

THE USE OF ENGLISH CARTOON PROGRAMS IN ACQUIRING FOREIGN LANGUAGE ON 3.5 YEARS OLD CHILD; KRASHEN'S THEORY

Sianipar YO*

Universitas Kristen Indonesia, Indonesia

Abstract: This study aims to find out how English-language cartoon films can help in acquiring foreign languages at an early age, focused on English. This research is qualitative descriptive research where the research uses the case study method (case and field method). The research's problem is finding out how far the use of English-language cartoons can help children understand English. From the monitoring process, data were collected in a form of videos when the child watched cartoons and when interacting with other people using English and videos of the child practicing English in the form of singing or speech. The results of the study show that even a three-year-old child can speak and communicate in good English and understand it, although there is still a mixed-language process carried out by the subject. Early absorption can help children to become skilled foreign language users and understand them well regardless of the mistakes made because the child develops to understand the foreign language, not through the teaching process. Still, the understanding gained and learned from the cartoons watched.

Keywords: descriptive-qualitative research; monitor hypothesis; acquisition process

Introduction

Learning foreign languages is often becomes a scourge for teachers as well as those who are being taught. Difficulty happens in learning a foreign language because of the system and structure of the language that is different from their first language or their mother tongue, unfamiliar or different words that is used in a foreign language compare with their first language, the difficulty of pronouncing every word in a foreign language correctly. Learning something is best done from an early age. Why is that? children or students at an early age can easily absorb all the new things, like a sponge, they can absorb everything in front of them quickly and then imitate them. Cartoon shows become interesting shows for children because of the interesting characters for children; such as talking animal characters, inanimate objects that can communicate and also being filled with bright colors, because those bright colors are indeed attractive to children.

This study aims to show the use of cartoon films can be one of the ways that can help in the foreign language learning process. This research was conducted with the same system as that conducted by Rendy Pribadi et al., Krashen's monitor theory analysis, including recording when the child interacted to the cartoon movies using English while watching cartoons, and also interviewed by asking one or two questions in English related to films that she had watched or based on what the child was doing.

This study took a 3.5 years old child as a subject where from the age of 4 months she had watched English cartoons. The mother showed cartoon films because of her work background as a kindergarten teacher, she knows that one of the things that makes children interested on and focus on it is cartoon films

Previous research was conducted by Rendy Pribadi and Zainal Rafli (Pribadi & Rafli, 2019) entitled *The Influence of Family in Second Language Acquisition in Children Aged 1.5 Years: An Analysis of Monitoring Theory by Krashen*. Another research was conducted by Muhammad Rajulain (Rajulain,

2019) entitled *The effect of Television Program on Children's Foreign Language Acquisition*. The difference between the research conducted by Rendy Pribadi and Zainal Rafli and Muhammad Rajulain's is that in the study of Rendy Pribadi et al, they examined the development of second language in children aged 1.5 years obtained from family teaching while this study was conducted on a 3.5 years old child where her foreign language skill developed from watching cartoon movie. Another difference is in Muhammad Rajulain's research the research subject had an interest on watching a particular animated movie entitled "Upin and Ipin". In addition, based on interview with his mother, the subject has been interesting and watching this program since he was around one year and nine months old. He averagely spends an hour daily in watching it, meanwhile in this research the research subject had an interest on watching any English cartoon movie . Based on the mother's words, she has been presenting these English cartoons to her from an early age (about 4 months) and there is no influence or teaching process from the mother or father or anyone else which has been given to this child. This child learns to speak English in terms of pronunciation and understanding, only from watching cartoons or can be called as Second/foreign Language Acquisition. With the data that had been obtained, it can be seen that the child understood the sentences in English that she listened to through watching cartoons and can respond back using English.

Learning foreign languages from an early age through a media like cartoon film can help learners to understand it in a short time. It is hoped that this research can become new knowledge for parents about learning from an early age, in this case a foreign language, like English, so that later it will make easier for these children to study at school.

Literature Review

Second language acquisition or acquisition of a second language or foreign language can occur in every human being without exception, even not seeing it from the point of view of age. This can occur at a productive age and at a very young age. Learning foreign languages has become an attraction for schools in Indonesia and even makes foreign languages as a part of daily learning, using foreign languages in everyday learning even though the subject that is Based on Dixon et al., (Dixon et al., 2012), "around the globe, the popularity of learning English as a foreign language has been exploded, making second language (L2) education a mainstream endeavor".

