

ENGLISH SONGS FOR AN INDONESIAN TODDLER' SECOND LANGUAGE ACQUISITION: A CASE STUDY

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ABSTRAK

Pemerolehan bahasa untuk anak-anak dimulai ketika mereka memproduksi kata-kata sendiri. Bahasa anak-anak biasanya berkembang sejalan dengan usia mereka. Biasanya, mereka dapat memproduksi kalimat dan berbicara bahasa ibu mereka dengan lancar pada usia tiga tahun. Pada saat yang sama, anak-anak dapat memperoleh bahasa lain, yang disebut *second language acquisition (SLA)*. Di Indonesia, bahasa Inggris telah menjadi bahasa kedua yang menjadi bahasa kedua yang menjadi mata pelajaran utama di sekolah mulai dari tingkat sekolah dasar hingga universitas. Pada usia dua sampai lima tahun seorang anak merupakan masa ouncak untuk memperoleh bahasa dan pada usia ini, anak-anak sudah mampu membuat sebuah frasa atau kalimat sederhana. Karena teknologi telah berkembang sangat pesat, anak-anak juga bisa mendapatkan lebih banyak fasilitas untuk belajar bahasa. Salah satu media belajar bahasa Inggris adalah lagu berbahasa Inggris. Maka fokus dari penelitian ini untuk mengetahui keefektifan visual audio bahasa inggris terhadap pemerolehan kata pada anak-anak. Dengan menggunakan metode kualitatif deskripsi, dengan teknik pengumpulan data menggunakan wawancara dan *photovoice*. Hasil analisis menunjukkan bahwa a) toodler mendapatkan kosa kata baru melalui pengulangan kata pada lagu bahasa Inggris, b) toodler mengetahui cara pengucapan bahasa inggris yang benar dengan ikut bernyanyi lagu bahasa Inggris c) toodler mengetahui kosa kata dengan mengimitasi gerakan yang sesuai dengan kosa kata.

Kata Kunci: Lagu Bahasa Inggris, Pemerolehan Bahasa Kedua, English Learning for Young Learners

ABSTRACT

Language acquisition for children begins when they produce their own words. Children's language usually develops in line with their age. Usually, they can produce sentences and speak their mother tongue fluently by the age of three. At the same time, children can acquire another language, which is called second language acquisition (SLA). In Indonesia, English has become a second language which is the main subject in schools from elementary school to university level. A child's two to five years of age is the peak period for language acquisition and at this age, children are already able to make simple phrases or sentences. Since technology has developed so much, children can also get more facilities to learn languages. One of the media for learning English is English songs. So the focus of this research is to find out the effectiveness of English audio-visuals on children's word acquisition. By using a qualitative description method, with data collection techniques using interviews and photovoice. The results of the analysis show that a) toddlers get new vocabulary through the repetition of words in English songs, b) toddlers know how to pronounce English correctly by singing English songs c) toddlers know vocabulary by imitating movements that match the vocabulary.

Keywords: English Songs, Second Language Acquisition, English Learning for Young Learners

INTRODUCTION

Toddlers begin to learn a language when they can independently produce words. Normal development of toddlers' language follows their age. At three years old, most of them can form

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words and speak their mother tongue with ease. Generally speaking, learners of second languages who begin in adolescence or adults are exposed to far less target language input than learners of mother tongues (Slabakova, 2021). Many times, their exposure to the target language is limited to academic settings and less social contexts. Toddlers can pick up different languages concurrently, a process known as second language acquisition (SLA) (Erk & Ručević, 2021). Following the language of their mother tongue, people learn this second language. How people or groups pick up a language other than their first language is the subject of second language acquisition (SLA). Formal learning (also known as conscious language learning) and informal learning (also known as subconscious language acquisition) are the two categories of service level agreements, according to several experts (Krashen, 2002). Unlike the SLA, toddlers are acknowledged to pick up their first language with ease and success. The distinction in the way the idea was developed is one of the reasons. Toddlers pick up their first language by concurrently acquiring language and world information (Ellis, 2002). In any event, the language input and the transfer are what distinguish the acquisition of first and second languages. They discovered that five-year-old L2-learning children from different first language L1 backgrounds who received more L2 (English) input from their L2-speaking moms employed a broader range of word types when narrating a story in the L2, but fewer advanced sentences. This scant research leaves open the question of when more mother L2 input will help children's developing L2 skills, have no effect at all, or be detrimental (Sorenson Duncan & Paradis, 2020).

