

The Research on A Fifth-Years Old Child with His Kinds of Language (Foreign Language, Mother Tongue, and Second Language): A Case Study on Muhammad Joko Purnomo

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ABSTRACT

The article was to explain about a fifth-years old child with his kinds of language (first language, foreign language, mother tongue, and second language); A case study on Muhammad Joko Purnomo. The aims to this research are describe below to deeply find out the ways of child get the first language, foreign language, and mother tongue. The research is also aimed to have a brief knowledge about the ways of child learn the second language. The researchers used qualitative method. A case study will be used on this research to provide deeper understanding regarding joko's first language, foreign language, mother tongue, and second language process. Used for analyzing result data from the kinds of natural observation which is in natural setting of home, school and other places. The researcher had in-depth interview with joko, which has documentation for some time. Results research conducted got results that the second language acquisition was influenced by smallest local level (family), the research may contribute to the re-thinking and re-design of English second language acquisition process in the in the family situation. The research also demonstrated by the case study of Muhammad Joko Purnomo as a student of kindergarten ketapang 0505 Cipondoh. Joko's first language acquisition is Javanese and Bahasa. As well as results, in learner's characteristic, Joko is introvert and shy boy. However, his parent teaches his about independent. In learning condition, his school supports his first and second language acquisition. Above all, this research expected that the research will be followed with research to see his process of first language, foreign language, mother tongue, and second language.

Keywords: *Foreign Language, Mother Tongue, Second language*

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INTRODUCTION

Whenever the language used, we will definitely keep in touch with the fact that people who use the language will have two different experiences. When humans communicate using the language in the meantime they are studying and also acquiring the language they hear and use. This different experience then is what causes the appearance of a very thin and significant difference when viewed from the perspective of the process. The experiences then bring upon a number of factors for each accompanying experience and those factors to be the ones which have caused the greatest impact in terms of Language Acquisition and Learning. The factors may be

vary depend on what experience happened. Some explanations should be explicitly described such as Behaviorism, Acculturation, The Universal Grammar Hypothesis, The Comprehension Hypothesis, The Interaction Hypothesis, Output Hypothesis, Socio-cultural Theory and Connectionism in order to meet the answer of how natural language happened, acquired, and learned (Brown H.D., 2018). The difference between Acquisition and Learning become the most popular research in investigating the area of Second Language Acquisition. Krashen stated "the acquisition-learning distinction helps interpret findings in all areas in second language acquisition research and practice" (Krashen: 2015). However, this distinction is very important to be exposed in order to get to understanding on Second Language Acquisition. Some findings have been presented and they are stipulated as the basic concepts of the area of SLA.

According to Bialystok (2018), Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes Krashen (2019). According to Muriel (2006), acquisition of more than one language during early childhood is called simultaneous multilingualism, to be distinguished from sequential multilingualism, or learning additional languages after L1 has already been established. Learning characteristics include factors like prior language knowledge (knowing another language), cognitive development, metalinguistic development and personality factors such as nervousness about speaking to people the learner doesn't know well (Morse, 2019). Learning conditions include factors such as receiving instruction in the language (classroom learning); doing structured homework or learning the language through conversation with family; being required to speak up (for example, in a class) or being allowed to participate according to individual wishes (as in many conversations at home). Language is also a phenomenon that exhibits apparent structure and regularity of patterning while at the same time showing considerable variation at all levels: languages differ from one another while still being patently shaped by the same principles; comparable constructions in different languages serve similar functions and are based on similar principles; yet differ from one another in specifiable ways; language change over time, but in fairly regular ways. Thus it follows that a theory of language could reasonably be focused on the dynamic processes that create languages and give them both their structure and their variance.

According to Goh and Rita (2017) said that First Language Acquisition is an amazing process. Consider a child's astounding progress from crying, gurgling, cooing, babbling, uttering single words and two words utterances to speaking complete and well-formed sentences in a matter of three to four years. The role of the child is what children bring into the acquisition process. Model of first language acquisition: Behaviorist model, according to Anderson (1978) as quoted by Atkinson (1992) said that "infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards." Innatist model is approach which emphasized the role of mental or psycholinguistics process. Interaction model is which defined as the distance between a child's current state of cognitive capacity and the level of potential development. Behavior is concerned with learning in general. Important linguistic input from the environment: Modeling, imitation, practice, reinforcements, habit formation innatist, concerned with specific aspects of language learning. Di-generate input front the environment; biological programme special

language learning ability, universal grammar, linguistic rule extraction, hypothesis testing. Natural order of acquisition interaction concerned with social and psychological aspects of language learning.

