

CHAPTER I

INTRODUCTION

The first chapter discusses the basic of the research involving background of the study, statement of problems, research objectives, research significances, and operational definition of the key terms.

1.1 Background

The Kindergarten of Al-Irhaam Global Islamic School is an institution of education based on Islamic religion by using bilingual program. Bilingual is an educational program that uses English and Indonesian in the learning process. The term bilingual education refers to the use of two (or more) languages of instruction at some point in a student's school career. The languages are used to teach subject matter content rather than just the language itself (Maraikayar, 2007: 1). In this program students are taught to communicate and interact in English and Indonesian when the learning process takes place. However, students are not directly taught in full English but will be implemented gradually and continuously in accordance with the targets to be achieved so that the portion of English taught is increase. One of the goals of bilingual itself is that students are able to keep pace with the multi-dimensional developments in which English skills are so important that the students are expected to choose a bilingual-based kindergarten to enable them to compete in educational sciences both in the local and international.

Typically, students in bilingual education program are those who are in the beginning stages of bilingual development. The instruction is carried out justifications of giving both in *Bahasa Indonesia* and English instruction are that the development of a full range of proficiency skills in English takes time, that literacy is best developed in the native language when integrated with activities in which the parents and teachers can participate. In the Kindergarten of Al-Irhaam Global Islamic School their first language (L1) is Bahasa Indonesia, and the Second Language (L2) is English. Therefore, that knowledge acquired during this period through instruction in the native language or (L1) will transfer to English as (L2).

In general, there are two language acquisitions, the first language acquisition (L1) and the second language acquisition (L2). According to Saville and Troike (2006: 12), the first language acquisition is completed even before someone ever attends school. On the other hand, in kindergarten (TK), the children will be taught to speak, from using the word and then strung together into sentences. That is when the kids get other languages commonly called a second language (L2). Sentence obtained by children through activities conducted in schools, such as playing, learning (drawing, coloring and writing), singing, storytelling, and others. English as their (L2) and they are required to learn English in the school to get their second language acquisition. Second language acquisition (SLA) is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. It studies a wide variety of

complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts, one of the variety in the (SLA) is interlanguage performance.

Interlanguage is the system which the learners build up for themselves. The concept of interlanguage was suggested by Selinker (1972) in order to draw attention to the possibility that the learner's language can be regarded as a distinct language variety or system with its own particular characteristics and rules. Based on the theory that while learning a second language, learners build up a system for themselves which is different in some ways from their first language and second language systems. According to Ellis (1990) maintains that interlanguage theory can provide an explanation for how both children and adults acquire a second language.

The study of language and mind is known as psycholinguistics. Psycholinguistics actually involves the study of psychology and linguistics in the same time. Altmann (2001:129) defines the psycholinguistics as the study of human mind reflecting the ability of the mind to communicate and comprehend a certain language. Thus, the field of psycholinguistics includes how individuals comprehend, produce, and acquire language since it is associated with the mind and the language. In other words, psycholinguistics is principally a combination of the field of psychology and linguistics as the name implies.

Actually the writer is not the first researchers who conduct analysis the process of Second Language Acquisition in children. However, it does not mean

that the researcher only plagiarizes the previous study. To prove the originality of the research, the writer will show the previous study. The first, study of language acquisition has been conducted by Arry Purnama (2013) entitled "*English Vocabulary Mastery of Indonesian Seven Years old Boys and Girls*". The result of this research shows the vocabulary mastery by Indonesian seven years old boys and girls and the factors that mostly influence their English vocabulary mastery.

The second previous study has been conducted by John G. Thornton (2009) entitled "*Learning English as a second language in South Korea: Perceptions of 2nd year college and university students and their English speaking instructors*". The result of this research shows the Student Mean Scores or Popular opinions about language learning and teaching.

The Third has been conducted by Ali Akbar Khansir entitled "*Error Analysis and Second Language Acquisition*". He is analyze to find the difference between Error Analysis and Contrastive Analysis.

Acquisition and development of a second language in kindergarten be interesting to study further, and to get the results required in psycholinguistics research on second language acquisition and development, the researcher conducted this study at Kindergarten Al-irhaam Global Islamic School using the object about 5th -6th years old. Collecting data using children aged 5th -6th years old are based on the assumption of the basic assumptions that found at the age of acquisition of vocabulary in children is being formed and is experiencing growth.

1.2 Statement of Problems

The ability to mastery second language can not be separated from how the children get it. The competence of language in technically includes, the word formation and conversational capability by using L2 requires a long process, and in the process of obtaining their second language, the children usually experience the creation of a separate language system that called interlanguage. Based on the description that has been described, then the problem in this study are:

1. How is the process of English vocabulary mastery of children in Al-irhaam Global Islamic School Class B?
2. Is there any interlanguage data in the process of Second language acquisition in Al-irhaam Global Islamic School Class B? If any, how does it happen?

1.3 Research Objectives

Based on the research questions formulated in the previous section, this research aims to:

1. Investigate the process of English vocabulary mastery in the Kindergarten of Al-Irhaam Global Islamic School Class B.
2. Analyze the interlanguage data in the process of Second language acquisition in Al-irhaam Global Islamic School Class B.

1.4 Research Significance

The study hopefully can make people realize the process of English vocabulary mastery and interlanguage in children. The writer hopes that this study

will be beneficial for the writer and reader in general. The studies of the process of second language acquisition in children have some benefits, and the benefits of the study are follows:

The first, theoretical Significances are can contribute to the science of linguistics, especially the study of psycholinguistics in the process of second language acquisition and the reader can improve the ability in the process of second language acquisition especially in children.

The second is practical Significances. They are to be one of source information to the next writers that is the problem related to this research for instance research about the process of second language acquisition and for the other researches this research provides contribution as the reference for them who want to analyze or study in psycholinguistics.

1.5 Definition of the Key Terms

To avoid the ambiguity and misinterpretation in understanding this study, the researcher provides the following key terms:

1. **Bilingual** : The usage of two languages in activity.
2. **L1** : First Language (L1) is a language that a person has been exposed to from birth.

3. **L2** : Second Language (L2) is a language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken.
4. **SLA** : Second Language Acquisition (SLA) the human capacity to learn other languages than the first.
5. **Interlanguage** : Is a phenomenon of second language acquisition (SLA) in which second language learners develop and retain a linguistic system, the learners build the language up to themselves.
6. **Kindergarten** : A school that prepares children, usually five- six years old, for the first year of formal education.
7. **Psycholinguistics** : The study of psychology and linguistics.
The study that discuss language and mind.