Foreign Language Acquisition at Elementary Level Education in Samarinda

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Abstract:
The main objective of this study is to investigate the process of foreign language acquisition of certain kid in Samarinda, as the capital city of East Kalimantan, Indonesia. Two months case study have already conducted to capture all phenomenon happened especially towards important factors from several experts which are potentially influenced the process of L2 acquisition i.e. general factors e.g. aptitude, age, intelligence, cognitive, attitude, motivation, and personality (Ellis, 2008), linguistics input including formal and informal environments (Krashen, 1981), and three second language believes i.e. behaviorist, innatist, and interactionist (Lightbown & Spada, 2006). Direct observation to the subject condition and environment was done as well as semi-structured interview to obtain deeper information from the caregiver who has direct interaction with the subject every day. As the result, the findings indicate that a proper stimulus can motivate the subject to learn and acquire the L2 even though stable proportion from both formal and informal environments as linguistics input should be noticed in order for the subject to have better achievement on her L2 acquisition. Other factors influenced the L2 acquisition of the subject is also explained following by its implications and suggestions regarding with this research focus.

1. Introduction

It is obvious that language is used by human to communicate one to another. It becomes one of interesting facts regarding with language as mean of communication is that how it is acquired since early ages. In addition, it draws our attention where human can learn and acquire more than one language so that human recognize that there are two types of language that human can acquire i.e. first (L1) and second language (L2) (Mitchel, 2013). Specifically, L1 means a language that human learn since they were kids or what so called by native language while L2 is a language that people learn as a result of additional learning out of the L1. In this case, human acquire their L1 effortless and does successfully result without learning in formal lessons. Different case with L2 acquisition where it needs more exertions to reach the level of acquiring it because they come to different context that makes people who would like to master an L2 needs to take additional learning in formal education or at language courses (Pinker, 1995).

Several studies have been conducted regarding with L2 acquisition e.g. Mulyani (2019) where she observed related to how believes of innatist and interactionist can help students to learn as well as solving L2 acquisition problems in the language classroom. As those two approaches are considered to be helpful for students in acquiring L2, the combination of those two are suggested to be used to teach L2 acquisition in the language classroom.

Learning L2 is indeed more difficult than the L1, therefore, barriers in learning it are too often to be appeared. Not only Mulyani (2019) who found difficulties of students in L2 as well as trying several approaches to solve the problems, in this case, Peaci (2016) also noticed that English as a foreign language in Turkey comes to poor acquisition result due to several factors which have been advised by research foundation of Turkey namely TEPAV Project Team (2013) i.e. English is a subject to teach and not as a language of communication, students are not well-adequate in knowing the language function of English and communicate it, curriculum and textbooks used are not relevant to the various levels and needs of students, both teachers and students have little practice of English, and no innovation of curriculum used every year where it is an obligation for teachers to apply it.

Alike with Mulyani (2019), Rahimpour & Salimi (2010) explored how explicit instructions can help EFL students to acquire English better. As a result, indeed through explicit instruction, EFL students can significantly develop their L2 acquisition. Conscious activities exist on the explicit instruction lead the students to language awareness especially in terms of planning and production that result fluency and language accuracy. To go further related to conscious activities in classrooms in the context of L2 acquisition, Total Physical Response or TPR as one of techniques in language teaching and learning becomes the focus of Er (2013) to be investigated in order to develop students' L2 acquisition. Many positive sides of using TPR is explained in her research e.g. text independent, enjoyable and fun, and bilateral. Classroom activities also can be varied by using TPR e.g. storytelling, songs, games, roleplays, etc. Not only classroom activities, Shqerra (2014) suggested that learners

must have more determination on learning the linguistics aspect e.g. derivation and compounding process in L2 which can ease learners to understand L2 better. Other than that, writing activities are also worth to develop learners' L2 acquisition (Smetanova, 2013). To sum up, formal environment is considered to be an important aspect in L2 acquisition, therefore, it is better to prepare teachers to develop their capacity in teaching L2 especially to pre-school level (Kartashova, 2015) by considering individual differences capability in L2 acquisition (Zafar & Meenakshi, 2012).

