# SECOND LANGUAGE ACQUISITION IN THE "JUNGLE CHILD" MOVIE'S CHARACTERS 

## THESIS

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#### Abstract

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The Advisor : Raudlotul Jannah, M.App.Ling Key Words : Second Language Acquisition, Foreign Language Learner, Bilingualism, Jungle Child Movie, Characters

This research is conducted to know about Children Second Language Acquisition in informal situation. It used the "Jungle Child" movie as the data source. The focus is on the immigrant children characters to analyze their Second Language Acquisition process in informal situation and what are the influencing factors of their Second Language Acquisition.

This study is descriptive research. The data which is taken from the movie's transcript is analyzed using content analysis method. The theory of Second language acquisition and its influencing factors is used to answer the research problems.

The results reveal that the characters in the "Jungle Child" movie acquire their second language from their father and native friends. Their second language acquisition process is influenced by some factors such as age. It influenced the characters' second language acquisition. The oldest child who had already found her own identity, rejected the new language. The ethnocentric tendencies and introvert personality also caused the negative attitude toward the language, while the extrovert younger children could acquire the language better because they had not found their own identities yet so it motivated them to learn new language.


## INTISARI

Oktavia, Ade Ayu Irma, 2018. Pemerolehan Bahasa Kedua oleh Karakter Karakter dalam Film "Jungle Child". Skripsi Sastra Inggris. Fakultas Adab dan Humaniora. UIN Sunan Ampel Surabaya.

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Penelitian ini mengkaji tentang proses pemerolehan bahasa kedua pada anak - anak dalam situasi informal. Film yang berjudul "Jungle Child" digunakan sebagai sumber data. Fokus dari penelitian ini terletak pada karakter anak - anak yang berpindah dari negara asalnya ke negara lain yang memiliki bahasa yang berbeda. Itu digunakan untuk menganalisis bagaimana cara mereka memperoleh bahasa kedua di situasi informal serta apa saja faktor yang dapat mempengaruhi prosesnya.

Pengkajian ini termasuk dalam penelitian deskriptif. Data yang diambil dari transkrip film akan di analisis menggunakan metode konten analisis. Untuk menjawab permasalahan yang ada digunakan teori pemerolehan bahasa kedua dan factor - factor yang mempengaruhinya.

Hasilnya mengungkap bahwa karakter - karakter pada film "Jungle Child" memperoleh bahasa kedua dari ayah mereka dan teman - temannya yang merupakan penduduk asli disana. Proses pemerolehan bahasa kedua mereka dipengaruhi oleh beberapa faktor seperti halnya usia. Anak - anak yang lebih tua sudah menemukan identitas mereka sehingga mereka cenderung menolak adanya bahasa baru. Kecenderungan untuk memandang rendah budaya lain dan kepribadian yang introver juga bisa memicu munculnya perilaku negative terhadap bahasa, sedangkan anak - anak yang lebih muda usianya belum menemukan identitas mereka jadi hal itu dapat pula memotivasi mereka untuk belajar bahasa baru.

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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.

### 1.1 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 (Skinner, 1974).

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.

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 (Steinberg et al., 2006).

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 (Steinberg et al., 2006).

Krashen (2009) 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 country (Archibald et al., 2006). A research about second language acquisition also said that elementary learners can perform second language better than intermediate learners (Atay, 2010). 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 (Dornyei, 2005). 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 selfdiscovery.

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 (Saville, 2006).

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.

Languages is acquired sequentially appears when child who has acquired his/her mother language move and live in a country that has different language from his/her first language. Child acquires second language when they play with their friend at a new country, while in home child continues to use first language through communicating with his/her parents. It means that child still continue to acquire two languages but they acquire those languages in the different time.

The case that relate with second language acquisition appears in the "Jungle Child" movie. This movie was released in 2011 and directed by Roland Suso Richter. This movie is adapted from a true story. The researcher decided to use this movie as the research's object, because this movie shows how children acquire second language naturally. The main character in this movie is Sabine, a German eight years old girl. She along with her old sister, Judith (ten years old) and her young brother, Christian (five years old) was invited by her father who is a linguist to move in new environment, Papua which is totally different with their environment before.

This movie tells about Sabine, her sister and brother's life in Papua. They have to use new language (Fayu's language) to communicate with Fayu tribe in Papua. They also learned new culture to ease their interaction with Fayu community. Although their father is a linguist, but it was not easy for them to acquire different language, they have some difficulties to acquire second
language because in the beginning they are accused as enemy by Fayu children especially Sabine.

