

EARLY CHILDHOOD SECOND LANGUAGE ACQUISITION 4-5 YEARS OLD IN GO-GREEN GLINTUNG VILLAGE MALANG CITY

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Abstract

The process of language children is one of the important essences of speech tendesi which in fact focuses on conveying a communication / conversational goal. The child's language form is characterized by the acquisition of the mother tongue at the beginning of its formation. Judging from the other side besides the mother tongue, the scope of the environment greatly influences a child to expand the range of second language acquisition. The purpose in this study is oriented towards the results of the description of the form of early childhood second language division of 4-5 years old in Glintung Go Green Village, which includes the stages of obtaining the second child's language, the process of both children's languages, and the factors of obtaining the language of both children. This research method uses qualitative descriptive methods with a case study approach. The results showed that the process of obtaining the language of the two children consisted of (1) the structure of the sequence and stages of obtaining the second language, including (a) the sequence with two words and (b) the stages of sentences in the word arrangement, (2) the process of obtaining the second language, including (a) the distribution of guided languages and (b) the acquisition of natural languages, and (3) factors that affect the acquisition of the second language in early childhood in Glintung Go Green Village, Malang City, among others (a) age factors, among others (a) age factors, (b) environmental factors, and (c) first language factors. This aspect also shapes the child's psychological-emotional attitude, especially the role of parents in helping the process of acquiring a second language within the scope of formal / social learning.

Keywords: *acquisition of languages, second languages, early childhood.*

INTRODUCTION

Malang city is famous for its tourism potential both natural and Tourism potential of cultural sites. Optimization of existing tourism potential, in Malang City has developed very significantly, especially in increasing community empowerment. One of the places of education and environmental empowerment is the Glintung Go-Green village of Malang City, located in the center of the Malang region, a village known as education on environmental greening care and cooperative patterns of plant hygiene. Apart from the village of education and environmental care, the backgrounds of the children of glintung village have different vocabulary selection patterns and different language acquisition, One of the processes of acquiring the second language of the village children is characterized by an essential emotional-psychological approach that forms the procedures for the child's conditional process/influence to sort, choose, and set rules on the form of the first language (*mother tongue*).

On the other hand, the scope of the environment greatly influences a person to expand the

reach in the acquisition of a second language. Input on the acquisition of a second language in terms of the scope of the environment is very necessary, when the understanding and development of one's language becomes the basis for expanding the scope of language acquisition, as well as for children. A child can 'record' every meaning of language that occurs in a conversation in his environment, The image is a 'container' in encouraging the formation of initial ideas as well as the basis of a child's knowledge when observing the interactions that exist in his environment. The systematic conception of culture is one of the inherited derivatives, as is the correlation between language and the environment of related individuals (Sebayang, 2018).

The scope of language that a child has is a basic competence that needs to be developed, considering that every language condition requires creativity and an understanding of each goal. Therefore, language development in children is very concerned, because language development is always influenced by certain factors at each stage of its acquisition. One of these factors includes formal and informal factors. Starting at formal coverage, in this scope a child can get a second language when participating in formal learning as for example, when a child is studying at school with a teacher in the classroom, As for the informal aspect of second language acquisition, it is obtained when the child is having social interactions with peers in the surrounding environment.

REVIEW OF LITERATURE

It can be explained that the classification of children's second language acquisition is divided into two components, including first language acquisition or often referred to as 'mother' language and second language acquisition. If it is related that the acquisition of the first language is marked by the appearance of the child's language which refers to the imitation of the surrounding language speeches, but the phenomenon found is often that the child imitates the speech presented by his family (Christine, 2016 : 11). Regarding natural speech experienced by children indirectly 'recording' unconsciously. This condition can mean that a child will learn his own language. It was concluded that the acquisition of children's first language formed a new paradigm for the conditions obtained in the communication process and interactions that occurred in the scope of the environment and activities that occurred in the family in the implementation language (Solehan, 2011 : 76). After a child has acquired his first language, the next process is the acquisition of a second language, in this process, a child goes deeper into the expansion of communication interactions in order to develop insights in the acquisition of a second language (Gass, 2008). Therefore, a child will try to implement to learn a second language. The acquisition of a second language tends to refer to the implicature of a marked and consciously learned language. It can be concluded that the form rather than the acquisition of the second leads more to the process of conscious understanding of the language.

Basically, the problematics that often occurs in the current phenomenon is the reality of children in Indonesia having a tendency towards the acquisition of their first language, namely the essence of their respective regional languages which are still very thick. Indonesian is one of the second language acquisitions in children obtained in formal learning at the same time as a child occupies the mother tongue process. The comparison between first language acquisition and second language has a significant difference, when first language acquisition is derived from the use of the mother tongue but the second language is not linear, the assumption is characterized by the process of smearing which focuses on the process to be learned rather than the process of collecting it (Solehan, 2011 : 34). In terms of deepening the development of the second language, it includes several hypotheses related to how to obtain language learning, including: a) the first form begins with the process of development of a child with language acquisition which coincides with cognitive roles and the development of children's first language skills. Other forms of the language acquisition process obtained in the learning method include indicative learning, natural learning, and informal learning. (b) the next form related to the acquisition of a second language is obtained when the child is in a language learning activity, which is oriented towards knowledge consciously by understanding language rules and being able to apply speaking activities, these

rules with grammatical studies with application and aware of language rules consciously and rationally.