Particularly, above studies focused on formal side of L2 acquisition. As both formal and informal factors are highly important, several researchers must have their ideas on investigating the L2 acquisition in terms of informal aspect or both sides whether formal and informal linguistics input in the area of library research or based on research. It is Shafa (2012) and Yuwinda (2018) who provided library research regarding with L2 acquisition including the influence factors which are very important to highlight in L2 acquisition knowledge. In addition, in a research from Ghasemi & Hashemi (2011), they suggested that age factor is very crucial in L2 acquisition. Getting children familiar with a new language until ten years will make them having more chance to acquire the language very fast with near-native pronunciation. As age factor is important, studies regarding with it in L2 acquisition become very fascinating. Not only Ghasemi & Hashemi (2011), Mokhtar, Rawian, & Singh (2016) also noticed the language learning by the focus of age where in this case, they tend to have more focus on how receptive and productive English vocabulary of tertiary students develop on their L2 acquisition. Other than that, Qurrata'ain (2019) observed whether universal grammar that human learn when acquiring first language can influence L2 acquisition. Specifically, to certain element in language learning is also urgent to be researched such as pronunciation development as well as phonological factors can influence its production as well as the role of parental behavior (Ibrahim, 2019).

In this research, the researchers focused on describing the L2 acquisition of a nine years old kid, particularly in Samarinda, the capital city of East Kalimantan, Indonesia. Specifically, the researchers stressed on factors influenced in L2 acquisition based on theories of Ellis (2008) regarding with general factors in second language acquisition, Krashen (1981) about linguistic environment, and Lightbown & Spada (2006) concerning with three believes in second language acquisition i.e. behaviorist, innatist, and interactionist.

2. Literature Review

2.1 Hypotheses of L2 Acquisition

It is obvious that there are three kinds of hypotheses in L2 acquisition which are considered to be vital in L2 acquisition knowledge worldwide. The first hypothesis theory of L2 acquisition is the acquisition-learning distinction (Krashen, 1982). It is the most fundamental hypothesis among others where people have different methods on advancing their L2 acquisition. Specifically, the first method is language acquisition where people learn L2 in terms of subconscious process. They acquire the L2 by using it for mean of communication. In other words, Krashen (1982) conclude that L2 acquisition includes "implicit learning, informal learning, and natural learning". In non-technical language, acquisition is "picking-up" a language. Moreover, another method of learning L2 is through language learning.

Unlike the first method, the term used in this second method is tend to learning rather than acquiring a language. It means that people learn L2 through conscious learning in classroom settings. They will have more energy on explicit learning, knowing about the language by learning its rules.

Above two methods between acquiring and learning an L2 bring some scientist to a comparison that children is acquiring an L2 while adults can be only learning it. Even though there is a possibility of adults acquiring an L2, it will never to be similar with the ability of children in the essence of picking-up a language. In addition, those two methods come into differences such as in terms of grammatical error corrections. In this case, error correction is in fact has too little or even no effect towards the unconscious method where human acquire L2 naturally. On the contrary, there is a big chance of having error corrections when learning the L2 consciously e.g. in the context of in classroom settings.

Second hypothesis of L2 acquisition is the natural order hypothesis (Krashen, 1982). In the natural order hypothesis, human usually acquire particular grammatical structure and following by others later. In this case, among all structures of an L2 such as English, morphology is the most structure to be acquired first before others e.g. grammatical morphemes and function of words such as progressive marker *ing* as in *He is playing football*, and plural marker /s/ as in *I have two cats*. In addition, other grammatical structures appear to be acquired first Auxiliary, Article, Irregular past, Regular past, and Third person singular, and Possessive.

