

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every child must undergo the language acquisition process. Starting from their first language acquisition process of their early childhood to learning their second language -if they are bilingual speakers. The wonderful and puzzling process can be seen within their first language acquisition. It is interesting that the way children acquire language follows a specific pattern and is inherently systemic in nature. In daily activities, a child naturally obtains a communicative competence and understands the rules of grammar, and gains knowledge of the rules in using language. Since children are not born to talk, and to form well-grammar sentence, normal children recognize their linguistic knowledge within a process of language development through time and their environment intake (Menyuk, 1969, p.8).

All children, that either singletons or twins in normal condition must experience with what so-called language acquisition. Mitler (1970) argues that twins are delayed in language development. Bowen (2000) adds that late onset of speech, and speech and language differences, including stuttering, are more common in twins than singletons. This is because twins are frequently premature or low-birth weight babies, and their parents may have less time to attend to them individually and to help them develop verbal skills.

Mitler (1970), after reviewing several studies of intellectual ability in twins, concluded that twins score approximately five points lower than singletons on standardized tests. However, twins experience some stages in acquiring their first language; such as bubbling, word spurt, and coining the sentence, as well.

Hurlock (1978) also supports Bowen and Mitler's statement. Twins tend to lag in their physical, motor, intellectual, and speech development during the first 6 years of life and then catch up, at least partially, to the norm (Hurlock, 1978). This lag is due to many factors, mainly prematurity, parental overprotectiveness, and mutual dependency.

The issue of speech delay syndrome in twins can affect their understanding of the rules in producing words and sentences. As the result, their first language acquisition process takes longer time than the normal singletons'. Twins, just like singletons, need to communicate with other people. So, twin children should know the rules in producing sentences correctly. Since in the sentence, there are two types of voices, active and passive voice, then it is important for them to make active and passive sentences. However, twin children encounter difficulties in producing such sentence. It is not only twins who have difficulties in producing passive sentences. Even, normal singletons experience some difficulties in producing passive sentence. Blackwell (1991) states that the errors in passives happen because children consider passive as a new rule of language that is hard to learn.

Recalling the significant contribution of active and passive construction studies, many researchers had examined the active and passive construction in utterances produced by singleton children. One of those studies was conducted by Kwee-Ock Lee and Youngjoo Lee (2008) who tested children's comprehension of passive predicates and event structures of predicates in Korean children's passives. Zoura Farayda (2011) analyzed the verb construction in active and passive sentence in the narrative writing of mentally retarded high school students with mild category.

From those previous studies, the interesting point is that many studies have examined the active and passive construction of singleton children. However, there is no specific research on active and passive construction in utterances of twin children. Hence,

the writer wants to analyze the active and passive construction in the utterance produced by Javanese identical twin children. They started producing word spurt at 1:0, and it was initiated by the production of word *huk* which meant *buk* 'mom'. T1 frequently talked in autonomous language with her sister. A child is considered a "late talker" if he/she is not putting two words together by the age of two; with a vocabulary of about fifty words (Mittler, 1970).

Regarding the active and passive construction research, the writer would like to analyze the utterances produced by 3-year-old Javanese identical twin children, by using theory of active and passive of Javanese language proposed by Sudaryanto, Subroto, Wardono, Arifin, Soewito and Sukardi (1991). According to Sudaryanto et al (1991), each of sentences contains of word (s) whose syntactic constituent represents its category, function, and participant roles. Based on its voices, a sentence is divided into two: active sentence and passive sentence. Either active or passive sentence has a certain characteristic, and this characteristic, later, will examine that a sentence belongs to active and passive category or it is solely an ordinary simple sentence. On the other hand, Subroto, Soetomo, Nurshodiq and Paina (1991) describes further about the affixes which follow the verb and the kind of transitive and intransitive verbs.

1.2 Statement of the Problem

The Javanese twin children tend to change the basic rules of formal Javanese language with their Surabaya dialect. As a result, there are some deletions and additions within the construction of active and passive in the utterances produced by 3-year-old twin children. The main problems to be solved as follows:

- What is the construction of active and passive sentences in twin's utterances of Javanese Language?
- Which type of sentences appears dominantly?

1.3 Objective of the Study

The objectives of this study are that the writer would like to describe the active and passive construction in twin's utterances of Javanese Language and to explain which type of sentences that appears dominantly.

1.4 Significance of the Study

The outcome of this study is to increase the studies in Psycholinguistics, especially the construction of active and passive utterances produced by Javanese identical twin children. The result of this study may give the contribution to the study of voice construction and the study of twin children language development. It also provides some references for other linguists who are interested in this occurrence and eager to explore the study of voice construction further.

In addition, this study would like to inform people, especially for parents about the active and passive construction in the utterances produced by 3-year-old Javanese identical twin children. Hopefully, parents whose children are twin and from Javanese family can support their twin children's language development.

1.5 Definition of Key Terms

- Identical twins : These twins occur when a single zygote (that originates from the fertilization of one ovum by a single sperm) divides in two (Stromswold, 2006, p. 337).
- Active sentence : A sentence that the subject does the action and the object as the sufferer or 'patient'. The verbs that show the action are added by nasal prefix *m-*, *n-*, *ny-*, *ng-* (Ras, 1982, p.64)
- Passive sentence : A sentence that the object does the action and the subject as the sufferer or 'patient'. The verbs that show the action are added by passive sentence affixes, such as *di-*, *ke-*, *tak-*, *kok-*, *ka-* and *-in-*. (Ras, 1982, p.64).
- Sentence construction : Sentence construction does include rules and methods for writing. The features of rules are: the structure and purpose of the sentence. Clear, short sentences are preferable, and more effective, than long, complex ones. (Kaschak & Glenberg, 2000, p. 509).