Research on Second Language: Offering New Alternative to Introduce Second Language to Children in Early Age through Youtube Channel

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ABSTRACT

This article is discussing the children's' acquisition in second language. It is observing how a child acquires her second language through YouTube. This study described the child age 3,7 years habit of watching a video through YouTube. The daily notes were taken to see the child's words, sentences, and also reaction after watching the video intensively for two months. The results showed that a child starts her language acquisition by perceiving the language through the silent period. She needs 3-5 times to watch a video, and then she can imitate words and sentences in the video, even though her pronunciation is not fluent yet. Moreover, she did not understand the meaning of the words or sentences. It is indicated that the children age 3, 7 years old still has difficulties in understanding beyond the meaning of the words or sentences. The implication of this study is to show the stages of children in acquiring their second language which is similar to their first language acquisition. Therefore, teaching and learning a second language should not be different from teaching and learning the first language.

KEYWORDS: Second Language, Language Acquisition, YouTube

INTRODUCTION

Environment has a big important role in the process of language acquisition or language learning. Keith Brown in *Encyclopedia of Language volume 2, Bilingualism Concessive*, 2006, emphasized that the child has an innate capacity to acquire languages in an environment which is termed a "natural" environment. Behaviorist perspective which was influenced by B.F Skinner

(1940-1950) said when children imitated the language produced by those around them; their attempts to reproduce what they heard received positive reinforcement (P.M. Lightbown & Nina Spada, 2009:10). The theory said that the more the children get from their environment, the faster they to produce language use. By the encouragement of the environment, children would continue to imitate and practice these sounds and patterns until they f o r m e d habits o f correct language use. Stephen Krashen in one of his hypothesis namely "the input hypothesis" (2003:20) gives evidence that from the input of parents or others in children environment, they can produce language even much more than the environment given.

Evidence that the environment has an important role in providing and contributing language for children can be seen for example, the fact found by Jean- Marc Gasfard in 1799 with the founding in a forest. He d i d not understand even a word, he was able to produce sounds like the ape produced. Although Jean succeeded to some extent in developing victor's sociability, memory, and judgment and there was little progress in his language ability. Two hundred years later, a similar case happened to Gemil, (1997 A girl who was discovered in California (1993). She was undeveloped physically, emotionally, and intellectually, she had no language after being isolated by her family. (Lightbown & Nina Spada, 2009 :18). After five years, Genie can produce language, even though inconsistently and overused formulaic and routine speech forms.

Language Acquisition is a process to acquire language, either first language or second language. The first language refers to the native of acquirers' language, while second language refers to the non-native of acquirers. Both have been attracting the intentions, because there are many questions that can be studied. For example, how do we acquire language? Is the process of first and the second language acquisition the same? Research questions have been discovered some theories (B.F: Skimer, 1949 Chomsky, (1959, Jettery Elman, 1996), which refers to language acquisition for many years of research about language acquisition. The conclusion that can be drawn here is the stages of children in acquiring their first language is similar to the stages they follow to acquire the second language acquisition (Lightbown & Nina Spada, 2006, Stephen Krashen, natural order, 2003, Mc Laughin et all, 1995, Tabor, 2008).

The acquisition of second language is also influenced by the behaviorist's theory, which emphasized the input of environment. Nowadays, technology become influential factors in all kinds of human affairs, included language acquisition and language learning (Java Beresova, 2015, Binnor Genc Ilter, 2015, Maria de Lardes Martins, 2014) Arina, Solozhenko, 2016).

The most influential technology for children language acquisition is a mobile phone application. In daily life, it is common to find a child in early age 1 to 5 years master to play on a mobile phone. The channels such as YouTube, where

thousands of videos uploaded of people around the world, can be accessed and watched freely. Researches about the influence of video to language learning have been increased, recently (Abdulgani, 2016, Tri Eriansari, 2018, Arina, Solozhenko, 2016)). These research notified how video effect on language learning. However, this research focuses on the research question: how the early childhood age (3,7 years) acquire her second language through YouTube channel?

