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Second Language Aquisition and The Development through Nature-Nurture

Syahfitri Purnama

Universitas Indraprasta PGRI, Jakarta, Indonesia

E-mail:syahfitripurnama@gmail.com

Abstract. There are some factors regarding which aspect of second language acquisition is affected by individual learner factors, age, learning style, aptitude, motivation, and personality. This research is about English language acquisition of fourth-year child by nature and nurture. The child acquired her second language acquisition at home and also in one of the courses in Jakarta. She schooled by her parents in order to be able to speak English well as a target language for her future time. The purpose of this paper is to see and examine individual learner difference especially in using English as a second language. This study is a library research and retrieved data collected, recorded, transcribed, and analyzed descriptively. The results can be concluded: the child is able to communicate well and also able to construct simple sentences, complex sentences, sentence statement, phrase questions, and explain something when her teacher asks her at school. She is able to communicate by making a simple sentence or compound sentence in well-form (two clauses or three clauses), even though she still not focus to use the past tense form and sometimes she forgets to put bound morpheme -s in third person singular but she can use turn-taking in her utterances. It is a very long process since the child does the second language acquisition. The family and teacher should participate and assist the child, the proven child can learn the first and the second language at the same time.

Keywords: Second Language Acquisition, Sentence Construction, Turn-Taking

I. INTRODUCTION

Humans can not live alone, he/she needs to communicate with those around him/her. From childhood becomes an adult, they learn language by natural. Adults and children can communicate well according to his ability, for children, they are still in the learning phase process continuously. In the universal language acquisition process, the child will undergo several stages: crying, cooing, babbling, intonation pattern, one-word utterances, two-word utterances, word inflexion, questions, negatives, and generally up to the age of four-year child was able to build simple or complex sentence construction. Children language acquisition obtained naturally at home (nature) or if the children learn at school, they learn the system of language (nurture). If it is natural, they will acquire the language from the environment, for example when from childhood she always heard her mother communicated by her parents and also all families at home, while nurturing obtained by learning in school. The success of child language acquisition, both nature and nurture are not spared from the role of parents, families but from also a teacher at the school.

Studying of the second language acquisition, the child has to practice every day. In English phonic course “I CAN READ” in Cibubur, the second place where she learns the language, she always brushes her English with her teacher. According to Richards and Schmidt [1], phonic is a method of teaching children to read. It is commonly used in teaching reading in the mother tongue. Children are taught to recognize the relationship between letters and sounds. They are taught the phoneme sounds and practice in front of the class.

She is also kindergarten student in Global Mandiri, Cibubur, East Jakarta. Here, Alya always is asked using Indonesian and English with her teacher, but she uses Indonesian with her maid and friends. She is very active in speaking, it makes her parents happy. In the process of Language Acquisition Device, Alya gets the inner-directed and direct teaching in the course.

Chomsky [2] stated “Language learning is not really something that the child does, it is something that happens to the child placed in the appropriate environment, much as the child’s body grows and matures in a predetermined way when

provided with appropriate nutrition and environmental stimulation”.

From the explanation above, this research will study about English as a second language acquisition of Indonesia child aged four years old through nurture in school can be used as cooperative communication without interference of the first language with her teacher in the class.

II. LITERATURE REVIEW

A. Language Acquisition

Gleason and Ratner [3] stated in adults have always been fascinated by the almost miraculous unfolding of language in children. Although born completely without language, by the time they are 3 or 4 years old, children typically have acquired thousands of vocabulary words, complex grammatical and phonological systems, and equally complex rules for how to use their language appropriately in many social settings. These accomplishments occur in every known society, whether literate or not almost all children, regardless of the way in which they are reared. The tool of modern linguistics and psychology have enabled us to say a good deal about what children learn, and the stages they may go through on the way to adult communicative competence. It means that for the 3 or 4 years old, children can make the simple sentence and if they make compound sentence most of them can not perfect in general.

