

THE COMPLEX SENTENCE ACQUISITION BY FIVE YEARS OLD KINDERGARTEN STUDENTS AT R.A.FATAYAT NU BATAHAN

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Abstract

This research deals with language acquisition. It aims to describe what types of complex sentences are produced by five years old Kindergarten students in their social interaction. The methodology of this research uses Qualitative Research where the researcher involved six kindergarten students of five years old in RA Fatayat NU Batahan Kindergarten as data sources. The data of this research was obtained by using the naturalistic method by observing, making a conversation, recording, and taking notes. The result found that the Five years old kindergarten students had acquired noun clause, relative clause, and adverbial clause as type of complex sentence. In other word, children were able to construct complex sentence and its types. And this all clauses influenced by the social interaction and cognitive development.

Keywords: *Language acquisition, Complex Sentences , Language acquisition of 5 years old Children, Social Interaction Kindergarten Students.*

INTRODUCTION

The study of children's language acquisition is always interesting to be investigated. There are still many puzzles of this children language acquisition found by the researchers. It's about how they acquire the very complex system of language such as phonetics, syntax, semantics, and pragmatics which are related to each other and interwoven in a single unity. It becomes a miracle for humans and it makes a big question for the scientists. It is only a gift given by God or in other words it is innate or it is acquired through processes which engage many factors such as the children biological aspects, children's learning and environmental influences. All of these views are debated year by year since the exact answers of this milestone have not been found yet.

Acquiring the language takes a very long process namely started from babbling until he/she can use the language. It means that one needs several years to acquire the language since he can use the language in his daily life. Babies are not born with the ability of speaking. They acquire the language through a process of acquiring, starting immediately from birth (Clark, 2003:1), this learning process of course is not done as a formal way which is always conducted in the class where the children learns any field of subject by the help of the teacher. It means that the babies acquire the language with their own ability without the process of teaching.

Taylor (1990) said that there are three aspects that influenced children language acquisition, there are: parents, environmental influences, and the child's biological aspects. These aspects have their own impact to the children language acquisition.

In children's language development, parents are children the first teacher and family becomes the first teaching place (Huang, 2004). In line with this Olson (1986) also said that mothers will give children the most input. From mothers' speech, children can acquire the language gradually. This shows the importance of mothers' speech to their children's language. In children language development, mothers play the essential role. From their points the researcher can realize the importance of mothers in children's language acquisition.

Child who hear more variety language and more complex language, develop language more quickly. For example, Hutten locker (2002) in his study showed that four years old children whose parents produced a lot of complex utterance containing more than one clause tended to be good at producing and understanding sentences. In line with this, Carpenter and colleagues have found that the type of interaction that parents engage in with their children has an effect at the younger ages (Carpenter et al, 1998). More specifically, he found greater language gains for young children whose parents engaged in a lot of joint engagement activities with their children. Many studies report that children who come from the graduated family tend to learn language earlier and faster than those of the children who come from the not graduated family.

Dealing with syntax acquisition, sentence is one topic that discussed in it, and complex sentence is a subtopic of sentence beside simple sentence, compound sentence, and compound complex sentence.

By the age of five years old, the children should be able to produce the complex sentence as what Dardjowidjojo (2000) said that "most of simple sentences have been mastered by the children before age of 5,0 year, so that in the fifth year he just polish and fix the mistakes".

Vygotsky (1979) stated that the social interaction plays a fundamental role in development of cognition. Only when children interact with others in the social environment, their inner development will start. Therefore, social interactions become one certain part of children's development. Also in Gleason's (2005) thought, he declared that conversation may be learned in early interactions, such as taking turns and the way express. As a result, this long life process of development was dependent on social interaction and that social learning actually leads to cognitive development. Moreover, generally speaking, the children's social interaction is firstly occurred in the family. Thus at the beginning, children's language acquisition will take place with their parents. Parents will become children's first teacher (Hong, 2004).

