

SECOND LANGUAGE ACQUISITION FOR CHILDREN

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Abstrak

Artikel ini menunjukkan perolehan bahasa mengacu pada pengembangan bahasa kedua untuk anak-anak. Pembelajaran bahasa kedua adalah proses di mana seseorang belajar bahasa asing. Untuk perkembangan anak-anak, ada beberapa faktor yang memengaruhi perolehan bahasa kedua. Selain bahasa mereka sendiri, anak-anak belajar dari produksi perolehan bahasa dan menggunakan konteks dan semantik. Faktor-faktor lain juga penting, seperti kompetensi guru dan bahasa ibu. Artikel ini pertama mendefinisikan konsep produksi perolehan bahasa. Ini diikuti oleh tahap-tahap dalam perkembangan yang memberi dorongan bagi anak-anak. Bagian kedua dari artikel ini menggunakan konteks dan semantik. Pengalaman ini dianalisis anak-anak untuk mulai menggunakan bahasa baru. Kemudian, mereka mulai menghasilkan kalimat sederhana dengan spontan dan komposisi, dan tidak dapat secara harfiah membuat suatu aturan tata bahasa sebelum kata yang melakukan tindakan. Faktor ketiga adalah kompetensi guru. Guru juga diharapkan untuk mengajar secara struktural dan gramatikal, dan harus mampu menciptakan instruksi pusat pembelajaran. Bagian keempat adalah bahasa ibu. Orang tua juga bagian dari memodifikasi kata-kata anak mereka ketika mereka dimasa anak-anak. Itu pastinya membantu anak-anak ketika orang tua berbicara kepada anak-anak dengan baik. Tetapi keberhasilan mereka dalam belajar bahasa kedua tidak dapat dijelaskan oleh tata bahasa yang digunakan orang tua. Sehingga, proses pembelajaran perolehan bahasa kedua di kelas dianggap lebih efektif.

This article that show language acquisition refers to development of a second language for children. Second language learning is the process by which a person learns a foreign language. For children's development, there are some factors that influences a second language acquisition. Beside their own language, the children learn from language acquisition production and using context and semantics. Other factors are also important, such as teachers' competence and mothers' speech. This article first defines the concepts of language acquisition

production. This is followed by the stages in development that give stimulated for children. The second part of this article using context and semantics. This experience is analyzed the children to begin using new language. Then, they begin to produce simple sentence with spontaneous and composition, and cannot literally create a grammar rules before action words. The third factor is teachers' competence. Teachers also are expected to teach about structure and grammar, and should be able to create learner central instruction. The fourth article is mothers' speech. The parent also part of the word modify their speech when taking to young children. It surely must help children when their parents speak well. But their success at learning cannot be explained by any special grammar of parental. So that, the process of learning second language acquisition in the classroom can be more effective.

Key Words: SLA, Language Acquisition Production, Using Context And Semantic, Teachers' Competence, Mothers' Speech.

INTRODUCTION

Language acquisition refers to development of a second language for children. It is important and very useful for the children to learn a second language learning. There are many differences between the processes of learning and acquisition. For example, the terms are generally used to separate first language as acquisition of second language as learning. According to Oxford (2001: 214), language device is “a device effectively present in the minds of children by which a grammar of their native language is constructed”. Second language acquisition refers to the study of how the children learn a second language, additionally to their first language. Oxford (2001: 358) stated that second language is “a language is not native to a community but has an established role, for certain purposes or at a certain social level within it”.

Munoz, M.L (1998) said that language acquisition in the classroom activities have specific targeted English skills are being taught rather than hand one experience of language acquisition. Children can learn the new concept quickly in the classroom everyday. They also have time to learn basic English before they understood to use abstract and decontextualized activities in the school.

Language acquisition occurs during classroom activities where specific targeted English skills are being taught rather than through the hand-one experience typical of language acquisition. Children are challenged to learn English quickly while keeping up with the new concept introduced on their

classes every day. They have little time to learn basic English before they must be understood and used in highly abstract and decontextualized academic activities.