The third hypothesis of L2 acquisition is the monitor hypothesis (Krashen, 1982). As the name of the hypothesis, the function of an L2 acquisition is to monitor. In addition, the one who will monitor people who learn a new language is himself or what so called by self-correction. Since self-correction is done by the person who is learning the new language himself, the self-correction is possible to be happened before or after speaking or writing. Specifically, monitor hypothesis is divided into three types i.e. monitor over-users, monitor under-users, and the optimal monitor user. Particularly, people who become monitor over-users are people who tend to have over self-corrections towards their utterances. As the consequences, this type of people often speaks hesitantly. Unlike the monitor over-users, the second type which is monitor under-users is the type of people who tend to have very little self-correction to what they speak and write. In addition, this second type of people are very seldom in using their conscious knowledge even there is a possible condition to use it. Lastly to the third type is the optimal monitor user, which means that when people are grouped in this type of user it can be said that they have reached the goal of becoming an L2 performer by becoming optimal users. It is said to be optimal users because they can appropriate the use or self-correction or monitor when communicating such as they will not bothered with the use of too much grammatical terms in conversation if they assume it will affect the quality of turn taking in conversation.

Furthermore, the fourth hypothesis of L2 acquisition is the input hypothesis. Input hypothesis tends to discuss more on acquiring an L2 naturally in informal way. Without are leaving aside the aspect of linguistic competence to communicate an L2, but world knowledge, context of talking, and information of extra-linguistic element are sort of

important aspects that can help us to understand the language. In conscious language learning, people will learn structure first before talking while in subconscious language acquisition, people find meaning first before shaping the language structure. Accuracy in finding the correct grammatical formula really depends on how much people hear and understand more input towards the L2 in order to make them ready to use the language.

Lastly, the fifth important hypothesis in L2 acquisition is the affective filter hypothesis. This hypothesis shows how affective factor relates to second language acquisition. Dulay, Burt, & Krashen (1982) and Krashen (1981) argued that there are three main affective elements existed in L2 acquisition i.e. motivation, self-confidence, and anxiety. Usually, people with high motivation and self-confidence perform better in L2 acquisition. In addition, the lower the anxiety level of the performers whether it is in the terms of personal anxiety or as a classroom, the better they will acquire the L2. In conclusion, those who use optimal attitude will attain more input comparing to those who do not, as well as it will reach language acquisition device at one of parts of human brain (Stevick, 1976).

2.2 Factors Influenced L2 Acquisition

Due to the point of explanation of this research part, general and specific factors are advised. Generally, seven factors were proposed by Ellis (2008) i.e. age, aptitude, intelligence, cognitive, attitude, motivation, and personality. For instance, as human with different ages, said that children and adults acquire an L2 differently, a researcher i.e. Poshi (2013) investigated the differences between children and adults when acquiring an L2. As a result, children acquire better than adult due to several factors i.e. tongue flexibility when doing L2 pronunciation, memorization aspect, as well as the changes of physical condition.

Other than above general factors in L2 acquisition, sort of specific factors are also important to be highlighted. Linguistic input that people attain becomes the first point to be explained, where in this case, Krashen (1981) divided it into two types of input of linguistics environment i.e. formal and informal. Formal or what so called by artificial linguistics environment which particularly can be found at classroom settings. It means that people who learn L2 can actually learn through classroom learning with formal condition with teachers. Meanwhile, informal linguistics environmental is usually known as natural environment in L2 acquisition. In this case, in the context of additional language out of native language, it is more difficult for EFL learners to have the L2 acquisition since the learners are not conditioned in natural environment where surrounding people are not used to speak the intended second language.

The next factor which is highly influenced L2 acquisition is intelligences factor (Maftoon & Sarem, 2012). In this case, human acquire L2 differently based on their learning speed as it will come to different result (Ellis, 1985; 2008). Furthermore, as intelligences becomes one of the most significant factors in second language acquisition, Gardner (1983; 2009) proposed theory of multiple intelligences i.e. linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential intelligences, can be seen as students' ability in acquiring a language as well as methods for teachers to treat students with different intelligences. From above theory of multiple intelligences proposed by Gardner, implication towards this issue was classified by

Chapman & Freeman (1996) i.e. intelligence can be gained or advanced through teaching and learning in classrooms, intelligences are highly possible to be changed along the time, and learning styles and needs can result different intelligences of human.

