EXPLORING TODAY'S CHILDREN IN ACQUIRING THE FOREIGN LANGUAGE-ENGLISH THROUGH TECHNOLOGY

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) in Study of English Education

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FACULTY OF TARBIYAH AND TADRIS

STATE INSTITUTE FOR ISLAMIC STUDIES OF BENGKULU

2021

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Assalamu'alaikum Wr. Wb

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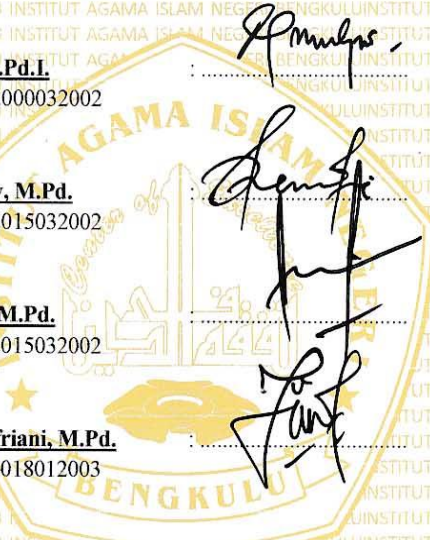
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MOTTO

" I am not perfect but I am limited edition."

" Do a kindness right now."

(Ovel Romando)

DEDICATION

With gratitude and all my love, this thesis is dedicated to :

- ➢ My Lord, Allah SWT. Still given to me a chance to give my toga for My Angels.
- ➢ My beloved father, Ujang Yusmadi, and my beloved mother, Parida Husnaini. Thank you very much for all your incredible love, struggle, support, great and prayer to make my dream come true. Thank you so much for the beautiful live, grow up with the best people for every single day. From my deep I love you more than my breath, more than my blood and more than everything.
- ➢ My beloved younger sister, Sintia Eka Bela and my younger brother, Jeprindo. Thank you very much for all your incredible love, prayer, support and attention. Thank you for being my best siblings. Thank you for loved and care.
- ➢ My first supervisor, M. Arif Rahman Hakim, Ph.D and my second supervisor, Andri Saputra, M.Sc. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ➢ All of my lectures in Tarbiyah and Tadris Faculty, especially in English Study Program.
- ➢ All of my friends at TBI 2017, especially for my class TBI C, Thank you very much for our friendship.
- ➢ All of my great friends: Jeki, Adji, Dio, Erwin, Eko, Robi, Pela, Della, Anggun, Ninda, Sefta, Padang, Ovie, Yulis and everybody whom I cannot mention one by one. Thank you very much for always give the best colour to my life and thank you for always being there when I needed you the most.

- ➤ My best supports: Alfha Sari, Grace, and Miko who always supporting me until now. Thanks.
- ➤ All of my organizations: Ikatan PUPAN Bengkulu, GenBI Bengkulu, Duta Wisata Seluma, PUSAKA FTT IAIN Bengkulu and Ikatan Duta FTT IAIN Bengkulu, who has supported me to be the best human.
- ➤ My great almamater IAIN Bengkulu

PRONOUNCEMENT

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In hereby sincerely state that the thesis entitled " **Exploring Today's Children in Acquiring the Foreign Language-English Through Technology** ", is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

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ACKNOWLEDMENT

Alhamdulillah, all prises to Allah, the single power, the Lord of the universe, master of the day judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Exploring Today's Children in Acquiring the Foreign Language-English Through Technology. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that is would not be completed without helps, supports, and suggestions from several sides. Thus, the researcher would like to express she deepest thanks to all of those who had helped, supported, suggested her during the process of writing this thesis. This goes to :

1. Prof. Dr. H. Sirajuddin M,M.Ag, M.H as a Rector of IAIN Begkulu.

2. Dr. Zubaedi M.Ag., M.Pd as the Dean of Tarbiyah and Tadris Faculty.

3. Dr. Kasmantoni, M.Si., as the Head of Tadris Department of IAIN Bengkulu.

4. Feny Martina, M.Pd as the Head of English Education Study Program of IAIN Bengkulu.

5. M. Arif Rahman Hakim, Ph.D as the first advisor, Andri Saputra, M.Sc as the second advisor, who has given suggestion and motivation. Thank you so much for your help and your support.

