FACTORS AFFECTING SECOND LANGUAGE ACQUISITION IN THIRD-GRADE STUDENTS IN SABILUL HUDA ISLAMIC PRIMARY SCHOOL

Fatiha Nuur Fath

English Literature, Faculty of Arts, Jenderal Soedirman University, Indonesia
*Corresponding author: fatihanuurfat93@gmail.com

ABSTRACT

There are several aspects that influence the acquisition of English by third-grade children during online schooling. Respectfully, this research is eager to prove the psychological and social aspects that affect second language acquisition. This study uses qualitative descriptive method and the researcher as a participant observer. The data in this study are third-grade students of Sabilul Huda Islamic Primary school while online schooling. The data are collected through interviews, observation method, and documentation. Then, theory of second language acquisition is involved in analyzing data to answer the research problems. In the final result, several factors that impact third-grade students to acquire English verbs are psychological and social aspects; this influences online learning during the covid-19 pandemic. The process of learning and teaching English also influences the acquisition of English in third-grade students during online schooling. Learning English material appropriately and can be understood by third-grade students is a supporting factor for them to acquire English verbs.

Keywords: second language acquisition, psychological and social factors

INTRODUCTION

Language, as a symbol of sound produced by the speech organ, is a medium of communication between people in the community, claims Gorys Keraf (1997:1). A person has a language according to their origin and has the first language of both parents (Lee *et al.*, 2015). According to Kidd, Donnelly, & Christiansen (2018:12), language acquisition is an interaction in which speakers acquire the capacity to manage objective language. A language is first learnt by children who were native speakers but lacked language (Bloomfield, 1993). The term is utilized to imply first language acquisition. This is the child's capacity to acquire language through his social and environment. A person's first language acquisition is when they start learning to talk to their parents, that is when they get their first language. The development of the times makes someone understand other languages to make it easier to communicate with people who use different languages; this is called second language acquisition. Second language acquisition, or what

can be called sequential language acquisition, is learning a second language after the first language has been formed. According to Steinberg & Sciarini (2006:2), Second Language Acquisition (SLA) refers to the study of individuals and groups who learn a language after learning a first or additional language called a second language (L2). However, it may be the third, fourth, or tenth that will be obtained. Therefore, the researcher will examine the factors influencing the acquisition of a second language in third-grade elementary school children at Sabilul Huda Islamic Primary School.

At SD Islam Sabilul Huda, students start learning a second language in the third grade. The students' first language at the school is Indonesian, so English is their second language. Schools have curricula and ways to provide English language material to their students. By the existing curriculum, third-grade elementary school students learn English material about English vocabulary. It aims to introduce and expand English vocabulary to third graders who are new to languages other than their first language. In the process of acquiring English, several factors influence it. Therefore, this study aims to determine the factors that influence the third-grade students of SD Islam Sabilul Huda in acquiring English.

LITERATURE REVIEW

In this article, the problem raised in this study is the aspects that affect second language acquisition, in particular the factors from the aspects that can affect third-grade elementary school students in the second language acquisition process while studying at school. Therefore, the purpose of this study is to explore various factors that support the process of acquiring a second language in a person. Therefore, to engage in scientific discussion about this research, this study was made to answer some questions about children's second language acquisition process. Two factors are involved in acquiring a second language, namely psychological and social (Steinberg & Sciarini 2006:123). For this reason, this article is expected to identify and explain the factors that influence the acquisition of a second language by analyzing some evidence in the learning activities carried out at Sabilul Huda Islamic Primary School. Furthermore, it is also expected to contribute to the second language acquisition process by finding out what aspects and factors are used to help someone in the second language acquisition process.

METHOD

In order to solve social or human problems, qualitative research makes use of presumptions and an interpretive/theoretical framework. As part of this research methodology, qualitative researchers employ a newly developed qualitative method of analysis and gather data in a setting that is attentive to the subjects being studied—the people and the locations. Induction and deduction methods of data analysis are used to identify sequences or pattern. The conclusion or textual delivery comprises participant voices, the researcher's reflections, a detailed explanation and analysis of the issue, and a call for action (Creswell & Poth 2013:44). Thus, qualitative research can be interpreted as field research that seeks to express the symptoms of a particular object in words and to develop or describe certain phenomena according to what is found in the field.

In collecting the data, the author has done several techniques of data collection. The first step is doing interviews. According to Adhabi & Anozie (2017:88), interview is a form of consultation in which the researcher seeks

to know more about an issue as raised by the individual being questioned. In this research, the researcher uses structured interview with the third-grade students and the english teacher. Second step is by doing participant observation method. According to Frey (2018:22), participant observation is a research methodology that allows the researcher to be involved in a social group activity being observed or used as a source of research data. Last step is done by documentation method. In this research, the researcher uses several documents such as the results of daily tests, videos of online learning activities, and written interviews. Document studies are complementary to the use of observation and interview methods (Bowen, 2009).

