

**SECOND LANGUAGE ACQUISITION IN THE “JUNGLE CHILD”**

**MOVIE’S CHARACTERS**

**THESIS**

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of  
English Department Faculty of Arts and Humanities  
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Declares that the thesis under the title *Second Language Acquisition in the "Jungle Child" Movie's Characters* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Bachelor Degree and submitted to the English Department, Arts and Humanities Faculty of State Islamic University Sunan Ampel Surabaya. Additionally, it does not incorporate any other text from the previous experts except the quotations and theories itself. If the thesis later is found as plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

Surabaya, July 11<sup>th</sup> 2018

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CHARACTERS

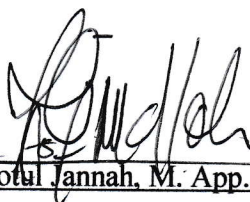
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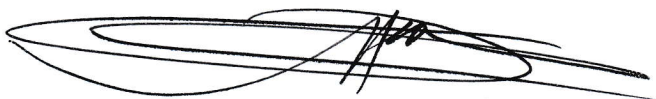


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## INTISARI

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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Kata Kunci : Pemerolehan Bahasa Kedua, Pelajar Bahasa Asing, Dwibahasa, Film *Jungle Child*, Karakter

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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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).

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.

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.

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 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 (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.











## 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).



## LITERATURE REVIEW

## 2.1 Theoretical Framework

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



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:

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:

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.





#### 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 happens 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 self-intelligence and spoken skills. Self-intelligence involves individual memory. Memory is an important part of learning. Even to learn the simplest word needs





e. Attitude

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.

Negative attitude toward second language appears when people do 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 facets. Anxiety includes worry, fear, and so on. Anxiety in second language can be seen as the tension in the classroom that is felt by learners.

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.

[illegible]



Motivation is differentiated into two cases; they are intrinsic and extrinsic motivation. Intrinsic motivation appears when language learners are 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).

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 (Saville, 2006).

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





language learners only focus on language rule without p  
communicate using the second language with native.

The characteristic which make the formal situation diff  
the informal situation is there an instructor who guides th  
process. The instructor is the only one who knows about t  
language. The language learning process will not happen  
instructor gives the course.

Same as in informal situation, the age in this learning  
also give impact. The most of affected factors is in the learni  
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so give impact. The most of affected factors is is the older can learn second language better than and adults has usually adjusted with this situation

### c. Induction

Induction is language learning process by process mostly applied by children under 7 years before children entering to school. In that time and remember the second language words that the







linguist, but it was not easy to learn different language, they had difficulties to acquire second language because in the beginning it was supposed as enemy by children in Fayu especially Sabine.













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.

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





language that has different way from the most of language to convey greeting.

**3**

Owaka is a Fayu man who teaches Klaus about Fayu language at Klaus home. Klaus invited him to give some Fayu vocabularies understood yet. At the same time Sabine was in the house and saw Owaka's activity. So, she decided to take a part of that situation.

[ ] (Ask about some vocabularies of Fayu language to Owaka)

[ ] (Mention those Fayu vocabularies)

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.

**[Owaka]** (Mention those Fayu vocabularies)

**[Sabine]** (Repeat the Owaka's voices)

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

[Klaus] Owaka... | Fu... | Fu | (Touch the wood) | Fu | (Pointing the house foundation)

[Owaka] Fu | (Move his hand like rowing the canoe)

[Klaus] Fu | (Pointing Owaka)

[Sabine] Everything is 'Fu'?

[Klaus] The meaning of a word varies according to the manner of speaking | The canoe 'Fu' | The tree trunk 'Fu'

[Sabine] And what is the word for water?

[Klaus] 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.

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’

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.

### Datum 6

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

## What are you doing?

For Fayus, this means eternal friendship.

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.

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.

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)

[illegible]

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.

## Datum 8

[Klaus] Owaka... | Fu... | Fu | (Touch the wood) | Fu | (Pointing the house foundation)

[Owaka] Fu | (Move his hand like rowing the canoe)

[Klaus] Fu | (Pointing Owaka)

[Sabine] Everything is 'Fu'?

[Klaus] The meaning of a word varies according to the manner of speaking | The canoe 'Fu' | The tree trunk 'Fu'

[Sabine] And what is the word for water?

[Klaus] Water is 'Di'







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 shows Judith's negative attitude toward the Fayu language. She preferred drawing than having conversation with Fayu people. Her attitude toward Fayu people made her become the slowest one who can acquire the Fayu language, because she did not take any opportunity to speak using the Fayu language. She is also an introverted person. She had ethnocentric tendencies that made her seem to stay away from Fayu people. She expects that learning the Fayu language is not important because she wants to go 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



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 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.











## 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

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.

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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