Based on the results of this scientific study observation, it raises the processing of the second language in the children of Go-Green Glintung Village. Observational studies were conducted to determine the process of interaction, communication, and factors that influence the acquisition of children's speech. The findings of observations in the children of Glintung Go-Green Village mostly use the mother tongue / region in the use of interaction and communication within the scope of the surrounding environment, so that the use of Indonesian refers to the second language. Language Indonesia is part of the competencies that a child must learn when entering school or when the child has inherited and mastered his mother tongue. Second language acquisition there are always some reviews/ways that children need to use and there are many factors that influence it.

Based on the little exposure above, the study of observation of second language acquisition in the early childhood range of 4-5 years in Kampung Glintung Go Green is important to be carried out as a study of insight and knowledge for the authors. This observational study focused on (1) the sequence structure and stages of second language acquisition, (2) the process of acquiring a second language, and (3) factors affecting second language acquisition in early childhood in Glintung Go Green Village, Malang City. The following are the findings of the presentation on the results of an observational study on the acquisition of second language in early childhood 4-5 years in Kampung Glintung Go Green

METHOD

The method used in this study uses qualitative methods with a case study approach. Through this qualitative approach, a narrative form is explained related to the process of elaborating children's language, the process of depiction, the process of learning, and drawing conclusions related to the urgency of research on the acquisition of the second language of early childhood in Glintung Go-Green village, Malang City. This research took place in the village area of Glintung Go-Green village, Malang City, Blimbing District, East Java. The reason the researcher chose the location or region is because the researcher is from the region or area and knows enough conditions of language or education development in the area for which the research is intended. The subjects of this study were early childhood in Glintung Go- Green village aged 4-5 years, totaling 15 children.

The data contained in this study has two aspects, including: (a) data primary and (b) secondary data. Primary data consists of (1) stages of language acquisition children, (2) the child's language acquisition process, and (3) factors affecting the language child. Secondary data in this study are (a) the results of observation of process activities early childhood language acquisition of Glintung Go-Green village, and (b) questionnaire results respondents of parents and teachers located in Glintung Go- Green village. The source of this research data is early childhood and several respondents in the village Glintung includes parents of children and several teachers who live in the village glintung Goo-Green Malang City. Data collection techniques in this study use situational data triangulation, at this stage several processes related to data collection are applied by referring to the concepts of time, place, and atmosphere (Moelong, 2017). Situational triangulation functions as a method in tandem with the process of observing data in a given situation. The form of application of the situational triangulation method is intended so that the data contained in the instrument is collected accurately.

FINDINGS AND DISCUSSION

The acquisition of a second language in Glintung Village focuses on the value of affection and scope formal to the second language acquisition factor, especially on social ethnographic linearity. Other than that, Previous research appointments used the same concept, but raised schematics acquisition of a second language within the scope of school learning / formal

environment. The following is explained the findings and discussion and differences from the results of previous studies.

SEQUENCE STRUCTURE & STAGES OF SECOND LANGUAGE ACQUISITION

The sequence process and stages are divided into two stages, including (a) the structure of the two-word speech sequence, and (b) the sentence stage with word arrangement, in the acquisition of early childhood language in Kampung Glintung Go Green.

The structure of the two-word speech sequence, in this stage of the presentation process refers to the nature of the main characteristics of the language that have a relationship between characteristics and language. Starting with the formation of simple phrases, when the use of phrases used by children is simple, the simplicity refers to complex rules. Some uses of phrases and sentences obtained by children aged 4-5 years tend to refer to bound morphemes as well as the exposure of sentences of prepositions and conjunctions. Another reference refers to the fact that the use of early childhood sentences is a child's natural talent. Therefore, speech in children is nothing but part of the conception of eliminating adult speech and an element of the process of simplifying adult speech (Maslikah, 2019). The ideosyncrasies that are had in the child's sentence according to (Arsanti, 2014) is a description of the characteristics of a child arising from a view that refers to the main sentence and minimizes certain words such as (verbs, stone words, prefixes, prepositions etc.). The child's speech in this phase is difficult to understand as explained above due to the omission and minimization of certain elements of speech, As a small example, at one time a child is questioned by someone else then explains that his father is working with the phrase 'school father' the review indicates that the utterance removes the essence of the sentence against the location marker, even though the child gives the utterance to state that the father is (in) school. The description of the small example is usually a multi-interpretation of the listener's speech act by representing the subject of 'father' in the interpretation (to), (in), (from), (ber) school. Therefore, this condition can occur when the relevance of the speech conveyed to a child has an absolute side to the delivery.

Sentence stage with word arrangement, this stage refers to the merging of the meaning of the basic word order by pulling the bound morphemes. The underlying reference begins with the acquisition of language rules, then concludes in the scope of inference so that a child does not make grayness in the message / meaning spoken. The exposure is in accordance with the theory described (Dardjowidjojo, 2012: 76) that the stages of the sentence must correspond to the message implied, so that the sentence is acceptable and does not create an over-generalized meaning.