There are several previous researches that related to this study (Awwaliyah, 2015; Tukiainen, 2003; Haznedar, 1997; Atay, 2010). From all of the studies, they have different focus. The study that conducted by Awwaliyah (2015) analyzed about adult's language acquisition in informal situation, while the others analyzed about children's second language acquisition in formal situation.

Different from those previous studies above, the researcher interested to analyze children's second language acquisition in informal situation. The researcher focused on Sabine, Judith, and Christian's second language acquisition process in Papua with their internal and external factors. The researcher wanted to know the answer from two problems that served below.

This research is significant because it provides the explanation how children can acquire second language in new environment naturally. This research also investigated what are the internal and external factors that occurred in the "Jungle Child" movie and how those factors can affect children's second language acquisition. In the end of this work, the researcher give conclusion from its research with a brief statement on the field of second language learning process in informal situation.

### 1.2 Research Problems

According to the background of the study above, this study is formulated to answer the questions below:

1. How do the characters of "Jungle Child" movie acquire their second language?
2. What are the factors that influence second language acquisition in the "Jungle Child" movie's characters?

### 1.3 Research Objectives

Based on the research problems above, the aims of this study are:

1. To describe the second language acquisition process of the characters in the "Jungle Child" movie.
2. To describe the influencing factors of second language acquisition in the "Jungle Child" movie's characters.

### 1.4 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.

### 1.5 Scope and Limitations

The scope of this research is psycholinguistic study. The researcher used the "Jungle Child" movie as the data source for this study. The data was second language acquisition.

In order to prevent the broader of the study, the writer focused on children's second language acquisition. The children in "Jungle Child" movie are Sabine, Judith, and Christian. The researcher analyzed characters' second language acquisition in informal situation of new environment (Papua). The writer also provided the influencing factors that may affect "Jungle Child" Movie's characters.

### 1.6 Definition of Key Terms

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

## a. Second Language Acquisition

The process of acquiring new languages after the people have already gotten their first language (mother language). The third, the fourth language or even more also called as second language. Second language is acquired unconsciously as the way people acquire their mother language (Krashen, 2009).

## b. Foreign Language Learner

Person who have their own mother language, and then they move to another country for certain reason. They learn the language that exists on that country to communicate with native.
c. Bilingualism

Bilingualism is the human ability to use and comprehend two languages. People can be said as bilingual if they know two languages in the same modality, such as speak Indonesian and English or people know two languages in the different modality, such as speak German and write Sanskrit (Steinberg et al., 2006).

## d. Jungle Child Movie

The movie is adapted from a true story. It was directed by Roland Suso Richter in 2011. It tells about a linguist's family who moved from Germany to Papua in 1980 in order to learn culture and a language that exist there.
e. Characters

Characters are the objects in "Jungle Child" movie that are used by the researcher for this study. The characters that are used focus on immigrant children only. They are Sabine ( $8^{\text {th }}$ years old girl), Judith $\left(10^{\text {th }}\right.$ years old girl), and Christian ( $5^{\text {th }}$ years old boy).

## 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.

### 2.1 Theoretical Framework

### 2.1.1 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 (Saville, 2006).

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:

1. 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 (Saville, 2006). Simultaneous process has two basic conditions where kids may acquire two or more languages:
a. One person-one language (1P-1L)

It means that one person only speak one language to kids (Steinberg et al., 2006). 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.
b. One person-two languages ( $1 \mathrm{P}-2 \mathrm{~L}$ )

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.

## 2. 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 Tabors and Snow (1994) kids who acquire two or more languages sequentially will through four common stages below (Steinberg et al., 2006):
a. 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.
b. 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.
c. Children start to use second language in the same way as first language.
d. At the end, children begin to use grammatical utterances in appropriate situations.

### 2.1.2 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.

### 2.1.2.1 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
a. Age

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

1. 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 (Steinberg et al., 2006).
2. 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.
3. 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.

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.
b. Sex

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 (Pristiyasiwi, 2011). So, extrovert male may perform language better than introvert female.

## c. Personality

Personality is a human being of individual characteristic (Dornyei, 2005). 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 (Yazigy, 1991). 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.
d. Language aptitude

Language aptitude concerns with learner's ability. It includes selfintelligence 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 (Tulving, 1983). That memory connect the word's sound and experience of seeing, touching, or smelling the object. Carroll (1962) elaborated that intelligence in second language acquisition consist of four components:

1. Phonetic coding ability

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

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

It is the ability to learn vocabulary items with their related translation.
4. 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) (Steinberg et al., 2006).
e. Attitude

Attitude is mental condition which formed through self-experience. Attitudes toward second language may affect second language acquisition process (Yazigy, 1991). 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. (Steinberg et al., 2006).