Not much different from what happens in Indonesia, foreign language learning becomes the main thing for parents in choosing a child's school. However, based on the experience of the researcher, learning foreign languages, in this case English, is still considered difficult for students at school and even at the university level, but different results can be seen based on regions and cities. Based on Dr. Felicia N. Utorodewo in her blog (Utorodewo, 2019) stated that a child raised in an urban area, coupled with highly educated parents, will be able to speak Indonesian and possibly foreign languages, especially English. A child raised in a suburban area, perhaps with highly educated, or perhaps not, parents will be able to speak the local language and speak Indonesian. A child raised in a rural and, perhaps, remote area speaks only the local language. From what the researcher has experienced, the number of students who find it difficult to use and understand English will be greater in numbers in suburban areas than in urban areas. And what they all have in common; they find it difficult to understand and use this English from a very young age.

Language acquisition has the same process with first word acquisition at very young age children, where there are examples that they see and hear and also happen naturally without teaching. That's why based on Brown and Hanlon, Brown, Cazden, and Bellugi, in Nozima article (Nozima, 2022), "Error correction and explicit teaching of rules are not relevant to language acquisition", justification for errors in language use and teaching it in any form is not required in this acquisition process.

Acquiring another language besides their primary language has a very good function in the process of growth and development of the child, "Learning another language actually enhances a child's overall verbal development"(Roberta Michnick Golinkoff Ph.D., author of How Babies Talk in Rizki article (Amelia, 2016) . According to Rizki Amelia's article (Amelia, 2016), "Children who learn a foreign language at a young age also exhibit better problem-solving skills, enhanced spatial relations, and heightened creativity. Learning a second language early on encourages flexible thinking and communication skills, helping children consider issues from more than one perspective ". introducing foreign language which can give a process of acquisition and understanding at an early age actually has a very good impact on the child, children in their growth, can become or can solve their problems better than children who do not experience the process, fix and improve their ability to know directions, and increase their creativity. Not only that, based on what Rizki Amelia wrote in her journal (Amelia, 2016), the acquisition and learning of foreign language at an early age can make the child think more broadly and flexible about something, improve communication skills, and enable the child to see a problem. not only from one side.

Based on Muh Basro's journal (Busro, 2016) entitled *KAJIAN DALAM PSIKOLINGUISTIK; PERANGKAT PENELITIAN, STRATEGI, DAN PENGGUNAAN METODE PENELITIAN* (2016), mentioned that based on psycholinguistics, language acquisition is divided into two periods:

- a. critical period/golden age period. In this period, the process of absorbing language by children occurs in a fast process. The child can easily absorb the language he/she hears around him/her and there is no limit to the number of languages the child can absorb in this period
- b. Silent period. In this period the child tends to be silent. But do not confuse this silent process, because the child will continue to receive and process the information he/she hears or see until the child reaches a mature age of brain development, and when that happens this process ends and the child can interact and talk like an adult. When this period occurs, give good input for the development of the child because all the words that the child hears will be immediately absorbed into his/her mind.

Based on Dailatus Syamsiah' journal (Syamsiyah, 2017) entitled *ANALISIS DESKRIPTIF TEORI PEMEROLEHAN BAHASA KEDUA*, she concluded that the construction and paradigm of the monitor model proposed by Krashen divided into 5 (five) hypotheses, namely the acquisition and learning hypothesis, the natural order hypothesis, the monitor hypothesis, and the affective filter hypothesis.

First, **Acquisition and Learning Hypothesis**. According to Krashen, adults have two independent systems for mastering a second language, namely the acquisition system and the learning system. According to Krashen, acquisition is a subconscious process of mastering a second language. The formulation of the target language rules is carried out and internalized unconsciously. Thus, language acquisition takes place naturally without manipulative conditions.

Second, **Natural Order Hypothesis**.

According to Krashen, this hypothesis refers to sequences of mastery of grammatical structures that are universal and not correlated with simplicity of form. The order of acquisition of these linguistic elements takes place naturally, and is obtained by every learner almost simultaneously.

