

The Acquisition of Conjoined-Clause of An Indonesian Child

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The objectives of this study were to analyze the language acquisition for conjoined-clauses in speaking of an Indonesian child who got exposures from English cartoon films and opportunities to practice with his linguistic environment. This research was qualitative research and it was longitudinal study where the data were collected for twelve months (April 2016 – March 2017) by recording his spontaneous speech when the subject was 4.10 until 5,9 years old. The data were transcribed then analyzed to see the development of his English syntactic constructions of conjoined-clause. The finding of the research showed that the process of language acquisition of the subject closely followed the universal principles of language acquisition for conjoined – clauses. By giving exposure of English cartoon film everyday for three hours and opportunities to practice with his linguistic environments, the acquisition of foreign language learner can be similar to first or second language learner.

Keywords: Language acquisition, conjoined-clauses, exposure

Tujuan dari penelitian ini adalah untuk menganalisa pemerolehan bahasa dalam penyatuan klausa dari seorang anak indonesia yang mendapatkan ekpos dari berbagai macam film kartun berbahasa inggris dan banyak kesempatan untuk berlatih dengan lingkungan bahasanya. Penelitian ini adalah penelitian kualitatif yang merupakan penelitian longitudinal dimana data yang di kumpulkan selama 12 bulan dari bulan April 2016 – Maret 2017 dengan merekam ucapan spontan-nya ketika subject berumur 4,10 sampai 5,9 tahun. Data tersebut di tulis dan di analisa untuk melihat perkembangan konstruksi sintaksis bahasa inggrisnya dalam penyatuan klausa. Hasil dari penelitian ini menunjukkan bahwa proses pembelajaran bahasa dari subjek penelitian sangat mendekati prinsip-prinsip universal dari pemerolehan bahasa dalam penyatuan klausa. Dengan memberikan ekspose film-film kartun berbahasa inggris setiap hari yang berdurasi tiga jam, pemeroleh bahasa inggris sebagai bahasa asing bisa sama dengan pemerolehan bahasa pertama ataupun bahasa kedua.

INTRODUCTION

Language acquisition research is quite interesting phenoemena because it can make many teachers, linguists and psychologists curious to do the research on the process of how the children learn the language in their community. For example, how the children acquire the language from the simple one like words by words and then construct them into meaningful sentences and finally they can develop them into complex gramatical sentences. The final outcome of this process is language development which refers to language acquisition (Djonhar, 2012).

Based on how a language is acquired and used, there are three types of language acquisition: First Language Acquisition, Second Language Acquisition and Foreign Language

Acquisition. The differences among three types of language acquisition influenced by language user and language setting. These are the following definitions of the language acquisition:

First Language Acquisition

First language acquisition is a process of the children acquire a mother tongue where the exposure from the nearest environment has important role in process of acquisition. In acquisition process, all humans have an innate capability to acquire language. Children may acquire one or more first languages. For example, when children grow up in an environment in which only English is spoken and heard, they will acquire only English as their first language. However, children who grow up in an environment in which both German and English are spoken and heard equally will acquire both German and English as their first languages. Acquisition occurs passively and unconsciously through implicit learning. In other words, children do not need explicit instruction to learn their first languages but rather seem to just pick up language in the same way they learn to roll over, crawl, and walk. However; language acquisition depends on children receiving linguistic input during the critical period. The critical period is defined as the window of time which starts from two up to the age of twelve or puberty. It means that before children reach puberty, they are easy for language acquisition because their brains are like sponge.

Second Language Acquisition

Second language acquisition or SLA is the process of learning other languages after the native language. Similarly Saville- Troike's *Introducing Second Language Acquisition*.(2006) stated that " Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children". From those statements it can be concluded that the Second Language Acquisition is the process of acquiring the language that is learned both by individual or groups after acquiring the first language. The scope of SLA includes formal L2 learning that takes place in classroom that involve a mixture of setting and circumstances. For example, a child who speaks Javanese in Central Java as the mother tongue will learn Indonesian when he starts going to school. Therefore; Indonesian is learned by the process of second language acquisition. In addition; informal L2 learning can happen in naturalistic context. For example, when an Indonesian child follow his parents to South-Korea and pick up korean as he interacting with native Korean-speaking children without any language instruction.