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.

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.

## f. Motivation

Motivation may affect the SLA process. Motivation of second language is formed of an effort, a desire and good attitude toward the language (Yazigy, 1991). 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 (Dornyei, 2005). 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:

1. 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.
2. 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 (Steinberg et al., 2006).

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 (Deci et al, 1985).

### 2.1.2.2 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 ( Li , 2009). 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 Macrosocial focuses on learning situation in the higher level such as in political settings (Saville, 2006).
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 (Krashen, 2009).

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 (Steinberg et al., 2006). Initiative to communicate with native also can improve children language skills and also can help to increase self-confidence (Yashima et al., 2004).

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 (Steinberg et al., 2006).

## 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 (Steinberg et al., 2006).

## 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 (Steinberg et al., 2006).

### 2.2 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 (2015). 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 has language.

The second is done by Haznedar (1997). 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 $\mathrm{S}+\mathrm{V}+\mathrm{NEG}$. 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 (2010). 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 learners are not better than
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 (2003). 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.

### 2.3 Jungle Child Movie

This movie is directed by Roland Suso Richter in 2011. It is adapted from true story. This movie tells about a Kuegler's family (linguist family) who moved from Germany to Papua in 1980. They lived in Fayu's tribe environment which never acquainted modern civilization. The main character in this movie is Sabine, 7 years old girl who moved from Germany to Papua. Sabine, her old sister, Judith (10 years old) and her young brother, Christian (5 years old) were
invited by her father to move into a new environment which is totally different with their environment before. They have to learn new language (Fayu's language) to communicate with Fayu tribe in Papua. They also learned new culture to easier in interaction with Fayu community. Although their father is a linguist, but it was not easy to learn different language, they have some difficulties to acquire second language because in the beginning they are supposed as enemy by children in Fayu especially Sabine.

## CHAPTER III

## RESEARCH METHODS

This chapter presents the research design, the data and data sources, instruments, data collection, and data analysis.

### 3.1 Research Design

This research is descriptive research. It because this research is a psychological and social case, this method allows observation without gives any impact to the normal behaviors (Shuttleworth, 2008). This research also applied content analysis because this research focused on the data which taken from movie's transcript. Content analysis is used to describe the written, spoken, or visual communication (Stambor, 2005). Theory of Second language acquisition and its influencing factors are also used in this research to answer the research questions, analyzed and support the research.

### 3.2 Data and Data Sources

The data were the character's second language acquisition process and its influencing factors. The source of data was taken from the "Jungle Child" movie. This movie has 132 minutes length duration, and it had downloaded from http://indexmovie.me.get/jungle-child-2011/. Data were collect from scene of "Jungle Child" movie and transcription of Sabine, Judith, and

Christian's utterances in Papua. The process of acquiring language is consists of activities and utterances of Sabine, Judith, and Christian about Fayu's language. The influential factors consist of scenes and utterances which influence Sabine, Judith, and Christian's second language acquisition.


Figure 3.1 the printed screen of
http://indexmovie.me.get/jungle-child-2011/.

### 3.3 Instruments

Due to this research analyzed movie, the instrument which used in this research was the researcher herself. The researcher collect data through
watching the movie and the transcript. After that, researcher took notes from the scenes and transcript which shows the data. After that the researcher interpreted and wrote the conclusion.

### 3.4 Data Collection

1. The researcher downloaded 'Jungle Child' movie in http://indexmovie.me.get/jungle-child-2011/.
2. The researcher printed the English transcript of 'Jungle Child' movie in http://www.opensubtitles.org/en/subtitles/4262846/dschungelkind-en.
3. The researcher watched "Jungle Child" movie many times to find important parts which support to answer the research question.
4. The researcher read the transcript.to match it and understood the story, plot, and context of the movie.

### 3.5 Data Analysis

The researcher analyzed the raw data of this research through this following steps:

1. The researcher highlighted the transcript of characters' utterances and scenes that consist of Sabine, Judith and Christian's language acquisition process as the following picture.


