



The Effect of Early English Learning on Psychology: Seven Years Old Children



Dwi Hartina Iriani ^a, Syahdan ^b, Nuriadi ^c

Article history: Received 7 July 2017, Accepted in revised form 15 January 2018, Approved 2 February 2018,
Available online 10 February 2018

Correspondence Author ^a



Abstract

Language acquisition in children bilingualism is a process of transferring two languages in children, by both parents and the environment. This is what happened to Mira, Sasak tribe children seven years old who were given additional training by his parents in a language tutorials (Bimbel X). In the growth process, Mira was happy and westernized with it. As a result of this teaching changes the psychology of the language behavior Mira. Changes in behavior accompanied by psychological conditions are getting better and better, marked by increased confidence and the growing motivation to learn. The purpose of this study to delineate the diverse happenings language acquisition bilingualism. Meanwhile, the theory of assessment used, namely the view Chomsky. The data collection refer to the methods and capable as well as basic techniques and derivatives, observation, and documentation. Data were analyzed with descriptive qualitative method that aims to systematically delineate, categorization, and patterned. So in the end, produced the reality of the second language acquisition (English) is a positive impact on a child's language development.

Keywords

*Child psychology;
Early age;
Language acquisition;
Learning english
influence;
Sasak tribe;*

e-ISSN : 2550-7001, p-ISSN : 2550-701X ©Copyright 2018. The Author.

SS Journals Published by Universidad Técnica de Manabí.

This is an open-access article under the CC BY-SA 4.0 license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

All rights reserved.

Contents

Abstract	65
1. Introduction	66
2. Research Method	68
3. Results and Analysis	69
3.1 Description of the Research Objects.....	69

^a Mataram University, Indonesia

^b Mataram University, Indonesia

^c Mataram University, Indonesia

3.2 The Influence of Early Foreign Language Learning (7 Years)	69
4. Conclusion	71
Acknowledgements	71
References	72
Biography of Authors	74

1. Introduction

The acquisition of language in early childhood is a form of imperfect language acquisition. This is due to language acquisition devices having by children are still simple. However, as the age grows, language acquisition in children is slowly undergoing refinement so that the spoken language (speech act) can be pronounced well. Moreover, the acquisition of language in children cannot also be separated from the influence of bilingualism that positions children to understand and use two different languages at a time or not. For that reason, this research tries to reconstruct the structure of child language acquisition devices which at the age dominated by interrogative, imperative, and descriptive form and bilingualism tendency in a child. The two main components, namely the internal and the external aspects of the children's language text, are used as a further focus in this study with the aim of knowing the exactness of speech with the child's context in the speech.

Another interesting phenomenon to examine is the child's habits in the activities of speech tending to deliver statements that children interest in of activities. The child will tend to follow, record, and utter the vocabularies that he or she accepts. This condition indicates that the children language acquisition does not necessarily stem from the speech behavior of both parents, but also comes from activities and habits of children interaction (environment) with the object media and information, such as radio and television.

Language acquisition will also be accompanied by the psychological changes experienced by the child himself. Besides affecting physical behavior, these changes also affect the behavior of language. The behavior of children who learn English from an early age by naked eye will look different. This becomes our discussion and contemplation, what is happening to the child. The different behavior of a child with his or her peers will be a question of all of us, and the task of directing the child should not deviate from the rules of the prevailing norms.

Based on several issues of children language acquisition above, this study attempts to describe in detail about the acquisition of the first language in children. The study carried out on a 7-year-old girl named Mira. Thus, through the research entitled "*The Effect of Early English Learning on the Psychology of Seven-Year-Old Children*" is expected to describe everything related to psychology and linguistics.