Third, **Monitor Hypothesis**.

Monitoring is a process of editing, correcting, and correcting discourse both before and after the discourse is spoken. According to Krashen, learning does not help much editing, correcting and correcting the grammar obtained through acquisition, learning only monitors the grammar of speech and not determines the fluency and proficiency of speech.

Fourth, **Input hypothesis**.

This hypothesis suggests that in order to acquire a language, it is essential for us to understand language that is "a little beyond" our existing language competence. It would be helpful to employ the context where or in what circumstances the language is spoken, our understanding of the world, or our extra- linguistic information

Fifth, Affective Filter Hypothesis

In this hypothesis the affection variable plays a very important role in the acquisition of second language. Affection filters will be loose if the second language learners are calm, happy, not nervous or afraid, so that the information obtained can easily enter the brain.

The model of language acquisition was proposed by Stephen D. Krashen, an American linguist in his book *Second Language Acquisition and Second Language Learning* in 1981. Based on his book, Stephen D. Krashen (Krashen, 1981) stated that “the fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a Monitor. In general, utterances are initiated by the acquired system--our fluency in production is based on what we have "picked up" through active communication. Our "formal" knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy, and the use of the Monitor often has this effect”. This monitor theory is a conscious learning which will run when a person or subject that is subjected to this monitoring process. And why is it related to the acquisition process? Because based on what we know, alteration and justification are only be done by the us, and be done before or after the utterance has been made. Individual’s ability to use the target language is based on what is obtained from the individual in using the language. This Monitor Model is specially made by Krashen for learners who are trying to acquire a second language.

Sujiono in Zahro and Atikah’s article (Zahro & Atikah, 2020), explained that early childhood is a group of children aged 0-8 years who have various genetic potentials and are ready to be developed through stimulation. This age of 0-8 years is a period of development in which external stimuli in the form of audio or visuals can easily enter and be absorbed by children. As the researcher wrote above, this age is called the golden age period. In this period, the development of brain nerve cells develops optimally, all stimuli are absorbed easily and quickly by the child. During this period the child becomes a reliable imitation of what he/she hears and sees. This development will affect the growth of the child to adulthood in the aspects of his intelligence including intellectual intelligence, emotional intelligence, social intelligence and spiritual intelligence.

Research Method

The research purpose was to see how far the usage of television program, English cartoon movie, in acquiring English language for children. The research conducted by researcher is a qualitative descriptive study where the research is a study using the case study method (case and field method). With this method, researcher studied carefully and focused on one case. This case can be in the form of a single or more than one. According to Bogdan dan Bikien in Ardhana12’s weblog (S, 2008) stated that a case study is a detailed examination of a background or a subject or a document storage area or a particular event. Surachrnad which is also in Ardhana12’s weblog (S, 2008) stated that limiting the case study approach as an approach by focusing on a case intensively and in detail. Meanwhile Yin in Ardhana12’s weblog (S, 2008) stated that provides a more technical definition with an emphasis on characteristics. Ary, Jacobs, and Razavieh in Ardhana12’s weblog (S, 2008) explained that in a case study the researcher should try to test units or individuals in depth. So, a case study is a method that focuses on one person who is used as a research subject that is observed thoroughly, carefully, intensively, and in detail and in depth, where the result of the research only applies to the case that is being researched and the conclusion is obtained must be accurate.

The research method that was used is a case study research method with the problem that was observed is how the use of English cartoons can help children know and understand English. The steps taken in this research include:

- A. The research preparation stage

In the preparation for the interview, researchers first prepared an observation guide. researchers compiled the observation guidelines based on observation on conditions in the house where the interview will be conducted, and also what kind of influence from the conditions in the house that probably affect the behavior of the child during the interview. Researchers also asked the mother's readiness for observation and research and arranged a schedule for when researcher could make observations and interviews.

B. The research implementation stage

Researchers made an agreement with the mother of the child regarding the child's willingness to be observed and interviewed. After the observations and interviews were carried out through the video recording process, Researchers transferred the videos to the laptop. Next, researchers did the data analysis process on the videos. Finally, researcher draw conclusions from the research that I have done and provide suggestions for further research.

