

The Differences Between Childrens vs Adults in Second Language Aquisition

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Abstract

There are many differences in the acquisition of a second language (English) between children and adults. Both children and adults think that English is an important language to learn. This study aims to determine the differences in the acquisition of a second language (English) in children and adults. The participants are from 10 people, including 5 children and 5 adults. The results showed that 60% of children and adults felt that English was an easy language to learn. Then, children and adults also feel that the method that is considered easy in acquiring a second language is by watching movies.

Kata Kunci: *english skills, education, second language acquisition.*

INTRODUCTION

Language is one of the most important factors that influences international communication (Ahmadi, 2018). Learning a second language has progressed from a fun pastime to a necessity, especially for those who live in the global village. According to (Mbibeh, 2021) the fact that the World Wide Web has bridged the gap that formerly existed between continents, countries, towns, and villages is no longer news. Archetypal barriers that prohibited interaction between people assumed to be perpetually separated by various geographic obstacles. As a result, the second has had a boomerang effect. In recent years, the language acquisition industry has grown. The twenty-first century has ushered in a new era of globalization. This is especially true in the case of English, given its importance as a means of communication. Knowledge is incredibly useful in the global village. A host of complications must be addressed in order to bridge the language difference across the world's islands, one of which is the question of context. We will be successful if we follow the rules. The Whorfian Hypothesis is number three. Culture has an unmistakable influence. Both in terms of language and the other way around.

English is the third most widely spoken mother tongue worldwide, after Mandarin and Spanish. In Indonesia, English is the second language after mother tongue. Therefore, English is in great demand by the Indonesian people and also English is the first foreign language that is widely studied compared to other foreign languages. The importance of language as the sole medium of communication in any human group on the world cannot be overstated (Studies et al., 2015).

Learning is a process in which people study to acquire or obtain knowledge or skill. Second language learning is a process of internalizing and making sense of a second language after one has an established first language (Journal, 2018). In Indonesia, learning English is one of the things that must be learned. This fact can be seen from the inclusion of English subjects at every level of education in Indonesia, starting from elementary, junior high, high school and even college. Therefore, English

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Learning the first language has started since a person is still a baby who does not have the ability to speak and is only able to convey messages by babbling, seducing, and crying. However, a second language is learned after a person is able to speak and absorb knowledge, which affects him in learning a second language. According to (Arifin, 2020) most of us believe that children are better than adults in learning second language. This statement is supported by common observation stated that young second-language learners seems to be able to learn another language quickly by exposure without teaching. According to (Studies et al., 2015) for decades, Chomsky's assertion that language learning is a "logical issue" has baffled and enthralled linguists, scholars, language teachers, and practitioners all around the world.

The learning system is not limited by age. Everyone from toddlers to adults can still carry out learning activities anytime and anywhere according to the wishes and abilities of each individual. Not only young people, until now there are still many adults who even they are already busy with household matters but they still have enthusiasm in studying. In fact, as we know, students who are married have a limited range of motion unlike when they were young. Most of us believe that children are better than adults at learning a second language. This statement is supported by the general observation that young second language learners seem to be able to learn another language quickly through exposure without instruction.

METHODS

This study aims to determine the differences between children and adults in the acquisition of a second language. The acquisition of a second language is obtained through several aspects. The questionnaire is only an experimental design model used in this study. The research question guiding the study was: what are the differences between children and adults in second language acquisition. The participants were children who were in elementary school as well as adults who were 6th semester students majoring in English, Faculty of Teacher Training and Education, Subang University through distributing questionnaires for 1 week. Children and adults filled out a questionnaire consisting of 10 questions. The questionnaire was distributed via the google form link. The questions in the question relate to the differences between children and adults in second language acquisition. Using a mixed questionnaire (open and closed). In order to answer research questions about students' reflections on their learning experiences or second language acquisition through various aspects, quantitative data collected through Yes/No answers to self-report questionnaire statements were subjected to frequency analysis while qualitative data were collected through open-ended questions. The explanation section is prepared and a content analysis is carried out.