THE IMPORTANCE OF SECOND LANGUAGE ACQUISITION

In developing language acquisition, the children start to learn from language acquisition production and using context and semantics. Beside that, in learning second language acquisition have another factors come from teachers' competence and roles in the classroom and mothers' speech.

1. Language Acquisition Production

Language production is the concepts of psycholinguistics that describes the steps of speech from mental concept to producing spoken or written language. Children learn about the word and the meanings which they feel stimulated to communities use to express a similar range of meanings. These also give evidence from steps of an intimate relationship between cognitive and linguistic development. For example, Richard Cromer (1974) found that English perfect tense (he has walked, etc) has not used before the age of four and a half, despite the fact that the form is frequent in parents' speech and consists only of simple elements which were well within the children's capacity. He examined other aspects of the children speech and decided that the perfect tense did not appear until they had acquired the underlying concept of present relevance. Krashen and Terrell (1983) said that children who are second language learners have four stages of development and have different instructional needs at each stage.

a. Pre-production

Children have minimal comprehension. Here, children learn to new sounds and speech patterns new language words remain attached to old language words or concept that are familiar. Non-verbal language, like gestures and body language, provides the means for self-expression during this stage. Children need exposure at this time, draws and make points to the new language based on meaningful context.

b. Early production

Children have limited comprehension. Here, children begin to produce one or two word responses. They often use key words and familiar phrases in present tense verbs. At this stage, it is not necessary for children to have correct language as long it does not interfere with meaning.

c. Speech emergence

Children have good comprehension. They begin to produce simple sentences, make grammar and pronunciation errors, and frequently misunderstands jokes. At this stage, language instruction includes reading

and writing skills. It is helpful for children to work cooperatively on school assignments to they have the opportunity to hear and produce meaningful language.

d. Intermediate fluency

Children have excellent comprehension. At this stage, children use spontaneous..... (spontaneous what?) and composition. They also make few grammatical errors. Language instruction focuses on expanding vocabulary and more complex sentence patterns. At this level, children become able to talk about themselves. Then, children's developmental levels in language must be considered when providing activities, instruction, and motivating purpose for communication. In this stage, children are able to understand and use word and short phrases on correct production is withheld until the child can use spontaneous language. Social communication and meaningful tasks within cooperative groups are motivating approaches for stimulating language learning and fluency in literacy skills in second language acquisition.

2. Using Context and Semantic in Language Learning

Using context can help a reader understand the meaning unfamiliar word. Besides, semantic refer to actual word meaning. In other words, we know that we need a noun to fill the blank, but think about it. According to Pinker in Bloom (1988) there is a contingency between syntax and semantic in the basic sentences. If a verb has an argument playing the semantic role, then that argument will be expressed as the subject of basic sentences in language. An action is expressed as objects, but not all objects are entitles affected by an action. Actions themselves are expressed as verbs (though not all verb express action).

If semantic and syntatic categories are related in restricted ways, the children could use words and phrases as evidence that they belong to certain syntatic categories. For example, a child can infer that a word designated a place and thing as a noun, an action is a verb, that a word expressing the argument of an action predicate is the subject, and so on.

Besides according to Anderson (1977) model of language acquisition assumes that the input to the child consists of a sentence and a representation of the meaning of that sentence, inferred from context and from the child's knowledge of the meanings of the words. So children do not hear every word of every sentence to the entire meaning of a sentence from context. Then, Landau and Gleitmen (1985) stated blind children whose access to nonlinguistic world is limited, they learn language without many problems. When children do succeed in guesing a parent's meaning, it cannot be by simply temporal contiguity. So that, the children should really understand about context using.

3. Teachers' Competence and Roles in the Classroom

Teachers' competence and roles are domain of the teacher in the school. Teacher must be a leadership and fasilitator to make students fluent and proficient in second or foreign language learning. Richards (1974) stated that teachers are required to be proficient in (a) communicative competence, (b) their important roles in classroom, communicative competence can be defined as the ability not only to apply the grammatical rules in correctly but also to know when and where to use these sentences and to whom.