SECOND LANGUAGE ACQUISITION PROCESS

Based on the findings of the results, there is an early childhood language acquisition process in Glintung Go Green Village, several procedures were obtained in children's language acquisition consisting of Guided language acquisition and natural language acquisition.

Guided language acquisition in children when entering schools taught by educators in the classroom. In the subject of this observation, there are children aged 4-5 who in fact are still studying at the kindergarten level. When the author's observation activity entrusts the subject, the question to the children contains what things the teacher teaches his students while studying in class. Then the average child answers what is learned in class, including learning to read, speaking by telling hobbies or introducing names in front of the class, and learning to memorize letters alphabetically. In response to this, the teacher refers to various forms of learning activities, including language learning activities. Through these learning activities in addition to developing student skills, student behavior, and simple abilities, Guided language learning activities are expected to form a cognitive and affective realm towards the acquisition of a second language to early childhood 4-5 years.

Natural language acquisition, this language acquisition is obtained when a child 'records'

the surrounding speech in the scope of his environment, then after that the child will indirectly implement it in social interaction with his speech opponent. In addition to these factors, there is a supporting factor for the child's natural language, namely this natural condition begins with the child learning the surrounding utterances and observing an utterance in his own way (empirically) to obtain a language. Based on the results of observations carried out in the village of Glintung Go Green, children obtained a second language obtained from formal and informal activities. Formally, the acquisition occurs starting with the teacher providing understanding in the classroom with the assumption that students can develop language conditions by providing material and implementing speech examples. Exposure to natural language acquisition is obtained by children by communicating with peers when interacting in their environment. The assumption agrees with (Soenjono, 2011 :87) that each scope of language acquisition is divided into two, including (1) Natural language acquisition, and (2) Guided language acquisition.

FACTORS AFFECTING LANGUAGE ACQUISITION SECOND IN EARLY CHILDHOOD IN GLINTUNG VILLAGE GO GREEN CITY HAPLESS

In the phenomenon that occurs the acquisition of a second language always has certain factors affecting the condition of the second language in children, including: first language factors, environmental factors, and age factors. Which will be spelled out as follows.

First language factor, first language is basically the language first taught by the family or also known as the mother tongue. The first language factor is often considered a problem in the acquisition of a second language. It is considered a reduction in a learner that influences elements of a second language with speech which is conveyed on the element of intentionality as well as the condition of the language spoken unconsciously when using a second language. The first language factor greatly influences the language patterns of early childhood in Glintung Go- Green village by paying attention to the cognitive role and social agitation that each child has, this is in line with (Saputri, 2018). The cognitive role of the child is an initial idea formed towards the acquisition of the first language and sometimes gives boundaries to the process of learning the second language. Therefore, it can be concluded that the pronunciation in children has a tendency to mastery of the first language more than the orientation of using the second language which in fact is less accepting and tends to be less perfect.

Environmental factors, environmental factors have an important role in the occurrence of language acquisition in the form of social interaction in children around them. Then the quality of the environment also affects the acquisition of language in the 'learners' of the second language. Environmental factors are not only related to the home environment and family environment, but the environment that influences the acquisition of a second language consists of a formal and informal environment. The acquisition of a second language in Go-Green Village Children is formed in a formal environment that is deliberately formed for the implementation of the language acquisition process. One of the domains included in the formal environment is when the child obtains language resonance to expand his linguistic network. Examples of informal environments include the peer environment, the teacher's language environment, and the parent environment has a fairly strong influence on the language acquisition process.

Age Factor, in this case the age factor has an important influence in language acquisition, in addition to the first language factor as well as the surrounding environmental factor. Age has its own capacity for second language learning which, due to this factor, has a crucial impact when one is implementing learning and social insight into the acquisition of both languages. The conclusions drawn in the form of early childhood conditions have their own vehicle in second language learning with efforts to obtain and develop language proficiency, especially in the acquisition of a second language.

CONCLUSIONS

Based on the study of the results of observations and discussions, it can be concluded that the acquisition of a second language in children aged 4-5 years in the village of Glintung Go Green, is oriented towards the environment that plays an important role in shaping the acquisition of a second language in children, the environment includes both formal and informal environments. Other aspects and some factors that influence language acquisition in children. The success of language acquisition/learning is influenced by several factors including first language factors, environmental factors, and age factors.

Research implications can be put forward, theoretically in the form of social potential to affect the achievement of children's second language effectively, age affects speech skills, especially in children's cognitive development, as well as emotional-psychological participation of parents helps the process of social language acquisition of children, to establish the rules of the child's second language, apart from learning in schools.

Based on the results of the discussion and conclusions above, there are several suggestions to be conveyed about this research. First, more complex learning is needed regarding children's language acquisition, which aims to build empirical understanding as well as insights into second language acquisition. Second, this research is limited to discussing the processes and factors that influence children's second language acquisition. Third, environmental factors, especially families, should build basic knowledge about the process of acquiring children's second language.

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