English is now the primary topic taught in schools in Indonesia, from basic to university levels. This is so because communicating requires English. It is the global language after all. Thus, pupils have learned English as a second language and as a foreign language in addition to their mother tongue languages, which are the traditional language and Bahasa Indonesia. Two to five-year-olds are known as toddlers. At this age, children may construct phrases or short sentences, and it is the best time for language acquisition. Sometimes kids can form larger phrases and answer questions from adults (Krashen, 2002). Toddlers of days can pick up English through many means. Teachers in daycares and preschools or parents at home occasionally instruct them. As such, it is indisputable that toddlers are capable of speaking English from an early age. Input is required for acquisition, which is defined as the creation of an underlying mental image, according to VanPatten et al. (2008). But as it connects the learners' comprehension of material and their capacity to apply it in the development of their second language grammar, Gass (in VanPatten et al., 2008) contended that interaction is equally crucial in language learning. Consequently, in learning a second language, the input and output (interaction) should be kept in balance. Most people agree that developing vocabulary is essential to enabling students to become proficient in learning a foreign or second language. One of the best methods to learn new words is through songs (Pavia et al., 2019).

Enhancing vocabulary, an English song can help toddlers learn and grow their vocabulary. Songs as musical works have various advantages for young students. Songs usually grab the interest of young students and provide a cheerful, enjoyable, and welcoming environment in the classroom. Understanding that not all screen media is created equal is crucial to determining whether and how screen media affects the language development of infants and toddlers. According to Linebarger and Vaala (2010) screen media content is quite varied; it includes material made for babies and sold to parents (known as infant-directed screen media); material made and sold for preschoolers or older children (known as child-directed screen media); and material made and sold for adults (known as adult-directed screen media). As Collins (2013) notes, when students are exposed to both spoken and sung forms through a subject or topic, songs might affect their receptive lexical knowledge. The qualitative

descriptive study of infants' proper vocabulary formation of English language as a second language through English songs using audiovisual techniques is presented in this paper.

METHOD

This study is qualitative descriptive research that uses thematic analysis for analysis of the data. The research subject was toddlers or children at the age of 4 years old named “Sabyan”, while the object of the research was the children’s habit toward English Songs as a medium to learn the language. The techniques of data collection were semi-structured interviews and video recordings. The techniques of collecting the data are thematic analysis and the photovoice conducted by the SHOWeD technique. Strack (2017) describes, SHOWeD to determine how the images could be used to educate others. SHOWeD is an acronym for a series of questions that students analyze photos:

- 1) What is SEEN here?
- 2) What is HAPPENING?
- 3) O – How does this relate to your life?
- 4) W – Why does this situation, and concern of strength exist?
- 5) E – How could this image Educate people?
- 6) What can I Do about it? (What will I, or We, do about it?)

The respondent for the interview is Sabyan’s parents to helped gather the data collection. The researcher asked some questions about the children’s attention to English Songs and English Songs as a medium to learn the language, especially English. Data was taken from interviews and video recordings. After the data were collected both from the interview and the video recording, the data were analyzed qualitatively. After the analysis, the data are identified and classified to answer the research questions.

HASIL DAN PEMBAHASAN

Interview Findings

We provided four questions to be answered by parents to see children’s familiarity and their attraction to Visual Audio English Songs. Besides, the result of the interview also shows how English Songs can be used as a medium to learn English by toddlers. After the data was analyzed, there are two codes in this research, there are: The toddler tries to imitate how to say a word through an English Song and The toddler does the same gesture with the Visual Audio English Song.

Q1. Is your child familiar with English songs?