Figure 3.2 The printed screen of underlined data on English subtitle
2. The researcher highlighted the transcript of characters' utterances and scenes that consist of influencing factors in second language acquisition process.
3. The researcher coded the underlined data into some categories below

| No. | Categories |  | Code |
| :---: | :---: | :---: | :---: |
| 1. | L. Acquisition process |  | LAcq |
| 2. | SLA Influencing | Age | Ag |
| 3. |  | Sex | Sx |
| 4. | Factors | Personality | Ps |


| 5. | SLA Influencing <br> Factors | Language Aptitude | LA |
| :---: | :---: | :---: | :---: |
| 6. |  | Motivation | Mt |
| 7. |  | Attitude | At |
| 8. | Characters | Sabine | Sb |
| 9. |  | Judith | Jd |
| 10. |  | Christian | Cr |

After that, the researcher sorted the data then put it into this following table in order to ease in analyzing

| No. | Data | Categories |
| :---: | :--- | :---: |
| 1. | Father : "Sabie, Judithu e Babu... <br> Dorisu." <br> Sabine : "Judithu?" <br> Father : "Yes, Fayus use names with a <br> vowel at the end." <br> $(00: 08: 41-00: 08: 56)$ | Sb. LAcq |
| 2 | Judith : "Father" <br> Father : "Don't be afraid" <br> Judith : "Father..." (crying) <br> $(00: 09: 51-00: 09: 56)$ | Jd. At |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

Table 3.1 data collection
4. The researcher watched the movie again to make sure all of the data has taken.
5. The researcher added the data which not yet written before.
6. The researcher interpreted the data that include in Language acquisition process based on each character from the table above to answer the research problem number 1.
7. The researcher interpreted the factors that impact character's second language acquisition process from the table above to answer the research problem number 2.
8. The researcher wrote the conclusion based on the result of research.

## CHAPTER IV

## FINDINGS AND DISCUSSIONS

The focus of the study is German children in the "Jungle Child" movie. They are Sabine, Judith, and Christian. The data below were collected from the "Jungle Child" movie's transcript. This chapter consists of the finding about how children acquire their second language in informal situation based on the movie and the explanation of the factors that can be supporting or barrier factors which can affect their second language acquisition.

### 4.1 Findings

### 4.1.1 Sabine, Judith and Christian Second language acquisitions

German children who move to Papua in this movie are Sabine, Judith, and Christian. Sabine is an eight years old girl, Judith is a ten years old girl, and Christian is a five years old boy. Klaus is Sabine, Judith, and Christian father. Klaus is a linguist. He went to Papua to learn Fayu language. In Papua, he took also his wife, Doris include their children.

## Datum 1

It was the first time of Sabine, Judith and Christian in Papua. They did not know anything about Fayu language, while Klaus had already been in Papua and he can speak Fayu language. When Klaus introduced his family members to Fayu
people, he must use Fayu language. So, it is the first time for children heard Fayu language words.
[Klaus] (Pointing Sabine, Judith, Christian and Doris) Sabie, Judithu e Babu... Dorisu.
[Sabine] Judithu?
[Klaus] Yes, Fayus use names with a vowel at the end.

This scene shows the second language acquisition process using explication method. Explication method is a method of language learning where the rules and structures of second language are explained (Steinberg et al., 2006). Its process appears when someone gives explanation to the others about second language rules and structures.

Klaus used explication method in order to give a comprehension about Fayu language for his children. The second language acquisition process is started when Sabine asked her father why the word 'Judith' became 'Judithu'. Then her father explained to speak name in Fayu language, it must ended by a vowel.

## Datum 2

Another data consist explication method that is used by Klaus for his children's second language acquisition process is presented below:
[Boko] (Reach Sabine's head then rub his forehead to Sabine's forehead)
[Klaus] Rub the forehead is a greeting. It means peaceful intentions

This scene shows that Klaus explained about a certain gesture of Fayu people that have a meaning. Klaus explained to his children that rubbing the forehead for Fayu people means a greeting. This data is categorized as second language acquisition because children receive a new knowledge to express greeting in Fayu language that has different way from the most of language that usually use words to convey greeting.

## Datum 3

Owaka is a Fayu man who teaches Klaus about Fayu language. Someday, he was in Klaus home. Klaus invited him to give some Fayu vocabularies that are Klaus understood yet. At the same time Sabine was in the house and she knew Klaus and Owaka's activity. So, she decided to take a part of that situation also.
[Klaus] (Ask about some vocabularies of Fayu language to Owaka)
[Owaka] (Mention those Fayu vocabularies)
[Klaus] (Repeat while type the vocabularies)
[Sabine] (Repeat the Owaka's voices)

This scene shows the way Sabine acquire the second language. She acquired Fayu language through hearing native utter the Fayu words. From hearing activity she knew what the meaning of a Fayu word is. After that she memorized and repeated the words of Fayu language. She was not realize that she was acquiring the second language, but she realized that she got a new vocabulary of Fayu language that can be used for communicating with Fayu children.

Sabine's activity in memorizing and repeating some Fayu vocabularies is the second language acquisition process. Through repeating the Fayu words after native is the efficient way to make her pronunciation like native. So, it can make her communicate with native easily.