Many people still have many unanswered questions about how children actually acquire language. How do they determine what words mean, or how to produce grammatical utterances that they have never heard or produced before?. Researchers have been unable to agree as to why children learn language: Do children learn language because adults teach it to them? Or because they are genetically programmed to acquire language? Do they learn complex grammar simply because it is there, or do they learn in the service of some need to communicate with others.

What Gleason and Ratner stated above that Language acquisition done by children always to be question by adult persons. Language acquisition of children develop as their age through nature and nurture, nature supported by family also influenced by surrounding and nurture learns in school [4].

B. Nature- Nurture

Brown [5] argued a child language acquisition acquired by language acquisition device and language system device besides nature-nurture. Nature provides an innate knowledge of language while nurture includes learning the system of language [1].

Behaviourists propose that a child’s environment is the most important factor in first language acquisition, and if a child is exposed to ‘rich language,’ then ‘good habit

formation` and proper language development will occur. It is possible that first language acquisition includes speech imitation, but the second language includes:

1. Children do not imitate everything they hear; they appear to be very selective and only reproduce unassimilated language chunks. Therefore, their replications seem to be controlled by an internal language-monitoring process.
2. Children learn the basic rules of language at around the age of five; the behaviourist theory cannot account for the speed that first language is acquired.
3. Children say things that are not adult imitations; in particular, they use inflectional overgeneralizations such as ‘goed,’ ‘putted,’ ‘mouses,’ and ‘sheeps.’
4. Children produce language structures that do not exist; you often hear, “Where I am?” instead of “Where am I?”
5. Children that acquire language from habit formation seem to memorize certain structures prematurely. These phrases become lodged in their minds as unassimilated chunks of information that they cannot incorporate into their own verbal expressions.
6. Children produce many more sound-combinations than they hear, and understand many more than they can produce.
7. Children are exposed to language performance and not to language competence. Often they are exposed to “debilitated” language, yet, they manage to extract the language rules from these utterances and speak correctly (<http://www.decodedscience.org/first-language-acquisition-development-theories-nature-vs-nurture/7247>).

C. Moving From Words to Sentences

Gleason and Ratner [3] from Brown [5] said some time their second year, after children have about 50 of these early words in their vocabularies, they begin to put them together into rudimentary two-word sentences. Words that they said in the one-word stage are now combined into short utterances. In English such utterances lack of articles, prepositions, inflexions, or any of the other grammatical modifications that well-formed adult language requires. An examination children’s two-word utterances in many different language communities has suggested that everywhere in the world children at this stage are expressing the same kind of thoughts and intentions in the same kind of utterances. The first two-word utterances tend to have the same kinds of meanings that the child expressed in the one –word stage:

Negation : The say “no” to something: “No bed”.

Recurrence : They ask for more of something: “More milk”.

Nonexistence : They notice that something has disappeared: "All gone cookie".
 Notice : They call attention to something: "hi, Daddy"

A little later in two-word stage, another dozen or so kinds of meanings appear:

- They name an actor and an action: "Daddy eat"
- They modify a noun : "Bad doggie"
- They indicate possession: "David shoe"
- They specify a location: Kitty table'
- They describe an action and a location: "Go store"

They name an action and object, leaving out the subject: "Eat lunch".

They produce sentences consisting of an actor and object, leaving out the verb or action: "Mommy....lunch" (meaning Mommy is eating lunch).

Children always make sentence with over-simplification, they still learn how to make a sentence. It can be seen in this conversation below [6]:

Child : he wiped him
 Adult : he wiped himself
 Child : yes, he wiped himself

In 2 years old, a child can use pivot grammar by using the phrase "no sakit", no, no pant.. no (crying)..no, hu ah, no pant ...(crying)" [4].

From this example above, it seems that children acquiring English to express the basic meanings, but the sentences lack the grammatical forms of the language which indicate number, gender, and tense. They utter sentences like telegraphic speech.

D. Early Grammar

English-speaking children's early utterances are markedly devoid of grammatical inflections, whereas children learning certain other kinds of languages use such inflections earlier in the course of their language development. In languages with a much richer system of bound morphology, such as Turkish, Hungarian, or Spanish much of the morphological system is used relatively error-free by age 2. English verbs have regular and irregular verbs, as well as talked, talking, and talks (the bare-stem is talk). Additionally, the word talks, as in She talks, represents deviation from our otherwise regular pattern that permits the bare-stem form of the verb in the present tense (for example, I talk, you talk, we talk and so forth).