C. Data collection technique

- Observation

Observations were made by observing the daily activities of the subject, especially when the child was enjoying cartoon shows. The child's intensity of watching cartoon is quite high from the time the child woke up until before the child took a nap and slept at night, which is quite strange in the child's viewing habits is that the child will often move or play around while watching, not a usual habit that people generally do when watching, sitting, silent, focus on enjoying the program being watched.

The observation that researchers made are non-participant in nature, researchers only make observations on the phenomenon that is being researched. This observation was direct in nature in order to get a complete picture of the focus of the research. The observations that the researchers made were observing the child's daily life while watching TV, cartoon shows that she likes as well as interacting with the people around him.

- Interview

Researchers also did the interview method besides observation. With this method researchers decided about the schedule in interact with the child as well as the questions that the researchers would ask. Although the questions were spontaneous but focused because they discussed the events and activities that the child did when the observation took place. The researcher uses the ongoing question and answer as research data

D. Analyze the data and draw conclusions from the results of the data discussion

What determines this research is adequate if the researcher's understanding of the subject under study is deep, but due to time and cost limitations, Researchers would stop the research if the data and data analysis are achieved as expected. The research runs from February 2020 to July 2020. From all the hypotheses put forward by Krashen, it can be concluded that affective filters are a barrier to second language input (B2). Whether B2 input is accepted or not depends very much on the condition of the learner's affective filter. Researchers used the monitor hypothesis. The data are videos of children who are subjects in understanding English, including video recordings of the child watching cartoon shows and interact with it and when interacting with other people in English and when the child practices English in the form of singing or speech.

Analyze and Discussion

Analyze

The data analysis that the researchers collected is divided into 3 parts, videos when the child watched cartoons, videos when the child was interviewed using English, and videos of the child talked by herself using English.

1. Videos when the child watched cartoons

- March 13th 2020 (07.30 PM)

In the video, the mother tried to communicate about something that the child watched. When the mother asked “what is that or what's that?”, the child can answer about the program because the child recognized it through what she saw by answering "look, ready set dance." When the mother tried to respond her statement by asking can you dance? Or you can dance? The child answered with a disappointed tone "oh top wings." The child gave a disappointed tone because the child did not finish answering about it, the program had switched to a top wings movie ad.

- March 15th 2020 (1.18PM)

In this video, the researcher recorded the child's watching activity. In this part the child seems to understand about the movie and even interacts with it. When the character in the movie said “the arrow on the speedometer is pointing at this number, what number is this?”, the child could easily answer the question by saying “ten”, based on the number that was seen in the movie even before the character said the number. When the character asked to count numbers, the child could replicate the character words easily, “ten, twenty, thirty, forty, fifty, sixty.” While watching the movie, the child commented about the vehicle that was seen in the movie, “itu motornya kaya...kaya...kaya...kaya...kaya...kaya rocketship.” Then the character asked to count how many clowns who have the purple hair, “the clown that we are looking for has purple hair, let's count how many clowns have purple hair, count with me”, the child could follow the instruction that was given based on the show by counting the clowns who have the purple hair, the child said “one, two, three, four.” Then the character also said the clown that he was looking for wore a tie with orange and yellow stripes, “the clown that we are looking for also has ammm..a tie with orange and yellow stripes, how many clowns are wearing ties with orange and yellow stripes?”, the child responded by answering the total number of the clowns who wore the tie that mentioned by the character before the character gave the answer, the child answered “two.” The character in the show said “the only one is missing it's the red nose, which clown do not have a red nose?” the child answered “that one” while pointing on the clowns who did not have a red nose before the character in the movie gave the answer about which clown who did not have a red nose.

This video shows that the subject could understand what she saw visually, the subject could also calculate even though it is a basic form, the subject could understand the interactions that was made by the characters in the movie, pronounced numbers, described the characters in the film, count, described the special features of a character (clowns are wearing ties with orange and yellow stripes).