In Raudhatul Athfal (RA) Fatayat Nahdhatul Ulama Batahan Kindergarten the students are comes from a variety of backgrounds, parent's educational background, economic background, and social status background. And these backgrounds had a closely

relations to the children's language acquisition, especially in their interaction with their school society, although with their teacher and their peers. For example, children who come from a different parent educational background also have a different way in acquiring the language. In this school the students with graduated parents from senior high school habitually communicating with their children in a short way, for example: when the teacher asked a question “*dimana tadi sendalnya di letak, abang?*” the student just answered with “*disana.*” it is different the students with graduated parents from a university. When the teacher asked with the same question, then the students answered “*didepan mi, di tempat sepatu.*”. Another example when the teaching learning process in progress the teacher asked the student “*abang ngerti yang ibu jelasin barusan?*” The student only answer with “*ngerti bu*” and it is also different with the other one, when the teacher asked him with the same questions and the student answered “*ngerti bu, tapi cuma sedikit*”

Based on this phenomenon, the researcher interested to investigate the complex sentence acquisition by five years old kindergarten students. This study described the complex sentences acquisition of five years old kindergarten students with difference social interaction in RA Fatayat Nahdhatul Ulama Batahan in order to know how the children complex sentences acquisition in this stage.

In conducting research, theories are needed to explain some concepts or terms apply in research concerned. The terms are:

1. Language Acquisition

Webster (2000) stated that the term of acquisition comes from verb to acquire which originally means to come into possession or control of often by unspecified means.

Acquisition in this research referred to language acquisition. Language acquisition can be defined as the study of the process of children in acquiring language. First language acquisition studied infants acquisition of their native language (mother tongue). Noam Chomsky originally theorized that children were born with a hard-wired Language Acquisition Device (LAD) in their brain which enable them in this acquisition process. He later expanded this idea into Universal Grammar that is a set of innate principles that are common to all human language. Chomsky (1986) also said that the presence of Universal Grammar in the brains of children allows them to reduce the structure of their native language. The figure below is the illustration.



Figure 1: The Process of Language Acquisition

The data of the language consisted of the language that children got from his parents, siblings, playmates and relations. Chomsky (1965) points that the language that children hears is full of confusing information, for instance, false starts, incomplete sentences, slips of the tongue, and does not provide children with the information they need. For instance, the conversation of adults that children often hear and the interactions that children have with their parents are of such nature. It is very rare that children are instructed and corrected in a systematic manner by their parents. What they correct is the meaning or the truth and not the form. Parents' corrections are inconsistent and some do not correct at all. Even if they do, children would not understand and make the same mistake.

Menyuk (1971) stated that there are three primary theoretical explanations concerning the reasons why language is acquired. The first theory is that the child essentially acquires language because it is a part of his environment, and because vocalization is part of his repertoire of behavior. He acquires language because he learns that vocal behavior brings rewards, just as other animals learn that certain behavior within their repertoire will bring those rewards. The third theory proposes that the capacities for language acquisition are structurally present at birth and that maturation of these structures brings about changes in the child's use of language throughout the acquisition period.

1. Factors that Influence Children Language Acquisition

Taylor (1990) said that in language acquisition, a child is affected by three factors: the language to be acquired, the child who acquires it and the setting where he/she acquires it. Beside what Taylor stated. there are other factors that affect children language acquisition, such as:

a. Parents

as what Huang (2004) said that the children's social interaction is firstly occur in the family. Thus at the beginning, children's language acquisition will take place with their parents. Parents will become children's first teachers. Moreover, from birth, mothers and children have the most familiar relationship. Children learn language from their mothers. Just as Brown (2000)'s statement, language will be acquired through imitation. Snow (1977) stated that language acquisition is a process of interaction between mother and child from birth. The purpose of mothers' speech is to show children other language out of a language being used. In fact, even though children do not get the language officially like at school but through surrounding, the way they get it is the same with the language learning. In terms of gathering the language Olson (1986) stated the importance of learning environment. Mothers will give children's numerous input so that children can learn the languages quickly. Therefore the input of mothers' speech will affect children's output. However, in children's development, there may not be just variable of

mothers' input. There are some aspects of parents that influence child's language acquisition, they are :a)Background,. b) Occupation, c) Speaking Style, How parents speak is one thing that to be imitated by children, when parent speaks politely in front of the children automatically the children will imitate it.

