

THESIS
EARLY ENGLISH MASTERY A NARATIVE STUDY OF A THREE YEAR
OLD'S SECOND LANGUAGE ACQUISITION



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2024 - 2025

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UNIVERSITAS KH. MUKHTAR SYAFAAT
BLOKAGUNG BANYUWANGI

2024-2025

SUPERVISOR APPROVAL

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THIRD YEAR OLD'S SECOND LANGUAGE ACQUISITION**

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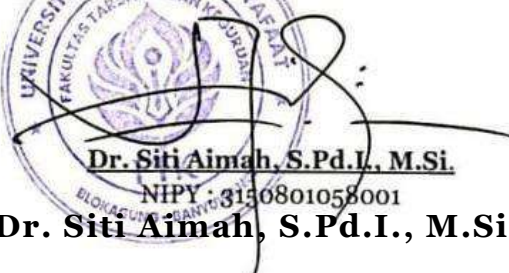
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Hereby declare that the thesis entitled: "Early English Mastery: A Narrative Study of a Three-Year-Old's Second Language Acquisition" is truly my own original work. All quotations, data, and references used in the writing of this thesis have been properly acknowledged and cited in accordance with academic writing standards. Should there be any proven instance of plagiarism or academic dishonesty found in this work in the future, I am willing to accept any sanctions in accordance with the academic regulations of UNIVERSITY KH. MUHTAR SYAFAAT BLOKAGUNG BANYUWANGI

This statement is made truthfully and responsibly for academic purposes.

Banyuwangi, 25 July 2025

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MOTTO

“Language is not just a means of communication, but a doorway to understanding the world from different perspectives.”

ABSTRAK

Ajeng Sri Pangestu. 2025. Early English Mastery a Narative Study of a Three Year Old's Second Language Acquisition. Proposal Penelitian, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan, Universitas KH. Mukhtar Syafaat. Pembimbing Adib Ahmada S.Pd., M.Pd.

Kata Kunci : pemerolehan bahasa kedua, bilingual, anak usia dini, Bahasa Inggris, pendekatan naratif

Penelitian ini bertujuan untuk mengetahui bagaimana seorang anak usia tiga tahun memperoleh bahasa Inggris sebagai bahasa kedua. Fokus utama dari penelitian ini adalah mengamati bagaimana proses belajar bahasa terjadi secara alami pada anak yang hidup di lingkungan bilingual, di mana Bahasa Indonesia menjadi bahasa ibu dan Bahasa Inggris menjadi bahasa kedua. Pendekatan yang digunakan adalah pendekatan naratif, yang memungkinkan peneliti untuk merekam dan menganalisis pengalaman belajar bahasa anak secara mendalam dan berurutan.

Penelitian ini dilakukan melalui pengamatan langsung terhadap anak dalam kehidupan sehari-hari. Teknik pengumpulan data yang digunakan meliputi observasi partisipatif, catatan harian perkembangan bahasa anak, serta wawancara dengan orang tua. Dengan menggunakan

metode ini, peneliti dapat melihat proses pemerolehan bahasa secara nyata dan alami, tanpa tekanan dari proses belajar formal seperti di sekolah.

Hasil penelitian menunjukkan bahwa anak mulai mengenal dan menggunakan Bahasa Inggris secara bertahap. Awalnya, anak hanya mengenali beberapa kosakata dasar. Seiring waktu, ia mulai menggunakan frasa sederhana dan merespons dalam percakapan sehari-hari. Perkembangan ini terjadi secara alami melalui interaksi yang rutin dengan orang-orang di sekitarnya yang menggunakan Bahasa Inggris dalam percakapan sehari-hari.

Beberapa faktor yang memengaruhi perkembangan bahasa Inggris anak antara lain adalah seberapa sering anak mendengar bahasa tersebut (intensitas paparan), adanya interaksi langsung dengan penutur asli atau orang yang mahir berbahasa Inggris, serta peran orang tua yang mendukung dengan aktif menggunakan Bahasa Inggris dalam kehidupan sehari-hari. Lingkungan yang konsisten dan positif sangat membantu anak untuk lebih cepat menyerap dan memahami bahasa kedua.

Kesimpulannya, anak usia dini memiliki kemampuan alami untuk mempelajari lebih dari satu bahasa jika berada di lingkungan yang tepat. Temuan ini memperkuat pandangan bahwa pembelajaran bahasa kedua bisa dimulai sejak dini, bahkan sebelum anak memasuki usia sekolah. Penelitian ini juga menekankan pentingnya peran lingkungan dan interaksi sosial

dalam membantu anak mengembangkan kemampuan bahasa secara alami dan menyenangkan.

ABSTRACT

Ajeng Sri Pangestu, 2025. Early English Mastery: A Narrative Study of a Three-Year-Old's Second Language Acquisition. Research Proposal, Department of English Education, Faculty of Tarbiyah and Teacher Training, KH. Mukhtar Syafaat University. Supervisor: Adib Ahmada, S.Pd., M.Pd.

Keywords: *second language acquisition, bilingualism, early childhood, English, narrative approach.*

This study aims to explore how a three-year-old child acquires English as a second language. The main focus is to observe the natural language learning process of a child who lives in a bilingual environment, where Indonesian is the first language and English is the second. A narrative approach is used, which allows the researcher to record and analyze the child's language learning experience in a detailed and sequential manner.

The research was conducted through direct observation of the child in daily life situations. Data were collected using participant observation, diary notes of the child's language development, and interviews with the parents. These methods helped the researcher to understand the language

acquisition process as it occurred naturally, without formal instruction such as in a classroom setting.

The findings show that the child gradually began to understand and use English. At first, the child recognized basic vocabulary. Over time, they started using simple phrases and responding meaningfully during everyday conversations. This development happened naturally through regular interactions with people around them who spoke English.

Several factors influenced the child's progress in acquiring English. These included the frequency of exposure to the language, interaction with fluent speakers or native English users, and the role of parents who actively supported the use of English at home. A consistent and supportive environment significantly helped the child absorb and practice the second language more effectively.

In conclusion, young children have a natural ability to learn more than one language, especially when they are placed in a supportive and language-rich environment. This study supports the idea that second language learning can begin at an early age—even before formal schooling. It also highlights the important role of the environment and social interaction in helping children develop their language skills in an intuitive and enjoyable way.

FOREWORD

Assalamualaikum Wr.Wb.

By giving thanks to the presence of God Almighty, for all His blessings, His loving kindness and His protection, so that the researcher can complete the preparation of this thesis.

This thesis was prepared in order to submit a thesis with the research title “second language acquisition for young learners”.

However, thanks to the help, assistance, guidance and instructions obtained from various parties, all the difficulties and obstacles could be overcome and the researcher was able to complete this thesis. For this, the author would like to thank several parties who have helped to complete this thesis. Namely to the honorable:

1. Dr. KH. Ahmad Munib Syafa'at, Lc., M.E.I., Rector of KH University. Mukhtar Syafaat Blokagung Banyuwangi.
2. Dr. H. Abdul Kholiq Syafa'at, M.A. As Chairman of the Senate of KH University. Mukhtar Syafaat Blokagung.
3. Dr. Siti Aimah, S.Pd.I., M.Si. As Dean of the Faculty of Tarbiyah and Teacher Training, KH. Mukhtar Syafaat Blokagung University.
4. Ahmad Faruk, M.Pd. As Chair of the English Language Teaching Study Program, KH. Mukhtar Syafaat Blokagung University.
5. Adib Ahmada S.P.d., M.Pd. As the Advisor for this thesis.

