A CASE STUDY OF SECOND LANGUAGE ACQUISITION OF AN EIGHT YEAR OLD CHILD

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Abstract: This research discusses a case study of second language acquisition of an 8 year old child in Duri Riau. A qualitative approach was applied to this descriptive study. The data were gathered through a qualitative method by observing and recording. The researcher recorded, transcribed, analyzed, and classified the gathered data to determine the types of sentences and factors influencing in acquiring the foreign language . The findings showed that the research participant was able to produce some types of sentences, namely declarative sentences, interrogative sentences, imperative, and exclamatory sentences. The types of sentences were produced in conjunction with their communicative purposes. Besides, it was also revealed that the participant was able to produce sentences using various tenses: present tense and past tense both in positive and negative forms. In addition, the participant sometimes did code mixing between English to Indonesian and Indonesian to English when talking with people who used Indonesian. To find out the factors affecting the acquisition of the foreign language, the researcher analyzed the data using the theory of Lightbown and Spada (2006) which is relevant to this study. From the behaviorist side, it was revealed that cartoon movies, YouTube, books, and English kids' songs were the factors that affected the participant in acquiring L2 . Moreover, the role of the caregiver influenced the development of the participant's foreign second language acquisition. However, the role of the caregiver in this study was only as a facilitator that was to help the participant acquire the foreign language, and the person who played the role of the caregiver was the mother of the research participant.

Key Words: Language acquisition, Second language acquisition, Children eight years old

STUDI KASUS PEMEROLEHAN BAHASA KEDUA ANAK UMUR DELAPAN TAHUN

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Abstrak: Penelitian ini membahas studi kasus pemerolehan bahasa kedua pada anak usia 8 tahun di Duri Riau. Pendekatan kualitatif diterapkan pada penelitian deskriptif ini. Pengumpulan data dilakukan dengan metode kualitatif dengan cara observasi dan merekam. Peneliti merekam, mentraskripsikan, menganalisis, dan mengklasifikasikan data yang dikumpulkan untuk menentukan jenis kalimat dan faktor-faktor yang mempengaruhi dalam pemerolehan bahasa asing. Temuannya menunjukkan bahwa partisipan penelitian mampu menghasilkan beberapa jenis kalimat, yaitu kalimat deklaratif, kalimat interogatif, kalimat imperatif, dan kalimat eksklamatif. Jenis kalimat yang dihasilkan sesuai dengan tujuan komunikatifnya. Selain itu, terungkap juga bahwa peserta mampu membuat kalimat dengan menggunakan berbagai tenses: present tense dan past tense baik dalam bentuk positif maupun negatif. Selain itu, peserta terkadang melakukan campur kode antara Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris ketika berbicara dengan orang yang menggunakan Bahasa Indonesia. Untuk mengetahui faktor-faktor yang mempengaruhi pemerolehan bahasa asing, peneliti menganalisis data dengan menggunakan teori Lightbown dan Spada (2006) yang relevan dengan penelitian ini. Dari sisi behavioris terungkap bahwa film kartun, YouTube, buku, dan lagu anak berbahasa Inggris menjadi faktor yang mempengaruhi peserta memperoleh L2. Selain itu, peran pengasuh juga mempengaruhi perkembangan penguasaan bahasa asing kedua peserta. Namun peran pengasuh dalam penelitian ini hanya sebagai fasilitator yaitu membantu peserta memperoleh bahasa asing, dan yang berperan sebagai pengasuh adalah ibu dari peserta penelitian.

Kata Kunci: Pemerolehan bahasa, Pemerolehan bahasa kedua, Anak usia delapan tahun

INTRODUCTION

Language acquisition was a process of language mastery by someone unconsciously, implicitly and informally (Maksan, 1993, as cited in Suardi, 2019). Expressing whatever someone thinks through the words that will be spoken is a process in which a person acquires language. In general, Yule (2014) states that acquisition is used for the development of language skills naturally, without an instructor.