- b. Social, Vygotsky (1978) said that social interaction is an important factor in language acquisition. Social interaction plays a fundamental role in the development of cognition. Only when children interact with others in the social environment, their inner development will start. Therefore, social interaction will become one certain part of children's development. Also Gleason's (2005) thought, he declared that conversations may be learned in early interactions, such as taking turns and the way they express. As a result, this life long process of development will depend on social interaction and that social learning actually leads to cognitive development.
- c. Biological Aspect of Children, The biological aspect includes the IQ of children. In addition to parental and social factors, IQ is also the important component in language acquisition, because children's proficiency in acquiring a language that depends from the children's IQ itself, if the parents teach the children a language properly, while the child's IQ does not support, the processes of language acquisition that will not running correctly. However, if the child's IQ support the process of teaching a language plus the maximum effort from the parents, the process of language acquisition will be done correctly. As what Sawyer & Ranta (2002) said that language aptitude is considerable to be a kind of intelligence that is inherent to the individual, and measures of language aptitude are related but not identical to, general intelligence as measured in the form of IQ.

2. Language Acquisition of 4-5 Year Old Children

The child's first language community is ordinarily his family. The child learn whatever kind of language the family speaks or more precisely whatever kind of language they speak to him, children imitates what they hears. Children's daily lives are complex, unique and inherently spatial (Hart, 1979). At the age of four-five, children are in the process of mastering their first language completely and have been literate in it. They are using full sentences, and have both vocabulary and grammar to engage in conversation in their day. Their words are usually fully comprehensible and understood by others. Their sentences becoming longer and they can combine four or more words even multi-clauses. By the age of four-five, children rely on such cues in their speech to distinguish one role from another, they often fail to maintain the roles in this way. Their use of low pitch, for

example, often supplied after the first word or so, and these younger groups are less likely than older children to reinstate that prosodic role maker.

It has been found that pre-school children produce sentences which are incomplete (not understandable), functionally complete, simple, simple with phrase, compound, complex, and compound complex (McCarthy, 1954). Within a given sample time the frequency of usage of the more complex of these structure increases as the child matures, as does the variety of these sentences type used. Mean sentence length also increases with age. Additionally, at around 3,6 years, children move into stage IV their vocabulary is approximately 1.500 words. . at this stage, children begin to use multi-clause sentences, and they also begin to tell the stories.

In terms of language development we know that the process of increasing complexity in language use, in terms of size of vocabulary, sentence structure, and speech sound structure, occurs and that by about the end of fourth year of life the basic sentence types postulated as being used by the adult are being used by the children.

3. Complex Sentences

Diessel (2004) proposes that complex sentences develop through two different types of processes: Complex sentences involving complement and relative clause constructions develop through a process termed *clause expansion*. Complex sentences containing adverbial clauses develop through a process termed *clause integration*, in which two independent sentences are merged into a single bi-clausal unit. The earliest adverbial clauses produced by children are thus free-standing (isolated) clauses introduced by an adverbial subordinator, which are only pragmatically linked to a previous utterance. Over time, children learn to elaborate these structures and integrate them with a matrix clause. The last step in mastering complex sentences involves developing the capacity to produce sentence initial subordinate clauses, which impose greater demands on (verbal) working memory as initial clauses require that the producer has planned the entire complex structure at the onset of the utterance (Gibson, 1998, Hawkins, 2004, Temperley, 2007). Susan A. Steffani (2007) stated that a complex sentence joins one or more dependent clauses to an independent clause, the dependent clauses can be found at the beginning or end of the sentence, or embedded within it, these sentences usually have a subordinating conjunction (e.g., because, when, although) or relative pronoun (e.g., that, which, who).