6. All lecturers and staff at KH. Mukhtar Syafaat Blokagung University.
7. The caretaker of the Mamba'ul Huda Sumberurip Islamic Boarding School, Agus Ahmad Muthoharurur Rohman.
8. My parents, siblings, and friends who supported me with all their prayers and efforts.

Banyuwangi, 25 February, 2025

Author

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CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, statement of the problem, the purpose of the study, objectives of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of The Study

Mobility has significant role in second language acquisition. It deals with people's various reasons to move from one country to other countries. It can be for working, studying abroad, following their parents, and many more. When people go to another country, they may learn language that exists on that country to communicate with native or to make them easier in fulfilling their necessity.

The ways to acquire second language can be different. People probably acquire their second language through playing with foreign people, watching movie, listening song, or even learning in school, but learning only is not enough to comprehend language used, human must practice it for many times to strengthen their ability (Gass et al., 2020).

Basically, people acquire second language through learning language. Second language learning can happen in formal (planned situation) and informal (unplanned situation). Second language learning in formal situation occurs in school. It can be called as planned situation because the course about

second language has already planned, while language acquisition in informal situation can be seen in surrounding. It is called as unplanned situation because in informal situation language can be acquired naturally (Cook, 2016).

Formal learning of second language happened in the classroom. The second language is learnt consciously. The language learners were guided by an instructor. In this case, learners need extra efforts to learn second language because language learning is limited by certain time. Those characteristics make formal learning (classroom situation) different from informal (Gass & Mackey, 2013).

Different from formal learning above, Informal second language acquisition concerns with social life. It is involving family members, playmates, partners of work and many more. It can be seen in daily life such as when immigrant children as foreign language learner play with native on that country. Children try to use second language to communicate with others (Loewen & Reinders, 2017).

Chromčáková, (2022) argued that second language can be acquired naturally same as the way acquiring first language. The second language acquisition process happens unconsciously. The second language user only realize that they use second language in communication without aware that

they are acquiring a new language. They are typically not aware about the grammatical rules of second language, but they can feel the correctness of speech.

The argument above shows that second language acquisition is different from second language learning. In second language acquisition, language is acquired unconsciously (the most is done by children). For second language learning, language is learnt consciously.

Many research stated that children can acquire second language better than adult. It is because children under twelve years old have high memory which can make them easier to acquire second language, but it does not mean that adult can not learn second language because of their lack of memory. Adult still can learn second language, but it is possible to face difficulties in language acquisition process because the age is out from critical period of language acquisition. So, that is why second language is better learnt begun from the early age, because children can learn fast than adult.

If second language has been acquired in the early age, it will give impact for kids. Kids will accustom about another language either international language or even official language from certain (VanPatten et al., 2020). A research about second language acquisition also said that elementary learners can perform second language better than intermediate learners (Getie, 2020). It happened because the older learner usually has some complicated factors that can affect their second language acquisition.

Factors that affect second language acquisition can be divided into supporting factors and barrier factors. Those factors come from internal and

external aspects. Internal factors depend on self cognition. It may become the main factor of second language acquisition (Tomlinson, 2023). This factor deals with individual differences, they are motivation, attitude, language aptitude, and so on.

On the other hand, external factors of second language acquisition deal with environment and learning method. Environment of second language acquisition are informal situation and formal situation, while learning method in second language acquisition are explication and induction. Explication happens when someone teach or give explanation about second language to the others, while induction happens when someone acquire second language by self- discovery.

Talking about second language acquisition, it exactly has close relation to bilingualism. Bilingualism means able to speak and understand two languages. For bilingual children, they have two different processes in acquiring two languages, they are simultaneous (two languages are acquired at the same time) and sequential (each language is acquired one by one) process (Ullman, 2020).

The example of simultaneous language acquisition is when mother's native language is Indonesian and father's native language is English. The

language acquisition process appears when parents speak with child through mixing both of languages. So, child can acquire Indonesian and English language at the same time (simultaneously). It would be successful process if child can respond two languages that they heard from his/her parents.

Therefore, this study was initiated based on the researcher's direct observation of a four-year-old child who demonstrated an exceptional ability to speak English more fluently and confidently compared to other children of the same age. The child's natural use of English in daily communication, despite limited formal instruction, sparked the researcher's interest to explore more deeply how such language acquisition occurred. This observation led to a desire to investigate the internal and external factors that may have influenced the child's second language acquisition. Consequently, this research aims to examine the process by which the child acquired English as a second language, identify the supporting elements behind this early mastery, and highlight the role of informal learning environments. Through this study, the researcher also intends to provide valuable insights for educators, parents, and policy makers in developing effective language education programs for young learners, particularly in the Indonesian context, to better prepare them for future global challenges.

This research is significant because it provides the explanation how children can acquire second language in new environment naturally. Based on the short explanation above, the researcher is interested to formulate the research title "Early English Mastery A Narative Study Of A Three Year Old's Second Language Acquisition"

B. Research Problems

Based on the research background above, this research is formulated to answer the question, How does a three-year-old child acquire English as a second language in the informal environment?

C. Research Objectives

Based on the research problems above, This study aims to describe the process by which a three-year-old child acquires English as a second language within the informal environment

D. Significance of the study

The study about second language acquisition is important because it can make the readers aware about the importance of learning another language to add their insight. From this study the readers will also know that second language not only can be learnt in school but it can be acquired naturally. If second language can be acquired naturally, it will make the second language acquisition process easier moreover for children.

This researcher has hope that this research can provide knowledge for

linguistic students to develop their understanding about second language acquisition in informal situation. Not only that, but researcher also want if this research can supply additional information how does Foreign Language Learner acquire their language skill in new area with different culture. The researcher also give explanation about that the factors that may occur in second language acquisition process which can be the impact of advance or decline of its process. Then, reader can practice their knowledge of children's second language acquisition from this research in surrounding environment if they unintentionally in the similar case.

E. Research scope and limitation

This research focuses on the process of second language acquisition (English) by a three-year-old child in an informal learning environment at Sumber Urip, Banyuwangi. The study explores how the child acquires English naturally through daily interactions, media exposure, and social communication without formal instruction.

The limitation of this research lies in its single case study approach, which may not be generalizable to all early childhood learners. Additionally, the findings are context-specific and based on qualitative data from observations and interviews, which may be influenced by subjective interpretations.

E. Definition of Key Terms

The definitions below are given to the specific terms which emerged in this study:

1) Early English Mastery

Early English Mastery refers to the ability of a young child, particularly under the age of five, to understand and use the English language proficiently in daily communication. This mastery is typically acquired through natural exposure in an environment where English is frequently spoken, rather than through formal instruction.

2) A Narrative Study

A Narrative Study is a qualitative research method that explores and interprets individuals' experiences through storytelling. In this research, the narrative approach is used to understand the second language acquisition process of a child by collecting and analyzing personal stories, daily observations, and interactions within a real-life context.

3) Second Language Acquisition

Second Language Acquisition (SLA) is the process of learning a language that is not the learner's native language. It involves both conscious learning and unconscious acquisition, occurring in either formal educational settings or informal environments through natural interaction and exposure (Jeon, 2024).

CHAPTER II

LITERATURE REVIEW

In this section, researcher uses some related theories concerning theoretical framework. They are the acquisition-learning distinction, the second language acquisition, and influencing factors in second language acquisition and several similar previous studies.