- March 15th 2020 (5.42PM)

This video was made by the mother of the child, shows what the subject was doing. In the video, the subject was imitating a song she heard from YouTube video on her mother's cellphone, while watching the YouTube video, the mother asked a question related to the YouTube video the subject is watching,

- March 22nd 2020 (6.33PM)

From this video, it can be seen that the child had the ability to tell the situation that she saw in the film, "among look in the river there is a truck, blaze". Subject also had the ability to imagine that she was Blaze and her father was Garrington, one of the characters in the film who appeared during this conversation. The child also had the ability to reply the thank-you sentence that was given by the researcher with a sentence "you're welcome".

2. Videos of the child interact with others using English

- March 12th 2020 (9.13PM)

From this video, it can be seen that at first the child was reluctant to respond, but when the subject began to respond, it showed that the child felt comfortable in responding to the question that was asked by the researcher. The child spoke English based on what she saw visually such as "it's a rainbow cat". Rainbow cat sentences tells about the form of a toy the subject had, a cat toy that has a variety of colors resembles the color of a rainbow, rainbow.

- March 14th 2020 (5.31PM)

The researcher recorded when the child was having her dinner and watching tv. Next, the researcher said hi to the child.

From the video, it can be seen the use of mixed language that was done by the child, the mixed language sentence was, "hi, sorry aku belum finish makananku."

- March 22nd 2020 (6.35PM)

From this video, it can be seen that the subject not only she could draw several characters but she also could defined those characters based on the people around her and she also could distinguish based on the size of the characters including her imaginary character, snailly. However, the subject was not able to understand the difference on the answers that were given by the researcher and confirmed whether the researcher's statement was true or not even though there was doubt when saying "yes".

3. videos of the child talked by herself using English.

- April 28th 2020 (10.53AM)

This video shows the activity the child did with her younger siblings and mother, they were imitating the sound of a cat. The child also mimicked the sound of a cat and also said "I'm a kitty cat".

In this video shows that the child knows the animal and characteristics of the animal, in this case the cat or cat that has special characteristics, one of them makes the sound of meow.

- May 14th 2020 (02.28PM)

This video contains the child's singing activity which recorded by her mother. The song that was sung was a children's song entitled head, shoulders, knees and toes. The child can sing all the lyrics in the song without any difficulties.

- June 3rd 2020 (09.01AM)

This is breakfast activity of the child video, recorded by her mother. This video shows about a re-statement that was made by the child, regarding about the breakfast she was going to eat, the child's statement occured spontaneously when the child saw the food, "it's the best macaroni I've ever seen .. hmmm, delicious." This video happened when the subject uttered

a spontaneous sentence, while the mother asked her to repeat it again, so the subject recited the sentence.

In this video it can be seen that the child can express his admiration in English very well, "it's the best macaroni I've ever seen .. hmmm, delicious."

The subject used a sentence that expressed of admiration in a spontaneous form which shows that the subject understands the meaning of the sentence that she utters.

- June 29th 2020 (08.22AM)

This video contains the activities of the child, playing with her younger sisters and her mother. At the beginning of the video, it was heard that the child can make an invitation sentence which she uttered it to her younger sisters, "wait, dedek come on, to the super duper bus". The subject in the video, can also pronounce various sentences in a good form without any obstacles. "Fasten your seatbelt", "I am a driver and this is my mommy, come on." The subject can also express a goodbye sentence, "Bye, bapak tua."

- June 29th 2020 (09.22AM)

In this video, the subject can tell about her belonging and she did it very smoothly even though there were some words that were difficult for the researcher to understand. "Hi guys, today I'm school with my brand new backpack. Mommy bake it and mommy deliver it. And now I'm going to the school with my brand new tatakan. I love ... especially to hunt ... I'm trapped, I'm trapped. " This recording was done by the mother.

Discussion

In the video of March 15th 2020, you can see that the child mastered basic form of calculations, the child can pronounce numbers very well, describe the characters in a movie including the specific characteristics. The film that was watched by the child on this video was a movie that she never watched before, but the child can respond to the invitation that was conveyed by the characters from the movie because of the information that the child had obtained about calculations in basic form, numbers, how to describe something from the movie that has been watched before. The subject can respond to the invitation that was seen from the movie based on her intuitive response, the subject answered using English too was based on the intuitive response that the subject had from watching previous cartoon films.