There are two types of conjunctions, they are:

- a. Coordinating conjunctions. Coordinating conjunction is used if we want to give equal emphasis to two main clauses [Main Clause + Coordinating Conjunction + Main Clause]

ex. Andi makan nasi goreng sedangkan Farhan minum teh
Main Clause Cord Conjunction Main Clause

- b. Subordinating conjunctions, it is used if we want to connect two unequal part, Subordinate Clause to a Main Clause [Main Clause + Subordinating Conjunction + Subordinate Clause]

ex. Saya suka minum susu sejak saya kecil
Main Clause Sub Conjunction Subordinate Clause

Complex sentences are grammatical assemblies consisting of multiple clauses. Two types of clauses are distinguished: (i) sentences including coordinate clauses and (ii) sentences including a subordinate clause. Complex sentences containing subordinate clauses can be further subdivided into three basic sub-types: constructions with noun clauses, relative clauses and adverbial clauses.

a. Noun Clause

A noun clause is a dependent clause that acts as a noun. Noun clauses begin with words such as *how*, *that*, *what*, *whatever*, *when*, *where*, *whether*, *which*, *whichever*, *who*, *whoever*, *whom*, *whomever*, and *why*. Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.

The subordinate noun clause, unlike the adjective and adverb clauses, which modify aspects of the sentence, the noun clause does not modify anything. Rather, it functions as a subject, a direct or indirect object, an object to a preposition, or a complement to an object. In other words, it acts like a noun. It can, as well, act as a subject complement to sentences with linking or state verbs. The clause markers that are used in noun clauses are often question words (what, how, why, etc.), making them a little tricky to recognize. It is important to keep in mid that some noun clause conjunctions can also act as the subject of the clause, making them appear like a question, yet they are not a question.

b. Relative clauses

A relative clause is a kind of subordinate clause that contains an element whose interpretation is provided by an antecedent on which the subordinate clause is grammatically dependent, that is, there is an anaphoric relation between the relativized element in the relative clause, and the antecedent on which it depends. Typically, a relative clause modifies a noun or noun

phrase, and uses some grammatical device to indicate that one of the arguments within the relative clause has the same referent as that noun or noun phrase. For example, *I met a man who wasn't there*, the subordinate clause *who wasn't there* is a relative clause, since it modifies the noun *man*, and uses the pronoun *who* to indicate that the same "man" is referred to within the subordinate clause (in this case, as its subject)

c. Adverbial clauses

The adverbial clause is different from a noun and relative clause in that it does not take a position within the independent clause, nor does modify a noun. The adverbial clause represents a relationship between the independent clause and the subordinate clause, thereby acting as an adverb to the main verb of the independent clause, or an adjective therein. These relationships can answer questions about time, reason, cause, condition, contrast, concession, effect, comparison, manner, or place.

The adverb conjunctions clause *although, though, even though, whereas, and while* signify that what is expected from the independent clause is not what in fact occurs. In this way, there is a contrast between expectation and actualization of the action or situation in the sentence. As a concession (a concession is an acknowledgement of the strength of truth of an opposing argument or situation), these clauses signify that while the expectation was not reached, there was an effort to reach it.

There are 9 types of adverbial clause: Adverb Clause of Time, Adverb Clause of Place, Adverb Clause of Reason, Adverb Clause of Manner, Adverb Clause of Contrast/Concession, Adverb Clause of Condition, Adverb Clause of Result, Adverb Clause of Purpose, Adverb Clause of Comparison

4. Kindergarten Students

Kindergarten is an educational program-serving child ages four through six. The educational program Kindergarten shares the common objective of helping the young child's social, emotional, and academic development. The letter includes the use of language, the development of an initial understanding of mathematics, beginning of learning in the social sciences and aesthetic appreciation (Jefferson, 1996). In another definition, kindergarten is the next level of education after playgroup before the children enter elementary school. The program helps the children in entering their first formal education (Hibanana, 2002). Even though the kindergarten is not the obligation to every children to follow this program, but it will help the children to develop their knowledge, creativity, through their activities in the school.

METHODOLOGY

The study would be conducted by using Qualitative Research (Bogdan & Biklen, 1992), The Data and source of data of this Study is Utterances of six kindergarten students of five years old in RA Fatayat Nahdhatul Ulama Batahan. The first language of these children was Indonesian language. All people in their place also used Indonesian language, so the children were native speakers of Indonesian. Every week the researcher came to the school and observed the students to looking for the naturalistic of language acquisition process of the students, and the researcher recorded all the activity during the observation, and wrote down the transcript of the conversation. The data of this research was obtained by using the naturalistic method by observing, making a conversation, recording, and taking notes. In collecting the data, the researcher took an involvement with the subject's conversation every week whether as an active participant or only as an observer. The tool that used in collecting the data was a pen, a book, and a hand phone, this tools used for documenting the interaction between the subjects with their teachers, and between the subjects and their peers. The observation was done when the subjects making a conversation with their teacher and their peers. The data analysis of this research will analyze based on Miles and Huberman (1984), there are three steps of data analysis namely data reduction, data display, and conclusion (drawing and verifying the result).