A. Theoretical Framework

1. Second Language Acquisition

Language that acquire for the first time is called as first language while another language that acquire after first language is called as second language. In fact, the third, the fourth language or even more also called as second language because second language is the term of language that acquired after acquiring mother language. Second language is generally an official language that acquire for some purposes such as education, employment, and many more by immigrants who have different native language (Horwitz, 2020).

Second Language Acquisition (SLA) is the acquisition process by human about another language. Second language usually can get from two situations they are informal and formal. Informal L2 learning takes place in the natural context, for example when Indonesian kid stay in Melbourne, to communicate with native speaker, such as when he/she plays with other kids there, he/she has to use English language. Different from informal L2 acquisition, formal L2 learning takes place in the class, such as when Indonesian students have English class in their school.

Human ability in using only one language called as monolingualism, while ability to use two languages called as bilingualism, so multilingualism refers to ability in using more than two languages. Multilingualism actually is not a rare event because psycholinguists said that around half of inhabitant in the world can use more than two languages. There are two different children's acquisition processes in acquiring two or more languages:

a. Simultaneous process

It is process of acquiring two or more languages at the same time. It is generally done by bilingual parents to their kids. For example, parents using two languages when they speak with their kids. It can be called as simultaneous process if kids can respond two languages that they heard (Hummel, 2021). Simultaneous process has two basic conditions where kids may acquire two or more languages:

1) One person-one language (1P-1L)

It means that one person only speak one language to kids (Teng, 2022). For example of this case is when mother is Indonesian, then she communicate with her kids use only Indonesian language, while father is British so father also

communicate with his kids using English language.

Kids who acquire two or more languages through this condition are typically faster to acquire languages than one person-two languages. It is because of consistency. Children easier to set which language that they will use when communicate with another who has different language.

2) One person-two languages (1P-2L)

It means that one person speak using two languages. For example mother and father have different native languages, mother is Indonesian and father is English. Both of them mix between Indonesian and English language to communicate with their kids.

Kids usually have barrier in this situation. They typically confused to use different language at the same time. For instant, they may mix vocabularies of each language when speak, or even they may use English language system for Indonesian language.

b. Sequential process

This process is more common than simultaneous process. It is process of acquiring another language after the first language has been acquired. Sequential process occurs in immigration case. Children who move to another country which has different language from their native language favor to acquire a new language. For example Indonesian kids who move and stay in America will learn

English language at school, but they still continue to acquire Indonesian language at home from their parents.

As cited from Hiver et al., (2022) kids who acquire two or more languages sequentially will through four common stages below (Yusuf et al., 2019):

- 1) Children try to use their native language to communicate with other children who have different language there. Exactly the other children will not understand their native language so they give up then *silent*.
- 2) Children abandon their native language so they try to communicate through gesture. In this part children start to understand a little of the second language.
- 3) Children start to use second language in the same way as first language.
- 4) At the end, children begin to use *grammatical utterances* in appropriate situations.

2. Influencing Factors in SLA

Factors which influence Second language acquisition can be

supporting factors or even barrier factors, those factors concern with external and internal factors. External factors refer to environment where the language is acquired and the method that is used to introduce the language while internal factors refer to self condition.

a) Internal factors

It can say that those factors come from the language learners themselves. Those factors are part of psychology. It can be divided into six categories. They are age, sex, Personality, language aptitude, attitudes and motivation

1) Age

The psycholinguists have separated human's age of second language acquisition into three categories:

a) Children under twelve years (0-11 years)

The critical period of language acquisition happen at two until eleven years old. In that period children are easier to acquire language. It happens because their brain is elastic yet. The elasticity will be decreased if they grow older.

Children in this age can acquire language unconsciously. They can acculturate easier with their playmates. They also can reproduce the speech of second language that they heard without worrying they will false. In this age, Children's motoric skills are better than the older one, the possibility of their pronunciation like native also higher.

Children under 7 years old also have amazing memory so they can acquire language easier but they can not apply

syntactic rules as good as older children. Older children (above 7 years) in this age begin to optimize their cognitive abilities for considering syntactic rules of the second language (Mitchell et al., 2019).

b) Teenager, twelve until eighteen years old (12-18 years)

In this period, the brain's performance is declined. It because of the elasticity of the brain decreased. Teenager usually can acquire language consciously in school. They can apply syntactic rules of second language better than children, but their motor skill in perform language is not better than children.

c) Adults (Above 18 years)

Many research revealed that adults typically declined in second language acquisition. Same as teenager, the barrier of adults happen on their second language pronunciation, but adults can comprehend the syntactical rules faster than younger. They also can create the complex sentences better.

2) Sex

Adults are suggested to learn language formally. Through learn language formally, they are expected to perform language better because it can stimulate their motoric skill. If they are active in this learning process exactly it can make their pronunciation are like native. Most of research said that females are better than males, it is because females are typically can perform verbal language better. Emotional factor also affect males to silent than express their feeling verbally, but this factors has close relation to their personality (Ozfidan & Burlbaw, 2019). So, extrovert male may perform language better than introvert female.

3) Personality

Personality is a human being of individual characteristic (Fu et al., 2019). Individual characteristic is characteristic have by each person that made them different from the others. It is the important factors in educational perspective, so it can affect in second language acquisition process. It may be the determiner of individual success on language acquisition. The active, enthusiastic, unethnocentric and open-minded persons are generally believed that they are better in second language acquisition (Gong & Gao, 2019). People who have good self-

confidence also can perform second language better than the timid person.

The personality itself basically divided into introvert and extrovert. Introvert is human personality which typically anti-social, introvert people think that they can fulfill their need without help from others, they are usually egoist. This personality can affect language acquisition process because introvert person incline to spend their own time alone than have conversation with others.

Extrovert person has the opposite personality of introvert. Extrovert is the person who has social spirit and typically open-minded. They like to spend their time to communicate with others than to be silent. So, they can acquire language better than introvert person.

4) Language aptitude

Language aptitude concerns with learner's ability. It includes self- intelligence and spoken skills. Self-intelligence involves individual memory. Memory is an important part of

learning. Even to learn the simplest word needs memory. In a word's learning process involve episodic memory (R. Zhao, 2025). That memory connect the word's sound and experience of seeing, touching, or smelling the object. Bao & Liu, (2021) elaborated that intelligence in second language acquisition consist of four components:

a) Phonetic coding ability

It is the ability to analyze and distinguish sound then connect it to the phonetic symbols.

b) Grammatical sensitivity

It is the ability to comprehend the grammatical function such as word and phrase.

c) Rote learning ability

It is the ability to learn vocabulary items with their related translation.

d) Inductive learning ability

It is the ability to generalize or infer the grammatical structure of a language. On the other hand, spoken skills regard with motor skills. Motor skill is the ability to perform language, such as pronunciation. Children have better in pronunciation of second language than adults because children have flexibility in motor skills and adults commonly have lost it .Ability to acquire new motor skills begins to decline in around 12 years old children. The reason is yet unknown. Some expert has speculation that it seems like

caused by some change in central functioning in brain, puberty (hormonal changes) (Wang & Wu, 2020).

5) Attitude

Attitude is mental condition which formed through self-experience. Attitudes toward second language may affect second language acquisition process (Dewaele & Li, 2020). Attitude has impact at efficiency of language acquisition process based on language learner themselves whether he/she accept or reject a new language. For example when somebody moves to another country which has different language, he/she use their native language to communicate with family but he/she must learn a new language to communicate with another people there, attitude in this situation may appear such as learner attitudes toward native, attitude toward language itself, and etc. (Boudadi & Gutiérrez-Colón, 2020)

If someone does not like the languages it will make he/she decline in achieving second language. Children who have ethnocentric tendencies are more difficult to gain their

knowledge about second language than open-minded children. Not only attitudes toward the language, but attitudes toward the second language community also may affect the second language achievement. If people have good attitude toward the second language community exactly they will success to acquire that language because they more confident to use the second language for communication (Hyland, 2019).