Foreign Language Acquisition

Foreign Language Acquisition is the process where the nonnative speakers acquire the language in the community of nonnative language. According to Djonhar (2012,P.2) that " The term of foreign language refers to a nonnative language which is learned and used by nonnative speakers in the environment of nonnative language". In other words it means If a student is learning in his own country where English is not spoken as a native language, then he is considered to be learning English as a Foreign Language. In addition, "The process of learning is usually done mostly in classroom setting". (Ellis, 1994;Djonhar, 2012). From other

points mean that language is mostly learned in the classroom as one of the school subjects. For example, English is learned in Indonesia, Japan and China. The process of how foreign language learners acquire their language is merely conducted for few hours in the classroom. Therefore, they do not get much exposure and practice to gain learning outcome in language acquisition. The interesting phenomena that is needed to discuss is Foreign Language Acquisition.

The acquisition of foreign language learners can be similar to first or second language learners when foreign language learners not only get an appropriate environment that they are provided with meaningful linguistic input but also given opportunities to interact between linguistic environment and children innate capacities in favorable situation. For example, if the learners are placed in an appropriate environment by watching English cartoon films and given many opportunities to use the language with other people, they automatically will be exposed to gain a lot of English. Moreover, the subject is always placed in an appropriate environment by watching English cartoon films for three to five hours everyday and given opportunities to get interaction with the researcher through conversation everyday. Therefore; he automatically is exposed to gain much English. As a result, he can use English expressions meaningfully and naturally as he has got much interaction with the researcher and got exposure of cartoon films.

The subject of this study is a boy, named Moreno. Moreno, who is usually called Reno, lives with his Indonesian parents and his younger sister, Clarissaa. Moreno goes to kindergarten which is located surrounding his house in Cengkareng West Jakarta. The kindergarten teaches English twice a week but the teacher uses Indonesian as the medium of instruction and communication. Realizing what happens, Reno's father teaches him English after school together with his father's play group students at home. However, he can not acquire English skill such as listening and speaking optimally.

Ideally, the subject who has learned English both from kindergarten and researcher's English course for two years can communicate in English at least making the simple sentence in speaking. In fact, he encountered many difficulties when he wanted to speak English. This phenomena happened for years because the learning and the use of English is mostly done in the classroom.

To give more opportunities for my subject to acquire English, The researcher encourage him by giving motivation to get exposure by watching English cartoon films after school. So, he always watches cartoon films on his tablet. As a result; he can acquire English such as pronunciation, vocabulary and language component in speaking.

Based on the background of the research above, this study is limited to know the development of syntactic construction that emphasize in conjoined-clauses that influenced by a sufficient exposure of cartoon films.

The Research Question

Based on the background previously presented, the research question of this study is formulated as follows:

1. Is there any development of Indonesian young learner's language acquisition

- through cartoon films exposure ?
2. How can exposure develop the Indonesian young learner's conjoined clause?
 3. What kinds of exposure is used?

The Meaning of Language Acquisition.

There are two ways of developing language ability: the first is by acquisition which refers to unconscious process. This process is usually occurred through comprehensible input that means second or foreign language learners acquire language competence through exposure. The second is by learning. Learning is the conscious process of developing a foreign language through language lessons at school which tend to focus on the grammatical features of that language. (Krashen, 2013.p.1). For example, language learning occurs through the formal study in the some countries where English is learned as foreign language.

Language acquisition is also very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language and natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. In addition, acquisition of the language is the process of how the children learn the language in their community. For example, how the children acquire the language from the simple one like words by words and then construct them into meaningful sentences and finally they can develop them into complex grammatical sentences (Djonhar, 2012).

Based on Djonhar's research(2012) that "Acquisition of EFL can be just like that of English as a first and second language. This is because this child gained sufficient exposure and opportunities to practice English". It means that a conducive environment for exposure has important role for the learner to acquire any languages optimally.

On the other hand, based on traditional behaviorists (B.F Skinner) asserted that "Any human behaviours could be learned through a process of stimulus, response and positive or negative reinforcement". In other words, it means that language is learned not only by giving stimulus and response with correct utterances but also being reinforced until they become habits. The behaviorists believe that the child's mind when he was born is like a blank slate: all knowledge and behaviour come from experience. In addition, they believe that language learning is primarily the result of imitation, practice, feedback and habit formation.

Chomsky however, argued that "The human brain contains a limited set of constraints for organizing language which named Universal Grammar". It means that human brain is blessed with Universal Grammar that consist of a set of principle and parameter. These both principle and parameter are surely assumed that all languages can be learned by human beings. For example, an English child who is born and raised in Jakarta can speak Indonesian automatically, whereas if he is born and raised in Tokyo, he will surely speak Japanese.