Second Language Acquisition is the process of which humans learn another language (Saville, 2006). Second language acquisition is said to be only accomplished by a procedure learned either purposefully or unintentionally (Brown, 1987 as cited in Saville and Troike, 2003). When acquiring a language, a child depends on several factors, such as nature, cognition and also social background (Hutauruk, 2015). Children can acquire a second or foreign language better than adults (Hoque, 2017). In learning foreign language, children tended to use their good memory skills. (Arifin, 2020). So it's better to learn a second or foreign language from an early age, because the decrease in memory power for learners is associated with age. (Steinberg, 1882 as cited in Arifin, 2020). According to research on second language acquisition (hereafter, SLA), elementary school students perform better than high school students (Atay, 2010).

According to O'grady (2017), the key phase of language acquisition occurs between the ages of two and eleven. Language acquisition is simpler for youngsters during this time period. It occurs because their brain is still elastic. As they get older, their elasticity decreases. Language acquisition can occur unintentionally in children of this age. They adapt more easily to their playmates and can accurately imitate the second language they hear without fear of making mistakes.

Several researches on language acquisition have previously been conducted. For example Tuanany (2015) focuses on a seven years old child who learned English vocabulary in a non-English-speaking community in Makassar. The findings of this study revealed that the seven-year-old child's vocabulary developed in several ways that involved imitating others around her, learning via games on her phone, learning some English vocabulary, watching TV, and listening to music and there are some kind of English vocabulary that her acquired in two months, there are verbs, nouns, adjectives, and adverbs. Furthermore, Sari and Ariyanti (2021) focused on language acquisition of three to four year old children. This study investigated the types of sentences produces by children between the ages of 3-4 years. In their research, they found that children aged 3-4 years were able to produce four types of sentences, namely declarative, interrogative, imperative and exclamatory sentences.

This phenomenon leads the researcher to investigate a foreign language acquisition of an eight-year-old child. Therefore, it is important to create specifications for the research questions. Based on the preceding study context above, the research questions in this study are:
1. What are the types of sentences produced by the research subject at a syntactic level?

2. What are the factors that affect the research subject in acquiring the second language?

METHODOLOGY

A qualitative approach was used for this descriptive study. A qualitative approach is a study that investigates the concept of a phenomenon(Creswell, 2014). According to Bogdan and Biklen(1982, as cited in Gultom, 2021) qualitative research were descriptive data, the data collected is in the form of words or pictures rather than numbers. Qualitative research has an actual setting that serves as the data source and analyst main instrument. This approach was useful for describing data descriptively about the second language acquisition in children aged 8 years. The researcher chose an eight-year-old child as the data source or subject of this research.

The research data were gathered through recording and observation. The recording were transcribed to gather the sentences produced by the research subject in her daily life and when interacting with the people around her. The transcriptions were thoroughly analyzed in order to provide answers to the research questions. To analyze the data, Miles and Huberman's (1994, quoted in Noertjahjo, Arifin, & Ariani, 2017) theory was used involving three steps: data reduction, data display and conclusion. The gathered sentences were classified based on Greenbaum and Nelson's (2002) theory to classify types of sentence that produces by the research subject. For further finding needs, the researcher also used Lightbown and Spada's (2006) theory to find out the factors that influenced the research subject in in acquiring a foreign language.

RESULTS AND DISCUSSIONS

RESULTS

The findings presented focus on the types of sentences produced by the research subject and the factors that influenced the research subject in foreign language acquisition. Only one example is given for each item.

1. Types of sentences produced by the research subject

Greenbaum and Nelson (2002) listed the four types of sentences that are associated with four major uses in communication. There are declarative, interrogative, imperative, and exclamative sentences.

The data showed that there were 107 sentences involving four kinds of sentences. There were 43 declarative sentences, 29 interrogative sentences, 24 imperative sentences, and 11 exclamative sentences.

Tabel 1. Language acquisition of children eight years old

No	Declarative Sentences	Interrogative Sentences	Imperative Sentences	Exclamative Sentences
	40 %	27 %	23 %	10 %
Total		100 %		

Table 1, shows declarative sentences were the sentences most frequently used by research participants (40%), and exclamative sentences were the least used (10%).

