

TEACHING ENGLISH TO KIDS IN GSJA KABAR SUKACITA: SECOND LANGUAGE ACQUISITION OR ENGLISH FOREIGN LANGUAGE LEARNING

Gary Rando Ginting¹, Alemina Br Perangin - Angini²
garyrandoginting97@gmail.com¹, alemina@usu.ac.id²
Universitas Sumatera Utara

ABSTRACT

The purpose of the study is to investigate the process of second language acquisition by eight and ten-year-old children by pronouncing some vocabulary. There are two children at the age of eight years old and they are only able to use two words in utterance. Acquisition and learning are different. The acquisition means that the children certainly can acquire language as a present from birth unconsciously and it is called innateness meanwhile learning means that the children need guidance to learn language practically or theoretically to be able to acquire language. This research uses the qualitative descriptive method because the writer must gather the data by meeting the student or children as objects. There are three children as the main object and it is supported that the teacher is also the researcher to investigate and analyze the data. This research found five mistakes have been made by the eight children students and one mistake made by the ten-year-old child.

Keywords: *Second Language Acquisition, Children, Two Words Utterance, Innateness.*

INTRODUCTION

Language is an expression that means delivering something to other people. Something that the speaker means and the listener or interlocutors can understand it through the language expression. According to Groys Keraf, language has two meanings. The first definition is that language is a means of communication between members and society with the sound symbols produced by humans. The second meaning of language is a communication system with an arbitrary vowel (speech sound).

Language is a systematic tool to express ideas or feelings using agreed signs, sounds, gestures, or signs that contain understandable meanings (Zadeh, 1975; Tseng, 2018). According to this definition, language includes all things that are used as a tool of communication, both of them are separated by verbal and non-verbal signs. Non-verbal signs include the sound of a bell, car bell, morse, limb movements (gestures), and so on.

In this study, the writer focuses on second language acquisition (SLA) because second language acquisition (SLA) has increased, thus overcoming the topic, question, and some of the wider methodologies. As long as the new research or theory has appeared the practice of (SLA) has been productive based on the SLA research in recent years.

Second language acquisition is acquiring a new language after proficiency in the first language. Some theories are used to explain second language acquisition those are "Behaviorism and Mentalism Theory". Behaviorism theory explains that language acquisition occurs through repetition, habit, and imitation. They assert the importance of repetition, reinforcement, and positive or negative feedback in shaping language acquisition. For instance, behaviorist approaches often include exercises, repetition exercises, and structured systems to strengthen language patterns and vocabulary.

Behaviorism in second language acquisition (SLA) focuses on visible behaviors and the role of conditioning, exercises, and practice in learning a new language. This theoretical approach is associated with psychologists like (B.F. Skinner), who focuses on the importance of environmental stimuli and responses in shaping language learning.

Mentalism theory in second language acquisition (SLA) emphasizes the internal cognitive processes that occur when people learn a second language. It proves that learning language implicates mental processes such as memory, attention, problem-solving, and comprehension. Psychologists like Sigmund Freud, William James, and Wilhelm Wundt have assisted in the improvement of mentalism theory, each inscribing unique perspectives on the importance of internal mental processes in understanding human behavior. It's important to note that when mentalism has contributed significantly to psychology, it's not the only theoretical perspective. Other approaches, like behaviorism, social psychology, and neuroscience, offer valuable perception into the understanding of human behavior from different angles.

1. **Focus on Internal Processes:** mentalism emphasizes the importance of internal mental conditions like beliefs, desires, intentions, and perception to explain behavior. This thing shows that learning of inner processes is very important for understanding and predicting actions
2. **Subjective Experience:** Mentalism acknowledges the subjective nature of human experiences. It recognizes that individuals perceive and interpret the world differently based on their unique mental states and experiences.
3. **Influence on Behavior:** according to mentalism, behavior is very influenced by the process of this internal mind. It shows that thought, emotions, and motivation play an important role in determining how they behave in some situations.
4. **Cognitive Processes:** in mentalism cognitive processes like memory, problem-solving, and decision making can be considered as the basic aspect of human behavior. To understand the process it is very important to consider how people think and behave.
5. **Limitations:** the critics of mentalism argue that sometimes deny the influences of external factors like (social environment, culture, and context) on behavior. This criticism led to the development of a more holistic approach that considers the mental and external influences.

METHOD

This research uses the descriptive qualitative method. A qualitative descriptive method based on expert opinion often involves collecting insight, perspectives, and knowledge from individuals who have specialized expertise or experience in a particular field or subject problem. This method relies on the qualitative analysis of these opinions to produce a comprehensive understanding or description of a phenomenon, problem, or topic. Denzim and Lincoln (2000) define that qualitative research involves an interpretive, naturalistic approach to its subject matter.