Sabyan’s mother answered that her children are familiar with Visual Audio English Songs. Music plays an important role in every step of human life. It reflects the culture, history, folklore, and current idiom of countries. Singing is an important tool for building students’ confidence. It gives students a degree of fluency before they have succeeded in speaking. Songs can be used as effective materials for teaching vocabulary, such as using the words of a song, dictating a song, using a song for gap-fill, closing or for correction, integrating songs into project work, practicing pronunciation, stress, and intonation.

Q2. Does your child have an attraction to learn something from a song?

Angka-angka di dalam tabel tidak boleh diulang-ulang dalam narasi verbal baik sebelum maupun sesudahnya.

Table 1. Excerpt Q2

| | |
|------------|----------------------------------------------------------------------|
| Researcher | Well then, is your child interested when listening to English songs? |
|------------|----------------------------------------------------------------------|

| | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <i>(Baik kalau begitu, apakah anak Ibu tertarik ketika mendengarkan lagu berbahasa Inggris?)</i> |
| Sabyan's Mother | Yes, sometimes interested. His son looks happy when listening to new songs. He likes listening to songs... <i>(Yaa, kadang - kadang tertarik. Anaknya terlihat senang kalau mendengarkan lagu baru. Dia suka dengerin lagu...)</i> |

Based on the interview result, the toddler is attracted to learning something using English video songs. Prescott and Hellsten (2003) point out that music is an important thing for education. It not only helps students learn and gain knowledge but also helps students increase their scores. Many studies are showing that music has a positive effect in the classroom. From this interview in Table 1, an English Song could make the toddler feel happy because he likes the song.

Q3. What kinds of English songs that the children prefer to listen to?

Table 2. Excerpt Q3

| | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Researcher | Okay, usually Ma'am, what kind of English songs he always listened to, Ma'am? <i>(Okay, biasanya Ibu, kalau lagu bahasa Inggris seperti apa sih Bu, yang selalu anak Ibu dengarkan?)</i> |
| Sabyan's Mother | Usually, songs that recognize colors, what do you say, Dad, Mom, in English language, Dad, Mom, and What is that one, what are the eyes, and ears that know body parts like that? <i>(Biasanya lagu yang mengenal warna - warna, terus yang eee ayah, bunda yang bahasa Inggrisnya apa ayah, bunda, terus yang eee apasih eee yang mata, telinga yang mengenal anggota tubuh yang kayak gitu)</i> |

The mother says that toddlers usually listen to simple songs that provide simple vocabulary. That is easy to find by the toddler itself and the words that are around the toddler's environment.

Q4. Are the children attracted to listening to and learning English songs?

Table 3. Excerpt Q4

| | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Researcher | All right, ma'am, when your child learns English through the Visual Audio English Song. What do your children usually do? Does your child follow and sing along with the song or repeat it over and over again, ma'am? <i>(Baik ibu, ketika anak Ibu belajar bahasa Inggris melalui lagu bahasa Inggris tersebut. Apa yang biasa dilakukan anak Ibu? apakah anak Ibu mengikuti dan menyanyikan bersama lagunya atau diucapkan ulang terus menerus bu?)</i> |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Sabyan's
Mother

Yes, he usually listens when there's a new song, he likes to listen to it first, then after listening to it, he follows along and continues to sing, he likes it like that hahaha

(Ya biasanya dia mendengarkan kalau ada lagu baru itu dia sukanya mendengarkan dulu, terus abis didengerin terus dia mengikuti terus menyanyikan deh anaknya emang gitu suka gitu hahaha)

This part of the interview shows the way the toddler tries to get the new information that he gets, such as new vocabulary, how to pronounce it in English, and the example of the activity because he imitates the activity.

In this thematic analysis, the researcher found three codes. a) Toddler gets new vocabulary through English Song, b) Toddler knows how to pronounce the vocabulary in English through English Song. c) Toddler Explores the vocabulary by imitating the action of the vocabulary. The toddler is a good imitator, who can imitate what other people do or say. Just like when they watch the video, listen to the song, and enjoy it. They do not only watch the video, but they also try to get an idea about the video. After that, they start to imitate, for example, try to sing the song, say the words from the song, or dance as the characters in the song.