## Datum 4

In order to enrich his Fayu vocabularies, Klaus involved himself in Fayu activities, such as built a home. At the same time, Sabine was watching him:
[Klaus]
[Owaka]
[Klaus]
[Sabine]
[Klaus]
[Sabine] [Klaus]

Owaka... $\mid$ Fu... $|\mathrm{Fu}|$ (Touch the wood) $|\mathrm{Fu}|$ (Pointing the house foundation)
$\mathrm{Fu} \mid$ (Move his hand like rowing the canoe)
Fu | (Pointing Owaka)
Everything is 'Fu'?
The meaning of a word varies according to the manner of speaking | The canoe ' Fu ' $\mid$ The tree trunk ' Fu '
And what is the word for water?
Water is 'Di'

This scene shows Sabine's second language acquisition process. This process occurred when Sabine visited her father who built a home with Fayu people. She was observing her father mentioned a Fayu word for everything. So, she asked her father about that Fayu word. From the conversation with her father above Sabine can acquire Fayu language.

In order to give knowledge about Fayu word to Sabine, Klaus use explication method again. Klaus explained that one word of Fayu language has various meaning based on the context. From this scene we know that Sabine must ask to her father about Fayu vocabularies because she did not know anything about Fayu vocabularies at the time.

## Datum 5

Sabine wanted to invite Fayu children to play together, but because of her limited Fayu vocabularies she only could use the word ' Di ' that means water to refer the word 'Swim'

| [Sabine] Can we go swimming? <br> [Doris] Ok <br> [Sabine] (See Fayu children) $\mid$ Di? $\mid$ Di? $\mid$ Di? (Gesturing herself like <br> swimming) <br> (Silent) <br> [Fayu Children]  |  |
| :--- | :--- |
| (Sabine] | (Run to the river) |
| [Christian] | (Run to the river) |
| [Judith] | (Walk to the river) |
| [Fayu Children] | (Pay attention to Sabine, Judith, and Christian from far) |
| [Sabine] | (Dive in the water) |
| [Judith] | (Dive in the water) |
| [Christian] | (Dive in the water) |

In this scene show that Sabine, Judith and Christian acquire their Fayu language sequentially. They use their native language to communicate with their mother, Doris and use Fayu language to communicate with Fayu children.

Tabors and Snow (1994) stated that children will through four common stages when they acquire languages sequentially. The first is children try to use their native language to communicate with foreign children, but because foreign children do not know what they mean, they decide to silent. The second is children know a little of second language word, so they try to use second language word and mix it with gesture. The third children start to use second language as the way they use first language. Finally, children begin to use the correct grammatical utterances.

This scene shows the second stages of sequential language acquisition. At that time, Sabine only knew a little of second language word, she abandoned her native language to communicate with Fayu children. Because of there was no response from Fayu children. Sabine had an initiative to explain what she meant by gesture. She moves his hands like swimming. But still there was no answer from Fayu children so Sabine together with her sister and brother decided to dive in the river in order to give Fayu children understanding that she use the word 'Di' to explain that she want to 'Swim'.

## Datum 6

Sabine started to use Fayu language. She used Fayu language to introduce herself toward Auri.
[Sabine]
[Auri]
[Sabine]

My name is Sabine. You are with my family.
(Intertwine his pinkie to Sabine's pinkie)
(Accept Auri's pinkie)

| [Judith] | What are you doing? |
| :--- | :--- |
| [Klaus] | For Fayus, this means eternal friendship. |

In this scene showed that Sabine had already can use Fayu language. She was the first person who checked Auri's condition. Auri intertwined Sabine's pinkie in order to thankful Sabine that she had safe his life.

Klaus use explication method again to explain about Fayu gesture that has a meaning. From Klaus explanation Sabine and Judith knew that intertwining pinkie means eternal friendship for Fayu.

## Datum 7

Finally, Sabine together with her brother and sister could play together with Fayu children. When they were playing together, they acquire their second language. They got new Fayu vocabularies from Fayu children.
[Fayu children]
[Sabine]
[Judith]
[Christian]

Ena, Wiya, Wido... | (Scream together) | (Dive in the river)
Ena, Wiya, Wido... | (Repeat the Fayu words after Fayu Children)
Ena, Wiya, Wido... | (Repeat the Fayu words after Fayu Children)
Ena, Wiya, Wido... | (Repeat the Fayu words after Fayu Children)

This scene showed that Sabine, Judith and Christian swam together with Fayu children. This scene also showed that they had already accepted by Fayu children so
they could spend their fun time together without worry. From this fun activity, Sabine together with her brother and sister can acquire Fayu language. This second language acquisition process is Induction. This process happened because children acquire the language by self-discovery (Steinberg et al., 2006). They expose and remember the second language words from their Fayu friends by watching Fayu activity and hearing Fayu voices.