Based on the research that has been analyzed, the data has been taken from the three children in GSJA kabar sukacita church. They are namely Farrel (10) years old, Ruben (8) years old, and, Angga (8) years old, all of them are Karonesse, and they all are siblings are brothers. On the other side, they never speak with traditional language thus, always speak Bahasa Indonesia as their first language acquisition (FLA) thus, their mother decided to join them in the English chorus in GSJA Kabar Sukacita because they never studied English from the basic when they were in pre-kindergarten class until kindergarten class.

This research was done in the classroom because they have an English class schedule. This research was also done by teaching them to pronounce some vocabularies that have been taught by the teacher. Two of them made mistaken words when they were asked to pronounce some words themselves without any guidance from the teacher meanwhile their brother Farrel (10 years old) has been able to acquire or pronounce some English vocabulary well without any guidance from the teacher because he has joined in English course in the previous term.

It can be concluded that two of them which are: Ruben (8 years old) and Angga (8 years old) still in the telegraphic speech stages (two-word utterance). Although they have been 8 years old when it comes to learning English they are still learning to acquire so many words in English

pronunciation because they don't have all the basics of English moreover they have never been taught English from the basics when they were in the school meanwhile their brother 'Farrel' (10 years old is in the question, negatives stages to acquire English words and he can pronounce some English vocabularies and make some basic question well.

FINDING AND DISCUSSION

The children namely "Farrel, Ruben, and Angga" are having an English class and they are asked to pronounce some vocabulary that has been provided by their teacher. In this activity, the teacher gave some new vocabulary and guided them to read all the vocabulary that had been given by their teacher. From six vocabulary that were provided by their teacher, two of them (Angga and Ruben) were only able to pronounce one or two vocabularies well meanwhile their brother (Farrel) was able to pronounce five to six vocabularies without any guidance from the teacher thus, it can be concluded that they only speak Bahasa Indonesia as their First Language Acquisition (FLA) meanwhile they still need to study from the very basic things to acquire English as their Second Language Acquisition (SLA).

The Class Activity or Speaking

The vocabulary given by the teacher is simple to be pronounced

Q: How do you say in English Meja?

A: Tebel (Angga & Ruben) 'tābəl (Farrel)

Q: How do you say rumah in English?

A: hos (Angga & Ruben) 'hous (Farrel)

Q: How about kursi?

A: Kaer (Angga & Ruben) Keir (Farrel)

Q: How about awan?

A: Kloud (Angga, Farrel and, Ruben)

Q Pohon in English is?

A: trē (Angga, Ruben, and Farrel)

Q How about air?

A: Water sir (Angga & Ruben) 'wôdər (Farrel)

In this case, it can be seen that "Angga & Ruben only can utter 2 words in English well meanwhile 'Farrel' can utter about 5 from 6 words in English moreover 'Farrel' has been able to ask some simple question in English like "How are you today, Where do you live, What is your Favorite food? Etc meanwhile "Angga and Ruben are not.

Mistaken words	Correct Words
Tebel	Table [tābəl]
Hos	House [Hous]
Kaer/Keir	Chair [Cher]
_____	Cloud [kloud]
_____	Tree [trē]
Water	Water ['wôdər]

CONCLUSION

Based on the research above. It can be concluded that they have acquired Bahasa Indonesia as their First language. It occurs when their parents always speak Bahasa Indonesia since they were born until this moment. They sometimes acquire some English words from the game such as

Mobile Legend, and Free Fire. They unconsciously know how to pronounce the words but they don't know what is their meaning thus they need to learn English from the very basic way to acquire English as Their Second Language Acquisition.

REFERENCES

Ball, P., Kelly, K., & Clegg, J. (2016).

Putting CLIL into Practice. Oxford University Press, UK.

Barrett, M., Byram, M., Aroni, A., Golubeva, I., & Jouhannau, C. et al. (2021).

A Portfolio of Competences for Democratic Culture: Younger Learners Version. Strasbourg: Council of Europe Publishing

Clark, E. V., & Casillas, M. (2015).

First language acquisition. In *The Routledge Handbook of linguistics* (pp. 311-328). Routledge.

Coyle, D., & Hood, P. (2010).

CLIL:Content and Language Integrated Learning. Cambridge University Press. ISBN: 9780521112987.

Johnson, M. (2008).

A philosophy of second language acquisition. Yale University Press

Sapir, J. D. (1970). Kujaama:

Symbolic Separation among the Diola-Fogny. *American Anthropologist*, 72(6), 1330-