Theoretical Framework

The Dimensions of Special Psychology in Foreign Language Learning

From the psychological context, human nature is influenced by psychological factors (especially neural influences) and biology. This factor is very influential in the process of learning a foreign language. Also, humans are also influenced by the factors of intelligence and education. As an example of basic motivation in learning, it can be either learn the language or learn various other science according to different levels of education. There are so many educators in the modern world who address questions, especially related to the appropriate age to start learning a foreign language. Lately, the majority of opinions tend to start learning foreign languages from an early age, at least before puberty ([Anderson p.298-306, 1960](#)).

These opinions are based on the fact that children learn more than one language at an early age, their ability to absorb language is better than an adult is. This argument also makes it possible for a child to learn three or four foreign languages more easily, both speech and abilities as he or she learns the mother tongue. These opinions are corroborated by the observers of the language in their studies. Al-Kindi ([Penfield, pp. 201-214, 1959](#)), a neurologist, declared that the human brain after puberty (adults) would lose its plasticity. Therefore, learning the language after this period will lead the learner to encounter difficulty.

On the other hand, some opinions doubt the success of learning foreign languages from an early age. Under the pretext that the time devoted to studying a foreign language at that age will negatively affect the learning of the mother tongue, as well as the educational and brain development of the child. This is they call the *Balance of effect*, which explains that the time spent in learning a foreign language will be

very influential on native language learning, as the effect of general education on brain development of children in the first year. From the side of neurophysiology, there is a study of apical development of brain capability, it is mentioned that in the ninth to twentieth year a child can focus on learning to speak. A Specialist in learning to speak, therefore when a child has reached such age able to learn two or three languages at once well. Also, as a child grows up he will be protective of language learning, so a teacher must provide a language curriculum that suits their brainpower whether male or female.

Another opinion from Dr. Blompeld, that it would be more useful to apply language curriculum plans aimed at accelerating the learning of foreign languages in the second year so that they can understand that they are still at an early stage in learning a foreign language. It is based that they are not old enough, which suits their brain development. There comes a time of biological maturity in the mind so that it can work perfectly as to how their limbs work. (Blomfield, pp. 201-214, 1953).

The home atmosphere has an effective role in language learning. Because in it there are rules that will build the development of the child's mind. A mother will be easy to encourage her child to learn the language, but the greatest motivation remains in the child itself. The child's brain is still adaptive or flexible in accepting the language, while the adult brain is already contaminated by their vision-mission. Therefore the ability of youth to learn a language is lower than a child's ability. It can be confirmed by analysis, when a child either small or adult re-learns after surgery or pain that can affect the organs to speak (the left brain), to some extent they are alike, unable to speak properly. But the little boy will be easier to talk again after a few months, while the adult child can barely speak and stagnate his speaking ability.

Language Acquisition Phase

Language	Age	Language Development
Mother Tongue	a) 0 – 3 Months	a) Bubbling, coming and whining
	b) 4 – 20 Months	b) Whining and arranging sentence
	c) 21 – 36 Months	c) Acquiring language
	d) 3 – 10 Months	d) Learning several simple sentence structures and the development depending on how far the word pronunciation is used
Foreign Language	a) 11 – 14 Years	a) The ability to use a foreign language
	b) Mid-puberty until the next phases	b) Feeling difficult to acquire and learn a second language, and getting older will be more difficult

Language acquisition is a process of transferring and infiltration of the environment to the power or ability of one's language, in this case on the child's speech. The languages the speaker understands have gone through a long process of acquiring in the environment. This acquisition process, run only by humans as a thinking creature and have an innate ability in realizing environmental phenomena. It is different with the case of animals; it cannot be said animals could speak because of the limitations of competence and natural genetic factors that do not enable them to have the same capability as humans. Therefore, the language acquisition process (LAD: Language Acquisition Device) only happens to humans, not to animals and never, even though a handful of experts have done the research, but they found no interesting facts.