When the child used mixed language or answer a question with an answer that was not related with the question that was asked, it can be seen that the acquisition process has occurred, where the subject learned English as a foreign language with the acquisition process, the foreign language acquisition process was carried out subconsciously, naturally. As it was seen on the second video, March 14th, 2020, "Hi, sorry aku belum finish makananku."

The child used a mixed language because the child did not understand the foreign language that was used by her, the subject only understand the content of the message that was conveyed, not based on linguistic or grammatical form of discourse of the foreign language. The child can understand better how to use the foreign language in conveying what she wants to convey, not based on the structure of the foreign language.

In the video of March 15th 2020 at 17:42, the conversation between the child and the mother recorded, discussing about the video that the subject was watching. The form of the answer given by the subject when the mother asked, "do you like paw patrol?", Is grammatically wrong, "no, this..like rubble. The correct form of an answer should be yes i do or no i do not / don't. The reason why the sentence "no, this..like rubble" existed was merely related to the understanding of the child herself, she wanted to say that she likes rubble, not just paw patrol. Because of the understanding of the child for the word "suka" is like, that's why the subject said "like rubble", even though grammatically means have the same characteristic with rubble not love rubble.

The video of March 22nd 2020 at 6:35 p.m. shows that the child's imagination in telling his family in the form of images. The subject can describe the physical form and special characteristics in her family, the subject drew her father in the form of the largest image, the subject also drew her twin siblings in the form of two similar and side-by-side pictures. At the beginning of the question, where the subject answered "me, sorry", it was seen that she subconsciously realized that her act of drawing the picture was not good and that her parents did not like, that's why there was the word sorry when the subject answered the researcher's question. In the subject's final answer to the researcher's question, "plan?", The child answered with the answer "yes", even though the initial answer given by the subject was "yes, my mom pen."

A situation like this illustrates the way the subject knows about English as a foreign language with a natural acquisition process, where the subject does not understand English well, that's why the subject cannot distinguish the word "pen" from "plan" and still thinks of it as the same thing, that's why the subject answered "yes" when the researcher asked the question "plan?" as a form of affirmation from the researcher to find out the subject's understanding of what is being asked.

In the video of March 22nd 2020 at 18.55, you can see the childish nature of the child, the child chose to discuss what was being used and what she had rather than responding to the researcher's question.

Video of April 28th 2020 at 10:53 am the child pronounced the sentence "i'm a kitty cat" and made a "meow" sound. What the child did was based on the information that was seen and heard previously about cats, in this case "kitty cat" and the sound of the cat. The previous information was seen and heard by the subject was the primary data that was obtained by the subject and applied in this video recording.

On the video of June 3rd 2020 at 09.01 am, the spontaneous form of the child was recorded when expressing her admiration on the breakfast that she was about to eat. This spontaneous form was obtained by the child as a form of linguistics' primary data from what she had seen and heard before and then recited it when she saw something that amazed her and also liked. The sentence that was used by the child also showed that it seemed that the child did not fully understand the grammatical form of the sentence, that's why the spoken sentence is it's the best macaroni I've ever seen..hmm delicious ", while it should be " it is the best macaroni i have ever seen. .hmmm it's delicious ". The subject only pronounced it based on what she had heard before, the subject understand that the sentence was to express likes and admiration but not in a correct linguistic form.

Video of June 29th 2020 at 8:22 a.m., the subject can pronounce various sentence forms in the video including the invitation sentence "dedek come on", fasten your seatbelt ", the command sentence " wait ", a statement " i am a driver and this is my mommy ", as well as a farewell, "bye bapak tua". The body language that was shown by the subject shows that the subject was very comfortable in using the English language and had high confidence in pronouncing them, that's why the subject can say it all without a pause. However, grammatically, it appears that the subject did not fully mastered the English language yet, that is why mixed language is created in the sentence "dedek come on".

In the video of June 29th 2020 at 9:22 a.m., it shows that the child's understanding of English was not very good, that's why the subject still seemed to use english sentences to emphasized the content without paying attention to grammatical forms, including the sentence "today i'm school", "Mommy bake it and mommy deliver it", "... my brand new tatakan". A good sentence in a correct grammar should be "today I'm going to the school", "mommy buy and give it to me", my brand new backpack ".