LITERATURE OF REVIEW

To draw the theory of second language, we refer to the first language acquisition. Researchers have described developmental sequences for many aspects of first language acquisition. (Lightbown & Nina Spada, 2006:1) Explained the developmental sequences of children in acquiring the first language. They are divided into three events: First three years is Milestones, where are related to children's cognitive development. It shows the gradual mastery of the linguistic elements for expressing the idea that has been presented in children's cognitive understanding for a long time.

The pre-school years, by the four years of their age, children normally can ask a question give commands, report real events, and create stories about imaginaries using correct word order and grammatical masters of the time (Lightbown & Nine Spada, 2006:7). They can also use language in a different content situation. It is common to see a child use different language when she/he plays with her/his toys than they talk in a real situation with her/his mother tongue. For example, children speak Indonesia language in Makassar dialect, then they use Indonesia language in Jakarta dialect when they play with their toys. They role play in a different dialect. In pre-school appears children realize that language should make sense when it is used. It is called Metalinguistic awareness (Lightbown & Nina Spada, 2006:8).

The school years, the children ability to use language as the mean of communication grows rapidly. The fascinating development of children language is their ability to acquire or learn vocabulary. It is supporting by their ability to read and awareness that language has form as well as meaning. They realize that language represented by letters and other symbol and the symbols and words lead to a new understanding of the meaning. The other important development in this stage is children's' awareness that language is spoken differently from written language (Terry Piper, 1998) Lightbown & Nina Spada, 2006). Language is spoken in narrative different from the spoken language used in a science report. The basic philosophical theory adopted in this paper is the behaviorist perspective. This perspective was a theory of learning that was very influential in 1940 and 1950, especially in the United States. It hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what

they heard received positive reinforcement. By encouraging of environment, children would continue to imitate and practice these sounds and patterns until they formed habits' of correct language use. The quality and quantity of the language the child hears as well as the consistency of the reinforcement offered by others in the environments would shape the child's language behavior (Lightbown & Nina Spada, 2006:10). Therefore, the theory gives great importance to the environment as the source of everything the child needs to learn. They viewed that imitation and practice as the primary process in language development.

Nowadays, technology and information have primary influence on children language acquisition. It can provide the input as much as the parents provide — free without limit through some webs and application with the unconscious well process. The children play games and the games direct in other languages, when they watch videos (e.g. kids videos) on Youtube, the language used in other languages (e.g. English language).

Technology has been found as a good effect to the language learning process at an early age. Technology can be one of the ways to create a real and enjoyable atmosphere for young language learners. The Internet can provide socio-cognitive approach through authentic tasks and games can support and improve various vocabulary fields and give valuable language feedback. The children can use the internet as one of the good places to use language interactively (Pensky, 2002, Scott & Ytreberg, 1990). In acquiring second language , there are four stages that children follow:

1) Home language use; for the first few days, children may persist in using their first or native language even if others do out understand them.
2) The silent period after children realize their first language is not working, they enter a silent period in which they barely speak and rely heavily on nonverbal means to communicate with others. The younger the child, the longer the silent period may last.
3) Telegraphic and formulaic speech; children will start to speed in the new or second language. in this stage, they will only speak in small utterances or by repeating the word of others.
4) Productive language; children are now ready to express their thoughts and construct their sentences. In the beginning, these sentences may be very basic or grammatically incorrect, however, this improves over time.

These stages are going hand in hand with Krashen's hypothesis. According to Krashen (2003) there are four hypothesis language learning or language acquisitions: the natural order hypothesis; the order of acquisition for the second language is not the same as the order of acquisition for the first language, but

there are some similarities. The monitor hypothesis implies that formal rules or conscious learning, play only a limited role in second language performance.

METHOD

The qualitative method was used in this research to understanding the stages of children at early age (3,7 years) in acquiring a second language (English Language). Qualitative research is related to human behaviors. It studied the phenomena in human life. The subject of research took a girl 3,7 years old who has a habit in watching English kids video on YouTube. The daily note field was taken to observe her behavior while watching the videos and after watching. The girl was followed for two months.