Correspondingly, Chomsky (2000: 7) suggests that language acquisition will place experience as 'input' and provide language as an internally represented 'output'. Chomsky also adds the unbearable language acquisition of the mental processes of an individual in language (see also Mar'at, 2009: 34; Harras et al., 2009), human beings as creatures that have thought and competence for that (language). Chomsky firmly rejects the view that language is a commodity biased by all beings, only humans have the competence and performance accompanied by the creative process of language. Ideas offered by Chomsky have a significant impact that language is human feature an animal has no competence on it.

Also, the most important ability of human language acquisition is the biological evidence of language talent in every human being.

In their study, [Yeni-Komshian, Zubin, and Afendras \(p.288-305, 1968\)](#), explain that a child is more likely to be capable of uttering foreign language voices than an older child. This study has perfectly contained two groups of individuals from five to twenty-one years old. And this experiment has been conducted for seven hours that contains about two themes of learning differences as well as foreign language training. However, it has not shown any concrete evidence. From his analysis, young children who migrate with their father to a new country before the age of adulthood will be able to learn the language where they are located, and use it well through the language of the local community, especially from both parents.

Dimensions of Education and Intelligence in Foreign Language Learning

[McNamara \(p.135-137, 1966\)](#) asserted that there is the neuropsychological effect on and the ability to learn foreign languages between children and adults. McNamara has explained the ideas and opinion through seventy chapters discussing the influence of education and intelligence in language learning. The result that there is a balanced effect between local children and children who use or learn their two languages. Their understanding of both languages is weaker than children who speak only one language. McNamara has explained that Iranian children who speak English, 40% of their time studying in their schools are learning Irish, obviously they will not be the same - in terms of writing English - with English children who have never learned a language secondly, as English children would not be the same - in terms of writing Irish - with Irish children.

Obviously, there are many experiments on foreign language learning, which contradict the results. The reasons for this are the differences in the circumstances of the experimental environment, as well as other internal factors such as those relating to the world of education, social society and psychology. By UNESCO's policy in 1963-referring to Stern's opinion-of learning a foreign language or a second language for children, that language learning at an early age is the most appropriate phase in foreign language learning. Stern argues that:

- a. Language learning, in general, is important in social and educational society.
- b. Language learning must be in line with the phases of child development. This means that there are no psychological influences that obstruct the process of learning a foreign language.
- c. In language learning, it does not mean having to find the right age; yet, early age is the right time to learn the language.

Stern also added that foreign language learning is not only limited to the simple problems that concern the curriculum, learning method or psychological provisions that match the age of the child, but other important things concern the spirit and mental readiness of the child against the socio-social context in which he or she learns.

Bilingualism is an attitude of language that combines the first language (B1) with the second language (B2) in conversation with others. However, more details of bilingualism apply to the use of two language codes, namely B1 and B2. An individual is said bilingualism if he or she can understand and master two languages in daily speech. The use of two different languages or language codes in daily speeches results in the imprinting or interpretation of structures B1 → B2 or vice versa on B2 → B1. Cross-cutting of this intervention shows the interaction of both languages in a bilingual speaker. Sometimes found the use of code B1 → B2 and B2 → B1.

2. Research Method

In this research, the approach used is descriptive qualitative, meaning that research is reviewed trying to explain in detail about the subject matter or research. Meanwhile, qualitative aspects are only presented in the form of words and not in the form of matrix data or numbers. The study focused on the acquisition of language in a seven-year-old child, did not use the determination of location, population, or sample research in general, but this study examines data texts written, which then used as primary data because the data obtained directly in the field and not the result / previous research data. However, regarding the data research ([see Samarín, 1988](#)), compare with [Mahsun \(2005: 29\)](#); [Muhammad \(2011\)](#) for the sample data of the study, quite one person or one data but representative. However, it is too risky

if the sample data is only one person or one data only because the data obtained cannot be cross-correlated for the sake of its validity. For that, the researchers set data from one participant named Mira.