In qualitative research, the data must be auditable through checking that the interpretations are transferable, dependable and confirmable, and credible. These are called as the trustworthiness.

RESULT/FINDINGS

Based on Data Analysis, the kindergarten students of five years old had acquired complex sentence. This was to say that the kindergarten students of five years old had acquired noun clause, relative clause, and adverbial clause as type of complex sentence. In other word, children were able to construct complex sentence and its types. And this all clauses influenced by the social interaction and cognitive development, as what Piaget (1952) and Vygotsky (1962) viewed the development of language as a complex interaction between the child and the environment, which is influenced by both social and cognitive development. In another sentence Vygotsky (1978) said that social interaction is an important factor in language acquisition. Social interaction plays a fundamental role in the development of cognition. Only when children interact with others in the social environment, their inner development will start. Therefore, social interaction will become one certain part of children's development. Also Gleason's (2005) he declared that conversations may be learned in early interactions, such as taking turns and the way they express. In the school, five years old kindergarten students interact with their teachers and their peers as they school environment.

1. Noun Clause

Based on the data it can be showed that five years old kindergarten students has produced noun clause in their interaction with their teachers and their peers as type of complex sentence. The context of interaction with the teachers was during teaching learning process and the context of interaction with the peers was in the playground when they played with their peers and in the restroom when they want to take breakfast together. Here are some samples of noun clauses that were produced by five years old kindergarten students in their interaction between with their teachers and their peers. Dani has produced noun clauses in his interaction both with his teachers and his friend, some of noun clause that was produced by Dani is in sentence no.47 in the context of during teaching learning process when Dani told his teacher that his book left at home

(47) Dani : *Bu. Kalo bukunya kongsi, boleh bu?*

(48) Teacher : *Yasudah kongsi.*

It can be seen in Dani's sentence no.47 that Dani's sentence was consists of main clause and subordinate clause, the main clause of this sentence is "*Boleh bu?*" and the subordinate clause is "*kalo bukunya kongsi*", the noun clause of this sentence is "*bukunya kongsi*". This noun clause was stand as noun of this sentence and his function as an object of this sentence.

Besides Dani, Eny also produced noun clauses in her interaction. Some of noun clause that produced by Eny is in sentence no.137 in the context of during teaching learning process when Eny talked with her friend concern with their writing assignment

(137) Eny : *Aku buat ni, kau buat yang iko ya*

(138) Friend : *Iya*

Eny's complex sentence was show that this complex sentence was consists of the main clause and the subordinate clause, the main clause of this complex sentence is "*kau buat yang iko ya*" and the subordinate clause of this complex sentence is "*aku buat yang ini*" the noun clause in this complex sentence is "*aku buat*" which is found in the subordinate clause, this noun clause is a noun of this sentence and his function as a subject of this sentence.

Based on the data analysis below it can be conclude that five years old kindergarten student was able to produce a complex sentence with noun clause in their school daily interaction both with their teacher and their peers

2. Relative Clause

Beside noun clause, five years old kindergarten students also produced relative clause in their school daily interaction both with their teacher and their peers. Below will be show some of relative clauses that produced by five years old kindergarten students. Relative clause that produced by Indah is in sentence no.15 in the context of in the playground when Akil played with his friend

(14) Friend : *Awas la In*

(15) Indah : *Asik kau aja yang main, gantian la lek*

(16) Friend : *Aku baru sebentar main*

(17) Indah : *Gantian la*

From Indah's sentence no.15 "*Asik kau aja pun yang main, gantian la lek*" it can be seen that this complex sentence was consist of the main clause and the subordinate clause, the main clause of this complex sentence is "*gantian la lek*" and the subordinate clause of this complex sentence is "*asik kau aja pun yang main*", the relative clause of this complex sentence is in the subordinate clause that is "*kau aja pun yang main*" this relative clause give more explanation to the noun "*kau*"