FINDINGS

This study examines the differences in second language acquisition between children vs adults. The findings of the qualitative data analysis in this study indicate that there is a difference between children's and adults' second language acquisition, that children are better at second language acquisition. The table below is the result of the questionnaires and interviews that have been conducted. Consists of questions about the differences in the second language acquired by children and adults. The answer consists of yes/no and an explanation.

Table

No	Questions	Answer		
		Yes	No	Uraian
1	Apakah Bahasa Inggris itu penting?	100%		
2	Sebutkan contoh bahasa kedua yang sering anda gunakan?			Bahasa Sunda (2), Bahasa Indonesia (1), Bahasa Inggris (4).
3	Apakah bahasa Inggris merupakan bahasa kedua yang mudah untuk dipelajari?	60%	40%	
4	Kapan anda mengenal bahasa Inggris?			TK (2) SD (2) SMP (1)
5	Seperti apa frekuensi anda dalam menggunakan Bahasa Inggris?	80% (Kadang-kadang), 20% (sering).		
6	Apakah anda memiliki keinginan untuk meningkatkan kemampuan anda dalam berbahasa Inggris?	100%		
7	Seperti apa kesulitan anda dalam belajar bahasa Inggris?			<ul style="list-style-type: none"> - Kosakata dan pengucapan - Sedikit sulit dalam speaking karena masih kekurangan kosakata - Grammar - Lumayan sulit apalagi ketika belajar grammar/tata bahasanya yang beda dengan bahasa Indonesia - Saat menghafal vocabulary, dan cara bacanya atau pronunciation
8	Cara apa yang bisa anda gunakan dalam belajar bahasa Inggris supaya tidak bosan dalam pembelajaran?			<ul style="list-style-type: none"> - Menonton dan mendengar lagu - Mendengarkan musik, menonton film - Lewat lirik lagu - Film / video berbahasa Inggris - Biasanya lewat social media kaya YouTube sama tiktok

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DISCUSSION

Based on the table above, it is revealed that children are superior in acquiring a second language compared to adults. Children feel that English is an easy language to learn but they have difficulties, for example, vocabulary that is difficult to memorize. The platform commonly used by children to learn English is YouTube. YouTube has a subtitle feature that children can use to learn English which can help them discover and acquire new vocabulary. On YouTube there are also various types of videos that can be adapted to children's interests. According to (Ozfidan & Burlbaw, 2019) young learners have significant differences from older learners, who are adolescents and adults. Older learners are cognitively mature, which deprives them of natural, or subconscious, way of language acquisition.

Despite the fact that language acquisition methods are one of the most important aspects of second language education (Ortega, 2013; Saville-Troike, 2012; O'Malley & Chamot, 1990; Oxford, 1990), teachers and students in ELT classrooms typically disregard the issue. Previous studies, on the other hand, have neglected to look into the perspectives of language learners (Nhem, 2019).

According to (Khan & Takkac, 2021) based on our findings, in learning English as a foreign language, adults' errors are almost similar to the ones made by children. As mentioned above, children are not usually under negative transfers or interference from their L1, whereas adults (in the elementary level) usually are faced with interference. Adults also have a desire to improve their English skills as well as children. Adults have a much lower level of difficulty in learning English compared to children. Because adults can analyze the meaning or intent of the English sentences they find. The difficulties faced by adults are vocabulary, grammar and pronunciation. However, adults think that they have methods to make learning English easier and less boring, for example by watching movies or listening to their favorite songs on YouTube and Tiktok.

CONCLUSION AND SUGGESTION

Both children and adults think that English is an important language to learn.

This is because increasing English language skills can make their daily activities easier, for example, such as speaking with native speakers (for adults) or making it easier to do assignments from the teacher (for children).

Based on the results of the questionnaires and interviews, it can be concluded that the acquisition of a second language (English) between children and adults has many differences. Children tend to be better able to remember whatever they learn in English. However, the children felt they needed a teacher who could explain to them the real meaning in English. This is in contrast to adults where they can learn English or acquire a second language by induction. Adults are able to interpret or analyze the meaning or intent of an English sentence even though their memory skills are not as good as children.

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