6. All of the lecturer of English study program of IAIN Bengkulu who had taught the researcher during studying at IAIN Bengkulu.

7. The researcher also grateful to her beloved parents, brother, sister, and all friends that cannot mention one by one. Thanks for your support and always care me.

The researcher realizes that this thesis is still far from being perfect. The researcher hope this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   2021
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ABSTRACT

OVEL ROMANDO. 2021. Exploring Today's Children in Acquiring The Foreign Language-English Through Technology.

Supervisor : 1. M. Arif Rahman Hakim, Ph.D, 2. Andri Saputra, M.Sc

Acquisition of language is a process by which a person learns a language. This is called acquisition because some linguists believe that the development of a child's first language is a special process. Language acquisition, logically, begins very early in human life with the acquisition of a language's speech patterns. *This study aims to* examine the factors the technology support the children in acquiring the foreign language*, and to* explore how far technology facilitate the children acquire English as foreign language. *The type of the research is descriptive Qualitative with semi structure interview for data collection techniques. The finding of the study explain that the factors of children in acquiring the foreign language-English are, the avalailibility of gadget, adjustment globalization era, children have flinty time to access the technology and environment and their friends. The second finding was related to technology facilitate the children are Smartphone, Sophisticated features and YouTube.* So based on the results of this study. The researcher can conclude that every children has different in acquiring the foreign language it can be based on the situation and condition the children.

Keywords : *Children, English Foreign Language, Technology*

ABSTRAK

OVEL ROMANDO. 2021. Menjelajahi Anak-anak Zaman Sekarang dalam Memperoleh Bahasa Asing- Bahasa Inggris Melalui Teknologi.

Pembimbing: 1. M. Arif Rahman Hakim, Ph.D, 2. Andri Saputra, M.Sc

Akuisisi bahasa adalah proses dimana seseorang belajar bahasa. Ini disebut akuisisi karena beberapa ahli bahasa percaya bahwa perkembangan bahasa pertama anak adalah proses khusus. Pemerolehan bahasa, secara logis, dimulai sangat awal dalam kehidupan manusia dengan perolehan pola bicara bahasa. Penelitian ini bertujuan untuk mengkaji faktor-faktor yang mendukung teknologi anak-anak dalam memperoleh bahasa asing, dan untuk mengeksplorasi sejauh mana teknologi memfasilitasi anak-anak memperoleh bahasa Inggris sebagai bahasa asing. Jenis penelitian ini adalah deskriptif Kualitatif dengan teknik pengumpulan data semi terstruktur. Temuan penelitian menjelaskan bahwa faktor-faktor anak dalam memperoleh bahasa asing-Inggris adalah, ketersediaan gadget, penyesuaian era globalisasi, anak-anak memiliki banyak waktu untuk mengakses teknologi dan lingkungan serta teman-temannya. Temuan kedua terkait kemudahan teknologi pada anak adalah Smartphone, Fitur Canggih dan YouTube. Jadi berdasarkan hasil penelitian ini. Peneliti dapat menyimpulkan bahwa setiap anak memiliki perbedaan dalam penguasaan bahasa asing hal ini dapat dilihat dari situasi dan kondisi anak tersebut.

Kata Kunci : *Anak, Bahasa Asing Inggris, Teknologi*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Recently, the issue related to English for young learners (EYL) and technology has been increasing with the Covid-19 Pandemic in the last 2 years has resulted in many studies that have studied this matter. At this time technology is very influential on the lives of individuals. As we all know that English is an international language. In this regard, the role of English is very much needed in various sectors today. English, as a universal language, is a medium of communication for preaching throughout the world, particularly in the western world, such as America and Europe, in the world of Islamic education. As Muslims it is very important for us to learn some foreign languages like the prophet thought us, because it can be a good way to teach Islam to people from another race and nation (Hakim, 2017).