Attitude toward second language usually can be divided into positive attitude and negative attitude. Positive attitude appears when people enthusiast to use the second language. They assume that second language is important for them. They are also proud to use it in their daily life.

Negative attitude toward second language appears when people d not care about the second language. They expect that second language does not have any benefit, so they do not have any passion to acquire the second language. Usually it is caused by anxiety. Anxiety is a complex construct with different facet. Anxiety includes worry, fear, and so on. Anxiety in second language can be seen as the tension in the classroom that felt by learners (Sánchez Torres, 2023).

6) Motivation

Motivation may affect the SLA process. Motivation of second language is formed of an effort, a desire and good attitude toward the language (Yusuf et al., 2019). It has close relation to social aspect. It usually involves parents as the main role. Parents can

motivate children through encouraging children to use second language in their daily life. Siblings, friends, partners in working also may involve.

Motivation can impact toward individual self-esteem. Self-esteem in second language acquisition can be high scores, acknowledgement and many more. High self-esteem formally related to great determination when facing failure, while learner who has low self-esteem more often experience mood swings, even though they want success they often affected by persuasion so they hesitant about their ability in acquiring language (Ozfidan & Burlbaw, 2019). It is also has close relation to willingness. Willingness in this case means willingness of second language learner to communicate using second language. Low anxiety that combine by high self-esteem may increase language learner's willingness. There are two motivational factors of learning second language acquisition (Finegan, 2004). Those motivation are:

a) Instrumental motivation

It is the motivation to acquire new language to reach

a certain goals, such as for educational goals or seeking job. This motivation does not need to communicate with native. People only need a little stimulus to acquire second language, such as learn from book.

b) Integrative motivation

The motivation to interact naturally with other native and wants to be like them called as integrative motivation. It includes successful acquisition of registers and speaks like native pronunciation. Usually this motivation happens because of the communication needs. For example an Indonesian stays in Britain, so he / she must learn English to communicate with native.

Even though motivation is important factors in second language acquisition, but Children 1 – 2 years old do not needs motivation to learn second language because they automatically learn second language, while the older children needs motivation to learn second language acquisition because they begin to understand whether the second language has positive or negative impact for them or they may choose another interesting activity to do than learn the second language (Cook, 2016).

Motivation is differentiated into two case, they are intrinsic and extrinsic motivation. Intrinsic motivation appears when language learner curious and interested to acquire language naturally, intrinsic motivation will create

internal reward, such as joy and satisfaction for themselves, while extrinsic motivation deals with external reward, such as good scores (Gass & Mackey, 2013)

b) External Factors

External factors regards toward environment where the language is acquired and the method in introducing the second language. The environment of second language acquisition is divided into formal and informal situations, while the method that is used refers to induction and explication. The method in second language acquisition has close relation to intellectual processing. Intellectual process deals with intelligence. Intelligence is the ability which can support language acquisition (Gass et al., 2020). So, intellectual processing means process that involve human"s ability to think and comprehend the information. Intellectual process in language acquisition divided into two, induction and explication.

External factors also deal with social aspects. It covers two contexts, micro-social and macro-social. Micro-social focuses on learning situation and interaction of Second language learners in the

lowest level of formality, such as interaction in intimate relationship, while Macro- social focuses on learning situation in the higher level such as in political settings (Gass et al., 2020).

a) Informal situation

Informal situation in second language acquisition refer to natural condition. The second language in this situation is acquired unconsciously. It means that the characteristic of second language acquisition in informal situation is experienced in similar condition where the first language is acquired. Children who move to another country can acquire new language by interaction with playmates are categorized into second language acquisition in informal situation. They unconscious that they acquire second language they only realize that they communicate with native using second language. Children typically not aware about the second language grammatical rules, but they can feel the correctness and the mistake of the speech (Ullman, 2020).

In this situation, age can be the factor which affects their second language acquisition process. Children have not developed their own identities yet, they can accept norms of another community easily, while teenager has developed their own identity. It can be said that the older acquire new language slower than children because they may resist norms of new community so, they will resist acquire the new language also (Jeon, 2024). Initiative to communicate with native also can

improve children language skills and also can help to increase self-confidence (Gass et al., 2020).

The other possibilities which may occur in second language acquisition process in informal situation is the older one only has a little opportunities in second language acquisition because of their lots of activities. The older may has another interesting activity such as shopping, drawing, and many more than has a conversation with the new community. As a consequence, the older has limited interactions with the new community because of their limited second language aptitude.

b) Formal situation

Formal situation occurs in a classroom. This situation is usually called as planned situation. It is because the learning process has already planned that there is a course about language. The second language is learnt consciously in this situation. The language learners in this process are aware about the grammatical rules of the language, but they ignore

the communication process. So, in this process the language learners only focus on language rule without practice to communicate using the second language with native.

The characteristic which make the formal situation different from the informal situation is there an instructor who guides the learning process. The instructor is the only one who knows about the second language. The language learning process will not happen until the instructor gives the course.

Same as in informal situation, the age in this learning situation also give impact. The most of affected factors is in the learning ability. The older can learn second language better than children .The teenager and adults has usually adjusted with this situation, and they have more experience than children (Gass et al., 2020).

c) Induction

Induction is language learning process by self- discovery. This process mostly applied by children under 7 years old or in the early before children entering to school. In that time, children will expose and remember the second language words that they heard, not only that the learner also expected to understand the rules and structures of second language by themselves (Cook, 2016).

d) Explication

Explication is the process where rules and structures of second language are explained. It means that someone teach

the others. Due to not all of the rules are written down, it is impossible to learn all of parts in second language. After that the learner expected to understand and can apply it in second language. It is rarely taught to children under 7 years old because they have learned language by themselves (Gass & Mackey, 2013).

B. Review of The Related Studies

There are many previous studies that are conducted in second language acquisition. Several previous studies which are similar to this study are used as references which can help to conduct this research. Those studies have different focuses. The first is conducted by Awwaliyah (2021). She analyzed about Tarzan language and the difficulty of language acquisition for adult. This research apply behaviorism theory, it explained that Tarzan had own language from imitating some animals sound. Tarzan had been introduced human language when Jane and her father come to the jungle. He imitated Jane's utterance. He could not speak instantly because he accustomed to live in the jungle, whereas no one human help him to acquire human language.

Even he had good articulatory organ, he just imitated Jane's utterance because he did not have language.

The second is done by Haznedar (2022). This research explains that Turkish child who learns English named Erdem, show that their first language influence their second language acquisition (English). English sentence using SVO word order, while Turkish using SOV word order. In the beginning of Erdem's second language acquisition, he usually takes SOV pattern for his sentence in English. English also has different verbal negation order from Turkish. In English verbal negation consist of S + auxiliary(be/modal) + NEG + V, while in Turkish the verbal negation consist of S + V + NEG. At the beginning Erdem put the word „No“ after Verb (Turkish verbal negation) for his English verbal negation. Erdem also do the same for English nominal negation. He put the word „No“ after noun, even he does not give auxiliary before „No“.