RESULT AND DISCUSSIONS

A mobile phone which contains many applications can be an effective media to introduce second language (e.g. English language) to the early age of children. The girl who observed in this research got her English language after watching some English kids video for two months. She started to interest when she was introduced to English kid songs in a video. She spent 2 to 3 hours a day to watch some videos on YouTube. Through the field notes were taken for two months, the stages of the girl in requiring her second language can be described. The first time, the girl was introduced to English kid videos on YouTube, she looked interested in the motion and color on those videos. She paid attention to the action happened. She started to touch the screen of the mobile phone and tried to select the videos by herself. She did it for 2-3 days, and the next day, she can find the spot of YouTube on mobile phone and turn on the video by herself. Four days later, she was able to find what video she wanted to watch. She just asked her mother to type the keywords such as Mickey Mouse, Sophia and Hello Kitty. She went to one video to another video, until she came to videos which interested to her. She spent many hours or she did repetition for many days, when she met her favorite videos. For example, she likes the song "Johny-Johny", Frozen, and Finger songs. She watched the videos for more than thirty days, until she could follow the songs.

She spent more than at least seven days to perceive the language on those videos (English language). She watched videos silently, but she gave full concentration. None can disturb her, when she watched her videos. She needs seven days to perceive the language in one video. During two months, she watched eight videos. After spending seven days in the silent period (7 days one video), she can produce the words of the song she had listened. Even though the pronunciation did not perfect and she did not understand the meaning of the words. For example, she watched Johny-Johny song and she knew the context of t h e song

from the action on that video, but she did not understand the meaning of the words. She sang that song with the same lyric such as she played with her mom "Johny-Johny (she said to her mom), yes papa/mom said.), eating candy (she said), no papa (mom said), telling lies (she said), no papa (mom said), open your mouth (she said), and she makes sounds, hahahaha (she opened her mouth). It happened when the first time she tried to imitated the words of the song she watched.

After o one week, she always watched and perceived the song in silent period, she was able to catch the whole context of the song, and she can change the role of papa according to whom she spoke. For example, she played with her older sister, she will change papa to kakak, when she played with her mama, she changed papa to mama, or she changed papa to ade. After completing the field notes for two months in following the girl, some notes were taken. She was able to utter some words which were acquired through YouTube videos, such as blue, white, pink, green (names of color) oh my God, where are you, finger, how are you, candy, chocolate, open, mouth, yes, no. Besides her ability to pronounce the words and phrases, she was also able to use them in the context of speaking. For example, she played and something made her surprised, she said "oh my God" when she felt happy to get something, she said "yes, yes" when she rejected to do something or she did not want to eat, she raised her hand and said "no". She also knows that the language she listened to videos in English. The stages of her English language acquisition (as a second language), follow the stages of her first language acquisition. She followed the silent period, as the stage to perceive the language before producing into words, phrases, or sentences.

Based on the description given in finding, some items can be discussed. YouTube as the product of technology development is effective to be used in learning a second and foreign language, such as English. Putting technology in learning is not a new trend. It becomes an urgent need nowadays. It should be realized that technology becomes primer need and without it, we will lose and left behind. All ages can operate the mobile phone. Therefore, the teacher should guide the students to use their mobile phone properly and effectively. The environment has a potential role in giving input to children language acquisition. Therefore, in teaching and learning language, it is essential to set the classroom which provides good inputs to students. For example, during the lesson, the teacher uses the English language. Hang on pictures with their icons on the wall, stick on the poster or brochure in English, where the students easy to access. It is not debated that behaviorist theory has an important role in learning and also acquiring language.

CONCLUSIONS

The environment has an important role in providing and distributing language to children. The more the environment gives input, the faster the children acquire their language. There are similar stages and process that the children follow when acquiring language, either in the first and second language. There are four steps that children follow in acquiring language, namely home language use, silent period, telegraphic and formulaic speech, and productive language. The important stage is silent way, where children need time to perceive the language. The role of environment in silent period determines the success of children come into the next stages. Technology, such as a mobile phone which has some applications and website network becomes potential media to let the children acquiring their second language.

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