Basically, languages have similar underlying structures but each of them has different characteristics. To make sentences, all languages need Subject (S), Verb (V) and Object(O) but to put in order sentences each language has different ways. For example, for Indonesian and

English have similar word order like SVO (Subject – Verb – Object) but in Japanese and Fijian the word order is SOV (Subject- Object- Verb).

According to Chomsky that “ Children are biologically programmed for language and language proceeds in the same way as other biological function develop”. It means that children develop their languages as well as their biological function develop such as crawling, walking and etc. Furthermore, as Lenneberg stated that “children will produce cooing when they are twelve to twenty weeks”. In other words mean that When children can crawl at six month old they can produce babbling and when their ages are twelve months they start to walk and at the same time they can produce sounds that can be identified as words.

The Benefits of Cartoon Films Exposures

Learning language through cartoon films has many benefits. The learners can not only improve the listening skills but also help them to visualize what they hear. As Danan (2004) claimed below:

Cartoon films with caption can be powerful educational tools because it improves the listening comprehension skills of second or foreign language learners, facilitates language learning by helping students visualize what they hear and leads to additional cognitive benefits, such as greater depth of processing and achieve language proficiency. (p.67)

In other words mean that there are some benefits for children when they watching cartoon films. They not only improve their listening skill of second or foreign language but also facilitate language learning to help them to visualize what they watch to ease for attaining language proficiency.

In addition, As the research conducted by Clark (2000) about the pedagogical value of cartoons as authentic source of language materials that he summarized that” Cartoons can engage the attention of the learners, create a non-threatening atmosphere to present information and has the potential to encourage thinking process and discussion skills”. (p.34) In other words, it means that carton films can attract the learners to create an enjoyable atmosphere to give information and encourage discussion skills. Therefore, the learners prefer learning the language by watching cartoon films. Similarly, Rule and Auge (2005), stated that” Students prefer cartoons in language learning because cartoons create low affective filter atmosphere which causes high degree of motivation”. (p.53) On the basis of my research, the researcher claims that the child who use cartoon films as exposure in language acquisition can motivate him to improve his speaking competence, particularly in developing conjoined clause because they have educational and interesting characteristics.

The Conjoined- Clauses

Adverbial clauses are typically classified as subordinate clauses while coordinate clauses are typically considered as non-embedded. How they actually form a combination the class of these

two clauses is termed conjoined clauses (Diessel, 2004). He also stated that there are two steps in developing the conjoined clause:

- a. Early conjoined-clause: In this step, the children haven't used the conjoined-clause although there is a link between two semantically associated clauses, example : there is a bee. You hide. The first conjunction that emerges for children is *and*. Children produce *and* for the first time to express a wide variety of semantic relationship. After *and*, the conjunction *because* and *so* appear. They refer psychological causes or reasons. And then the children use *but* to link adult speaker's utterances.
- b. Later conjoined-clause: Following *and*, *because*, *so* and *but*, temporal and conditional conjunction appear such as *when*, *if*, *while*, *until*, *after*, and *before*. The conjunction *when*, however; is hardly used before age of three.

In addition, When the children begin to make a sentence with the correct sequence, they can combine one sentence to another to make both compound sentences and complex sentence. Compound sentences consist of two or more main clauses (independent clause) joined together in any one of three ways. A compound sentence is made up two or more independent clauses connected by a coordinating conjunction, such as *and*, *or*, *nor*, *but*, *for*, *so*, *yet*. While complex sentence is composed of one independent clause and one (or more) dependent clause. (Oshima : 1981, 123)

There are three kinds of dependent clauses which used in complex sentence: adjective clause, noun clause and adverb clause. In using adverb clause a subordinator can be used such as *when*, *while*, *because*, *although*, *if*, *so* or *that*. Both Adverbial and co-ordinate clauses are types of clause are traditionally distinguished.

On the other hand, the acquisition of every child is different from one to another. Particularly, when a child starts to use the simple sentences by using coordinator and following with adverbial clauses in a continuum sentences, he will be easier to use syntactic construction because of a lot of exposures. Due to those phenomena, the researcher is interested in observing the development of syntactic construction which emphasizes to conjoined-clause. To know the development of conjoined clause of language learner, a conducive environment should be provided in language acquisition.