Other than above two factors, behaviorist, innatist, and interactionist elements also becomes factors which can influence L2 acquisition. In this case, Lightbown & Spada (2006) explain that behaviorist means that learning is formed in three ways i.e. stimulus, response, and reinforcement. At the end, when human start to communicate a language, means that they will drive to positive reinforcement and make the language becomes a habit. Moreover, innatist argues that as children grow, their language acquisition will also be developed well. In other words, the process of growth and development will also be following by the process of language acquisition. Different with behaviorist and innatist, interactionist believes that the role of caregiver is influential in developing children's language acquisition. In addition, a caregiver plays vital role in helping children to interact in social communication.

3. Research Methodology

This research is a case study and purely used qualitative approach to collect as well as analyzing the data (Harrison, 2014). Direct observation and fieldnotes (Creswell, 2009) were used as main instruments to collect the data firsthand to the closest environment of the subject for two months. Particularly, a nine years old kid name SA was observed in this research by the intention to obtain the foreign language acquisition as a whole. Therefore, the researchers captured environment surrounding her including at home interaction as well as her playing area around her home. In addition, semi-structured interview (Patton, 2002; Miles, Huberman, & Saldana, 2014) was used as supporting instrument which was conducted to the mother of SA who is considered to be the closest caregiver at home and interact more to SA every day.

Particularly, in doing the direct observation, the researchers rely on the factors influenced L2 acquisition proposed by several experts which are summarized as follows:

Experts	SLA Factors	Description
Krashen (1981)	Linguistics input: a. Formal environment	Can be found in formal education setting at school
	b. Informal environment	Naturally happened at surrounding environment
Lightbown & Spada (2006)	Believes in SLA: Behaviorist	Stimulus, response, reinforcement
	Innatist	Language will develop together children's growth
	Interactionist	The role of caregiver in helping children to communicate socially
Ellis (2008)	General factors	Aptitude, age, intelligence, cognitive, attitude, motivation, and personality

4. Findings
4.1 Findings Gained from Observation
Direct observation of this research was done in two months specifically on November 25th, 2019-January 18th, 2020. Findings obtained from the observation indicated what so called

by linguistics input i.e. formal and informal environments as well as believes in L2 acquisitions i.e. behaviorist, innatist, and interactionist.

Based on the findings gained by the researchers, formal environment does not contribute too much to SA's second language acquisition. The materials of English just taught merely as a subject in the classroom without using it actively to communicate. However, even though English is only taught as a compulsory subject at school, since SA learned English at the first grade of Elementary school, she started to have interest in learning English. Fortunately, SA's mother facilitates her to learn English at home by communicating to her by using simple expressions e.g. *goodbye, see you, thank you,* and *sorry*. In other words, the researchers need to highlight that the linguistics input in terms of one of informal environments i.e. family plays the biggest role to facilitate SA to learn and acquire English e.g. SA's mother lets her to watch cartoon movies with subtitles sch as Disney cartoons. In addition, cartoon movies and English children's songs on YouTube are also allowed for SA to watch on weekend. Moreover, informal environment exist out of the house does not influence the second language acquisition of SA since no one use English as the target language to be acquired although SA is an active kid when playing outside of the house.

The result from direct observation showed all three believes in SLA proposed by Lightbown & Spada (2006) i.e. behaviorist, innatist, and interactionist exist in the process of acquiring the L2 of SA. From the behaviorist side, since SA's mother knows that SA has interest in English since she was in the first grade of Elementary school, she facilitates SA by letting her to watch her favorite Disney cartoons every time she come home from school as well as watching YouTube every weekend, also to watch Disney cartoons as well as listening to English kids songs. In addition, simple English books also provided by SA's mother to support SA to learn new English vocabulary.