A child who learn English as target language has problem in making a good sentence well and it needs process. In Indonesian language, it does not have tenses or regular and irregular verbs, they cannot make it directly. From experiences in the class, the teacher asks the students to repeat the sentences and to teach how to pronounce well. She sometimes always help to correct the sentence done by child. In teaching English in the class the teacher uses direct teaching.

Aitchison in Suparman [6] states that overt correction is not necessarily successful if the age of the child is under 2 years, because children cannot be trained like parrots. Below is the example of the conversation between child and adult in to persuade a child to say the past tense form.

Child : My teacher holded the baby rabbis and we patted them
 Adult : Did you say your teacher held the baby rabbits?
 Child : Yes
 Adult : What did you say she did?
 Child : She holded the baby rabbits and we patted them.
 Adult : Did you say she held them tightly?
 Child : No, she holded them loosely.

Here, Aitchison [7] firstly states that the matter is not quite as simple as first sight. The phrase "holded the baby rabbits" dialogues show that corrections are unhelpful if the child's attention is focused highly on matter the language. Later work has shown that kindly made correction from a sensitive care giver can enable a child to learn language faster. The second type of coaching which is often unconsciously adopted by parents is equally unsuccessful, that is, the use of "expansions". When talking to a child, an adult continuously "expands" the youngster's utterances. If the child says "There go one", a mother is likely to expand this to "Yes, there goes one", Mommy eggnog becomes "Mommy had her eggnog", and throw Daddy" becomes" Throw it Daddy".

Aitchison in Suparman [6] said teaching in direct is one way done by parents or teacher at school, it means children are asked to speak in conversation by turn taking. But sometimes direct teaching is a failure because without realizing it, try to persuade the children to imitate them. They do this in two ways (1) by means of overt correction, (2) by means of unconscious expansions. But overt correction is not necessarily successful. One psychologist attempted over a period of several weeks to persuade his daughter to say other + noun instead of other one + noun.

In teaching language with the direct teaching is the same with talk in a normal way. It means that adult should speak in shorter sentence to child on average 14- to 15-words long in order she/he could see and do. Aitchison gives example of the mother speech to the child [7]:

come look at momma's colorin' book
 you wanna see my coloring book?
 look at my coloring book,
 lookit, that's an Indian, huh
 is that an Indian?
 can you say Indian?
 talk to me

From the example of conversation above, it seems that parents automatically simplify both the content and

structure when they talk to children. They tend to consist of short, well-formed sentence spoken slowly and clearly. Direct teaching is one of the way to teach language for children, they can catch the meaning of words, phrases, and sentences. They can manage it to make sentences structure, able to communicate with the listeners and know what they think.

E. Sentence Structures Learning

Gleason and Ratner [3] from Tager-Flusberg [8] and DeVilliers [9] stated in acquisition of morphological markers such as verbal inflections, articles, plurals, and so forth is necessary for the creation of well-formed sentences in English. English contains many types of sentences: those that negate, question, or the form of the imperative. Additional major simple sentence types are passives (the baby was frightened by the loud noise), in which subject and object are inverted, or datives (*The man showed the student the room*), in which direct and indirect object are inverted. Finally, English is characterized by verities of compound sentences, in which conjunctions link multiple phrase (*John and Sue hike; Mary saw Tom and Joe; I will be late because I over slept*), and by complex sentences, in which clauses are embedded within phrases (*the man who lives down the street is a doctor; I know the woman who saw; That John passed any courses surprised me*). But for all what the syntactic and semantic of such structures need, children always use nonlinguistic strategies in interpreting difficult constructions.

The types of English rules make difficult for the children to learn and the teacher needs time to teach and assist to practice as they able to use the system of syntax in their ages. Teacher say in several times to make students can repeat the sentence.