The fact is that parents do not formally teach native languages to their children. Parents may try to reinforce their children verbal behavior with a smile or other means or through a gap between their mature linguistic competence and the children initiation through baby talk. This is also in line with Bertaria (2015) she claims that parents do not formally teach their children the native language. While they can try to strengthen their child's verbal actions with smiles or other strategies, or by using "baby talk" to bridge the gap between their mature linguistic competence and the child's beginning. Children can now learn language through watching television, singing or

playing games with their friends to develop their language skills. Raffill (2013) argues that environment, work, government, and education are some of the factors that have been used to inspire older people to learn English as a foreign language. Children acquire language through acquisition. They learn language to get what they want, play games, and keep in touch with those who depend on them. On the other hand, According Dempsey (1995) and Sandler (1997) parents' function constructions have an impact on how they interact with their children, including how involved they are in their children's education. Parents send their children to school or formal education to provide English language education to their children so that their children can master English both through formal and non-formal education. However, sometimes there are some problems that become obstacles, such as a parents' lack of understanding of English and a lack of attention from the parents due to busy work.

Furthermore, Lieven and Tomasello stated in Piter and Nick (2008, p. 168) that there is no other way for children to memorize language than through their language encounters. They contend that children learn language through genuine utilization occasions, such as particular articulations in particular settings, which from these, they build progressively complex and theoretical etymological representations.Learning English for children is not necessarily through education. Children can learn English through their environment. According to Fromkin (2010), the critical age ranges from 0-6 years. In the first year of life, any normal child whose mind is developing will learn the first language or mother tongue. This process lasts until the child is about five years

old. When a child learns his first language, two processes occur: competency and performance. The competency process is the process of acquiring grammatical masterythat goes unnoticed.

In addition, currently, adults learn English due to several factors, such as; education, work, environment, government, relations and relationships. It is different from children, they learn language by acquiring. They learn the language initially to get what they want, play games, stay connected to them who they depend on (Raffill, 2013, p. 4).

The research above has shown that, if language is learned in children before puberty, these children are found to have more opportunities to speak a foreign language with fully native pronunciation. Current research says to really do it right, start even earlier. Start when the child is learning a first language. Babies have an astonishing ability to absorb. And in today's complex world, a foreign language is not a luxury it's a necessity. We know that studying a foreign language offers surprising benefits to children (Bloch & Edwards, 1999).

At this time, children are more connected than ever. According to Durkee et al,. (2012) Young people have shown a preference for using the internet for the purposes of playing games, chatting and social networking. Data from recent years, the use of technology has increased worldwide. According to the Programme for International Student Assessment (PISA) 2015 results, 95% of students aged 15 years across OECD countries have Internet access at home (OECD, 2017). In addition, on regular weekdays,

students spend more than two hours online after school; this has increased by 40 minutes since 2012 (OECD, 2017). Children are connected in different contexts, not only in the home environment. PISA 2012 data reported that across OECD countries, 72% of students use computer technologies (desktop, laptop or tablet computer) at school versus 93% at home (OECD, 2015). The use of technology is also increasing in other age groups. Research shows that preschoolers become accustomed to digital devices before they are exposed to books (Brody, 2015; Hopkins, Brookes and Green, 2013). International trends show increasing use and younger ages for first access (Graafland, 2018).

There are some related studies regarding on this issue in Indonesia, such as Arung (2016) who discussed about Language Acquisition and Learning in Children. Another research stated by Indrawati (2013) and Hutami (2018) that talked about acquisition by the children. Based the discussion and previous study above, it can be concluded that today's children can recognize even speak foreign languages through technology. In previous studies only focused on language acquisition in children, while at this time early children are very familiar with technology. Children at an early age can speak English through technology. So based on these reasons researcher is interested to study more deeply about children in acquiring foreign-English languages through this technology. The researcher will examine the factors and technology can support children in acquiring a foreign language-English.