Consequently, the collected data are analyzed based on several techniques of data analysis. According to the data analysis method by Creswell, the data that has been obtained is reduced into a certain pattern. In this research, the researcher initially transcribes English verbs acquired by the students from the interviews. Secondly, the verbs are classified based on their types. The data is then analyzed by utilizing the theory of second language acquisition with the evidences presented in the results of the research observations. The next step is making conclusion based on the finding and the discussion presented. This last step is taken into account to recheck the reliability of the findings with the research objectives.

FINDINGS AND DISCUSSIONS

In this section, there are two factors influencing second language acquisition in third-grade children at Sabilul Huda Islamic Primary School. The first section discusses psychological factors in second language acquisition and the second section discusses social factors. In psychological factors the study found four factors influencing the learning process for the third graders at Sabilul Huda Islamic Primary School. These are intellectual processing, memory, motor skills, and motivation.

Intellectual processing included several activities affect the acquisition of English verbs in third-grade students at Sabilul Huda Islamic Primary School. Most of the English verbs obtained by third-grade students are through the learning process using books. The process of intellectual processing covers how to learn a second language's grammar. It can be explained to us by another person, which is referred to as explication, or it can be comprehended by ourselves, which is referred to as induction, according to Steinberg (2001).

During the online class, the teacher instructs the third-grade students to do assignments and read their English books at home; This English book for third-grade students contains material following the school curriculum. Consciously, they learn English according to grammar rules. Third-grade students working on assignments is a process by which they acquire English verbs. In addition to these activities, the teacher also gave several YouTube videos containing videos explaining English material. Learning through video explanations makes third-grade students acquire English verbs; The teacher explains the material from the English book. This part is the process 'explication' of the intellectual process, where someone learns the syntax of a second language: someone can explain rules to the learner (Staats, 1993).

The instructions given by the teacher when instructing assignments or telling online learning activities are one of the effects of unconsciously acquiring English verbs. The teacher gives instructions instinctively, or the teacher's ability is not based on the English book of third-grade students, which is done repeatedly. Indirectly, third-grade students get new verbs that

they do not need to understand about the grammatical structure. This part is the 'induction' of the intellectual process, where the learner can find the syntax of the second language for himself (Dornyei, 2009).

In the memory factor the third-grade students study 6 chapters of English material during online learning. The six chapters contain; chapter 1 on 'Things Around You,' chapter 2 on 'Profession,' chapter 6 on 'Do You Have a Pet?', chapter 7 on 'This Is My Family,' and chapter 8 on 'This Is My House.' Based on the curriculum used by the Sabilul Huda Islamic Primary School, third-grade students learning objective is to introduce more English vocabulary. Third-grade students learn a lot of vocabulary in their English books, one of which is English verbs. At Sabilul Huda Islamic Primary School, the curriculum they use does not provide much material on English verbs; Third-grade students only learn a few verbs. In this observation, the researcher found the verbs often used in their English books. In fact, this is important considering that memory ability for children around 7-12 years old is in high level. According to Salthouse (1982), the memory capability decreases with our age.

The motor skills factor was found. Learning English is done by listening, speaking, reading, and writing. This activity is carried out according to the curriculum so that children can acquire a lot of vocabulary. Third-grade students learn a lot of vocabulary in their English books, one of which is English verbs. According to Steinberg & Sciarini (2006:129), motor skills in children aged 7 to 12 years are classified as medium to high. By the existing curriculum, children in grades three to elementary school use motor skills such as listening, speaking, reading, and writing.

In this observation, the researcher participated in an online class to obtain motivation factor. These aimed to find out what activities are carried out during online learning. The learning and teaching process was conducted online due to the Covid-19 pandemic, and Sabilul Huda Islamic Primary School has only done this. This phenomenon is new for third graders; all activities are carried out online or do not come directly to the school. Because this phenomenon has just happened, schools are trying to adjust to the existing conditions. Therefore, learning and teaching are all done online.

Nine observations were carried out during two semesters; the teacher gave three teaching systems. First, the teacher instructs the students to do the assignments from the English book. Second, the teacher gave a YouTube video containing an explanation of the English material. Third, the teacher holds online meetings. The system is often used to provide assignment instructions for third-grade students. In this system, many teachers give instructions naturally using English, which is mentioned many times when teaching online. Finally, the teacher conducts online teaching, which is carried out at the teacher's home. In addition, online learning carried out by third-grade students is carried out online at their respective homes.

Due to the COVID-19 pandemic, all activities are carried out at home. Teacher creates a favorable classroom situation according to the needs and the existing situation. This way is to motivate students' enthusiasm for learning English (Darmiyanti, 2021).