Much of L1 (first language) acquisition was accomplished prior to the school years, and this development generally takes place without any conscious effort (Ellis R, 2015). By the ages of six months an infant has produced all of the vowel sounds and most of the consonant sounds of any language in the world, including the utterances that do not occur in the language their parents speak. On average, children have mastered most of the special sounds of the first language before they are three years old, and an awareness of basic discourse patterns such as conversational turn-taking appear at an earlier age. Children control most of the basic L1 grammatical patterns before they are five or six, although complex grammatical patterns continue to develop through the school years. According Appel and Maysken (2020) said that the same natural and generally effortless learning processes take place when there is significant exposure to more than one language in early childhood (Ellis R, 2019). Furthermore, it was suggested that first language acquisition is in large part the result of children's natural desire to please their doting parents, who wait impatiently for them to utter a recognizable word. Others argued, however, that children's language acquisition is purposive, that they develop language because of their urge to communicate their wants and needs to the people who take care of them. Perhaps the most widely held view by the middle of the twentieth century was that the children learn language by imitation. While it is true that much of children's initial language learning can be related to their imitation of sounds and words around them, many of their utterances are quite original and cannot be explained as imitations at all, since they can never have heard them before. Then, this can be affected by natural ability and social experience of the children.

Sometimes it is necessary for us to make further distinctions according to the function the L2 will serve in our lives, since this may significantly affect *what* we learn. These differences may determine the specific areas of vocabulary knowledge we need, the level of grammatical complexity we have to attain, and whether speaking or reading skills are more important. The following are distinctions commonly made (Anderson, 1982): a mother tongue, mother tongue refers to one's first language. It is used for the language that a person learnt at home (usually from his parents). A first language, there is also sometimes a need to distinguish among the concepts first language, native language, primary language, and mother tongue, although these are usually treated as a roughly synonymous set of terms (generalized as L1 to oppose the set generalized as L2). According Larsen and Long (1991) said that a second language, this term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. It is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. Furthermore, it is learned after the first language (L1 or mother tongue). For example, English is a second language in Nigeria or French is a second language in Tahiti. This term refers to non-native speakers who are learning, for instance, English language in an English language environment. A foreign language, it is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. In other words, foreign language is a language which is not

normally used for communication in a particular society. The importance of communicative contexts; Child's pragmatic intentions, adult conversation / interaction strategies, Child directed speech, adult's rich interpretation and feedback, conversation adjustments, child's capacity of learning, independence of cognitive and language developments.

Studies of children with unique patterns of language acquisition demonstrate the complexity of the language system, which is made up of several distinct components. There are three critical neurocognitive mechanisms, each processing different categories of information (McDonough, 2020). First mechanism is a *computational system*; it is dedicated to processing hierarchical linguistic information as in phonological and grammatical structures. The second mechanism, called the *theory of mind system*, processes both visual and vocal information about people, and builds conceptual representations of mental constructs, propositional attitude, and more broadly, social stimuli. The final mechanism is *general cognitive system*; which focus on critical in building conceptual structures that are the foundation for categorization and the lexical-semantic components of language (Kroll, 1990). In addition, their language has improved from the previous stage. The explanation above, it uses to support this investigation and also understand about the differences kinds of language (first language, foreign language, mother tongue, and second language).