B. Limitation of the problem

Research should be limited in a context and focusses on exploring today's children in acquiring the foreign language-English through technology. This research will be focused on children between age 6-10 on technology related to the internet.

C. Research questions

1. What factors do the technology support the children in acquiring the foreign language?

2. To what extent does technology facilitate the children acquire the foreign language?

D. Research objectives

1. To examine the factors the technology support the children in acquiring the foreign language

2. To explore how far technology facilitate the children acquire the foreign language

E. Significance of the research

There are theoretically and practical benefits from this research as follows;

1. Theoretical Significance

This research can be useful as a source of reference for relevant research of exploring today's children in acquiring the foreign language-English through technology and this research can be useful as input for

increasing knowledge about children acquire the foreign language through technology in Bengkulu, Indonesia.

2. Practical Significance

a. The English teachers, can be implement that model on teaching children that can make it efficient the learning process, and help facilitate children to improve learning outcomes.

b. The researchers, can increase the knowledge and information about exploring how today's children acquire the foreign language through technology.

c. The parents, will realize their children's ability to learn English without being guided by their parents and add the knowledge about children acquire the foreign language through technology.

F. Operational of Keyterms

1. Foreign Language

According to Mitchell and Myles (2004, p. 6) Foreign language as one that has no immediate local uses or speakers.

2. Language Acquistion

Acquisition of language is a process by which a person learns a language.

3. Children in Learning Language

      Lieven and Tomasello in Piter and Nick (2008, p. 168) explain that there is no better way for children to learn language except through their language experiences.

4. Technology

      The development of communication and information technology and represented by a sign, sound, image or video character, the content industry from a digital perspective is also increasing to attract attention as a promising industry.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The theoretical framework refers to the provision of concepts applied in this study. These concepts lead to a better analysis of the theories given as they help to the extent possible coverage of the problem. In this section, the researcher explains quite a lot of the overall hypothesis that is used to strengthen the research, which aims to make readers understand and invite them to read.

1. Foreign Language

    a. The Definition of Foreign Language

    According to Mitchell and Myles (2004, p. 6) Foreign language as one that has no immediate local uses or speakers. Moreover, Tanveer (2007, p. 4) defines English as a Foreign Language (EFL) whether the teachers and learners are those who are teaching or studying English while living in a society where English is not spoken as a first language.

    In addition, According to Douglas (2004, p. 205), English as a Foreign Language (EFL) is English in one's own culture with instant opportunities to use the language inside that culture's environment. Meanwhile, Tomlison (2011, p. 1) describes a foreign language as one that is not often used for communication in a given culture. Based on

the meanings above, the researcher assumes that a foreign language is a language that is not used in the native culture of a given nation and is used for a certain context or purpose.

2. Language Acquisition

  a. Definition of Acquisition

Acquisition of language is a process by which a person learns a language. This is called acquisition because some linguists believe that the development of a child's first language is a special process. Language acquisition, logically, begins very early in human life with the acquisition of a language's speech patterns. According to Pinker (2013, p. 135), one of the key subjects of cognitive science is language acquisition. Each hypothesis of cognition has attempted to clarify it; likely no other point has stimulated such discussion. He states that language acquisition procurement would be learning to think, not just learning to conversation. According to Chaer (2015) language acquisition or acquisition is a process that takes place in the brain of a child when he gets his first language or mother tongue.

Moreover, Lebeaux (2000, p. 5) says that language acquisition refers to the procedure or end result of mastering a unique element of language, and subsequently the language as whole. Acquisition is additionally used in the context of gaining knowledge of a overseas language. Foreign language and second language acquisition is for that reason unusual from first language acquisition or mother tongue

acquisition. In this context, acquisition is once in a while adverse to studying. The former is considered a sub-conscious, natural process, which is the principal pressure in the back of foreign language fluency. The latter is viewed as aware procedure which monitors the development of acquisition and information the performance of the speaker.