In the social factors, there were three factors influencing the learning process for the third graders at Sabilul Huda Islamic Primary School. These are situations, settings, and interactions that individual experiences that can affect the learning of a second language.

The first factor was setting. The teacher uses several media to conduct online learning with third-grade students. The media used for the first time in

online learning were Google Classroom and YouTube; there were used for teachers to give assignments and explain material or terms in English books. The second media used is google meet. Google meet is a medium where teachers hold virtual class meetings; At the meeting, the teacher explains the English material to third-grade students. The third media is WhatsApp; in this media, the teacher instructs third-grade students on assignments and provides YouTube links in the form of learning videos. These three media used during online learning not only make it easier for teachers to teach but also make it easier for students to learn during the Covid-19 pandemic.

The second factor was situations. The online learning situation was quite conducive from this observation. Online learning is very different from hands-on learning in schools, where students do not talk much or comment on teacher instructions. An online learning was the first time for third-grade students; therefore, they only do what the teacher instructs them to do. Virtual online meeting is an activity where third-grade students are pretty responsive and active. However, virtual online meetings only take place a few times. Third-grade students always collect assignments and follow online learning.

The third one was interactions. The process of communication between the teacher and students. Most of the communication is done by the teacher when the teacher instructs a task to the students. Students do not respond with comments but turn in assignments as directed. Two-way communication occurs during virtual meetings where teacher instructions can be responded to directly by third-grade students. Online learning communication is very different from face-to-face learning, where teachers do not have many opportunities to communicate due to limited knowledge about online learning. Thus, the third-grade students do not talk or communicate with the teacher directly. The question and answer learning process almost did not occur, resulting in a lack of communication between teachers and third-grade students. In this section, the process of communication between the teacher and students; the teacher plays the primary role in this online learning communication.

CONCLUSIONS

In conclusion, several factors that impact third-grade students to acquire English verbs are psychological and social aspects; it influenced online learning during the covid-19 pandemic. The process of learning and teaching English also influences the acquisition of English in third-grade students during online schooling. Learning English material appropriately and can be understood by third-grade students is a supporting factor for them to acquire English verbs. They are learning material from books and communication or teacher instructions to support third-grade students in acquiring English verbs. In addition, online learning needs appropriate media to support this activity.

REFERENCES

Adhabi, E., & Anozie, C. (2017). Literature review for the type of interview in qualitative research. International Journal of Education, 9(3)

Bloomfield, L (1993). Language. New York: Holt, Rinehart and Winston Inc.

Bowen, G. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(27): 40.

Creswell, Jhon W. 2013. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE publications, inc. https://methods.sagepub.com/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i15505.xml#:~:text=Participant%20observation%20is%20a%20qualitative,as%20well%20as%20the%20environment.

Darmiyanti, A., Supriadi, O., & Nurlaeli, A. (2021). The impact of the Covid-19 pandemic on language and social development for early childhood children age 4-6 years in Karawang District. Indonesian Journal of Early Childhood Education Studies, 10(1).

Dornyei, Z. (2009). The Psychology of Second Language Aqcuisition. New York: Oxford University

Frey, B. (2018). The SAGE encyclopedia of educational research, measurement, and evaluation (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781506326139. (https://methods.sagepub.com/reference/the-sage-encyclopedia-ofeducational-research-measurement-andevaluation/i15505.xml#:~:text=Participant%20observation%20is%20a %20qualitative,as%20well%20as%20the%20environment.)

Keraf, Gorys. 1997. *Komposisi: Sebuah Pengantar Kemahiran Bahasa.* Ende-Flores: Nusa Indah.

Kidd, E., Donnelly, S., & Christiansen, M. (2017). Individual differences in language acquisition and processing. Trends in Cognitive Sciences. 22(10).

Krashen, S. (1982). Principles and Practice in Second Language Acquisition. California: Pergamon Press Inc.

Lee, M., Shetgiri, R., Barina, A., Tillitski, J., & Flores, G. (2015). Raising bilingual children: a qualitative study of parental attitudes, beliefs, and intended behaviors. *Hisp J Behav Sci*, 37(4): 503–521.

Salthouse, T. A. (1982). Adult Cognition: an experimental pedagogy of human aging. New York: Springer– Verlag.

Staats, A. (1993). The study of cognitive process in second language learning. Applied Linguistics, 2, 117 –31

Steinberg, D. D.,Nagata, H., & Aline D. P. (2001). Psycholinguistics: Language, Mind, and World. Malaysia: Pearson Education.

Steinberg, D. D., & Sciarini, N. V. (2006). An Introduction to Psycholinguistics (2nd ed.). Harlow: Pearson Longman.

Troike, M. S. (2012). Introducing Second Language Acquisition. Cambridge University Press