The third is from Atay (2023). This research employs English Second language learners and native English speakers (as controlling group). The ESL learner consist of three different proficiency levels, they are elementary level, intermediate level, and upper-intermediate level learners. All of the learners and native speakers is given the task that consist of definite, indefinite, specific, and unspecific context to determine which the English article (a/an/the) that agreeable with the context. The upper-intermediate learners show quite satisfactory, they do the task well, but intermediate elementary learners. This is caused by the intermediate learners start to access definiteness and specificity but they can not determine the correct answer.

The fourth study is from Tukiainen (2020). This research elaborate that

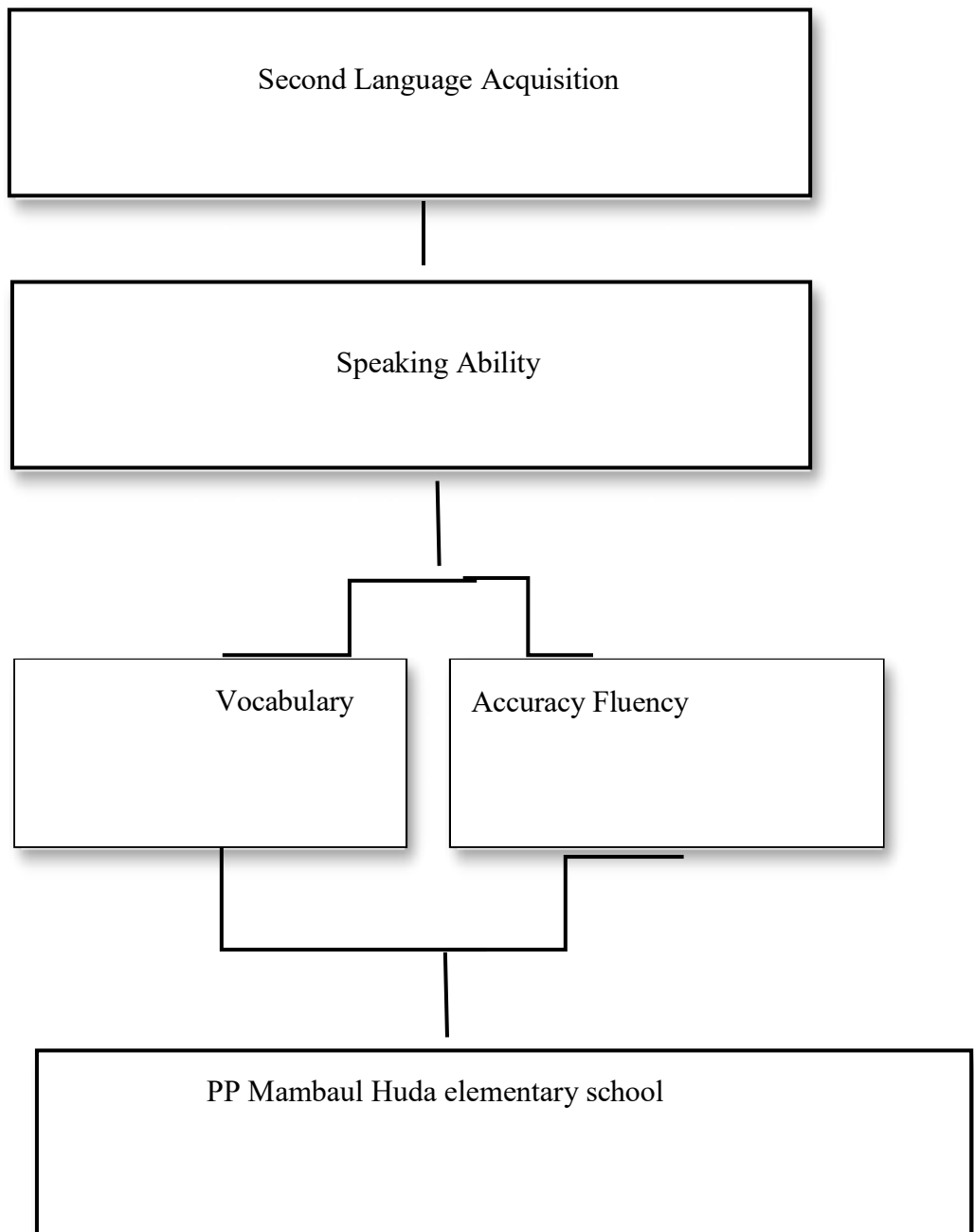
gender has influence in language acquisition. Adult woman who has experience to learn second language are easier to learn new language than adult man. In that research also reveal that adult take extra effort on second language acquisition process than kids. The matter is because adult spend much time worrying than acquiring second language. Their last learning experience gives a huge impact toward their belief and attitude of new language. If adult had negative learning experience in the past, courageous and support from the others would be important necessity to change personality of language learner which can improve to their ability of learning second language. Consciousness also has a role in language acquisition process. If adult aware about their ability, consciousness can make the learner motivate to develop their skills.

C. The Conceptual Framework

Conceptual framework is a description of the pattern of relationship between concepts or variables coherently which is a complete picture of the focus of the research. The frame of mind is usually expressed in the form of a schematic or chart.²⁴ This framework is used by researchers to describe problems in writing scientific papers. So with this researchers really need a

framework as a basis for systematic thinking.

This frame of mind is about the influence of acquiring a second language
on PP Mambaul Huda elementary school



CHAPTER III

RESEARCH METHODS

This chapter presents the Research design , Research Setting, Research Subjects, Source of data, Data collection techniques, Data Analysis Techniques and Validity of data

A. Research design

This study used a **qualitative research approach** with a **narrative design**. Qualitative research focuses on understanding phenomena from the perspective of the participants, allowing the researcher to explore in depth how a young child acquires a second language in a natural setting. The narrative design was chosen to capture the child's experiences, thoughts, and behaviors through storytelling and observation, enabling a detailed understanding of the second language acquisition (SLA) process in early childhood.

The narrative inquiry allowed the researcher to collect and interpret data from multiple sources, such as interviews, observations, and personal reflections, which were then organized chronologically to reveal the development of the child's English language ability. This approach emphasized the meaning and context of the child's experiences rather than seeking to generalize findings.

According to Clandinin and Connelly (2000), narrative research is particularly effective for exploring individual experiences in education and

language learning, as it provides a holistic view of how learners construct meaning from their interactions and environment. Furthermore, as Creswell (2013) stated, narrative research is suitable for studying the lives of individuals and understanding the ways in which language and identity develop over time.

Thus, this design enabled the researcher to explore the child's language acquisition journey authentically, highlighting the naturalistic and unstructured process of learning a second language in early childhood.

B. Research Setting

This research was conducted in a natural setting, specifically in the child's everyday environment where English was naturally used and encountered. The setting included the child's home and surrounding areas where interactions with caregivers, family members, and media occurred without formal language instruction.

Conducting the study in a natural setting allowed the researcher to observe the child's second language acquisition as it unfolded authentically in daily life situations. This context supported the principles of qualitative research, which emphasizes studying phenomena in the real-world setting where they naturally occur (Merriam & Tisdell, 2016).

By focusing on spontaneous language use within the home environment, the researcher was able to gather data that reflected genuine language development, free from the influence of structured classroom

instruction or artificial testing conditions. the research conducted From April 25, 2025 to May 5, 2025.

C. Research Presence

The researcher was present directly in the child's natural environment to observe how the child used and acquired English in daily life. The researcher did not join the child's activities but watched and recorded them without interfering. This helped capture the language acquisition process as it happened naturally. The researcher also conducted informal interviews with people close to the child. In qualitative narrative research, being close to the subject is important to understand their experiences deeply (Clandinin & Connelly, 2000).