According to Lebeaux (2015, p. 10), he reveals that acquisition is a subconscious process where students acquire language that is understandable and meaningful to them. By concentrating on meaning, they unconsciously acquire form. Meanwhile, learning includes formal learning about language rules and patterns. It is also known as formal knowledge of language or explicit learning. "Explicit means knowledge that is realized by the student but, however, can exist in the student's mind in an articulated way" (Pachler and Redondo, 2006, p. 97). Based on the recite above, the researcher concludes that language acquisition is a person's process of learning a language. This development system takes area in a prudent stage of improvement which is referred to as Language Acquisition.

b. Children Language Acquisition

There are many ways to master a second or foreign language today. In second language acquisition situations, the language is spoken in the immediate environment of the individual where the language will have a good chance of using the language by participating through

natural communication situations. To master a second language, it does not have to be in the classroom.

Streng (1998, p. 202) assumes that most people believe that children outperform adults when it comes to learning a new language. Foreign language acquisition is affected by two factors: psychological and social interactions.

There are three basic theories to explain how language is obtained which are as follows:

1. Behaviorist Theory

    Behavior theory states that primarily language may be a habit and behavior mastered through general learning principles. These principles embrace imitation, reinforcement, and reward. united of the pioneers of behaviorists, Skinner argued that a children imitate the language of their folks or caregivers.

    Behavior theory states that a person learns spoken language from another human through a process of imitation, appreciation, and practice. The main principle of behavior theory that is founded on an examination of human behavior in terms of observed stimulus-response interactions and relationships. The behaviorist theory of stimulus-response learning, as developed in Skinner's model of operant conditioning, essentially holds that all learning is a process of habit formation as a result of reinforcement or appreciation (Rivers, 1968, p. 73).

According to Skinner (2013, p. 1), children learn language by imitating the voice of others. When a child succeeds in producing words and receives praise and encouragement, they are encouraged to replicate the action. Regardless of the degree of adult reinforcement they get, all children go through the same level of language learning. However, in addition to Skinner's opinion on the quotation below, he states that:

"Since sentences are rarely pronounced in the same manner again, children cannot learn grammar by imitation. Children, for example, say 'wented' and 'mans' when they have never seen an adult say these words and have not been taught to make these virtuous mistakes. 'Wug exam' by Jean Berko The principles that underpin the constructions are discovered by the children, and new utterances are created. In Berko's experiment, she told the child, "This is a wug, now there are two of them, what are they?" The child answered, 'wugs.' 'What are they doing?' said Berko to the child. and the child responded with 'wugging'"(Skinner, 2013, p. 1).

According to Simanjuntak (1987, p. 168), children will imitate their parents' sounds. If the child makes the appropriate facial expression, the parents will reward them by smiling, laughing, kissing him, and so on. However, if the child says the incorrect words, their parents will punish them by asking the child to repeat the correct words. Parents will usually provide positive

reinforcement if their child is able to get the right words, while the wrong words are punished and disappear over time.

Based on thequotation above, the researchers concluded that children at an early age will be able to imitate language by those around them, even though they are not yet able to use good grammar.

2. Nativism (Innatenesses Theory)

Noam Chomsky's Innateness theory, also known as the nativist theory, holds that children are born with the ability to acquire and process biologically determined language acquisition. According to nativism, language is a fundamental part of the human genome, one of the qualities that distinguishes a human being, and its acquisition is a natural part of maturation.It appears that a species of human brain has evolved in which the nerves contain language information at birth and tend to learn naturally as a result of hearing the conversation around them.

Chomsky discovered that children's language acquisition devices (LAD) are used as a mechanism for working outside of language rules, which is why they are biologically prepared to acquire language apart from regulation. Chomsky believes that all human languages share the same fundamental principles. Chomsky believes that all languages have verbs and nouns, and that it is the

child's responsibility to figure out how the language he hears expresses the underlying principles.

Chomsky argues that because the human brain is conditioned to accept and understand speech from birth, it will naturally continue to do so. Chomsky refers to it as a "language learning tool" (LAD) (Garvain, 2013, p. 2).

