

Learning Strategies in Language Acquisition for Early Childhood Education

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Abstract

Early childhood education is an age that contains a golden period for the physical and mental development of children. At this time the child is very sensitive to all the influences given by his environment. This study aims to know the strategy used by early childhood education in language acquisition. It is described using the perspectives of several specialists. So, this study is anticipated to give thorough information regarding Language Acquisition Learning Techniques for Early Childhood Education by employing a qualitative method.

The result shows that the idea places a strong emphasis on pronunciation, memory, and fundamental communication. To achieve language acquisition for early childhood, there are a variety of learning strategies. Such as Total Physical Response (TPR), Using Song to Teach English, and Using Games to Teach English. With the right strategy, educators can maximize children's early age to master foreign languages.

Introduction

In general, developed nations are determined by the implementation of an effective education system. To prepare the availability of superior human resources in the contemporary era, effective education is a necessity (Kholis & Aziz, 2020). The effort becomes more reasonable, if it is associated with global competition with other developed nations, then it needs to be maximized in order to be able to penetrate the acceleration of education for the entire order of national life which leads to the achievement of the quality of prosperity, welfare, intelligence, civilization and with a solid foundation of faith and piety. Therefore, the development of the nation's human resources from an early age through systemic and sustainable improvement in the quality of national education is the main pillar of the nation's cultural construction.

Indeed, early childhood education is an age that contains a golden period for the physical and mental development of children. At this time the child is very sensitive to all the influences given by his environment (Aziz & Dewi, 2019). The development of their soul at this age is very influential on the future. The child's success at this time becomes the foundation of his success in the future. Early childhood development or kindergarten with its various potentials needs special attention, especially with regard to the development of multiple intelligences in learning so as to develop these potentials thoroughly and sustainably (Jamaris, 2005)

Based on the review of psychology and education, early childhood is a period of laying the foundation for children's growth and development. What children receive in early childhood, whether it is food, drink, and stimulation from their environment, contributes greatly to the growth and development of children at that time and has a major effect on subsequent growth and development (Ulfah & Muliawati, 2013) Therefore, first and second language acquisition for early childhood is very important.

Virtually all typically developing youngsters pick up language at roughly the same rate, despite the fact that cultural differences in parent-child contact are significant. The development of a child's language follows a predetermined pattern and is inherently systemic in nature. The requirement for language exposure and interpersonal interactions in children is evident, but there are several methods in which these processes might occur. While young infants are not formally taught language, it is a crucial component of their overall physical, social, and cognitive development. There is compelling evidence to show that children may never learn a language if they are not exposed to it before the age of 6 or 7. Children learn language so fast between the ages of 2 and 6 that by the time they are 6, they are excellent language users. When kids reach school age, they have remarkable linguistic skills that seem to come naturally to them (Clark, 2000).

For this reason, designing a fun learning strategy for early childhood is a mandatory task for teachers or teachers who lead to early childhood learning. What is meant by learning strategy is a plan carried out by the teacher to his students to achieve effective teaching and learning goals. In this case the educator or teacher must be able to manage a teaching and learning activity in order to create good learning interactions with students. A mix of activities, methods for classifying student learning materials, tools and resources, and the amount of time spent on the learning process are all considered components of a learning strategy. (Siswoyo, 2013)

Literature Related Review

Learning Strategies

The skill of employing plans to accomplish goals is what is meant by the Latin term *strategia*, from which the English word strategy is derived. According to Freiberg & Driscoll (Freiberg & Driscoll, 2000), learning techniques may be utilized to accomplish a variety of goals, including presenting subject matter at various levels, for different students, in a variety of circumstances. According to Gerlach & Eely (Gerlach, 1980), learning strategies are methods chosen to teach content in a certain learning environment, which includes the kind, extent, and order of activities that might give students learning experiences. According to Dick & Carey (Dick, 1996), learning techniques also involve learning resources or packages and are not just restricted to activity

processes. All of the methods and subject-specific elements that will be employed to support students in achieving certain learning objectives make up a learning strategy.