Declarative sentence

Declarative sentences are sentences that are used to state something or event experienced by a person (Sari and Ariyanti, 2021). The characteristics of declarative sentences are free, can be direct and indirect, active or passive, singular or compound, descending intonation and the sentence ends with a period (.). Declarative sentences contain statements entirely to convey information to the partner Kridalaksana (1993, as cited in Sari and Ariyanti, 2021). Extract 1 provides an example of a declarative sentence produced by the subject

This is an example of declarative sentence produced by the subject:

Extract 1
Context : Angel was given some money by her aunt.
Mother : Hitung ada berapa uangnya.
(Count how much money in your hand)
Angel : *There are five thousand rupiah*
Mother : Who gives you the money?
Angel : Aunty Meiry

The conversation in Extract 1 happened when her mother asked her to count her money. The research subject responded to her mom and she counted her money, and the type of the sentence used in this conversation is a declarative sentence, because "there are five thousand rupiah" is a declarative sentence using the simple present tense.

Interrogative sentences

Interrogative sentences in this article have the form of an interrogative sentence requiring a "yes" or "no" answer and the form of sentences that use questions who, what, where, when, why, what and how (Greenbaum and Nelson, 2002). The following is an example of an interrogative sentence made by the subject.

Extract 2
Context : Angel giving a chocolate to her Mother
Angel : Mommy, I have something for you.
Mother : Wow, what is that?

Angel	: Taraaaa.. This is for you. ***Do you like it ?***
Mother	: Yes, I like it. Thank you.
Angel	: You're welcome mommy.

The conversation in Extract 2 occurred between the research subject and her mother. The research subject asked if her mother liked the chocolate she gave her. In this situation, Angel used the auxiliary "do" to start the sentence. So, that's why the types of sentences in the conversation above was categorized as an interrogative sentence with specific types of an interrogative sentence using a yes/no question.

Imperative sentences

Sentences that are used to invite, order, ask other people to do something are called Imperative Sentences (Hardika, 2014). There are three types of imperative sentences found in study . They are positive imperative sentences, negative imperative sentences, and imperative + please. The example of an imperative sentence is presented, as follows:

Extract 3
Context : Angel asked her mother to open the bottle

Angel	: ***Mommy, please help me to open the bottle!***
Mother	: Okay. Bicara nya pelan pelan ya.
Angel	: Ok Mommy. I'm Sorry.
Mother	: Ok.

The conversation in Extract 3 happened when Angel asked her mother to help her to open the bottle. She could not open the bottle because it's difficult for her. The type of sentence of the conversation above is imperative because she requested her mother to open the bottle. This sentence is one of instruction types .This categorizes into positive imperative sentences using please

Exclamative Sentences

Exclamative sentences are sentences that aim to express emotions in various forms, there are sad, angry, disappointed, happy, and can be started with the words wow, really, how, very, once, and so on. This type of sentence is usually used an exclamation mark (!) or a period (.) (Sari & Ariyanti, 2021). The example of exclamative sentence is presented, as follows:

Extract 4

Context : Angel was given lots of legos by her aunt

Aunty	: Angel, I have something for you
Angel	: What is it ?
Aunty	: This is lego for you
Angel	: ***Wahhh it is very abundant!*** Thank you aunty. I love you
Aunty	: I love you too

The conversation in Extract 4 expresses a feeling of joy. Expressing the child's feelings of joy and surprise at the many toys that her aunt bought for her through this expression.

Not only produces sentence in foreign language especially in English, she sometimes does code mixing between English to Indonesian or Indonesian to English when talking with family members or people who use Indonesian as a first language. The following are some example of code mixing that produced by the research subject.

- Is not delicious, *pahit*

The sentence above is an English-based sentence. It can be seen in the utterance that the research subject mixed it with the Indonesian word 'pahit'. In English pahit means 'bitter'.

-Ambilkan *my pen*

This sentence is an Indonesian-based sentence. It can be seen in the utterance that the research subject mixed it with the English phrase 'my pen'. In Indonesian my pen means 'pena saya' The research subject utters the words 'my pen' at the end of the sentence which in Indonesia actually means 'pena saya'.

-Aku ini *queen.*

This is also an Indonesian-based sentence. In Indonesian, 'queen' means 'ratu'. It supposed to be " aku adalah ratu " or in English supposed to be "I am queen".

-If you mengejek orang, you must say sorry.

This is an English-based sentence. It can be seen in the utterance that the research subject mixed it with the Indonesian sentences 'mengejek orang'. In English mengejek orang means 'mock people' The research subject uttered the phrase 'mengejek orang' in the middle of the sentence in English actually it means 'mock people'.