Jihan also produced relative clause, sample of relative clause that produced by Jihan is in sentence no.84 in the context of in the classroom during teaching learning process when Jihan talked with her friend

(84) Jihan : *Bukan yang itu, disuruh Ibu yang ini*

(85) Friend : *Gapapalah, biar cantik*

Jihan's sentence no.84 "*Bukan yang itu, disuruh Ibu yang ini*" also showed that this complex sentence was consist of the main clause and the subordinate clause, the main clause of this complex sentence is "*bukan yang itu*" and the subordinate clause is "*disuruh ummi yang ini*", the relative clause of this complex sentence is "*disuruh ummi yang ini*" and Jihan produced this relative clause is to give more explanation the pronoun "*yang ini*" which is this pronoun refer to their writing assignment.

Based on the data analysis below it can be conclude that five years old kindergarten student was able to produce a complex sentence with relative clause in their school daily interaction both with their teacher and their peers.

3. Adverbial clause

Beside noun clause and relative clause, five years old kindergarten students also produced adverbial clause in their complex sentences, it can be seen from the data that five years old kindergarten students have produced adverbial clause in their complex sentences, the adverbial clause that was produced by five years old kindergarten students are: 1) adverb clause of time, 2) adverb clause of place,

4. Adverbial Clause of Time

It can be seen from the data that five years old kindergarten students have produced adverbial clause of time but in this case not all of the subject have produced the adverbial clause of time, from the all subjects only Akil, Divani, Aktar and Najwa who have produced adverbial clause of time and this can be showed in the analysis below.

Adverbial clause of time that produced by Dani is in sentence no.49 in the context of in the classroom during teaching learning process when Akil told her friend concern with their memorizing lesson

- (44) Teacher : *Iya, semua, sekarang buka buku doanya*
(45) Dani : *bu, buku doanya tinggal bu, gimana tu ?*
(46) Teacher : *Kok bisa tinggal abang ?*
(47) Dani : *Salah bawa buku Dani bu.*
bu, Kalo bukunya kongsi boleh bu ?
(48) Teacher : *Yasudah, kongsi.*
(49) Dani : *Habis kau ngapal aku pinjam bukunya ya*
(50) Friend : *Ia*

In this sentence no.49 “Habis kau ngapal aku pinjam bukunya ya” it can be seen that this complex sentence was consist of the main clause and the subordinate clause, the main clause of this complex sentence is “*aku pinjam bukunya ya*” and the subordinate clause is “*Habis kau ngapal,*” and the adverbial clause of time of this complex sentence is “*Habis kau ngapal,*” Dani used a word “habis” as subordinating conjunction of this complex sentence and this word “habis” is has the same meaning with “after”, and Dani used this subordinating conjunction to show about the time, he want to borrow his friend’s book when his friend finished with his book. Sample of adverbial clause of time that produced by Divani is in sentence no.244 in the context of in the classroom during teaching learning process when Divani told her friend

- (244) Divani : *Nulis kau, nanti kena marah ibu tu*
(245) Friend : *Pinsil ku patah*
(246) Divani : *Pake ni aja, aku ada dua*
(247) Friend : *Makasih ya vani*
(248) Divani : *Ia, tapi nanti pulangkan*
(249) Friend : *Ia*

In this sentence no.244 “*Nulis kau, nanti kena marah ummi* “ it can be seen that this complex sentence was consist of the main clause and the subordinate clause, the main clause of this complex sentence is “*Nulis kau*” and the subordinate clause is “*nanti kena marah ummi*” and the adverbial clause of time of this complex sentence is “*nanti kena marah ummi*” Divani used a word “nanti” as subordinating conjunction of this complex sentence and this word “nanti” is has the same meaning with “later”, and Divani used this subordinating conjunction to show about the time, she told her friend to write down the lesson.

Based on the data analysis below it can be conclude that not all of five years old kindergarten student was able to produce a complex sentence with adverbial clause of time in their school daily interaction both with their teacher and their peers in this case only four of the subjects who has produced a complex sentence with adverbial clause of time.

