

# CHAPTER 1

## INTRODUCTION

### 1.1 Background Of The Problem

Teaching has changed every teacher's lifetime; instead of how the output comes to the students, a teacher's experience is also magnificent. If a psychologist should take care of any people in psychological ways, a teacher holds a child's life in their hands. The most unforgettable moment for the teacher, and dozens of moments that are easier to forget by children. Suppose you try to remember your golden age period. In that case, you might only remember where parents took you on holiday, birthday parties, Christmas parties, or even what your first favourite menu was in your childhood. Have you ever tried to remind yourself who your kindergarten student was? What words did you mention first at that time?

Language itself became the primary mediator for any communication that occurs in our lives. As our first footstep on the ground, language became the bridge in communication. During the child's growth period, each individual passed the speech production period. Babbling, speaking, and achieving their first phase after they take the first step to live life. After they have passed the speech production stage and started to form coherent sentences, they begin to express their thoughts, emotions, and needs more effectively. This evolution not only enhances their ability to connect with others but also lays the foundation for critical thinking and social interaction as they navigate the world around them.

Any conversation with parents as well as how a child has in their first language acquisition. However, during their growth period in some cases, many children could have their second language caused by a few factors that impact how they communicate. Indeed, most children learn their second language in English. As Crystal (2005) says, English is an official second language (cited by Fahriany 2013 : 3).

According to Menn (2017 : 46), infants who learn two languages simultaneously become native bilingual speakers, and children who start intense

interaction in a second language before about five years of age usually become native-like adult speakers. Have you ever heard of some kids communicating and fully understanding English in a public place? If you used to see many children in this generation communicate in English with their parents, like, “Mom, I want this!” or “No, Dad! I want to have some pizza right now!”. We might be seeing this normally around the improvement of technologies, the internet, or even artificial intelligence (AI) that might help them to learn their secondary language in different ways. The globalization with those technologies affects everything that occurs around this world. Furthermore, not just how the next generation’s perspective is but also how they are growing, how they develop their communication skills, and how they use language to communicate with each other.

I grew up in Jakarta normally heard Betawinese around, but I lived around the West Sumatra culture, celebrated every ceremony with *Rendang*, and knew many slang words in *Minang* language. Most of my family member came from West Sumatra, I am still a *Jakartans* and can only fully understand original Indonesian itself. Because my mother speaks Indonesian, I grew up with Indonesian language. That is the first reason why children could have their first language; whether they are born and grow up in India, they must fully understand Indian language, or if they are born and eat dumplings in China, then they would fully understand Chinese as their first language.

Furthermore, the privilege of communicating in one's mother language fluently is not always possessed by all of the children around the world. Eventually, every child had different abilities to talk normally in their own mother tongue or their secondary language to communicate. I always curious about kids, since I have been experienced teaching them with many various advantages or disadvantages they had. They are clearly standing on different environments, cultures, or any privileges that their parents would give to them. Those privileges are not just about being financially stable; they are also about how the kids face this unstable earth mentally. The way they communicate or improve themselves made me interested.

In this research study, I found several attractive things to discuss in the case with phenomenology approach. I used my own experience to become a teaching assistant in one of the private courses. Furthermore, those experiences made me

interested in analyzing my own students that I teach. How well our conversation is in English, and how could an ADHD child speak in English or could be mentioned as a native, caused by their accent and utterance in English?

Became a teacher and teaching students is the reason why I wrote this word to phrase. Whenever I communicated with my students, they spoke well with me fluently in English, which was my own happiness. Though sometimes I felt upset that they were not focused, I had my own interest in analysing the process of how they spoke and fully understood English, communicated with their friends, and called me 'Miss' just to ask in Indonesian, "*Miss, ini artinya apa?*". In my workplace it was forbidden to speak in Indonesian, so sometimes I felt confused about how to answer them.

According to Halilah and Zahroh (2023 : 72), a child's motivation to learn a language can often support or hinder language acquisition. As we could see clearly, that no matter how specifically a child was diagnosed with ADHD, speech delay, aphasia, or any language disorder they had, it still motivated them to learn about other languages. Why are they interested in learning English? As linguists, we must know about 'Lingua Franca' as a language that is used between speakers whose native languages are not the same.

This research study would provide and summarize the experience and process of how the ADHD Student achieve English as a Foreign Language Based on the psycholinguistics theory, it is Second Language Acquisition on children. I used a descriptive qualitative method and phenomenology approach with the data based from the experience how I teach children and how they comprehend all of the English lessons. Whether speaking or writing, this research study focuses on how the children speak to me, as the teacher.

## **1.2 Identification Of The Problem**

Based on the background above, my identification problem is the process of second language acquisition that occurs differently on ADHD students. All of those cases could be identified from each child's utterance, writing, and how they communicate with each other and with the people around them. Therefore, in this case, it could be discussed based on the psycholinguistics section.

### **1.3 Limitation Of The Problem**

After identifying the problem, I limit the problem itself to second language acquisition experienced by the ADHD student. The second language proceeds differently to each ADHD student in unique ways depending on several factors they have. The limitation of the problem in this research study will be focused on second language acquisition proceeding to the ADHD student.

### **1.4 Formulation Of The Problem**

Based from the limitation of the problem, I formulate a few of problems examines is as follows:

1. How the teacher's experience teaching English as a Foreign Language (EFL) to ADHD students?
2. How the ADHD Pre-School student achieve their Second Language Acquisition?

### **1.5 Objectives Of The Research**

The objectives of this research study is to answer my own interest to analyze this study case. Furthermore, to achieve this aim, I make several steps as follows:

1. To explain how the teacher's experience teaching English as a Foreign Language (EFL) to ADHD students.
2. To analyze how the ADHD Pre-School student achieve their Second Language Acquisition.

### **1.6 Benefit Of The Research**

A research study with this subject might be rarely seen at this time. Furthermore, this research study case might help other researchers to find any theory, other perspectives, and problems that could be discussed in their own journals. Or this study case might be putting any other researcher's attention to attract children's language development in psycholinguistics through phenomenological study. Hopefully, this research study case could help any other researcher with their own idealism.

## **1.7 Systematic Organization Of The Research**

In the process to making this research study, it is necessary to write in a systematic way that is correct and easy to understand for the readers. In order to make this thesis easier, it will be divided into several chapters:

### **CHAPTER 1: INTRODUCTION**

This chapter contains background of the problem, identification problem, limitation of the problem, formulation of the problem, objective of the research, benefits of the research, and systematic organization of the research.

### **CHAPTER 2: THEORETICAL FRAMEWORK**

This chapter contains a study of theories according to the research title of this thesis. The theoretical framework in this study includes a linguistics approach and psycholinguistics approach to analyze and summarize how the pre-school student develop their second language to be bilingualism.

### **CHAPTER 3: RESEARCH METHODS**

This research methods includes time and location, research approach and method, research object and data, data collection technique, and data analysis technique.

### **CHAPTER 4: ENGLISH AS A FOREIGN LANGUAGE (EFL) ON ATTENTION HYPERACTIVITY (ADHD) STUDENTS AT A PRIVATE COURSE**

In this chapter I present how the ADHD pre-school student proceed and achieve their Second

Language Acquisition based from their utterances.

**CHAPTER 5: CONCLUSION**

In this chapter I present the conclusion, suggestions, and the result of the research study case of student's second language acquisition.