2. Factors that affect the research subject in acquiring the second language

The following findings were resulted from the observation conducted during the data collection. Observation, it was revealed that behaviorist factors, interactionist factors, and innatist factors affected the research subject foreign language acquisition.

Behaviorist factors

According to Lightbown and Spada (2006) all behaviors, including reactions or response caused by a stimulus or can be regarded as a result imitation, practice, feedback and habits. In this research, her favorite cartoon movies, watching YouTube every weekend, and listening to English kids songs were the stimulus given to research subjects which made her more interested and motivated in learning L2. Besides, Angel also learns a new language by reading cartoon subtitles. To help the research subject learn new English vocabulary, simple English books are also provided by her mother.

Interactionist factors

The role of caregivers influences the development of language acquisition in children according to interactionist adherents. In addition, caregivers play an important role in helping children interact socially (Lightbown and Spada, 2006). In this research, the person who played the role of the caregiver was the mother of the research participant. She's mother helped her to learn a new language, this indicates that her mother was an active caregiver. In this case she knows what the research subject needed, so she always facilitated and helped her learn English. However, as a caregiver, her mother realized that her English still weak, she was only fluent in a few simple expressions. Because her mother felt that she had failed to communicate directly by actively using English, therefore she allowed the research subject to learn English through another platform, including television, YouTube, and books. It is her mother sent her to an English course since she was 5 years old, in order to monitor the acquisition of her foreign language.

Innatist factors

Interviews were also conducted with the subject's mother to obtain further information about the conditions and daily activities of the research subject. Her mother said that she was a smart child, this was evident from the results of her English scores at school. Besides that, it could also be seen from her understanding and reaction when her mother helped her did her homework . At school where the situation is formal, her mother understood that the research subject has learned simple phrases and expressions such as greetings, thanks and apologies based on the information provided by mother of the research subject.

Second language acquisition will improve as a child gets older (Lightbown and Spada, 2006). The research subject had been interested in English since she was 3 years old. The L2 learning environment from an early age helped her acquire good English skills, especially when imitating the dialogue from cartoons and English songs. The development of Angel's foreign language increased until now, that is 8 years old. According to Harley and Doug (1997, as cited in Arifin, 2020) children over 7 years begin to optimize their cognitive abilities to consider the syntactical rules of the second language.

DISCUSSIONS

Based on the results, the writer found out that the research subject was able to produce declarative sentences when she communicated to other people around her. She could convey the facts; what she wanted or what she liked, what she did, could tell the chronology of an event, and even could give a good response by answering the questions of her mom and her father when they asked her some questions. She did those communicative purpose by using declarative sentences. This finding was in line with Ariyanti's (2021) study, which found that

children under ten years old are able to produce declarative sentences quite well. Furthermore, the result study showed that the research participant was able to produce declarative sentences using various tenses, present tense and past tense. This research participant can also produce declarative sentences in both positive declarative and negative declarative.

The results also showed that the research participant was able to use interrogative sentences. She was able to use question words in the form of interrogative sentences. She often asked the questions based on what she wanted to know around her and the research subject also answered the questions addressed to her. The research participant was capable to produce interrogative sentences, both in the form of yes/no questions and in the form of wh-questions. In producing interrogative sentences the research subject was able to use auxiliary 'do', 'does', 'did', and etc. This finding was in line with Gultom's (2021) study, which states that children generally produces interrogative sentences using two structures or patterns. There are yes/no questions and wh- questions. But there is a slight difference with the results of Gultom's (2021) study. The results of this study showed that an eight year old child could produce interrogative sentences in present tense and past tense.

Moreover, the research subject was able to use imperative sentences in her communication. She could produce the imperative sentences to express a request and give a command. In this study the research participant showed that she has been able to produce positive imperative sentences, negative imperative and 'imperative + please'. From 24 data, there are 10 data that belong to positive imperative sentences, 7 data belong to negative imperative sentences, and 7 data belong to imperative + please sentence. This finding agrees with the Study by Hardika (2014), which states that in general, people tend to use the positive imperative sentences in their daily conversation.