Here, the writer chooses to do the research a fifth-years old child with his kinds of language (first language, foreign language, mother tongue, and second language). Muhammad Joko Purnomo is my neighbor. He is 5 years old. Now, he is a student of kindergarten Ketapang 0505, Cipondoh. Nuryati is Joko's mother. She is a housewife. She always accompanies her child. Kamto is Joko's father. He is an entrepreneur. Miss Yulia Warokah is Joko's teacher. She teaches Joko every Monday until Thursday. Joko lives in beside my house. Joko comes from Jogja. He has lived in Jakarta since 2023. He speaks Javanese with his parents, so he must study to speak Bahasa to communicate with his community. The writer realized then that Joko stated to like learning Bahasa and English. Based on that situation, his teacher started to speak a bit Bahasa with Joko at the last week of june 2024. His parents and teacher gave daily instruction and expression to Joko. In this explanation above, the researcher is interested in investigating kinds of language in second language acquisition, focusing on the case study of Muhammad Joko Purnomo in his school, local family, and community.

METHOD

Qualitative method is used on this study. A case study will be used on this research to provide deeper understanding regarding Joko's first language, foreign language, mother tongue, and second language process that he got from his mother (Nuryati), his father (Kamto) and his teacher (Miss.Yulia) as the researchers. This research has done for almost three months.

According to Creswell (2019), the reality is qualitative research. According to Downs (1983) as quoted by Tarone (2019), qualitative researchers have been slow to explain exactly what they do and how conclusions are reached.

The subject of the research is a boy who is studied in the kindergarten, his parents, and her teacher. The research will give more information about the subject of study, such as:

- a. information of the child
- b. Information of His mother

- d. Information of His Father
- c. Information of His teacher
- b. Information of The Child
 - Name : Joko
 - Full name : Muhammad Joko Purnomo
 - Birth : Jogja, 9 July 2019
 - Grade : Student of Kindergarten Ketapang 0505 Cipondoh
 - Address : Gondrong, Tangerang
- c. Information of Her Mother
 - Mother: Nuryati
 - Origin: Javanese
 - Mother tongue: Javanese
 - Native language: Javanese
 - Worker: Housewife
 - Address: Gondrong, Tangerang
- d. Information of her father
 - Father: Kamto
 - Origin: Javanese
 - Mother tongue : Javanese
 - Native language: Javanese
 - Worker: Entrepreneur
 - Address: Gondrong, Tangerang
- e. Information of Her Teacher
 - Name: Yulia Warokah
 - Address: Kalideres, Jakarta
 - Mother tongue: Bahasa
 - First language: Bahasa and Sundanese
 - Second language: English

The data collection was gathered on this the research done. The researcher obtained the data from the kind of natural observation which is in natural setting of home, school and other places. Furthermore, the researcher had in-depth interview with Joko, which has documentation for some time. To, some up this research used three instruments: observation, in-depth interview and documentation. It is the procedure of data analysis:

1. The researcher conducted interview and field observation to gather the data which were used to complete the research;
2. After doing interview to the research participant and observed the field activities, the researcher then the researcher made coding to the data based on certain categories;
3. The researcher reduced the data and made summarizing the data;
4. To display the data, the researcher used graphics, figures, or chart to describe the data;
5. The last one, the researcher made conclusion and answered the research questions.

RESULTS AND DISCUSSION

First language acquisition of child. Joko's first language acquisition is Javanese and Bahasa. In his house, he uses Javanese. In his community, he uses Bahasa. In his school, he uses Bahasa to communicate with his teacher and friends. His mother tongue is Javanese. His mother comes from Java, and he always uses Javanese to communicate with Joko. His foreign language is Bahasa. He much produces utterance

in Bahasa. He uses Bahasa not only at school, but also he uses in his community. His teacher said that he always uses Bahasa to communicate with his and his friends.

Parents type of first language acquisition. His mother style of processing First Language Acquisition is Interaction. It seen from some sign of his mother that be signed by: Concerned with social and psychological aspect of language learning. His mother always buys toys, pictures, and movies to Joko because his hobbies are drawing, coloring and singing. His parents are never waiting for his at school. His father always drives Joko to him school, and takes his from her school every day. They know that Joko is a shy boy. They try to teach about independent. They hope that Joko grows up become brave boy.