Learning strategies may also be thought of as collections of instructional techniques that teachers select and apply in a particular situation based on the needs of the class, the environment at the school, the needs of the students, and the established learning goals (Aziz & Dewi, 2019). According to Gerlach and Ely (Gerlach, 1980), in order to create effective and efficient learning activity phases, there must be a connection between learning techniques and learning objectives. Learning strategies are processes and approaches that make sure that students really accomplish their learning goals.

The word "strategy" is frequently used in military contexts to refer to the organization and direction of forces in order to win a conflict. The processes of goal-setting, management, and accomplishing are all part of strategy. Strategies are actions that students do to accomplish learning objectives during the teaching and learning process. Oxford (English, 1976) gives a more precise description of learning strategies as "particular acts made by the student to make learning simpler, quicker, more pleasurable, more self-directed, more successful, and more transferable to other settings".

Early Childhood

0 to 8 years old is considered early childhood. This is the "golden age" for children, when they are in a crucial developmental stage. Children at this age require the attentive attention of their parents in order to attain their full potential. According to NAEYC (Morrison, 2018), the first eight years of a child's life are considered early childhood. At this age, the youngster can absorb 80% of the information in his environment. Whereas Suyanto (Suyanto, 2005) refers to a youngster who is between the ages of 0 and 8 as early childhood. Youngsters of this age differ from children their own age in a number of ways.

According to John Locke (Morrison, 2018), "Like a blank tablet, the infant was born. " refers to the idea that children are born as blank pieces of paper that can be shaped into decent people by their environment. If parents do not really address their child's growth and development, the youngster will experience delays and difficulties in those areas. Utilizing the child's flexibility to learn and develop new information. According to Vigostky, young children are adaptable individuals who can connect and communicate with their social environment. Parents and educators were urged by Vygotsky to comprehend the concepts of scaffolding and ZPD (zone proximally development). This indicates that there is a crucial or potential moment during a child's development that parents can employ to help or support their children in reaching their full potential (scaffolding).(Rathus & Rinaldi, 2009)

Language Acquisition Theory

There are several theories of language acquisition. As follows;

1. Nativist Theory

The Nativist Theory is the one that serves as the foundation for language learning. This idea places a strong emphasis on the character of human birth, which is accountable for the emergence of language. Noam Chomsky put out this idea, arguing that due to their cognitive architecture, which distinguishes language from other inputs in a particular way, people are fundamentally capable of learning a language. (Ingram & David, 1989) According to the nativist, kids pick up a language through investigating its structure. It is believed that this excavation process is helped by an intrinsic mechanism present at birth. The language acquisition device (LAD), often referred to as the default mechanism, helps children process and acquire language through an intrinsic awareness of grammatical rules, the fundamentals of internal structure, and the use of language.

2. Cognitivism Theory

This theory contends that language acquisition happens as people become older and become more cognitively capable. Although Jean Piaget's cognitive theory maintains that cognitive development is a "prerequisite and foundation of language learning," the nativist approach stresses that language is intrinsic from birth.

3. Behaviorism Theory

The role of "nurturing" and observing learning take place in response to stimuli, reactions, and help that occur in the environment are both stressed by behaviorism theory. Language is taught as a result of the interaction that is created between a kid and their environment as a "tabula rasa," which is made up of stimuli, reactions, and events that follow behavioral responses.

4. Interactionist Theory

The interactionist view emphasizes how young children learn language via their interactions with their surroundings. Vygotsky (Otto, 2015) emphasizes the significance of social contact in his central claim that language development is influenced by the society in which a person lives, higher social functions are socially formed, and culture is transmitted.

From some of the aforementioned beliefs, it may be inferred that children's ability to naturally organize their own linguistic structure is what causes language development in early children and newborns. This ability is known as the "language acquisition device" (LAD) in children's brains. The development of language, on the other hand, is influenced by how youngsters interact with others around them. These two elements need to be considered and developed in line with the phases of development.

Basic Concept of English

While teaching English to youngsters, it is important to take into account their developmental phases. During this period of development, it is important to consider the child's age, interests, and surroundings. The idea of learning English that might be presented is undoubtedly straightforward and suitable for young children (Aziz, 2020). According to the Susi concept, the following concepts can be presented to young children: pronouns, greetings, names of days and months, animal names, body part names, fruit names, day and month names, color names, occupations, and pronouns.