1. Adverbial Clause of Place

Based on the data, it can be seen from the data that five years old kindergarten students also have produced adverbial clause of place but in this case not all of the subject have produced the adverbial clause of place, from the all subjects only Jihan, Divani, and Najwa who have produced adverbial clause of time and this can be showed in the analysis below.

Adverbial clause of place that produced by Jihan is in sentence no.108 in the context of in the classroom when Jihan told her friend concern with their writing assignment

(108) Jihan : *Heh, kata bu bukan disitu, disini*

(109) Friend : *Disini apa disini?*

(110) Jihan : *Disini kata ibu*

In Jihan's sentence no.108 "*Heh, kata ibu bukan disitu, disini*" this complex sentence was consists of the main clause and the subordinate clause, the main clause of this complex sentence is "*kata ibu bukan disitu*" and the subordinate clause is "*disini*" actually there should be a subordinating conjunction "*tapi*" in this complex sentence but Jihan did not told it, she just use an intonation to separate between the subordinate clause from the main clause, the subordinate clause here is the adverbial clause of place, it can be seen that Jihan use a word "*disini*" to explain about the place to write the lessons.

Adverbial clause of place that produced by Najwa is in sentence no.479 in the context in the playground when Najwa told the teacher that her friend was fall down

(479) Najwa : *Najwa dulu juga pernah jatuh bu tapi dirumah*

(480) Teacher: *Oia kak? Kapan?*

(481) Najwa : *Hari tu bu*

(482) Teacher: *kakak juga jangan asik lari-lari ajala biar gak jatuh*

(483) Najwa : *Ia bu, luka juga kaki najwa hari tu*

In Najwa's sentence no.479 it can be seen that this complex sentence was consists of the main clause and the subordinate clause, the main clause of this complex sentence is "*Najwa dulu juga pernah jatuh bu*" and the subordination of this complex sentence is "*tapi dirumah*" the adverbial clause of this complex sentence is "*tapi dirumah*" Najwa used a subordinating conjunction "*tapi*" in this complex sentence to join the subordinate clause to the main clause, and it can be seen that Najwa use a word "*dirumah*" to explain about the place that where she was fall down.

Based on the data analysis below it can be conclude that not all of five years old kindergarten students was able to produce a complex sentence with adverbial clause of place in their school daily interaction both with their teacher and their

peers in this case only two students who has produces a complex sentence with adverbial clause of place and they are: Jihan and Najwa.

DISCUSSION

The purpose of this study was to find out the complex sentences acquisition of five years old kindergarten student at Raudhatul Athfal Tarbiyah Al-Islamiyah Medan. The findings above lead the researcher into the following discussions.

About the first research question the researcher's objective to describe what types of complex sentences that produced by five years old kindergarten students. It was found than five years old kindergarten students have produced a noun clause, relative clause, and adverbial clause as types of complex sentences. From these three types of complex sentence five years old kindergarten students dominantly produced adverbial clause in their complex sentences reather than relative clause and noun clause. This finding is consistent with Dardjowidjojo (2000) "most of simple sentence have been mastered by the children before age of 5,0 year, so that in the fifth year he just polish and fix the mistakes". (The data can be seen it on appendix III).

Furthermore, In using adverbial clauses as the dependent clause, they give more explanation to the main clause as independent clause and they join between dependent clause to the independent clause by using a subordinating conjunction or coordinating conjunction to produce a complex sentence. About this Dardjowidjojo (2000) also said that sebagai penggantinya mereka menggunakan intonasi untuk memisahkan clause nomina. "instead, they use an intonation to give separate between noun clause". (The data can be seen in appendix IV)

CONCLUSION

Based on finding and discussion above it can be concluded that the type of complex sentence acquired by five years old kindergarten students are noun clause, relative clause, and adverbial clause. They use noun clause, relative clause, or adverbial clause as subordinate clause to modify or give more explanation about their main clause. After that they combine dependent clause and the independent clause by using a subordinating conjunction or coordinating conjunction to produce a complex sentence. It shows that most of kindergarten students can produce many types of complex sentences, it is also influenced by their social interaction and cognitive development in their daily life.

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