METHODS

Research Design

Referring to Research question, Objectives and Data analysis, this research used qualitative research that stressed on longitudinal approach which lasted for twelve months (started from April 2016 to March 2017). Longitudinal qualitative approach is study that aims to gain the understanding deeply about how and why the changing of phenomena is occurred rather than identifying commonness factor which effect on specific population. (Molloy, 2002, p.6). Similarly, according to Lichtman" the main purpose of qualitative research is to provide an in-depth description and understanding of the human experience". In other words it means that a qualitative research has a purpose to find understanding of researchers' experience and description of the research deeply.

The research started with supposition that an Indonesian child who got exposure from English cartoon films and got interaction with his father could acquire English well although he only got English setting at home. The researcher used portfolio to identify the development of Indonesian child in acquiring English, particularly focusing in syntactic construction (conjoined-clause) in depth description.

Participants

The subject of my research was an Indonesian child named Moreno who studied in TK Pijar Lestari blok. E Perumnas Cengkareng Jakarta-barat. The researcher used one subject in this study in order to focus in analyzing the development of English language acquisition. The subject was pre-school student. He was five years old. He was exposed to English through English cartoon films such as bananas in pyjamas and other cartoon for enrichment since April 2016. Before getting exposure from English animated films, the subject English speaking competence didn't get any development although the researcher used to communicate in English with him. As the researcher interested in research of language acquisition through exposure which conducted by researcher's lecturer (Djonhar), researcher decided to do research for the researcher's son about language acquisition through exposure of cartoon films. Fortunately, after getting much exposure from English cartoon films my subject got development in speaking. In fact, Moreno used English actively at home with researcher because the researcher spent his whole day with him for example, researcher used to take him to school and pick him up from school. Therefore, he could not only get sufficient exposure from English cartoon films but also tell everything spontaneously in English a lot with the researcher.

To observe the development of both early conjoined-clause and later conjoined-clause, the researcher used 12 months of data collections from the subject that was divided into 4 phases:

1. 1st phase : April 2016 – June 2016
2. 2nd phase : July 2016 – September 2016
3. 3rd phase : October 2016 – December 2016
4. 4th phase : January 2016 – March 2016

In each phase, the development of the research for either early conjoined-clause or later conjoined-clause would be emerged and analyzed to see the process of the development of the subject.

Data Collecting Technique and Research Instrument

The data were collected for 12 months by recording his spontaneous speech. When the data were taken, the subject was in the second year of play group Pijar Lestari in Jakarta. The recording of his speech was mostly taken at home and other places such as restaurant, play

ground, and taken during the trips to places like campus, Cilacap, and Tegal when he went back to his home town by bus or train.

To record the subject, the researcher was always present when the recording was made. He made use of his presence to take notes of all information that might be needed for data analysis. The transcribing was done right after the recording was made to have an accurate data possible. During the period of 12 months, every development of conjoined-clause under this study was analyzed to see how the child developed the conjunctions. The data were transcribed then analyzed to see the development of his English conjoined-clause. For example, the earliest multiple-clause utterances for all five year old children produced juxtaposed clause. This type of clause which is linked between two clauses without expressed by a conjunction. In addition; the first conjunction that emerges of all five year children is *and*. The children use *and* to express a various semantic relationship such as temporal, conditional, contrastive and additive. After connective *and*, *but*, *because* and *so* will emerge to indicate a link between two independent utterances. Three of the conjunctions are appeared in early conjoined clauses.

In addition, the researcher used the number of instruments such as audio-recorder (handphone), transcript paper and fill note. The hand phone was used to record the subject which aimed to record all the development of language acquisition. To identify the development of language acquisition easily in data analysis, the researcher made transcript and observation protocol (field note). Here are the examples of subject's portfolio (transcripts and field notes).

FINDINGS AND DISCUSSIONS

Findings

The researcher used thematic analysis to analyze the data. They were transcribed and analyzed to know the development of the subject's English conjoined clause in speaking. Furthermore, the researcher used the audio-recorder (handphone) and fieldnotes to collect the data of the subject for twelve months that lasted from April 2016 to March 2017.