Moreover, from all stimulus given by SA's mother, SA tends to love watching cartoons as well as learning English vocabulary and expressions from cartoons she watched. SA responds the stimulus by imitating dialogues on the cartoon movies as follows:

From Frozen movie:
"You are the monster"
"Quite please!"
"I just can't. You see?"
From Running Man movie:
"How dare you!"
"This is the competition"
From We Bare Bears movie:
"What are you looking for?"
"Do you hear me?"
From My Little Pony movie:
"Well, we don't need to reprimand. Forever!"
"I hate you!"
From Aladdin movie:
"A whole new world"

"Open your eyes"
"Crystal"
"Dream"

Not only imitate dialogues from her favorite cartoons, she sometimes does code mixing between Bahasa and English when talking with family members as follows:

"Kak Lily, keluarkan my bicycle"
"Go to mengaji"
"Aku ini queen. Jangan suruh-suruh queen tidur"

Instead of only watching her favorite cartoons, she also loves to sing a song and she acquire some English vocabulary and expressions from it such as the soundtrack of Frozen 2 and Aladdin. In addition, she also often imitates expressions from advertisement e.g. *"next, next!"* from CN's advertisement.

Furthermore, the facts that SA's mother supports SA to learn a new language indicate that SA's mother is an active caregiver as exist in interactionist believe. Specifically, SA's mother is as a person who have direct contact with SA every day to help SA to learn English. In this case, she knows the needs of SA, therefore, she always tries to facilitate and do many efforts to help SA to learn English. However, as a caregiver, SA's mother confessed that she has low capability in English except just mastering several simple expressions. Therefore, because she feels that she failed to facilitate SA to communicate directly by using English actively, she tries to provide SA to learn English by using other platforms i.e. from television, YouTube, and books.

Finally, as innatist believes that L2 acquisition will develop together with the growth of children, the researchers noticed that SA is in the age that she can acquire L2 better than adults, but unfortunately, there is no balanced proportion between linguistics input whether in formal and informal environments. As explained previously that SA developed her L2 better from informal environment i.e. from inside her home where she acquires the L2 more from cartoon movies, songs, and advertisements. The condition where she learns the L2 since early age makes her has a good English pronunciation especially when imitating the dialogues from the cartoon movies and English songs, even though she does not have speaking partner at home or outside of her home.

4.2 Findings Gained from Interview

Interview was conducted to SA's mother in order to dig more information regarding with SA's condition and activity every day. From the interview result, the researchers find out that general factors that influence the second language acquisition which proposed by Ellis (2008) can be found based on the statements from SA's mother. SA's mother said that SA is a smart kid where it is indicated by the result of English subject report from school. In addition, it is also showed from her comprehension and her response when her mother accompanying her to do her homework at home. In addition, SA's mother realizes that SA has a big curiosity in learning new knowledges e.g. learning a new language i.e. English since she was at the first grade of Elementary school.

Moreover, based on information from SA's mother, in formal situation at school, SA's mother understands that SA learns simple expressions and sentences such as greetings, gratitude, and apologize. However, what she got from school seems not enough to describe her English capability but only a little. SA's mother said that what SA watch from television gives her many English lessons such as imitating English expressions as well understanding what the expressions mean. SA's mother is aware of SA's aptitude on English language when SA has good ability on imitating the dialogues of cartoon movies that she always watches with a native like pronunciation. Even though SA cannot practice her English aptitude and ability to people surrounding her, but she remains to be motivated to learn from electronic media she loved the best. In addition, SA has a good attitude when learning a new language where it is indicated by her spirit in learning and assume that learning English is like a hobby for her.