D. Research Subjects

The subject of this research was a three-year-old child who showed early mastery of English as a second language. The child was selected based on her natural ability to use English fluently in daily communication without formal language instruction. In narrative research, selecting one subject is common to explore personal experiences in depth (Creswell, 2013). The focus was on understanding how the child acquired English through natural interactions with caregivers, media, and her environment.

E. Source of data

The data in this study came from two main sources: primary and secondary. The primary data were obtained through direct observations and informal interviews with the child's caregiver, parent, and tutor. These people had close and regular interaction with the child, so they provided valuable

information about her daily use of English. The secondary data came from documents such as field notes, audio or video recordings, and relevant literature to support the analysis. Using multiple data sources helped the researcher gain a deeper understanding of the child's second language acquisition (Merriam & Tisdell, 2016).

F. Data collection techniques

The data in this study were collected using three main techniques: **observation**, **interview**, and **documentation**.

First, the researcher used non-participant **observation** to watch the child's daily activities without interference. This helped capture how the child naturally used English in different situations.

Second, the researcher conducted informal **interviews** with the child's caregiver, parent, and tutor to understand the child's language exposure and development.

Third, **documentation** such as field notes, photos, and audio/video recordings were used to support and strengthen the findings. These techniques allowed the researcher to gather detailed and meaningful data from real-life experiences (Creswell, 2013).

G. Data Analysis Techniques

The data in this research were analyzed using narrative analysis techniques. The process involved three main steps: **data reduction**, **data display**, and **drawing conclusions**.

First, the researcher selected and summarized the most important information from interviews, observations, and documents (*data reduction*).

Second, the data were organized into clear descriptions and stories that showed how the child acquired English naturally (*data display*). Finally, the researcher interpreted the meaning of the data and drew conclusions about the child's second language acquisition process (*drawing conclusions*).

This method helped the researcher understand the child's language development through real-life experiences, as suggested by Clandinin and Connelly (2000). (Sugiyono, 244)

H. Validity of data

To ensure the validity of the data, this study used **triangulation** and **member checking**. **Triangulation** was done by collecting data from different sources—such as observations, interviews, and documentation—and comparing the results to see if they were consistent. This helped strengthen the credibility of the findings. **Member checking** was used to confirm the accuracy of the interview data. After the interviews were transcribed and summarized, the results were shared with the child's caregiver and parent to make sure the information was correct. These techniques are commonly used in qualitative research to improve the trustworthiness of the data (Merriam & Tisdell, 2016).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research which are divided into two main parts: data overview and data verification. The data were obtained through in- depth interviews and direct observation of a four-year-old child who has shown remarkable mastery of the English language in a natural setting. The purpose of this chapter is to describe how the child acquired English as a second language, the factors influencing the acquisition, and to verify the credibility of the collected data through triangulation.

4.1 Research Findings

1. Interview Results

The interviews were conducted with three key participants: the child's mother, the child's caregiver (who is also an English speaker), and the English tutor who occasionally guides the child. From the interviews, several important insights emerged regarding the child's language environment and learning exposure.

The mother explained that the child began showing interest in English at the age of two, primarily due to consistent exposure to English-language cartoons and children's songs. The mother stated:

“She started repeating words from the cartoons she watched. We didn’t push her to learn English, but she just picked it up naturally and now uses it even when talking to us.”

The caregiver, who speaks English daily, mentioned that the child often imitates conversations and even initiates dialogue in English. She noted:

“She listens carefully, then tries to respond in English. Sometimes she corrects herself or repeats after me until she says it right.”

The tutor added that although the child receives minimal formal instruction, she displays comprehension beyond her age. According to the tutor:

“She understands basic grammar rules without being explicitly taught. It’s more like she feels the language than memorizes it.”

From the interviews, it was revealed that the child’s language acquisition occurred in an informal environment, shaped by immersion, repetition, and meaningful interaction, rather than

structured instruction. The child appeared to have internal motivation, curiosity, and a strong auditory memory, which contributed to her early English mastery.

The interview data offered rich insights into the natural process by which the child acquired English as a second language. The three key

informants mother, caregiver, and tutor each provided unique perspectives that, when combined, illustrated a consistent and compelling narrative of second language acquisition occurring in an informal and immersive environment.

The mother's testimony indicated that the exposure to English began at an early age, around two years old, through media such as cartoons and songs. What makes this significant is that the child was not instructed to learn English; rather, she absorbed the language passively at first, and then began to actively use it in everyday situations. This reflects the notion of incidental language acquisition, where the child internalizes linguistic elements from repeated exposure without explicit instruction.

The caregiver's perspective further highlighted the importance of interactive input and modeling in the acquisition process. The child was not merely listening to the language but actively engaging with it. Her efforts to mimic conversations and self-correct her speech demonstrate early signs of metalinguistic awareness, which is

uncommon at such a young age. This behavior suggests that the child is not only acquiring vocabulary but also developing an intuitive grasp of syntactic and phonological structures, which are essential components of second language proficiency.

Meanwhile, the tutor's observation added a valuable dimension to the understanding of the child's language competence. Despite receiving limited formal instruction, the child was able to comprehend and apply grammatical patterns that are typically taught explicitly in classroom

settings. This supports the theory that language acquisition, particularly in early childhood, can occur in the absence of formal grammar instruction, provided that the environment is linguistically rich and the learner is cognitively engaged.

Across all three interviews, several themes consistently emerged:

- a. Naturalistic Learning Environment The child was surrounded by English in her daily life through media, conversation with caregivers, and playful interactions making the learning process organic and meaningful. This environment mirrors the ideal conditions for informal language acquisition, where language is not a subject to be studied but a tool for interaction.
- b. High-Quality Input

The caregivers and tutor provided input that was not only consistent but also authentic. The child heard English

used naturally and in context, which allowed her to grasp meaning holistically rather than through isolated vocabulary drills. This kind of comprehensible input, as proposed by Krashen (1985), is critical in facilitating subconscious language acquisition.

- c. **Child's Cognitive and Affective Disposition** The child demonstrated traits such as curiosity, attentiveness, and a willingness to take linguistic risks. These qualities align with what scholars identify as internal motivational factors that greatly influence the rate and success of second language acquisition, particularly at a young age. The child's strong auditory memory also played a key role in retaining and reproducing language accurately.

- d. **Supportive Social Interaction**

The child's linguistic development was also shaped by social interactions that were emotionally supportive and responsive. The caregivers did not pressure the child to perform, which helped maintain a low-anxiety learning environment. This setting fostered positive affective conditions, which are essential for children to feel safe and confident when experimenting with new language forms.

In conclusion, the interview findings reveal a coherent picture of second language acquisition that is rooted in immersion, natural communication, and affective support. The child's early English mastery did not stem from

deliberate instruction but from meaningful engagement with the language in her social environment. These findings reinforce the idea that young children are highly capable of acquiring a second language when they are provided with sufficient exposure, interaction, and encouragement within a rich linguistic context

2. Observation Results

Over the course of four weeks, the researcher conducted a series of informal yet systematic observations within the child's home and play environment. These observations were aimed at gaining a deeper understanding of the child's spontaneous language use, her response to English input, and her interactional behavior in natural settings. The child was observed during various daily activities, including playtime, meal times, interactions with caregivers, and moments of independent engagement with media such as songs and cartoons.

One of the most striking findings from the observation was the child's active use of English in unstructured, everyday situations. Unlike learners who rely on formal instruction to use English, this child appeared to integrate the language into her daily routines seamlessly. For example, she frequently named objects and colors in English while playing, often doing so without prompting. This behavior demonstrates a high level of language internalization, where vocabulary becomes embedded in the child's active lexicon and is accessed naturally in context.