The results found in this study also indicate that she makes fewer exclamatory sentences, as evidenced by the data collected in this study. This means that children prefer to ask questions rather than communicate their emotions or feelings. Children prefer to convey information more often. In this study, declarative sentences accounted for the largest proportion of the number of types of sentences made by the subject. Declarative sentences are the type of sentence most often uttered by children aged 8 years. This result was in line with Sari & Ariyanti's (2021) opinion that declarative sentences were the type of sentence mostly spoken by children. This research also in the line with Salnita et al.,'s (2019) study that found at the syntactic level, children could produces four types of sentences: interrogative, exclamatory sentences and declarative, imperative. However, the results of this study are different from Gultom's (2021) that stated that interrogative sentences are use much more than other sentences produced by children.

The results of this study showed that there were three aspects that influenced L2 acquisition in research subjects. There were behaviorist, interactionist, and innatist factors. Behaviorists are concerned with stimulus, response, and reinforcement. In this study, as stated in the findings, the stimulus offered to research subjects comes from her favorite cartoon movies, which

increases her interest and motivations to learn L2. Furthermore, research subject learns a new language through reading the subtitles from cartoon movies. Surprisingly, watching English movies with subtitles is useful for learners since it encourages audiences to comprehend what is happening and spoken in the movies in order to follow the contained story in the movies (Kusumawati, 2018).

In addition, interactionist factor is also one of the factors that affect the research subject in acquiring a second language. Interactionist concerned with the caregiver. Due to the lack of Angel's mother capability in English makes her unable to be a speaking partner for the research participant, so the role of Angel's mother as a caregiver is only in the area of facilitating Angel to learn a second language from certain supporting media such as books, television, and YouTube. In addition to Angel's home, the surrounding environment does not encourage her to speak the targeted L2 because no one speaks it. As a result, Angel 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. Therefore Angel's mother saw that the development of Angel's L2 was getting better, this prompted Angel's mother to take her to an English course when she was 5 years old so, Angel had a speaking partner to support Angel L2 acquisition. This finding was in line with Muklis et al,. (2020) study, which found that the role of caregiver is influential in developing children's language acquisition.

Lastly, the factor of innatists also becomes one of the important aspects that influence the process of L2 acquisition of children. From the findings above, the research participant had been interested in learning a second language since she was three years old until the age of eight. When the research subject was three years old, she only memorized and practiced some simple vocabulary and expressions based on what she watched and imitated from cartoon movies, songs, and advertisements. Her L2 acquisition developed together with her growth, now she communicates with her family members using a second language, even though sometimes her family members don't understand the meaning of the research subject's sentences. This finding agrees with the finding of Muklis et al,. (2020) which found that there are three factors that affect the children at elementary level in acquiring the second language, there are behaviorist, interactionist, and innatis factors. How a language is learned, taught and acquired there are several basic theories that explain it. These findings are also relevant to Ratnasari's (2019) finding that behaviorist theory, innatist theory and interaction theory are some basic theories that illustrate how a language is acquired, learned, and taught of these theories.Students' Informative Abstract Framework Writing on Jurnal Online Mahasiswa Universitas Riau

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The researcher concluded that the research subjects were able to produce imperative sentences, declarative sentences, exclamatory sentences and interrogative sentences, in their sentences from the research that had been conducted on a Case Study of Second Language Acquisition in Eight Year Old Children in Duri Riau. Speech using simple sentences. This research discovered 107 sentences. There were four sentences discovered in terms of syntactic form. The first is a 43-sentence narrative. Followed by interrogative sentences of 29 sentences. The third type consists of 24 imperative sentences, and the fourth type consists of 11 exclamatory sentences. In acquiring the second language, there are three factors that support the research subject in obtaining her L2. There are behaviorist factors, interactionist factors, and innatist factors. The research subjects obtained L2 through the media, namely television, YouTube and ordinary English books.

RECOMMENDATIONS

Regarding second language acquisition based on research results in children aged 8 years in in Duri Riau ,the study proposes several suggestions:

1. For the readers, The result of this research may be helpful for knowing the second language acquisition of children 8 years old in Duri Riau .
2. For the Next Researcher, the next researcher is expected to use other relevant theories, to classify the types of sentences. Furthermore, this research hopefully becomes a reference for the language acquisition for students and the future.

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