### 4.1.2 Factors that affect Sabine, Judith and Christian Second language

 acquisitions
## Datum 8

Sabine wanted to invite Fayu children to play together in the river. At this time, Sabine only knew several vocabularies of Fayu language. From her father explanation before, she knew that one of Fayu word can be translated into various meaning. In the conversation below, Sabine tried to use the Fayu word 'Di' (water) to refer the word 'River'.

| [Klaus] | Owaka... $\mid$ Fu... $\|\mathrm{Fu}\|$ (Touch the wood) $\|\mathrm{Fu}\|$ (Pointing the <br> house foundation) |
| :--- | :--- |
| [Owaka] | Fu $\mid$ (Move his hand like rowing the canoe) |
| [Klaus] | Fu $\mid$ (Pointing Owaka) |
| [Sabine] | Everything is 'Fu'? |
| [Klaus] | The meaning of a word varies according to the manner of <br> speaking \| The canoe 'Fu' $\mid$ The tree trunk 'Fu' |
| [Sabine] | And what is the word for water? |
| [Klaus] | Water is 'Di' |


| [Sabine] | Di, di $\mid$ di, di $\mid$ di... (Come closer to Fayu Children) |
| :--- | :--- |
| [Fayu Children] | (Run) |
| [Sabine] | Di? |
| [Tabua] | (Raise the stick toward Sabine) $\mid$ (Run) |
| [Sabine] | (Silent) |

Because of her limited knowledge about Fayu vocabularies, Sabine only could say 'Di' that means water to refer the word 'River'. In this scene, Sabine utter the Fayu word 'Di' many times to assure Fayu children understand what she means.

This scene shows Sabine's language aptitude. Language aptitude is an influencing factor of second language acquisition. It is concerned with Sabine's ability in using Fayu language. It consists of self-intelligence to memorize certain words, and motor skills to utter the word. Sabine's intelligence in this data is categorized as rote learning ability. It is the ability to learn vocabulary items with their related translation (Carroll, 1962).

## Datum 9

| [Doris] | Children here don't need to go to the school \| By the way, it's <br> a different way |
| :--- | :--- |
| [Judith] | Why do we really learn English? \| No one here speaks English |
| [Doris] | So that you can to communicate with everyone in the future |
| [Sabine] | I want to stay here. \| And I would like to learn Fayu! |
| $[$ Oh, Bine, \| you learn by yourself | playing with the children. |  |

Even tough Sabine was not really accepted by Fayu children at that time, but she had a strong will to learn Fayu language. In this scene showed Sabine's positive
attitude toward Fayu language. She was enthusiast to learn Fayu language. She also did not have ethnocentric tendencies that make her acquire second language easily.

## Datum 10

| [Doris] | Children here don't need to go to the school \| By the way, it's <br> a different way |
| :--- | :--- |
| [Judith] | Why do we really learn English? \| No one here speaks English |
| [Doris] | So that you can to communicate with everyone in the future |
| [Sabine] | I want to stay here. \| And I would like to learn Fayu! |
| [Doris] | Oh, Bine, \| you learn by yourself | playing with the children. |

This scene showed that Doris, as Sabine mother motivate Sabine even though there was no school in Papua she still be able to learn Fayu language through playing with native. Motivation in this scene formed because there is an effort, a desire and good attitude toward the second language.

## Datum 11

## [Sabine]

[Mother] [Christian]

I want to stay here $\mid$ And I would like to learn Fayu!
Oh, Bine, you learn by yourself | playing with the children.
They don't know how to play anything. | And they have no toys. |You cannot do it anyway

Different from Sabine who has a strong will to acquire Fayu language, Christian gave up easily. He thought that it was impossible to acquire Fayu language through play together with native because Fayu children did not know how to play
and they did not have toys. That Christian's attitude gives impact toward his second language acquisition. He was slower to acquire Fayu language than Sabine.

## Datum 12

| [Judith] | (Drawing near to the river) |
| :--- | :--- |
| [Sabine] | (Swim together with Auri) |
| [Judith] | (Leave the river) |
| [Auri] | What is going on with Judith? |
| [Sabine] | Mom says she's a girl who begin to be mature |
| [Auri] | Then she'll soon be stolen |

This scene show Judith negative attitude toward Fayu language. She preferred drawing than having conversation with Fayu people. Her attitude toward Fayu people make her become the slowest one who can acquire Fayu language, because she did not take any opportunity to speak using Fayu language. She is also an introvert person. She had ethnocentric tendencies who make her seems like stay away from Fayu people. She expects that learn Fayu language is not important because she want to back to her hometown as soon as possible.

