process is mastered gradually in accordance with the development of language acquisition. The process of mastering the language in accordance with the context of use is inseparable from the cultural value of the language it uses. As stated by Mbeté (2004) that language is a resource and mental wealth that after being acquired and mastered is in human beings and society.

In producing a language (sentence) children need a socialization process to understand and practice themselves as community members to be accepted in their environment (Werdiningsih, 2016). Thus, children will acquire language which is then used in communication. The child's ability to produce sentences is of course strongly influenced by the environment that raises him. At the same time the child must also understand the meaning of the speech that he produces. Acquisition of meaning in children is an activity that is fundamental to the development of communication skills.

The environment has a very important role in acquiring children's language. Different environments and different cultural, social, economic, residential and educational factors cause children to get different experiences and inputs. This greatly affects the process of acquiring their language. According to Holmes and Brown (1979), in that environment children practice using language rules in accordance with the context of communication.

The influence of mastery of two languages possessed by children causes the emergence of mixed codes in communicating with those around them. According to Nababan (1992) mixed code is the use of two or more languages or various languages in a relaxed manner between people we know intimately. For example, when someone says "*itu loo rumahnya mbledos*" the speaker mixes two codes in one sentence. Those codes are Indonesian and Javaese. In this sentence, there is Javanese word "*mledos*" which in Indonesian means "*meledak*" or explode.

Previous studies have been conducted by Ghozali (1998), Werdiningsih (2007), and Sukartiningsih (2007). It was stated that preschoolers have been able to communicate in a variety and meaningful manner (Werdiningsih, 2016). But the three researchers have not explained how the production of sentences produced by children (including forms, patterns, elements of sentences, and choice of words). While, in this study, the writer was encouraged to conduct research on the language production of four-year-old children. They are speakers of Indonesian and Javanese in their daily lives. In their daily lives they obtain both languages from their parents and the surrounding environment. So this study aims to find out how four-year-old children produce phonology, grammar, pragmatics in their first language and whether their first language is mixed in producing language.

1.2 Scope of the Study

In this study, the writer will examine phonology, pragmatics, grammar, and, mixed language in three four-year children from different family backgrounds, environments and first language inputt

1.3 Problem Formulation

1. How do four-year-old children under this study produce their phonology, grammar and, pragmatics?
2. How are the first languages mixed in the production?

1.4 Objectives of the Study

The objectives of this study are as follows:

1. To find out how do four-year-old children under this study produce their phonology, grammar and, pragmatics?
2. To find out whether the first languages are mixed in the production.

1.3 Significance of the Study

This study is useful for adding knowledge to the readers, especially students who major in linguistics and parents who want their children to be bilingual or not.

1.4 Definition of Term

a. Bilingualism

According to Moradi (2014) bilingualism is defined as the use of at least two languages either by individuals or by a group of speakers.

b. Early bilingualism

Early bilingualism was defined as the acquisition of more than one language in the pre-adolescent phase of life (Beardsmore, 1986)

c. Language

Language is a system that is systematically arranged which might be used on a generative system and becomes an arbitrary symbol or symbol Tarigan (Tarigan, 1990)

d. Language Development

In a journal entitled *Language Development in Children* written by (Cristy, 2017), the meaning of language development is the same as mastery of language, namely the process of selecting vocabulary, the ability to compose simple words, and the ability to arrange simple and complex grammar.

e. Language production

Language production is the ability of a person to express his own thoughts through vocal tools and through writing (Nababan, 1992).