From the result above we can see that the subject is able to use English well because she was imitating what she saw from the cartoon films that she watched. The subject can understand what she was

saying like in the video when the subject watched the movie of Blaze the monster machine because she generalizes between Blaze and a car. The subject was generalizing Blaze as a car can be seen in the sentence among has blaze. The subject thinks the car that was owned by his father is the same with Blaze. Not only generalizing, the subject can also understand what was being said through audio and visual process. By having seen the numbers appeared from a cartoon program that she had seen and heard before, the subject can understand basic calculations and the pronunciation, for example in the video the subject said "ten". Before the characters in the film said the word "ten", the subject can pronounce it first because of the audio and visual process and it also can be seen in the video about a hungry cat, the subject felt an empathy feeling and think that the cat was starving because of the cartoon films or videos that she had watched and heard before

Second language acquisition happens normally through a young child. By watching the English cartoon movie, the child is able to communicate using the English language really, she knows how to react and to answer when someone asks her using English. Second language acquisition phenomena can be seen through this young child, which it can be concluded that second language acquisition can be happen in everyone even in young age. There are deficiencies in this situation, the child is only able to communicate in English simple form, she only communicates in a word that she is familiar with it, when she doesn't know the word she will choose to mixed it with Indonesian word.

Conclusion and Suggestion

From the results the researcher have discussed above, a three year old child can pronounce and communicate English in a good ways and understand it from watching cartoon movie. Although there are still some conversations where the subject does not understand what he is saying or other people are saying and there is still a mixed language process carried out by the subject. Imitating and generalizing the words and utterances from cartoon movies that she had watched before are the way that generally used by the child in understanding English. Audio and visual were also applied by the child in understanding what she saw and heard.

It appears that learning from early age can help the child to become a skillful foreign language user and understand how to use the language correctly, regardless of the mistakes that were made by the child because she knows the language not through the process of teaching from others but the child knows and learns from watching cartoon films. If from the start there was a learning process that were applied and given, it will minimize or even eliminate mistakes that was made by the child. This is the acquisition process.

By looking at the results of the research that carried out by the researcher, it appears that one of the reasons why there are a lot of young people who do not know how to use English is because they did not used to listen and watch English stuff when they were kid. Maybe by increasing their time to watch and listen foreign movies or videos fill or use English language can be a solution just like what the subject of this research has. Babies who are not used to being heard the language used by their parents will eventually find it difficult to understand and use the language.

Personally, the researcher wants this writing to look perfect for others, but researcher realize that the research he did is still far from perfect and there were still mistakes. Criticism and suggestions are expected as part of evaluation in the future.

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APPENDIX

1. Videos when the child watched cartoon movie.

- 13 maret 2020 (19.30)

It is made by the mother.

Mother: what's that?

Daughter: look, ready set dance

Mother: dance? Ready set dance, can you dance?

Daughter: oh top wings (bersamaan dengan munculnya iklan film top wings)

Ibu: top wings?!

- 15 maret 2020 (13.18)

Tv: the arrow on the speedometer is pointing at this number, what number is this?

Child: ten

Tv asked the audience to count together

Tv and child: ten, twenty, thirty, forty, fifty, sixty.

Anak: itu motornya kaya...kaya...kaya...kaya...kaya...kaya rocketship.

Tv: the clown that we are looking for has purple hair, let's count how many clowns have purple hair, count with me

Tv and child: one, two, three, four.

Tv: the clown that we are looking for also has ammm..a tie with orange and yellow stripes, how many clowns are wearing ties with orange and yellow stripes? Child: two

Tv: the only one is missing it's the red nose, which clown is not have a red nose? Child: that one

- 15 maret 2020 (17.42)

Mother: do you like paw patrol?..do you like paw patrol?

Daughter: no, this... like rubble (salah satu karakter yang ada di film paw patrol).

- 22 maret 2020 (18.33)

Researcher: What are you watching?

Researcher asked to the subject when the subject watched one of her favorite cartoon movie, Blaze the monster machine

Subject: Blaze.

Researcher: What is blaze?

Subject: Blaze is a monster machine.

Researcher: Monster machine?

Subject: yes.

Researcher: Do you know why blaze called as a monster manchine

Subject: the rock slide in the rain and run run... (unclear).

Researcher: Can you ride a blaze?