Second language acquisition of child his second language is English. In his school, his teacher sometimes teaches Joko use English. He can little produce the word in English. (Example: Number: one, two, three, etc.; Yes; and No) Therefore, he learns his first and second language in the same times. In second language acquisition, the research will explain from two points of view: learner's characteristic and learning condition. Learner characteristics, he is an introvert boy. He always plays alone at his school. He sits alone in different place from her friends. He is a shy boy. When we meet him, he often speaks with new people. Different from his friends, they are enthusiastic with us. He is an independent boy. At school, he always follows the teacher role. His parents do not wait for him. His hobbies are drawing, coloring and singing. He is audio-visual learner. His school has many media to support teaching and learning process. (Example: toys, pictures, music, song, etc.) It gives his chance to learn language use the media. (Example: pictures with English name help him to introduce about some vocabulary in English. His school has play-ground. (Example: see saw, swing, merry-go- round, and climber) This is his community place for him and his friends to play and communicate each other. The size of his class is not broad about 3X3 meter. One class has 20 students. His school follows the role of government about the using of language. (Example: every Monday, Tuesday, Wednesday use Indonesian, and Every Thursday uses English.) It helps him to learn about his first language acquisition. Not only they learn Bahasa but also they learn English in his school. He has opportunity to learn second language in early times. When he has homework, his mother helps him. However, his mother doesn't mastering English, so he cannot give much include for his second language acquisitions.

Teacher type of second language acquisition. Mrs. Yulia Warokah uses two types - behaviorist and interactionist - depend on the situation. a. Behaviourist, according to the observation. She use drilling and grammar translation method (Example: she teaches short suroh of Al-Quran. She recites louder, and then she translates the meaning in Bahasa. Her students follow her louder when she recites. When some students can not follow her, she repeats again that activities until her students follow her well.) Therefore, modeling, practice and reinforcement from proficient L2 language user apply in her method. Interactionist, sometimes, she uses media (Example: pictures from newspaper, palm leaf rib, song, etc.). According to interview, picture, she said "When she orders her students to bring pictures from newspaper, she gives opportunity to make their own creation using pictures. After that she gives opportunity to the students explain about their creation." Song, she said "She uses English song to teach English. They sing together at the class." Therefore, point of other sociocultural aspects may also need to be considered. She uses it in her teaching. In literature review, (Ellis R, 2016) reveals mother tongue refers to one's first language. It is used for the language that a person learnt at home (usually from his parents). A

first language, there is also sometimes a need to distinguish among the concepts first language, native language, primary language, and mother tongue. A second language, this term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. The last one, A foreign language, it is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. In other words, foreign language is a language which is not normally used for communication in a particular society.

In the case of Muhammad Joko Purnomo, his first language (L1) or mother tongue is Javanese. Then, he has been learned Indonesian language since 2023. Joko must speak Bahasa because he lived in Jogja, when he was birth. At the same time, he acquires English since he is student of Kindergarten Ketapang 0505, Cipondoh. Joko speaks Bahasa to communicate with his community. In the school, he speaks Bahasa every Monday until Wednesday and he speaks English on Thursday. Generally, Joko could speak Bahasa though he comes from java. His teacher (Miss Yulia) and his parents (Kamto and Nuryati) have exercised every-time. Their gestures really facilitated Joko to speak Bahasa and English. The teacher and parents exposure was valuable to speak Bahasa.

CONCLUSION

This research concerned with the Joko's first language, foreign language, mother tongue, and second language. This research result indicated that second language acquisition was influenced by the smallest local level (family), the research may contribute to the re-thinking and re-design of English second language acquisition process in the family situation. This conclusion was demonstrated by the case study of Muhammad Joko Purnomo as a student of kindergarten ketapang 0505 Cipondoh. Joko's first language acquisition is Javanese and Bahasa. He gets his Javanese from his mother and father as his mother tongue. He gets her Bahasa at his school, and he always speaks in Bahasa. Therefore, his native language is not Javanese, but it is Bahasa. His mother is interaction. He knows what his boy needs, and he gives attention with son's talents. He gives opportunity to his boy to learn in the independent way. His second language is English. In learner's characteristic, he is introvert and shy boy. However, his parent teaches his about independent. In learning condition, his school supports his first and second language acquisition. Mrs. Yulia Warokah uses two types of second language - behaviorist and interaction - depend on the situation. She uses drilling and grammar translation methods for behaviorist. Sometimes she uses media to teach English in interaction way. Above all, this research expected that the research will be followed with a research to see his process of first language, foreign language, mother tongue, and second language.

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