Of course, teachers are expected to be able to teach learned about structurally and grammatically correctly. Structure deals with the skeleton of grammatical pattern, while grammar is concerned with dictions (choice of word) and meaning (lexical, structural, sociocultural, figurative, and contextual). For example, "may I lend your book?" structurally, this sentence is correct but grammatically incorrect, that is "may I borrow your book?".

Besides teachers should be able to create learner-central instruction. For example, by making the students active and productive and at the same time presenting meaningful. Here, meaningful in which control over the response, but understanding is required in order for the student to produce a correct response.

4. Mothers' Speech

Mother speech used for the language that a person learned as a child at home. Parents can be part of the word modify children speech when talking to young children. According Snow and Ferguson (1977), if parents talk to their children, the parents should speak with slower, shorter, simpler, higher-pitched, more exaggerated in intonation, more fluent and grammatically well-formed, and more directed in content to the present situation, compared to speech among adults. Parents also expand their children's utterances into full sentences, or offer sequences of paraphrases of a given sentence.

There are some communities with different ideas about children's place in society. For example, people assume that children are not worth speaking, and do not have anything to say that is worth listening too. In some communities in New Guinea, mothers consciously try to teach their children language, but not in the style familiar to us, of talking to them indulgently. Rather, they wait until a third party is present, and coach the child as to the proper, adult like sentences they should use (see Schieffelin and Eisenberg, 1981). Nonetheless, those children grow up to be fluent language speaker. It surely must help children when their parents speak slowly, clearly, and succinctly to them, but their success at learning cannot be explained by any special grammar-unveiling properties of parental baby talk.

IMPLICATION

Language acquisition have some implications for children. First, the children start to learn from language acquisition production. Here, there are four stages of development and have different instructional needs at each stage to language acquisition production. Then, using context and semantics in language learning. Here, the children could use words and phrases as evidence that they belong to certain syntactic categories. In addition to, in learning second language acquisition, teachers' needs to have competence and play roles in the classroom. Teachers should be able to create learner-central instruction and to be able to teach structurally and grammatically correctly. The last implication is mothers' language in language learning. Here, parents can be part of the word modify children speech when talking to young children.

While learning and adapting to new sounds or words attached the concept that are familiar, the children have correct language by new peer is a strong motivator for the children to begin using new language. Then, the children begin to produce simple sentence.

There is a contingency between syntax and semantic in the basic sentences of most of the world's language. A child cannot create a grammar that contains rules. This would leave the child does have way of knowing how to order the words in sentences. Besides, many models of language acquisition to children consists of a sentence and a representation of the meaning of that sentence, inferred from context and from the child's knowledge of the meaning of the words. Teachers are expected to be able to teach about structurally and grammatically correct. The teachers should be able to create learner central instruction.

The parents is the most parts of the world modify their speech when talking to young children. It surely must help children when their parents speak slowly, clearly and succinctly to them, but their success at learning cannot be explained by any special grammar unveiling properties of parental baby talk.

CONCLUSION

Language acquisitions have many factors influences for the children learn about second language. Beside their own language, this article first defines the concepts of language acquisition production. This is followed by the stages in development that give stimulated for children. Then, part of this article using context and semantics. This experience is analyzed the children to begin using new language. Then, they begin to produce simple sentence with spontaneous and composition, and cannot literally create a grammar rules before action words.

Another factor is teachers' competence. Teachers also are expected to teach about structurally and grammatically, and should be able to create learner central instruction. The last is mothers' speech. The parent also part of the word modify their speech when talking to young children. It surely must help children when their parents speak well. But their success at learning cannot be explained by any special grammar of parental. In the classroom, the children learned about structurally and grammatically correctly. Structure deals with the skeleton of grammatical pattern, while grammar is concerned with choice of word and meaning word (lexical, structural, sociocultural, figurative, and contextual). So that, the process of learning second language acquisition in the classroom can be more effective.

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