The researcher used the Data Analysis spiral which suggested by Creswell as method to analyze the data. First, the researcher collected the data through recording and put them into file folder. And then transcribed the data of recording into transcript. After that the data were identified and coded to categorized which one belonged to conjoined-clause. At last the researcher visualized the data by creating a comparison table which contains connectives, frequencies and percentage numbers to show the differences of connectives have been acquired by subject. Here the development of conjoined-clause is shown from the table below:

Table 1. Conjoined - Clause

1st Phase	Number of clauses produced by the subject :											
Connective	and	but	if	because	when	after	until	or	so	since	before	Total
Frequencies	50	3	5	4	3				1			66
Percentage	75%	4,50%	7,50%	6%	4,50%				1,50%			100%
2nd Phase	Number of clauses produced by the subject :											
Connective	and	but	if	because	when	after	until	or	so		before	Total
Frequencies	74	11	4	5					8			102
Percentage	72%	10%	3,90%	4,90%					7,80%			100%

3rd Phase		Number of clauses produced by the subject :										
Connective	and	but	if	because	when	after	until	or	so		before	Total
Frequencies	86	11	14	16	1	4			8			140
Percentage	61%	7,80%	10%	11,40%	0,71%	2,80%			5,70%			100%
4th Phase		Number of clauses produced by the subject :										
Connective	and	but	if	because	when	after	until	or	so		before	Total
Frequencies	106	26	48	24	2	6		5	35		2	254
Percentage	41,70%	10,2%	18,80%	9,40%	0,78%	2,30%		1,90%	13,70%		0,78%	100%

From the table above, it shows that there are developments from 1st phase until 4th phase. For example, the subject could acquire 75% connective *and* in the 1st phase and went down to 72% in 2nd phase. In addition, the subject couldn't produce conjunctive adverb *after* in 2nd phase but he could produce it in the 3rd phase. Similarly, the connective *or* and *before* could be acquired in 4th phase whereas they were not produced in 3rd phase.

Discussions

There are two steps in developing conjoined clause: early conjoined clause and later conjoined clause. (Diessel, 2004.p. 158). For early conjoined-clause, The earliest multiple-clause utterances for children produced juxtaposed clause. This type of clause which is linked between two clauses without expressed by a conjunction. In addition, the subject could produce juxtaposed clause like in *It's prickly bush. It's dangerous. this plant. this prickly and baby jaguar said he want to fall to the prickly. He say, help...help.* The subject in this stage was not able to produce connective *and* so, he only embeded from one sentence to another one without connectives.

In early conjoined-clause, the first conjunction that appears for children is *and*. However; In uttering *and* the children have a various semantic expression that have relationship between two clauses such as temporal, conditional, consecutive, contrastive and additive. (Diessel, 2004.p. 158). Furthermore, the subject could produce a wide semantic relationship. For example *Banana said " I want to buy juice, fresh milk and egg.* (additive), *There is a bird in banana window and then the bird said " kuruk, kuruk, kuruk".*(temporal), *Banana in pajamas in the up soap. Rat in up too and fall in the soap* (consecutive) and *When Hafidz play foot ball with me. The ball hit my hand and my leg and I am not crying.* (contrastive). From those previous examples, it can be analyzed that the subject had not understood how to use connectives *and* because he acquired first time of connectives *and*. Therefore, he used connectives *and* in various meaning.

In uttering *and* adults usually use this connective to link between two clauses as the function as coordinator. However; most children's *and* clauses are associated with an utterance across speaker turns. They are connected to a clause that is uttered by different speaker. For example, *Adult: I want to buy chicken and drink. Subject: and I want chicken. Adult : here.... your chicken and this is my coke. Subject : and my water? .* Although the subject's utterances do not have function as coordinator, they are pragmatically combined in ongoing discourse.

Following *and*, two causal conjunctions appear, *because* and *so*. They are initially used to indicate the link between two independent utterances. However; at the first time subject produced *because* is primarily always used in response to a causal question. (Diessel, 2004, p.160). for example, Adult: *which one do you like?* Subject : *jet*. Adult: *Why ?* Subject: *Because I like red*. Adult: *Why should be fixed it?* Subject: *Because there is spot, broken*. Adult : *Why Frank's son cry for help?* Subject : *Because he want to trick that like Rat*. Adult: *Why he is not dancing?* Subject : *Because he don't like dancing*. From the previous examples show that *because*-clause occurred in subject's data. And all of them were produced in response to a causal *why*- question.

As the subject getting older, he can produce *because* gradually extended to other discourse context. For example, subject used *because* not only to respond the causal questions by using *why* but also to use linking a causal relationship. They can be seen in these example: *The octopus block the way because the animals want to pass through it. Jett want to get out but his leg stuck because the door close very fast. I want to go to alfa to buy another milk and bread because if I am hungry, I have to eat*. Based on the previous examples, it can be concluded that the subject understood for using *because*- clause in the same function as adverb clause because the he got both more exposure from cartoon films and more interaction with his father. In addition, the proportion of subject produced *because* clause in response to causal questions decrease steadily as the subject started to know how to use *because* in two clauses.