Methods and techniques of data analysis were performed with (Mahsun, 2007: 92) simultaneous method (skillful technique and competent lasing technique), skill method (fishing technique and advanced skill advanced technique) and documentation to clarify the accuracy of the data itself. Meanwhile, the method of data analysis is done by the descriptive method and analyzed by qualitative technique to categorize and manage the speech which stereotypes woman or man in the conversation of the informant. Analyzing procedure is done by using an inductive approach that the data obtained in the field is analyzed by based on the specific thing and then concluded generally. Thus, the data obtained can represent the entire object of research.

3. Results and Analysis

3.1 Description of the Research Objects

The study was conducted to a seven-year-old girl named Mira. Mira is a student in one of the leading Course in Mataram City; we call it Course X. Mira is an intelligent student and achievers in the guidance of learning, so the researchers are interested to explore more about the state of the psychology of Mira which looks different with her peers. This situation certainly affects the condition of Mira language. Due to the early foreign languages acquisition makes Mira more resilient in its activities in the guidance of study and at school. Mira's activities that researchers have observed are the activities done when she was studying in course and at school. When she is at course, Mira is very active and confident student.

3.2 The Influence of Early Foreign Language Learning (7 Years)

Children over the age of five have experienced language development in the ongoing stage. It is said that because children of this age can understand the abstract things at a higher level. In the field of semantics, visible progress is reflected in the addition of vocabulary, the use of more precise conjunctions and forewords, the proper use of words that have two meanings, physical and psychic meanings.

The said points show that seven-year-old children are very likely to acquire foreign languages because when their brains are developing it is the best time to learn a second language as well as a foreign language. The development of language function in Mira (7 years) is also seen in connection with the development of syntax and semantics, as follows:

1. Instrumental function; language in use as a tool or media of communication

Example:

"Sinta, saya titip beli pen kalau kamu ke toko depan".

"Sinta, buy me a pen if you go to the front store".

B1 → B2 → B1

The sentence above has shown that Mira has undergone the development of perfect instrumental function because it can convey her wish in this language function. Moreover, Mira used the word "pen" in English as a "pen" "pulpen" in Bahasa as a feature of the language that she has mastered (English vocabulary) and used it in everyday conversation.

2. Regulative function; language is used to organize others

Example:

"itu punya saya, jangan ambil!"

"That is mine, do not take it!"

→ B1

3. Interactional function; language is used to socialize.

Example:

"Hello Miss, how are you?"

"Hello Miss, how are you?"

→ B2

Mira greets her teacher in the Course X by using English because she is in an environment that requires her to use English. Mira tried to show her identity that she could and understood the language. There has been a psychological effect that makes Mira feel confident when she produces a word that is

not her native language. The syntactic arrangement of the sentence above is embedded in the complete sentence.

4. Personal functions; language is used to express feelings, opinions, and so on.

Example:

"I'm happy, Mom!"

"I'm happy, Mom!"

→ B2

Of Course X, Mira freely uses English as an introduction. However, how is it in the other environment? Even at home environment, Mira is accustomed to using foreign language because the habits that are taught in the Course. This suggests that learning a foreign language at the age of seven is effective because the child's memory at the time is great and has grown strong competing power between her and her friends. This has an impact on education and association that will be more motivated.

5. Heuristic function / seek information; language is used to ask.

Example:

"apa itu?"

"What is that?"

→ B1

6. Imaginative function; language is used to gain pleasure, for example, playing with sounds, rhythms.

7. Representative function; language is used to provide information or facts.

Example:

"sekarang sudah pukul sembilan, Miss".

"It's Nine o'clock, Miss."

B1 → B2

The input of learning English at the age of 7 is the growth of attitudes in the communication, as follows:

- a. Being More confident

Children who learn foreign languages especially who early learn English have more confidence than other children who do not. They are freer to express their aspirations and opinions about things in front of others. Based on my observations over the past few weeks on children who have learned or mastered the basics of foreign languages early on, it proves that they have high confidence in their own abilities because they feel they have more knowledge.