### 4.2 Discussions

In the "Jungle Child" movie, there are three Germany immigrant children who follow their parents to move and stay in Papua. They live among Fayu tribe. They are Sabine, Judith and Christian. In the beginning of their attendance they are accused as enemy by the other Fayu children. Sabine is the main character in this movie. She
was just eight years old when she came to Papua. She has a strong will to be a part of Fayu tribe. Even though she is accused as enemy, but she always try to close with Fayu children. In order to be friend of Fayu children she must learn Fayu language to communicate with them. So, she always asks to her father about Fayu vocabularies that she do not understand. Although her Fayu vocabularies are limited, she never gives up to close with Fayu children. She attracts them to play together. From this playing activity she acquires her second language acquisition unconsciously. She only realize that she use Fayu language to ease her in communicating with Fayu people. She also repeats the new Fayu vocabularies that she has received. It makes her pronunciation as good as Fayu people.

Another children character in this movie is Christian. He is Sabine's brother. Christian was a five years old boy when he came to Papua. Actually, he is not really interested of Fayu tribe, but he interested to play together with Fayu children. Same as Sabine, he also try to attract Fayu children's attention in order to play together. Playing is the way of Christian to acquire Fayu language also. He must use Fayu language when he plays with Fayu children. The second language is acquired unconsciously, he does not realize that he acquires second language but he realizes that he can speak Fayu language when communicating with native.

The last immigrant children character in this movie is Judith. She is the oldest child of Klaus. She was a ten years old when she came to Papua in the first time. Although she is older than her brother and sister, she is not faster than Sabine and

Christian in second language acquisition process. At the end she can speak Fayu language but her second language acquisition process is not clearly explained in this movie. She may acquire her second language in the same way as her sister and brother because there is no school in Papua where Fayu language possible to learn.

The process of Sabine, Judith and Christian's second language acquisition is done sequentially. They have already acquired their mother language first. The step to use second language is same with Tabors and Snow (1994) explanation. The first, immigrant children try to use their native language to communicate with other children who have different first language. Because of they can not understand each other, the immigrant children is silent. The second, immigrant children abandon their native language so they try to communicate through gesture (in this part immigrant children start to understand a little of the second language). After that, they start to use second language in the same way as first language. At the end, they begin to use grammatical utterances in appropriate situations.

The process of language acquisition in the "Jungle Child" movie is done using one person - one language method. It means that one person use one language when communicate with children. Sabine, Judith, and Christian use German language to communicate with their family members, while they use Fayu language to communicate with native in Papua.

In this movie also involve induction and explication process. The induction process occurs when characters remember the Fayu words that they heard. They also understand the rules and structures of second language by self-discovery when communicating with Fayu children. The explication process occurs when someone teach the others. In the "Jungle Child" movie this process happens when Klaus explained some rules and structures of second language toward his children. So, children are expected to understand.

The second language acquisition of the "'Jungle child" movie's characters are influenced by some factors. They are age, sex, personality, language aptitude, attitude and motivation. Those influencing factors can be supported or even barrier factors in the second language acquisition. Those influencing factors make the second language process of "Jungle Child" movie's characters different each other.

The first of influencing factors is age, in the "Jungle Child" movie each character has different age. The youngest is Christian, 5 years old; then Sabine, 8 years old and Judith as the oldest, 10 years old. All of the characters are categorized as children under twelve years. It means that they are still includes in the critical age period (2-11 years). It make their process in language acquisition is easier than adult because children can acquire language naturally. In this movie each character acquires their second language through playing with Fayu children. So, it makes their second language acquisition process more effective.

The second is sex. Even though sex is categorized as influencing factors of second language acquisition process, sex is not affecting too much in the "Jungle Child" movie's characters'. It because Sabine can acquire second language fast, while Judith not. Christian also can acquire second language better than Judith. It may happen not because of the different sex, but because of the age and personality. Sabine and Christian can acquire second language better because they have not developed their own identity, while Judith is like has ethnocentric tendencies so she is more difficult in acquiring her second language.

The third of influencing factors is "Jungle Child" movie's characters personality. Sabine and Christian is an extrovert person. They like to interact with the others than spend their time alone. They are active, enthusiaatic, unethnocentric, and open-minded person so their personalities make the second language acquisition is easier. Different from Sabine and Christian, Judith is an introvert person. She prefer spending their time alone than having conversation with another person. Exactly, her personality affects her second language acquisition process. Her second language acquisition process is slower than her brother and sister.