As the subject uttered the conjunctive adverb like *because*, the conjunctive *so* indicates a causal relationship but the subject used to continue his own speech from another speaker. For example, Subject: *If I play foot ball, I have to run*. Adult: *why ?*. Subject: *because to get a goal. If I shoot the ball really fast, so I make the goal*. As previous examples, they can be analyzed that there are differences between *because* clause and *so* in discourse patterns. *Because* is used to explain a state of affairs, while *so* functions to show a consequence of the child's previous utterance. (Diessel, 2004, p.163).

The usage of connective *so* functions to indicate a causal relationship occurs as the subject grows older like in *I show you rectangle plastic to keep the book, so the book not fall. Kiky want to hold golden cat, so piramid chambers shaking. Jett want to touch the spink hands, so Jett and kiky fall. There is no more mushroom pie so he eat yellow jelly*.

Following *and*, *because* and *so*, the connective *but* emerged to show a link two independent clauses. However; the subject uttered *but* only imitated the dialogue from the film. For example, *Then B2 said but bananas don't have any hair. Jett said I and william alredy painting but the rain cloud go here*. From the previous example, it can be analyzed that the subject could produce *but* just followed the speaker from the film because the subject always watches the cartoon film where the conjunctions used.

Later, the subject could produce the connective *but* to show an objection to the adult speaker's previous utterance. For example, Adult: *can Jett make the carpet fly?* Subject: *but Jett can't. Only Dizzy*. Adult: *can the people ask for the wishes?* Subject: *but he must ask the jeanny for three wishes*. Adult: *I think it's dangerous, it can hurt you!* Subject: *buta crab*. Like *because*, the connective *but* occurs in conversational routine produced by different speakers that consist of two utterances. (Diessel, 2004, p.164).

As subject grew older, the connective *but* used as the function in coordinator. For example, *My crab the one not scared me but the two ones scared of me if I want to get it. I said rub the lamp but there is no jeanny. I think it's broken. I want to close again but it can not close.*

Following *and*, *because*, *so* and *but*, some conditional and temporal conjunctions appeared in later conjoined clauses such as *if*, *when*, *after* and *before*. Here are the examples of subject could produce conditional conjunction like *if* and *when* : *If I play foot ball, I have to run. If I shoot the ball really fast, so I make the goal. When Pow go to traffic jam, he is dancing. When there is no garbage, he put again.* As the previous example produced by subject, it can be analyzed that the conjunction *when* has similar function to *if* for expressing conditional. Later subject produced *when* to indicate time that functioned as conjunction adverb like in *when the night comes, sun go to the planet. I am sleeping at eight when the night come. He eat at night when there is no sound. When the sun go to earth, the people is tired.*

In addition some conditional conjunctions emerged, the other temporal conjunctions appeared such as *after* and *before*. for example, *There is a big octopus want to grab the people. After grab the people, Jett want to get out. Mira swim to help Jett. After help Jett, the octopus don't want jett go. Cat boy jump on tree again. After he jump the tree again, he can reach front tirex.* The temporal conjunction *after* emerged first because the subject had been familiar to use transition *after that* in previous utterances. Thus, he could produce *after* easily. On the other hand, it took time for subject to produce *before* because he was hardly to find conjunction that quite similar to *before* in prior utterances. Therefore, he produced *before* in few utterances like in *Before going down the stairs, bananas break the calendar. Before going to outer space, Jet said" the first planet we see is mercury.*

In the last study, subject could produce complex sentences both in noun clause and adjective clause. For example, *Mike said that he want to decorate the cake. We know this messy because Mike know what he want it. I know what the bird like. The boy want magic carpet that can fly. I mean the people who make the jeany.* Although the relative clauses are problematic in forming for English children. (Tamasello, 2003; Djonhar, 2016) the subject could produce them in 12 months.

CONCLUSIONS

The development of subject's conjoined-clauses either early conjoined-clause or later conjoined-clause follow the universal principle of language acquisition which belongs to other English children. There are some factors that contribute the development of subject's language acquisition. For example there is an innate capacity in subject's brain which contains principle and parameter that enable him to learn any languages. In addition; there is a sufficient exposure and opportunity to use the language and at last the subject has got prime time to ease acquiring the language.

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