- b. Enhancing Motivation of Learning

One of the consequences of learning a foreign language is high confidence that stimulates motivation to excel in other lessons as well. Learning other lessons becomes easier and more enjoyable because indirectly, many foreign terms (English) in other lessons can be acquired when a child has already mastered English.

- c. Getting Wider Scope of Interaction

Easy to mingle and low profile is also a benefit that children get as a bonus of learning and mastering English early on. Great social intercourse becomes easy to achieve because automatically the child can communicate not only with other children from his or her country but also with children from other countries.

- d. Getting Extensive Knowledge

Automatically, child learning English earlier will be more open-minded than other children for learning the language of other nations. Domestic insights combined with insights from abroad make children smarter and more advanced in thinking that children who have not received any foreign language learning early on.

Mira (shirt white) is in the middle of her friends and Miss (tutor) of Course X



4. Conclusion

The foreign language acquisition, especially English in seven-year-old children, is the acquisition of language that has reached the conceptual level. In this level, children understand the concepts of language and language regarding semantics. Seven-year-olds, on average, no longer have problems with the phonology or morphology of the language, but are already at a higher level. For example, what happens to Mira, a student of a Course X, she no longer questions the mistake of sentence structure and meaning to be achieved, but she is occasionally mistaken on the letter or the error of mentioning or pronouncing. The results of this study are expected to provide a review of the foreign language acquisition in seven-year-old children on psycholinguistic aspects particularly on sentence structure, semantics (meaning to be achieved by children), and on bilingual (a mixture of Indonesian language with foreign language learned).

Acknowledgements




Researchers would like to thank all those who have given a prayer, motivation, energy, and material so that this research can be completed on time based on timetable set by the researcher. In particular, the researchers would like to thank Drs. H. Syahdan, M. Ed, Ph.D. and Dr. H. Nuriadi, M. Hum., Who have given encouragement and support to the completion of this research. My unlimited thank is also delivered to my parents who give the invocation and invaluable spirit so that that researcher can complete this thesis and my master degree of Indonesian Language Education.

References

1. Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). *Handbook of psycholinguistics*. Elsevier.
[View in \(Google Scholar\)](#)
2. Chomsky, N. (2000). *Cakrawala baru kajian bahasa dan pikiran*. PT Logos Wacana Ilmu.
[View in \(Google Scholar\)](#)
3. Gil, D. (2008). The acquisition of voice morphology in Jakarta Indonesian. In *The acquisition of verbs and their grammar: The effect of particular languages* (pp. 201-227). Springer, Dordrecht.
[View in \(Google Scholar\)](#)
4. Harris, R. J., Sturm, R. E., Klassen, M. L., & Bechtold, J. I. (1986). Language in advertising a psycholinguistic approach. *Current Issues and Research in Advertising*, 9(1-2), 1-26.
[View in \(Google Scholar\)](#)
5. Suratminto, L. (2009). Harimurti Kridalaksana, Kamus Linguistik. Fourth Editon. Jakarta: Gramedia Pustaka Utama, 2008, li+ 316 pp.[1982.] ISBN 978-979-22-3570-8. Price: IDR 49,500 (soft cover). *Wacana*, 11(2), 339-342.
[View in \(Google Scholar\)](#)
6. Latif, M. N. (2016). Reconstruction Vocal and Diphthong of Ancient Sulawesi Language (BSP). *Mediterranean Journal of Social Sciences*, 7(2 S1), 229.
[View in \(Google Scholar\)](#)
7. Steinberg, D. D., & Sciarini, N. V. (2013). *An introduction to psycholinguistics*. Routledge.
[View in \(Google Scholar\)](#)
8. Collins, P. Y., Patel, V., Joestl, S. S., March, D., Insel, T. R., Daar, A. S., ... & Glass, R. I. (2011). Grand challenges in global mental health. *Nature*, 475(7354), 27.
[View in \(Google Scholar\)](#)
9. Mandala, H., Mbete, A. M., Dhanawaty, N. M., & Fernandez, I. Y. (2011). Phonological Evolution Of Oirata And Its Genetic Relationship With Non-Austronesian Languages In Timor Leste. *e-Journal of Linguistics*.
[View in \(Google Scholar\)](#)
10. Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). An Analysis of Students' Motivation Toward English Learning As Second Language Among Students In Pritchard English Academy (PEACE). *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 43-50.
[View in \(Google Scholar\)](#)
11. Ghosh, C. (2017). A Study on-Evaluating Marketing Strategies Adopted by Home Appliance for Economic Development in India. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 9-15.
[View in \(Google Scholar\)](#)
12. Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 58-64.
[View in \(Google Scholar\)](#)
13. Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Learning Methods of Indonesian as a Foreign Language. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 51-57.
[View in \(Google Scholar\)](#)