While McIlwain contends that vocabulary development for young children should focus on topics related to animals, plants, fruits, and numbers that are illustrated.(McIlwain, 2009) According to Cooper, the categories Food, School / The Classroom, Transportations, The House, The World Around Us (Tree, Street, Store), The Weather, The Family, My Body, Animals, and Clothes can be used to organize language learning units for young children. Children might be taught basic concepts like the alphabet and simple language when learning English, according to Robert Copland and Susan Garton's proposal. (Copland dkk., 2012) Based on a few of these notions, it can be said that Basic English is taught to young children as part of the introduction to English learning. Simple ideas are simple to comprehend and master.

Strategy to introduce English

The introduction of early childhood in the English learning process must be acceptable. The correct teaching strategy will spark children's curiosity and motivation to study. Copland and Susan Garton recommended that the instructor may introduce English by using acting songs, story-telling, and games.(Copland dkk., 2012) Cooper listed several uncommon occurrences, including:

1. As much as possible, speak English to the youngster to get them acquainted to it.
2. Make an effort to explain things to kids;
3. Children should be allowed to answer in their original language before translating what they hear into their second language.
4. Teach youngsters simple vocabulary terms rather than complete phrases.
5. Teach slowly and often, giving students lots of opportunity to try.
6. In order for the youngster to be interested in learning, the subject must be fascinating;
7. Play games with kids to get their attention and get them involved;
8. Employ music because kids' songs may teach them rhythm, language, and vocabulary.
9. Tell stories because they can provide readers with real-life experiences.

The aforementioned ideas lead to the conclusion that a teacher should choose a learning technique that is efficient, entertaining, and customized to the developmental phases of the kid, including the child's age, interests, as well as the child's surroundings and culture. Little children

may understand concepts quickly and be motivated to learn English vocabulary with the right method.

Method

The usage of learning media in education is described and elaborated upon in this study using a qualitative methodology. The data may be described using the perspectives of several specialists. So, this study is anticipated to give thorough information regarding Language Acquisition Learning Techniques for Early Childhood Education by employing a qualitative method.

The method of gathering the data for this study was library research, which involves gathering resources on the topic from authors, publications, and scientific journals. This literature review was done to gather theoretical data, giving researchers a solid theoretical foundation for their scientific findings. The books and periodicals on which the study's data is based are pertinent to the author's research. In this study, the data analysis method employed was qualitative data analysis, and the expert opinions about language acquisition learning strategies for early childhood education were the data. These facts serve as a foundation for the author's analysis of Language Acquisition Learning Techniques for Early Childhood Education, which strengthens its case.

Result and Discussion

Idea of English Learning

Chuang (Chuang, 2001) draws the conclusion that vocabulary terms that kids are already familiar with increase the likelihood that they will comprehend English learning materials. The findings of this study are further supported by McIlwain's opinion (McIlwain, 2009), it maintains that using basic words is the greatest approach for young children to learn English that are accompanied by visuals, such as the names of animals, fruits, and numerals. Early-childhood English instruction needs to be tailored to the developmental stages of the child. Early childhood learning, according to Copple and Bredekamp (Copple & Bredekamp, 2006), must be adapted to a child's developmental phases or Developmentally Appropriate Practices (DAP), more particularly, the design of learning activities must be adapted to the child's developmental stage. When implementing DAP, considerations for the child's age, personality, environment, and cultural context are all taken into account. Children's learning of English must therefore be appropriate for their age, reflect their interests, and be relevant to their social, cultural, and environmental contexts. Children at this stage of development, which corresponds to Piaget's early childhood (2–7 years old), learn information through symbols in their environment.

We may infer from the DAP result described above how kindergarten and elementary English teachers ought to organize their lessons. Teachers must design classes that stress learning by doing (for example, learning by direct experience) since young children are by nature active learners. As they can only process real things, learning must likewise be tangible (genuine, real, and not abstract). For instance, when teaching vocabulary to kids, start with something they are familiar with. For instance, the vocabulary that is closest when in school is the school setting and its surroundings.