The forth of influencing factors is language aptitude. All the immigrant children characters in this movie have the same language aptitude. It proved that they have good intelligence to learn Fayu language and they also have good motoric skills that help them to be able speak Fayu language.

The fifth second language acquisition's influencing factors is Attitude toward second language. Sabine and Christian have positive attitude toward Fayu language. Sabine like to life in Papua because she want to learn Fayu language, while Christian interested to learn Fayu language because he want to play with Fayu children there. Their enthusiasm make the second language acquisition is easy, but it differs from Judith second language acquisition. She does not like Fayu tribe, so it affects her second language acquisition process. She is like reject to interact with Fayu people because she has ethnocentric tendencies. She likes German so much than Fayu. So, it be the barrier for her to learn Fayu language.

The last influencing factor of second language acquisition is motivation. The character's motivation in this movie is include in integrative motivation. This motivation is had by Sabine and Christian. It is a motivation to interact with native people naturally because they want to be a part of the tribe. this motivation is categorized as internal motivation because it create internal reward for Sabine and Christian such as joy and satisfaction. Judith does not have motivation to learn Fayu language. She always chooses to do another interesting activity than communicate with Fayu people.

From all of those influencing factors above, it can conclude that one variable related to the others, for example personality. Extrovert children in this movie are Sabine and Christian, because they are extrovert they have desire to communicate with Fayu children. In order to communicate with Fayu children, they must use Fayu
language, so they motivated to learn Fayu language. It means that they have positive attitude toward Fayu language. Sabine and Christian were so young when they came to Papua for the first time, they do not expose their own identity yet so they do not have ethnocentric tendencies and anxiety when they were together with Fayu children. It make them enthusiast and enjoy to learn Fayu language.


## CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter consists two part, they are conclusion and suggestion. Conclusion explains the result of the previous chapters in short, and suggestion contain about addition and suggestion for the readers who will conduct the related research as this study.

### 5.1 Conclusion

Children can acquire second language in informal situation. In this situation, they do not realize that they are acquiring second language, but they know that they use second language for communication. The second language acquisition in the "Jungle Child" movie is done by Klaus' family. This study focused on children's second language acquisition. The children in this movie are Sabine, Judith, and Christian. They are Germany children who follow their parents to move and live at Papua. They were live among Fayu tribe.

The way characters acquire second language is done unconsciously. They acquire Fayu language through asking her father and playing with Fayu children. In the beginning they are difficult to acquire Fayu language because Fayu children reject them to play together. Fayu children accuse them as enemy, but slowly Fayu children
accept their existence so, they can acquire Fayu language and use it to communicate with native.

There are some factors that affect second language acquisition in the "Jungle Child" movie's characters. Those influencing factors related each other. They are age, personality, language aptitude, attitude, and motivation.

Sabine has a good attitude toward Fayu language, it make her can acquire language better than Judith and Christian. She can acquire Fayu language fast because she has a strong will to be a part of Fayu tribe, so she tries to close with people there by interacting with native children. She attracts Fayu children to play together. Even tough she has difficulties to communicate with Fayu children, but step by step she can communicate with them using Fayu language. She is an active girl, she always ask anything about Fayu language to his father so it ease her to acquire second language. Her mother also motivates her to learn Fayu language. This motivation is integrative motivation. It is the motivation to interact naturally with native and wants to be like them. Not only acquire her second language from his father, she also acquire her second language through playing with native. She always repeats the Fayu words that utter after native.

Christian is better than Judith in second language acquisition process. Actually he is not really interesting about Fayu tribe, but he interested to play together with Fayu children. Playing is the efficient way to acquire second language
naturally. Even tough in this movie Christian's second language acquisition process is not clearly explained, but he may has the same process with Sabine because he has a good attitude toward Fayu language.

Judith is slower in acquiring Fayu language than Sabine and Christian. She has a negative attitude toward Fayu language. She prefers to spend her time by herself than to communicate with native there. She also do not have any motivation to learn Fayu language. She thinks that learning Fayu language is not really important. At the end is explained that she can use Fayu language for communication, even the way to acquire second language is not clearly explained. It is possible for Judith to acquire Fayu language in the same way as her brother and sister because there is no school to learn Fayu language there.

### 5.2 Suggestion

Second language is interesting to study because it can enrich our knowledge and through learning second language we can know about another language. The study about second language acquisition in informal situation is the interesting one to discuss. It gives us an understanding about how human can acquire their second language as the same way as their first language acquisition process. This research is conducted based on the movie. It suggests that the next researcher can fill the gap of this study to conduct the second language acquisition research in different object using the same or other theories.

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