The child also produced functional phrases, such as "Can I have that?" and "I don't like it", during conversations with both the caregiver and peers. These phrases were used appropriately and situationally, indicating not just memorization, but a genuine understanding of meaning and use. Such expressions are considered part of formulaic language, a key component in early second language acquisition, especially in young learners. The ability to use such expressions spontaneously reflects a growing sense of linguistic pragmatism and communicative competence.

In addition, the child showed musical and phonological awareness by singing English nursery rhymes fluently. What was particularly noteworthy was her willingness to self-correct pronunciation, often repeating a line until it sounded right. This behavior suggests that the child is not only sensitive to the phonetic details of English but is also engaging in self-monitoring, a metacognitive process rarely observed at such an early stage of development. It also reflects an important trait in successful second language learners: the capacity to self-regulate and refine language output based on internal feedback.

Another significant observation was the child's responsiveness to English instructions. When the caregiver spoke in English, the child consistently responded correctly, whether it was a directive like "Bring me the book" or a question like "What color is this?" This level of comprehension, even without formal teaching, supports the idea that the child has developed a strong foundation of receptive language skills, which precede and support productive language development.

The researcher also observed the child engaging in pretend play, where she imitated characters and dialogues from English-language media. This imaginative activity served as a natural rehearsal space for the child to experiment with language in a low-pressure environment. Pretend play is widely recognized in language acquisition research as a powerful medium for practicing linguistic structures, vocabulary, and social

language use. In this case, it was evident that the child used such scenarios to reinforce her grasp of conversational English.

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Perhaps one of the most cognitively impressive aspects observed was the child’s ability to code-switch between Bahasa Indonesia and English based on her interlocutor. She instinctively used Bahasa Indonesia when speaking to her grandparents, who do not speak English, and switched to English when interacting with her caregiver and tutor. This ability indicates not only bilingual awareness but also sociolinguistic sensitivity, where the child is consciously or unconsciously aware of the appropriate language choice in different social contexts.

Moreover, the child did not appear to rely on direct translation between the two languages. Instead of translating Indonesian words into English, she consistently used full English expressions. This behavior reflects what language acquisition experts refer to as separate linguistic

systems hypothesis, where bilingual children develop independent grammatical systems for each language. It suggests that the child is not learning English as a direct extension of her first language, but rather acquiring it as a distinct system through immersion and meaningful interaction.

In summary, the observational data support the conclusion that the child's second language acquisition is the result of naturalistic exposure, rich verbal interaction, and a stimulating linguistic environment. The learning occurred incidentally—through play, conversation, and media rather than through traditional methods of instruction. The child's engagement with English was spontaneous, contextually appropriate, and emotionally driven, all of which are hallmarks of successful early bilingual acquisition. These observations provide strong empirical support for the theoretical claim that young children can acquire a second language efficiently when they are placed in environments that encourage meaningful communication and sustained exposure to the target language.

4.2 Data Verification

To ensure the validity and reliability of the findings, data triangulation was applied. This included comparing the interview responses with the observational data, and checking consistency across different sources.

The following strategies were used for verification:

- a. **Source Triangulation:** The researcher gathered data from multiple sources (mother, caregiver, tutor) and found consistency in the descriptions of the child's behavior and English usage. All

participants agreed that the child acquired English without formal instruction and demonstrated early fluency.

- b. Method Triangulation: The interview data were compared with observational data. For instance, the caregiver's statement that the child uses English spontaneously was confirmed during the observation sessions, where the child was seen initiating conversations in English.
- c. Time Triangulation: The researcher observed the child across multiple days and different times of day (morning, afternoon, and evening) to ensure that the child's English usage was not situational or scripted. Across all instances, the child showed consistent use of English in natural contexts.

The credibility of the data was further supported by member checking. After transcribing and analyzing the interviews, the summaries were shared with the mother and caregiver to confirm accuracy. Both confirmed that the data captured the reality of the child's language development.

In conclusion, the data verification process strengthened the findings by showing strong coherence between various sources and methods. It confirmed that the child's early English mastery was a result of naturalistic second language acquisition, rather than structured or formal instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. CONCLUSION

Based on the research findings derived from in-depth interviews, direct observations, and rigorous data verification, it can be concluded that the child's early English mastery is a result of a naturalistic second language acquisition process, rather than formal or structured language instruction. The child acquired English in an immersive and supportive environment where English was used consistently in meaningful contexts, especially by figures in her immediate surroundings such as her caregiver and tutor.

The interview data revealed that the child's exposure to English began at the age of two, mainly through digital media and daily interactions, and gradually evolved into active and spontaneous usage. The informants consistently described the child as

internally motivated, curious, and responsive qualities that played a central role in her language acquisition journey.

The observational findings reinforced these claims, showing the child using English fluently during play, understanding and following spoken instructions, singing rhymes accurately, and engaging in pretend play with evident awareness of English dialogue patterns. Her ability to code-switch appropriately between Bahasa Indonesia and English without translation also reflected a bilingual awareness that is

both advanced and natural.

Through triangulation methods source, method, and time triangulation as well as member checking, the credibility and reliability of the data were ensured. Consistencies were found across all sources, and no discrepancies emerged between what was said by participants and what was observed in real-time.

In essence, this study concludes that incidental learning through interaction, exposure, and emotional support can lead to effective second language acquisition in early childhood. The findings underscore the importance of creating rich linguistic environments at home and in everyday settings, where young learners are encouraged to explore language freely and without pressure. This case further illustrates that with the right conditions, children are capable of acquiring second languages intuitively and efficiently even before receiving any formal instruction.

5.2. SUGGESTIONS

Based on the findings of this study, several suggestions can be offered for parents, educators, and future researchers:

1. For Parents

Parents are encouraged to provide children with rich and meaningful exposure to English from an early age. This can be done through daily interactions, songs, cartoons, and books in English. Rather than forcing formal learning, parents should create a relaxed and supportive environment where children feel free to explore and use the language naturally.

2. For Early Childhood Educators

Educators should recognize the potential of informal environments in supporting second language acquisition. Integrating play-based learning, storytelling, and multimedia resources into the classroom can enhance language development. Teachers should also avoid putting pressure on young learners and instead focus on fostering curiosity, confidence, and interaction in English.

3. For Future Researchers

Future studies may explore similar cases involving different age groups, social backgrounds, or language exposure settings. Using a larger number of participants may also help to expand the understanding of how natural language acquisition occurs in early childhood. In addition, further research can investigate the long-term effects of early English exposure on later language proficiency.

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LAMPIRAN – LAMPIRAN

1. Transkrip Wawancara

1. Media apasaja yang bisa membuat Ahmad Salim Fadlillah mengerti dan bisa berbahasa Inggris ?
2. Siapa saja yang membantu Ahmad Salim Fadlillah bisa berbahasa Inggris ?
3. Chanel apasaja yang di lihat Ahmad Salim Fadlillah ?
4. Kata apasaja yang di ketahui Ahmad Salim Fadlillah ?
5. Berapa banyak kosa kata Bahasa Inggris yang di kuasai oleh Ahmad Salim Fadlillah ?
6. Apakah Ahmad Salim Fadlillah bisa berkata kalimat yang Panjang ?
7. Apakah Ahmad Salim Fadlillah hanya mengetahui kosa kata Bahasa Inggris dari gadjed ?
8. Apakah Ahmad Salim Fadlillah bisa faham jika di ajak berbicara Bahasa Inggris ?
9. Dari umur berapa Ahmad Salim Fadlillah bisa berbicara Bahasa Inggris ?
10. Bahasa apasaja yang di gunakan Ahmad Salim Fadlillah dalam kehidupan sehari-hari selain Bahasa Inggris ?