Humans can basically acquire a language, claims Noam Chomsky, because of the cognitive framework that distinguishes language from other people's inputs. The nativist school of thinking holds that children learn a language through looking at its structure. An inherent mechanism present at birth is thought to aid in this excavation process. The language acquisition device (LAD), often referred to as the default mechanism, helps children process and acquire language through an intrinsic awareness of grammatical rules, the fundamentals of internal structure, and the use of language.

Total Physical Response (TPR)

The characterization of TPR as an effective and enjoyable language acquisition approach, particularly for young children, has been contested by a number of specialists. James J. Asher, who has devised strategies for children to acquire foreign languages, is credited with creating this approach. (Asher, 1968) Asher contends that commands should be included in direct communication to kids so they can reply physically (through body language) before verbally (by speech). Hence, it is possible to state that "Total Physical Response (TPR) is an English learning strategy appropriate for young children where learning emphasizes activities that are closely connected to physical activities and motions.

TPR, on the other hand, is the understanding approach, which is a technique for learning foreign languages using orders or instructions, according to Larsen & Freeman (Larsen-Freeman, 2000). The second point made by Richards & Rodgers (Richards & Rodgers, 2014) is that "TPR is a language learning approach that is organized on the synchronization of command, speech, and action; it tries to teach language via physical activity (motor)".

Richard (Richards & Rodgers, 2014) further supports this by stating that Whole Physical Reaction is a way for teaching language that combines voice and gestures in an effort to teach language via an activity. The TPR technique is a language learning strategy that links command, speech, and movement coordination. So a teacher attempts to teach language via exercise. "TPR is a common strategy for imparting language connected to motions or movements for early infancy," according to Rachmawati (Rachmawati, 2013).

From the different definitions of TPR given above, it can be inferred that the TPR technique is one that is extremely simple to employ in language education since it incorporates bodily movement (movement) to help pupils relax while learning a language, in this instance English, a foreign language. The TPR approach may also instill a sense of optimism in children, which makes learning easier and increases their drive to study the target language, particularly English. The TPR model's use can aid young children in learning basic English vocabulary and its Indonesian equivalent. The TPR methodology in English for early childhood is appropriate for kindergarten-aged kids (Wijayatiningsih, 2018). Also, when the instructor invites the kindergarten class to practice their English vocabulary through physical responses, the majority of youngsters are more motivated to learn the language. Young children typically prefer to learn English using straightforward expressions and then mimic their teachers' verbal and nonverbal cues (gestures).

As an illustration of how this approach may be used to teach, imagine having all the kids sit down while hearing and saying the term "sit down" for the first time. Despite the fact that we occasionally write the word down, it is not necessary, we do not need to underline the invention of written language in this context. Next, while singing and dancing in time with the song's instructions, we may practice word recognition. This approach to English introduction is anticipated to be continuous and gradual, especially when learning is done in an engaging way to make kids happy and upbeat. It will be able to maximize kids' second language learning potential so that Indonesian kids can grow up to be capable and fluent English speakers.

Using Song to Teach English

It's a strategy or approach of instructing English through the medium of singing or songs. Since that English is a second language in Indonesia, the learning process obviously calls for a suitable and efficient methodology. The success of early childhood English learning is significantly impacted by a teacher's capacity to make the teaching and learning process engaging and pleasurable for the students. Movement and song are among the most effective methods for presenting the English-learning process to young children because they appeal to a child's natural desire to sing and move. Presenting an engaging and enjoyable learning process for kids by upholding the principles of good and proper English use.

For kids, music may improve their spiritual lives and give them a sense of equilibrium. Singing is a form of music, and via song, people may communicate their ideas and feelings and manage their emotional states. Singing may be used as a way to express emotions and thoughts. Singing is essentially the same thing for kids.

1. Emotional language allows kids to communicate their feelings via song, including joy, humor, wonder, and emotion.

2. Tone Language, as songs may be heard, sung, and used to convey ideas.
3. Language of Movement, the rhythm (regular movements / beats), the rhythm (long short, irregular movements / beats), and the melody all express the movement in singing (high and low movements).