Language acquisition devices (LAD) assist children in learning the sounds of the language spoken in their environment. Chomsky believes that children can learn a language in a matter of years without any explicit instruction or effort.

3. Piaget Theory

Piaget's theory, also known as cognitive theory. Jean Piaget developed a theory of cognitive development. The theory about the nature and development of human intelligence. This theory is usually referred to as the stage of development theory, but in reality, it deals with the nature of knowledge itself and how humans gradually acquire, construct and apply it.Furthermore, Piaget asserted that cognitive development is at the center of the human organism and language depends on this cognitive development. Piaget stated that cognitive development is a genetic process based on the development of biological mechanisms. The addition of someone's ages results in a more complex nerve cell structure and an increase in ability. Piaget does not believe that cognitive

development can be measured quantitatively. He briefly discusses the child's mental capacity.

According to Piaget (2002, p. 4), children are egocentric, meaning that they value themselves both in terms of their opinions or interests above all else. As a result, they often use personal pronouns such as my and mine. Bruner's Input Theory-feedback theory emphasizes the importance of contact in language development, with a special focus on interactions between child and caregiver.

The acquisition of children is said to depend on the contribution or input of parents and the people around them. When listening to children, how do caregivers change their voice to give them unique opportunities to participate in discourse: Children are spoken to more slowly by caregivers. Children learn languages to get what they want, like playing games, and stay connected to other people they rely on. It is suggested that LASS exist (Language acquisition support system). It also refers to parental/caregiving language support (Raffill, 2013, p. 3).

3. Children in Learning Language

Lieven and Tomasello in Piter and Nick (2008, p. 168) defined that there is no better way for children to learn language except through their language experiences. They contend that children learn language through

real-life experiences, such as special speech, and develop increasingly complex and abstract linguistic representations.

Furthermore, Streng (1998, p. 202) believes that many people think that learning a foreign language is easier for children than for adults. Two aspects that are involved in foreign language acquisition are psychological and social experiences.

In addition, George (2010, p. 175) stated that, basically, children learn language through the process of imitating adult speech. Children can listen to the repetition of what an adult said at an event. Certainly, they are actually in the process of adopting the vocabulary of what they are listening to.

In line, Sabilah (2004, p. 2), suggests that many factors why it is easier for children to learn foreign language vocabulary at an early age. They are follows:

a. Children's brains adapt more easily before puberty than after, and language acquisition can go unnoticed at a young age.

b. Children have more positive attitudes towards foreign languages and cultures than adults.

c. Language learning in children is more closely integrated with actual communication than in adult language because children are more dependent on the immediate physical environment.

d. Children have more time learning languages than adults, and they do
better because they learn more.

4. Technology

a. Definition of Technology

Nowadays, with the development of communication and
information technology and represented by a sign, sound, image or
video character, the content industry from a digital perspective is also
increasing to attract attention as a promising industry.

Current technological advances influence and make it easier to
learn languages. According to İŞMAN (2012), this is the use of
knowledge, particularly in specific fields, and can be a strategy in
carrying out tasks, especially in the use of technical processes,
strategies, or knowledge. The use of technology does not only include
machines (computer hardware) and instruments, but also has structured
relationships with other humans, machines, and the environment
(İŞMAN, 2012).

According to Hennessy et al., (2005) and Pourhosein (2017) the
technology integration is characterized in terms of how teachers use
technology for more effectively of familiar activities and how this use
can re-shape these activities. Dockstader (2008) defined technology
integration to improve the educational environment by using
technology. It supports the education in the classroom by providing

ways for students to complete assignments on the computer rather than the normal pencil and paper.

According to Bull and Ma (2001) technology provides language learners with unlimited resources. Harmer (2007) and Gençter (2015) define that teachers should encourage students to find suitable activities through using computer technology in order to be successful in learning language. Clements and Sarama (2003) state that the use of appropriate technological materials can be beneficial for students. According to Harmer (2007), the use of computer-based language activities increases cooperative learning in students.