F. Interference Between First and Second Language

Brown [5](2000:67) stated a good deal of the research on non simultaneous second language acquisition, in both children and adults, has focused on the interfering effects of the first and second languages. For the most part, research confirms that the linguistic and cognitive process of second language learning in young children are in general similar to first language process. Ravem [10], Natalicio and Natalicio [11], Dulai and Burt [12], Ervin-Trip[13], Milon [14], and Hansen-Bede [15], among others, concluded that similar strategies and linguistic features are present in both first and second language learning in children. Dulay and Burt [12] found, for example that 86 percent of more than 500 errors made by Spanish-speaking children learning English reflected normal developmental characteristics that is, expected intralingual strategies, not interference errors from the first language. Hansen-Bede [15] examined such linguistic structures as possession, gender, word order, verb forms, questions, and negation in an English-speaking three-year-old-child who learn Urdu upon moving to Pakistan. In spite of some marked contrasts

between English and Urdu, the child's acquisition did not appear to show first language interference and, except for negation, showed similar strategies and rules for both, the first and the second language.

G. Turn-Taking

Richard and Schmidt [1] stated in conversation, the roles of speaker and listener change constantly. The person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversation by beginning to speak. According to Owens Jr [16], at preschool age children already have an awareness of the rules in the conversation. They have been able to interact with a longer turn-taking. However, their ability on this point is limited to a simple shape.

It is needed an attention from the parents to teach and control how the turn-taking in verbal interaction because conversations have system.

III. DISCUSSION

The data below is a conversation between Alya and the teacher, Mrs. Alfin. Every day, they use English in the class. Alya is Indonesian child who is taking English courses in Cibubur with the aim to be smart in English sound and can be cooperative in communication. The aim why Alya studies this program is to build self-confidence and develop the imagination through the direct method, study the question sentence or sentences long conversation. Here is the result of conversations and analysis with Miss Alfin and Alya's friends in class.

Conversation Data 1

Date	: 9 April 2015	Time	: 10:30 a.m.
Location	: ICR Cibubur	Class Topic:	First sound

Alya is studying how to pronounce sound (phoneme) well in the course. At that time, She was standing in front of the class and started to give her presentation on the first sound. Alya brought the pictures and she acted as a teacher and his friends were students.

Alya : What is the first sound of ant ?
 Friends : / a /
 Alya : What is the first sound of arrow / anchor / apple ?
 Friends : / a /
 Alya : What is the first sound of boy / birds / book / baloon ?
 Friends : / b /
 Ms. Alfin : Next box , next box .
 Alya : I will push the chair again . Can you tell what is the first sound of the clock ?
 Friends : / c /
 Alya : What is the first sound of clown / crab / birthday cake / paint ?
 Friends : / c /

Analysis: These data showed that Alya is able to pronounce the sound of the beginning and end of the English phonemes. When the teacher asked about the final sound phoneme of a word, Alya answered the question with phoneme /a/. She is even able to ask her friends first sound phoneme of arrow, anchor and apple. The question sentence she spoke is with good structure "What is the first sound of arrow / anchor / apple?" And also she can use the future tense and can use the adverb "I will push the chair again" with a structure comprising English of subject, predicate, object and adverb. The sound is very clear spoken sentence with no error.

Conversation Data 2

Date : 11 April 2015 Time : 10:45 a.m.
 Location : ICR Cibubur Class Topic: The Dog and The Boy

In this conversation, Alya tells a story about a dog. Alya tells to her teacher. Here can be seen in the conversation.

Ms. Alfin : Can you tell me the story about this picture?

Ms. Alfin : One day... What happened? This one, the picture.

Alya : I want to color helicopter first.

Ms. Alfin : Later, later... You tell the story to Miss Alfin first and I will let you to color the helicopter.

Alya : Okay. The boys with a hoof and the dog say "hoof, hoof"

Ms. Alfin : Woof, woof, like that? Very good. And then the second?

Alya : Hoof like that? I mean woof, woof.

Ms. Alfin : Oh yeah. Very good. And then?

Alya : Then, suddenly she give the rope for the walk and the end.