-
14. Maba, W., & Mantra, I. B. N. (2017). An Analysis of Assessment Models Employed by The Indonesian Elementary School Teachers. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 39-45.
[View in \(Google Scholar\)](#)
 15. Astawa, I. N., Handayani, N. D., Mantra, I. B. N., & Wardana, I. K. (2017). Writing English Language Test Items as a Learning Device: A Principle of Habit Formation Rules. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(3), 135-144.
[View in \(Google Scholar\)](#)
 16. Jusczyk, P. W., Houston, D. M., & Newsome, M. (1999). The beginnings of word segmentation in English-learning infants. *Cognitive psychology*, 39(3-4), 159-207.
[View in \(Google Scholar\)](#)
 17. Hong-Nam, K., & Leavell, A. G. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System*, 34(3), 399-415.
[View in \(Google Scholar\)](#)
 18. Nazzi, T., Jusczyk, P. W., & Johnson, E. K. (2000). Language discrimination by English-learning 5-month-olds: Effects of rhythm and familiarity. *Journal of Memory and Language*, 43(1), 1-19.
[View in \(Google Scholar\)](#)
 19. Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers & Education*, 57(1), 1334-1347.
[View in \(Google Scholar\)](#)

Biography of Authors

	<p>Dwi Hartina Iriani was born in Mataram on May 13, 1991. She completed her study from elementary school to her high school in her hometown. After graduating from high school, she continued her undergraduate study majoring Indonesian Language Education and Literature in Mataram University. She graduated in 2013. A year later, she continued her master degree majoring Indonesian Language Education at Mataram University. She worked once as a tutor at Primagama in 2015. In the same year, she also worked as the administrative staff of BPN (National Defense Agency) in West Lombok. She recently works as an employee at Bank Nasional Indonesia, with a sub-division of banking insurance services. dwi.hartina@gmail.com</p>
	<p>Drs. H. Syahdan, M.Ed., Ph.D., was born on April 8, 1954. He obtained his Bachelor of English Education from IKIP Malang. He holds a Master of Education degree (M.Ed) with a specialization in developing English learning strategies from The University of Massachusetts, USA. His Ph.D. degree was obtained from The University of Arizona, USA and his thesis dealt with the transfer of codes and social status within the Sasak community. He has a special interest in the field of sociolinguistic studies, management education, TEFL, assessment of learning and evaluation of learning programs. In PSMP English, the subjects that he masters is Second Language Acquisition Theory and Cross-Cultural Communication.</p>
	<p>Dr. H. Nuriadi, S.S., M. Hum was born in Sengkol on September 23, 1976. He completed his study from primary education to a senior high school in his home village. He continued his undergraduate studies in English Literature Department at Gadjah Mada University, Yogyakarta. He graduated from Department of American Studies at Gadjah Mada University. He also gained his Doctoral degree in the Major of American Studies at Gadjah Mada University, Yogyakarta. He recently serves as the secretary of Master Education Program at Mataram University.</p>