Furthermore, Tomlison (2009) and Gençlter (2015) say that computer-based activities can provide fast information to students and appropriate material. They also said that internet materials motivate students to learn more. In addition, Larsen-Freeman and Anderson (2011) support the view that technology provides teaching resources and brings learning experiences to the world of learners.

Technology is an important component of the teaching and learning process. It is an important part of the teaching profession because it can help learners to learn more effectively.

b. The Use of Technology in learning English

Technology is an effective tool for learners in learning English foreign language. Learners must be able to use technology as an

essential component of their learning process. Teachers should model the use of technology in learners in order to increase the actual use of technology in learning language skills (Costley, 2014; Murphy, et al, 2003).

Technology has the potential to improve learner collaboration. Collaboration is one of the most important learning tools. Learners collaborate to create assignments and learn from one another by reading the work of their peers (Keser, et al, 2011).

According to Bennett et al., (2000), the use of computer technology improves teachers' teaching and learners' learning in the classroom. The use of computer technology assists teachers in meeting the educational needs of their learners. According to Bransford et al., (2000), the use of computer technology allows teachers and learners to create local and global societies that connect them with people and expand their learning opportunities. They continued that the positive effect of computer technology is not automatically; it is dependent on how teachers use it in their language classrooms.

According to Susikaran (2013), fundamental changes have occurred in classrooms in addition to teaching methods because the chalk and talk teaching method is insufficient to effectively teach English. According to Raihan and Lock (2012), learners learn how to learn efficiently in a well-planned classroom setting. A technology-enhanced teaching environment outperforms a lecture-based class.

Teachers should look for ways to use technology as a useful learning tool for their students, even if they have not learnt it and can't use it like a computer expert.

According to Dawson et al., (2008) and Gilakjani (2014), using technology can create a learning environment that is more focused on the learner than the teacher, resulting in positive changes. They emphasized that by utilizing computer technology, language class is transformed into an active environment full of meaningful tasks in which students are responsible for their learning.

According to Drayton et al., (2010), using computer technology indicates a true learning experience that increases learners' responsibilities. Technology encourages learners to learn individually and to develop responsible behaviors. The ability to use technology individually provides learners with self-direction.

Application of technology in early childhood in learning English is an effective way because besides technology as a means of entertainment it can also be an effective means for them to learn.

B. **Previous Study**

The study that is related to this research as follows;

1. Arung (2016) in his journal "Language Acquisition and Learning in Children". The behaviors describe how children and adults acquire and learn their first and second languages. There were 6 participants

consisting of children and adults. The results showed that since humans live in the mother's womb, especially until the age of three months, the fetus unconsciously tries to get a sound. The Phased Process Approach focuses on three factors that influence language proficiency: Subconscious Acquisition, Conscious Acquisition, and Learning. The best time to learn something is when a child is 2 or 3 years old, which means they already have the ability to interpret the input they receive.

Previous research has similarities with this research where all of them are about language acquisition in children. However, previous research on children and adults in acquire and learn their first and second languages. This study is slightly different from the above research where this current study focuses on the young children age 6-10 in acquiring foreign-English languages through technology.

2. Indrawati (2013) in her thesis, "Case Study of Language Acquisition by Children for Early Childhood 2-3 years" she found that both phonological and vocabulary mastery psychological effects of children and their mothers, members of their families and people around the children can influence language acquisition in children.

Previous research has similarities with this research where all of them are about language acquisition in children. However, previous research focused on early child language acquisition aged 2-3 years old.This study is slightly different from the above research where this

current study focuses on the young children age 6-10 in acquiring foreign-English languages through technology.

3. Hutami (2018). in her thesis "Morphological Analysis of Language Acquisition in Three Years Old Children". This study also focuses on the form of the language of inquiry in morphological analysis but in a different form of material. The data of this study were taken by three year olds. She found Language Acquisition of developmental acquisition of morphology in three-year-olds was different depending on the child's intelligence. She also concluded differently if the study was taken from other children at different ages.