NO	PERTANYAAN	YA	TIDAK
1	Ahmad Salim Fadlillah bisa mengenalkan huruf dengan berbahasa Inggris		
2	Ahmad Salim Fadlillah bisa mengenalkan hewan dengan berbahasa Inggris		
3	Ahmad Salim Fadlillah bisa mengenalkan angka dengan berbahasa Inggris		
4	Ahmad Salim Fadlillah bisa mengenalkan transportasi dengan berbahasa Inggris		
5	Ahmad Salim Fadlillah bisa mengenalkan nama planet dalam bahasa Inggris		
6	Ahmad Salim Fadlillah bisa mengenalkan warna dengan Bahasa Inggris		
7	Ahmad Salim Fadlillah bisa bernyanyi dengan Bahasa Inggris (lagu anak-anak)		
8	Ahmad Salim Fadlillah bisa menulis kalimat bahasa Inggris dengan ejaan yang benar		
9	Ahmad Salim Fadlillah bisa Menyusun kata Bahasa Inggris dengan benar		
10	Ahmad Salim Fadlillah bisa menirukan Bahasa Inggris dengan cepat		
11	Ahmad Salim Fadlillah bisa mengucapkan kata sapaan dengan jelas menggunakan Bahasa Inggris seperti "How are you?"		
12	Ahmad Salim Fadlillah bisa membaca jam menggunakan bahasa Inggris dengan benar		
13	Ahmad Salim Fadlillah bisa mengenalkan dirinya dengan menggunakan Bahasa Inggris		
14	Ahmad Salim Fadlillah bisa berkata "I love you"		
15	Ahmad Salim Fadlillah bisa menyebut anggota tubuh yang di tunjuk menggunakan Bahasa Inggris		
16	Ahmad Salim Fadlillah bisa mengatakan maaf dalam Bahasa Inggris		
17	Ahmad Salim Fadlillah bisa berbicara Bahasa Inggris selama 1 jam tanpa campur Bahasa lain		
18	Ahmad Salim Fadlillah bisa mengenalkan nama buah dengan Bahasa Inggris		
19	Ahmad Salim Fadlillah bisa menjawab pertanyaan peneliti dengan baik menggunakan Bahasa Inggris		
20	Ahmad Salim Fadlillah bisa berkata Bahasa Inggris dengan baik		

2. Surat Penelitian

 UIMSYA	UNIVERSITAS KH. MUKHTAR SYAFAAT FAKULTAS TARBIYAH DAN KEGURUAN Blokagung - Banyuwangi Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333 E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491
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Nomor : 51.2.12/035.180/FTK.UIMSYA/C.3/VI/2025
Lamp. : -
Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Ketua Pondok Pesantren Mambaul Huda
Sumberurip, Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Ajeng Sri Pangestu
TTL	: Banyuwangi, 01 September 2002
NIM	: 2111221031
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Desa Klatak, Kec. Kalipuro, Kab. Banyuwangi
Dosen Pembimbing	: Adib Ahmada, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **tesis**.
Adapun judul penelitiannya adalah: **"Early English Mastery" A Narative Study of A Third Year Old's Second Language Acquisition**

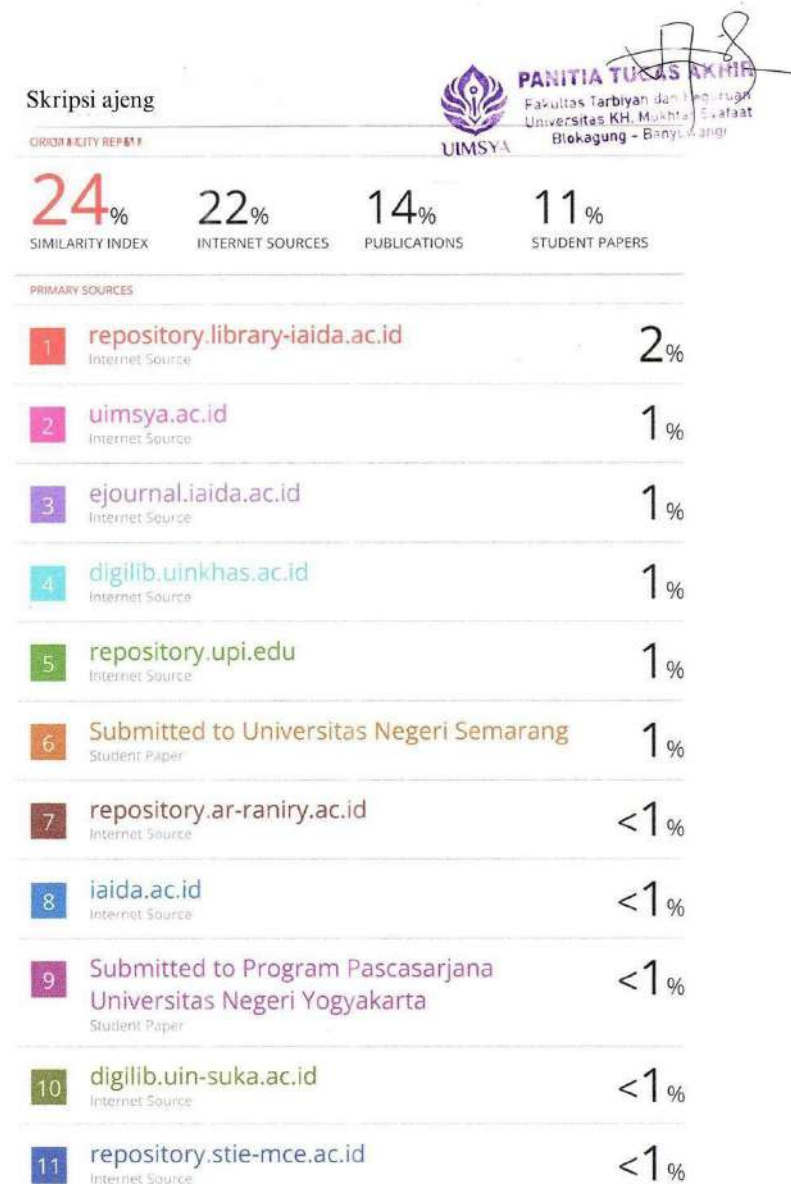
Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.
Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 30 Juni 2025
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

3. Plagiasi



NIM	2111221031	
NAMA	AJENG SRI PANGESTU	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	EARLY ENGLISH MASTERY A NARATIVE STUDY OF A THIRD YEAR OLDS SECOND LANGUAGE ACQUISITION	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	06 Juli 2025	06 Juli 2025	ACC.	10
2	20242	20 Juni 2025	20 Juni 2025	REVISI	9
3	20242	06 Juni 2025	06 Juni 2025	BAB 5	8
4	20242	06 Mei 2025	06 Mei 2025	BAB 4	7
5	20242	01 Maret 2025	01 Maret 2025	AMBIL DATA	6
6	20242	15 Februari 2025	15 Februari 2025	REVISI BAB 1-3	5
7	20242	01 Februari 2025	01 Februari 2025	BAB 3	4
8	20242	15 Januari 2025	15 Januari 2025	BAB 2	3
9	20242	01 Januari 2025	01 Januari 2025	BAB 1	2
10	20242	06 Desember 2024	06 Desember 2024	Konsultasi judul	1