Analysis: In the conversation above, Alya communicates not using in well-structured but can use compound sentence "The boys with a hoof and the dog say" hoof, hoof ". Alya is also able to make question "Hoof like that?". She is also able to refuse when the teacher asks her to do by saying "I want to color the helicopter first ". She made sentences in good structure: subject, predicate, object and is capable of correcting the word if she thinks it is wrong likes the voice of a dog "hoof, hoof" to "woof, woof", she made it true. Alya still not focus on using the form affix "s" in the sentence of "she gives".

Conversation Data 3:

Date : 21 April, 2015 Time : 10.35 a.m.
 Location : ICR Cibubur Class Topic : Ghost
 Her teacher asked Alya to tell a story which she had told to her before.

Ms. Alfin : Hey, repeat again.

Alya : I changing straight from the crocodile. Then, I ran back home to mommy and I take from home. Then suddenly I saw a scary, scary ghost. To come at night. Night time, suddenly, I have happily ever after. The end.

Analysis: Alya's teacher asked her to repeat a story which had been taught by the teacher. Alya repeated the story in complete sentence, although the time period used was irregular and the story often jumped. Alya was telling stories using compound complex sentences but the story was not focused and she always ended the story with "happily ever after. The end".

Conversation Data 4

Date : 16 April, 2015 Time : 10.15 a.m.
 Location : ICR Cibubur Class Topic : I love you
 Alya was drawing a princess and she drew a heart. She said "I love you forever". The teacher asked her, why she said the sentence.

Miss Alfin : I love you forever?

Alya : Yes.

Miss Alfin : How do you know this is "I love you forever?"

Alya : Because you, my best friend, I love you Miss Alfin. I want to color it first.

Analysis: Alya is able to say "I love you forever?". This sentence consists of subject, predicate and object which she took from the book story. In her age, she can make the pragmatics sentence by saying because you, my best friend, I love you Miss Alfin. I want to color it first. Many sentences are taught by direct teaching because children cannot learn grammar in their ages. Alya is able to make long sentences and has meanings.

Conversation Data 5

Tanggal : 26 Mei 2015 Time : 10.20 a.m.
 Location : ICR Cibubur Class Topic : Holiday

This conversation is between Alya and her teacher, Miss Alfin. in the class room. .

Alfin : Where will you go for holiday?

Alya : Hmm.. go to the Bali.

Alfin : Oh, you will go to Bali?

Alya : Yes, with my mommy.

Alfin : And who? Daddy?

Alya : Yes. Daddy don't follow because she have work day.

Alfin : He has work day? Only both of you?

Alya : Yes, both of me and my mommy.

Alfin : Mmm... I see. What will you do there?

Alya : Until here? (She is coloring.)

Alfin : Yes. Yes. What will you do there?

Alya : Hhmm... Play collect and shell.

Alfin : Huh?

Alya : I already have eight then I go to Bali again.

Analysis: Alya tries to answer her teacher's questions with good sentence but she still cannot use the auxiliary work "Daddy don't follow because she have work" to Daddy doesn't follow because she has work day. She knows how to use the word "both of" in Yes, both of me and my mommy. The use of past tense form like "I already have eight then I go to Bali

again” should be “ I already have eight then I will go back to Bali again“. In the sentence “ Hhmm... Play collect and shell”, the listener tries to understand the meaning even though there is something words left (“I will play in the beach and collect shells there). In the process of studying, she has been doing the process of competence and the process of performance even they are different and able to use turn-taking well.

IV. CONCLUSIONS

The first and the second language acquisition are accepted by nature and nurture. In spite of some marked contrasts between English and Indonesian, the child’s acquisition did not appear to show first language interference to the second language. She is able to communicate by making simple sentence or compound sentence in well-form (two clauses or three clauses), even though she still not focus to use the past tense form and sometimes she forgets to put bound morpheme -s in third person singular. She can perform her ability in front of the class and also asks questions to her friends like her teacher does. She shows her capability in pronouncing the words well as what her teacher explains. The ability of a child use language develops every time. She can use the turn taking well in her communication. From all utterances, Alya is a child who can use her communication well to her teacher.

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