5. Discussion

From the findings above, it is obvious that the factor of innatist becomes one of important aspects that influence the process of L2 acquisition of children. However, it is also should be realized that a language acquisition will develop as children grow, but stimulus should also take part along the process. As what noticed by Chomsky (2006) that in a matter of growth and development, we should not forget to an important element i.e. stimulus, because poor stimulus will lead to insignificant result. Particularly in this research, as also explained on the findings above that stimulus given to SA comes from her favorite cartoon movies, it leads her to have more interest and motivation on learning English where in this case, motivation is a great deal in acquiring L2 (Lai, 2013). In addition, the way SA acquire a new language if from reading the subtitles from the cartoon movies. Surprisingly, watching English movies with subtitles is beneficial for learners where audiences are significantly encouraged to understand what is happened and said on the movies in order to follow the contained story on the movies (Almeida & Costa, 2014). It will make the audiences learn the correct pronunciation, communication styles e.g. British and American, and sentence constructions (Koolstra & Beentjes, 1999). This type of literature texts will lead learners to have more awareness on the language used by the characters exist on the movies (Krsteva & Kukubajska, 2014).

In addition, the researchers believe that the age factor is very influential in SA's L2 acquisition as she is now still in the age of nine. In addition, she has already her interest and motivation on learning L2 since she was in first grade of Elementary school and she has already started to learn it since earlier age or before nine years old, therefore, she can produce a good pronunciation. As the theory proposed by Koolstra & Beentjes (1999) and Ghasemi & Hashemi (2011) that young learners will have more chances on shaping an appropriate pronunciation. Moreover, Ghasemi & Hashemi (2011) noticed that it is easy for children under ten years old to have smoother process on acquiring an L2 as well as having more opportunities to grab faster the L2 acquisition achievement rather than adults, even though some researchers assume the ages of less than five years old are better in acquiring a new language (Salnita, Atmazaki, & Abdurrahman, 2019; Kocaman & Kocaman, 2012). As also supported by Poshi (2013) and Ellis (2008) that human with different ages will acquire the L2 differently.

Above explained results indicate that SA surrounded by positive factors i.e. appropriate age on acquiring the L2, obtaining stimulus in enough proportion, upright aptitude, and decent motivation in learning the L2. However, the researchers believe that SA still cannot maximize her aptitude in acquiring the L2 due to the lack of speaking partner at her surrounding environment. Particularly, what she can do from stimulus given to her just imitating with correct pronunciation, but unfortunately, she did not have enough proportion on bounce back conversation with speaking partner. As mentioned on the findings above, the role of SA's mother as a caregiver is only on the area of facilitating SA to learn second language from certain supporting media such as books, television, and YouTube. Due to the lack of SA's mother capability in English makes her cannot be a speaking partner for SA. Other than surrounding environment out of SA's home also do not support her to speak the intended L2 since no one speak it. As the result, it can be seen that SA can only memorize and practice some simple vocabulary and expressions based on what she watched and imitated from cartoon movies, songs, and advertisements, but she failed to use the L2 actively every day in a meaningful conversation. This research implies that in L2 acquisition, learners especially children at their appropriate ages need balance amount between formal and informal both inside and outside of place of living as the theory of linguistics input proposed by Krashen (1981) in order to pick and acquire the language, not to learn it (Krashen, 1982).

6. Conclusion

To sum up this research, the subject named SA gained her L2 from media i.e. television, YouTube, and simple English books. SA found that she has an interest on learning the L2 since she was at the first grade of Elementary school until she is already at the fourth grade. Imitating dialogues from her favorite cartoon movies on television and YouTube channels are activities that she always does and the researchers can detect that she has a native-like pronunciation when she was imitating what the characters said on the movies. Other than that, activities that can support SA's L2 acquisition is by singing some English songs from cartoon movie soundtracks as well as imitating English expressions from advertisement she watched.

Moreover, SA's mother as a good caregiver always supports SA in acquiring the intended L2 not only by letting SA to watch cartoons with subtitles on the television YouTube channels, but also from some simple English books. However, SA's mother confessed that she has low capability in English so that she cannot be a speaking partner for SA except only several expressions such as greetings, apologize, gratitude. In conclusion, it is obvious that L2 learning is important knowledge to be highlighted nowadays where human is already become bilingual or event multilingual. Therefore, factors affected the L2 acquisition should be noticed for teachers and also parents so that they can maximize their children's L2 acquisition from all aspects.

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