Subject: i don't have any cars.

Researcher: so blaze is a car?

Subject: yes...but i don't have blaze. Among look in the river there is a truck, blaze

Researcher: So, your among has a blaze?

Subject: ok..yes

Researcher: do you know blaze is a car?.. do you know blaze is a car?... kakak zi?.. then the subject started to count by following the instruction that she heard for the movie

Subject: eight, seven, six, five, four, three, two, one..

Researcher: So again, do you know blaze is a car?

Subject: Yes

Researcher: so your among has a blaze..has a car?

Subject: among has a garrington" (Salah satu karakter di film blaze the monster machine).

Researcher: so among is garrington and you are blaze?

Subject: yes.

Researcher: So this is blaze?..which one is blaze?..,

Subject: that's blaze.

Researcher: Which one? what is the colour?

Subject: his colour is red.

Researcher: oh,..And among's?..

Subject: blue.

Researcher: Thank you kakak zi..thank you kakak zi.

Subject: you're welcome.

2. Videos when the researcher interview the child using English

- 12 maret 2020 (21.13)

Researcher: zi, what is that?

At first the subject didn't respond and chose to watch tv. Not long after that the subject responded the question by saying

Subject: my kitty cat

Researcher: do you know cat?, what is cat?

Subject: cat loves hugh time and hide out

Researcher: what is the colour of the cat?

Subject: rainbow

Researcher: do you know what colour is the rainbow?

Subject: it's a cat rainbow

Researcher: do you want to share your cat rainbow with your sisters?

The subject reacted by asking to her doll cat,

Subject: kucing, do you want to share you with my sisters?, she says yes.

Researcher: so you want to share it with your sisters?

Subject answered with a nod.

- 14 maret 2020 (17.31)

Researcher: hello, kakak zi, woy, hey... hi, say hi,

Subject: hi, sorry aku belum finish makananku, bye

Then ran away, leaving the researcher.

- 22 maret 2020 (18.35)

Researcher: Kakak zi, who draw this?

Subject: me, sorry.

Researcher: i see, who are these?

Researcher asked while pointing at the drawing of 2 persons in a red color,

subject: akeila and aleksa.

Researcher: oh i see, and who is this?

Subject: you, among.

Researcher: oh, and this one?

Researcher asked again by pointing to the green picture next to the brown one.

Subject: you, mommy.

Researcher: Oh mommy. This one? who is this?

Researcher asked again by pointing at the picture that look like the first picture, the red one.

Subject: it's may..it's maybe friend kiraka

While pointing at the first picture

Researcher: Ok, and who is this?

Researcher asked by pointing on the blue picture.

Subject: me

By pointing herself.

Researcher: and this is?

Researcher asked by pointing at a picture with the same color like the previous one.

Subject: my friend, snailly.

Researcher: Snailly, so you draw this?

Subject: yes.. a happy picture.

Researcher: It's a?

Researcher asked to emphasize the subject's previous statement.

Subject: happy picture.

Researcher: Oh, happy picture.. ok.. wow, you have a nice drawing, very good

Subject: yes, with my mom's pen.

Researcher: your mom's?

Subject: yes,my mom pen.

Researcher: plan?

Subject: ...yes.

Researcher: oh i see, thank you kakak zi.

Subject: You're welcome.

3. Videos of the subject speaking in English

- 28 april 2020 (10.53)

Mother: meow

Daughter: i'm a kitty cat

- 14 mei 2020 (02.28)

Subject: (sing) head, shouder, knees and toes.. knees and toes

head, shouder, knees and toes.. knees and toes

and eyes and ears and mouth and nose

head, shouder, knees and toes.. knees and toes

- 03 juni 2020 (09.01)
Subject: it's the best macaroni I've ever seen.. hmmm, delicious.
- 29 juni 2020 (08.22)
Subject: wait, dedek come on, to the super duper bus
fasten your seatbelt", "I am a driver and this is my mommy, come on.
bye, bapak tua.
- 29 juni 2020 (09.22)
Subject: hi guys, today I'm school with my brand new backpack. Mommy
bake it and mommy deliver it. And now I'm going to the school with my
brand new tatakan. I love... especially to hunt... I'm trapped, I'm trapped.