Throughout the process of learning English, singing and music are employed as teaching tools. Children's cognitive capacities can be developed via the use of music with a variety of aspects. Children get the chance to practice their aural sensitivity with high pitch. Children learn to discern their inner rhythm and motor abilities through changes in music's beat (for instance, when accompanied with movement activities that correspond to the lyrics).

Benefits of utilizing music to teach English are as follows;

1. Children will be inspired by songs to love studying English.
2. Children who sing are happier and more able to comprehend the lessons being taught. Early childhood English learning will likely be more successful if the instructor is able to select songs and make movements that are appropriate for the age of the students' development.
3. Teachers may encourage children's interest in learning to be more joyful and energetic via singing and a variety of learning activities, and they can even make it simpler for kids to comprehend the lessons being taught.
4. Children are made to be joyful, not disinterested, and interested in taking part in the educational process.

As a result, singing is a very popular hobby among kids. Singing is often more of a play activity for kids than a teaching or message-delivery one. Children can be satisfied, excited, and happy via singing, which can motivate them to engage in more active learning (Joyful Learning). A youngster will learn, master, and practice a lesson presented by the teacher more rapidly if they sing. This practice can also help youngsters develop their listening, singing, and creative skills.

Using Games to Teach English

Using games to teach English is the same as using games to learn English (games as media).

Benefits of using games in learning.

1. The delivery of subject matter can be uniformed.
The subject teacher's understanding of the topics to be taught to the students will be consistent if gaming media is included in learning activities.
2. The learning process becomes more interesting
Game media comprises of motion, audio, and visual components that may be seen or heard (can interact). As a result, this game's media can pique students' interest,

encourage their response to the teacher's explanation, let them touch the study material, aid them in concretizing abstract concepts, and so on.

3. The student learning process becomes more interactive

There will be two-way communication where questions arise at random on the computer screen and pupils respond to them since gaming media has an element of AI (artificial intelligence). The games that are created might be more complicated depending on the aptitude of the pupils themselves with greater computer programming on AI. A simulation game is one illustration.

4. The amount of teaching and learning time can be reduced

The instructor doesn't have to spend a lot of time discussing the content while using gaming media. Especially students who are still at an early age are very happy with games. Students can teach themselves with game media by interacting with game media on the subject matter they wish to study.

5. The quality of student learning can be improved

In addition to being more effective in the teaching-learning process as previously said, gaming media may aid students in fully and thoroughly absorbing the topic content. This is due to the fact that game media is more engaging due to the inclusion of both interactive (which enables students to engage with game programs about a subject) and visual and auditory features. The quiz game is one illustration.

6. The learning process can occur anywhere and anytime

Today's kids can afford a laptop thanks to the quick advancement of technology. This tool has the benefit of being portable and available at all times. Often, game material takes the form of always-available interactive Discs. So that gaming media may be utilized anytime, anyplace, for educational purposes.

7. It is possible to enhance students' positive attitudes about the course material and the learning process itself.

The teaching and learning process is made more fascinating by media. Students' passion and admiration for science and the quest for knowledge itself may grow as a result. Students' great curiosity supports the success of students' language acquisition.

8. The role of the teacher can change in a more positive and productive direction

First off, when media is used to enhance learning, teachers do not need to repeat their explanations. Second, by using less verbal descriptions, teachers may concentrate more on other facets of student learning. Finally, the job of the teacher has evolved beyond that of "teacher," to include consulting, providing advice, and managing learning. So

the teacher is no longer bothered with the material and the teacher's attention to students becomes greater.

Conclusion

Early childhood educators should introduce students to the most basic and significant elements of English, such as vocabulary related to the introduction of alphabets, names of animals, greetings, pronouns, names of days, months, and years, the numbers, colors, and the time, names of sports, names of fruits, the objects in, names of family the house, basic conversations, verbs, and adjective. The idea places a strong emphasis on pronunciation, memory, and fundamental communication. To achieve language acquisition for early childhood, there are a variety of learning strategies. Such as Total Physical Response (TPR), Using Song to Teach English, and Using Games to Teach English. With the right strategy, educators can maximize children's early age to master foreign languages.

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