Observation findings

- a) Toddler gets new vocabulary and pronounces the words through English Songs by repeating the words.



Figure 1. He showed the colored things

- 1) What is SEEN here?

At this time the toddler brings the things with the same color of the song. The audio-visual song played is from Bibitsku and the title is colour. He said “yellow” (*kuning*) while the audio-visual said yellow at the same time. He does the same with red, blue, green, black, orange, and white.

- 2) What is HAPPENING?

When his mother wants to play the song he already knows and brings the toys by himself. The researcher showed it with the transcription of the video:

-
- | | |
|---|---------------------------------------------------------------------|
| S | <i>Bun, Dimana warna hitam?</i> Mom, where is the black color? |
| M | <i>Itu pakai blok yang warna hitamnya.</i> Use that black block. |
-

It means that he asked his mother for help to find the black color to show the color that is shown in the song. He already knows what is the meaning of “black”.

- 3) O – How does this relate to your life?
Based on his mom's point of view, building vocabulary is not easy. But a good repetition will have a good influence on the toddler too.
- 4) W – Why does this situation, concern, or strength exist?
This situation exists because the toddler wants to play and learn new vocabulary of English as a second language by listening to English Songs.
- 5) E – How could this image Educate people?
As a parent, a parent should act like a teacher. So, a parent who acts like a teacher is better than a parent who only asks the toddler to watch and listen. The effect of parents' guidance the toddler feels that they feel helped, not lonely.
- 6) What can I Do about it? (What will I or We do about it?)
Based on the researchers' point of view, English audio-visual songs can be used as a medium to enhance the toddler's vocabulary by repeating the words.

b) Toddler Explores the vocabulary by imitating the action of the vocabulary.

Figure 2. He imitates the visual of sleep.



- 1) What is SEEN here?
At this time the toddler tries to imitate the activity from the song titled Walking Walking by Super Simple Song. He imitates the character from the video who is sleeping. He does the same with other activity there are “walking”, “running”, and “swimming”.
- 2) What is HAPPENING?
The toddler asks his mother and the researcher to imitate the activity. From the video transcription, he said “*Aye tahu lagu ini, ayo ayo ikutan!*” (Aye knows this song, let's go join!” He said that with full excitement, he loves to do physical activity. Sometimes he also says the vocabulary while he imitates the activity.
- 3) O – How does this relate to your life?

Based on his mom's point of view, building vocabulary is not easy. But a good repetition will have a good influence on the toddler too.

- 4) W – Why does this situation, concern, or strength exist?
This situation exists because the toddler wants to play and learn a new vocabulary of English as a second language by listening to English Songs. Then he wants to play with fun while learning, as we can see here that he has a physical learning style. Providing this English Song can manage his learning style so that he could feel enjoy while he learns a new language.
- 5) E – How could this image Educate people?
As a parent, she needs to be sensitive to what the toddler needs and wants, she needs to let him learn as comfortably as he is. But still, guidance is needed, just like telling the toddler what activity walking is, and what activity running is and the parent uses TPR to give the example to the toddler.
- 6) What can I Do about it? (What will I or We do about it?)
Based on the researchers' point of view, English audio-visual songs can be used as a medium to enhance the toddler's vocabulary by imitating the activity from the visual of the song provided.

KESIMPULAN

Toddlers start learning language when they can utter words on their own. Normal development of children's language follows their age. From primary school to university, English has taken center stage in Indonesian education as a second language. This is so because communicating requires English. It is the global language after all. Thus, children must acquire English as a second language and as a foreign language in addition to their mother tongue languages, which are the traditional language and Bahasa Indonesia. The fast advancement of technology means that kids now have more opportunities to study languages. This study revealed three primary effects of English songs on toddlers and showed that they might be used as a tool for child English learning. Toddlers are drawn to acquire anything, including language, through English songs because of their inclination to be quickly drawn to modern technologies.

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