Previous research has similarities with this research where all of them are about language acquisition in children. However, previous research focused on morphological analysis of language acquisition in 3 years old children. This study is slightly different from the above research where this current study focuses on the young children age 6-10 in acquiring foreign-English languages through technology.

C. The Conceptual Framework

The conceptual framework underlying the research is given in the following diagram:

```
                    ┌─────────────────────┐
                    │  Foreign Language   │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │ Language Acquisition│
                    └─────────────────────┘
                              │
                              ▼
┌──────────────────┐  ┌────────────────────┐  ┌──────────────────┐
│Behaviorist Theory│◄►│ Nativism/Innateness│◄►│  Piaget Theory   │
│                  │  │       Theory       │  │                  │
└──────────────────┘  └────────────────────┘  └──────────────────┘
                              │
                              ▼
        ┌──────────────────┐      ┌──────────────────┐
        │   Environment    │◄────►│    Technology    │
        └──────────────────┘      └──────────────────┘
```
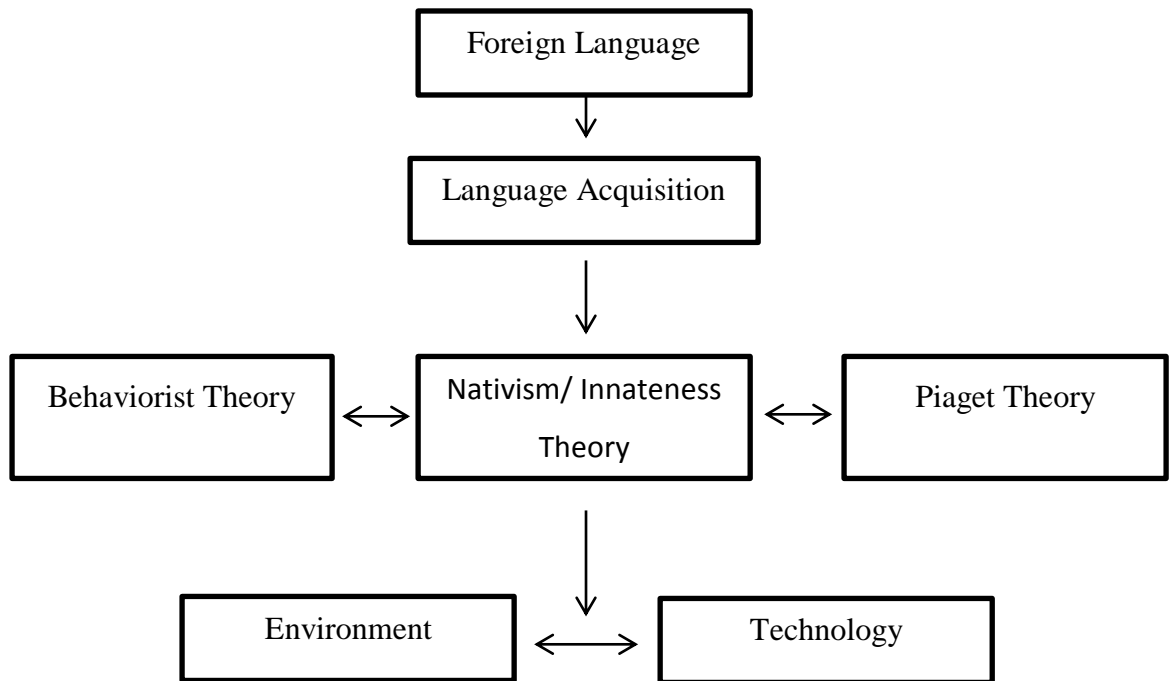
Figure 2.1. The conceptual framework of the study

CHAPTER III

RESEARCH METHOD

A. Research Method

The research method in this research has been used descriptive qualitative research. According to Williams (2007) theorized that "descriptive research approach is a basic research method that examines the situation, as it exists in its current state". In other words, the result of this descriptive research is description of the data at moment. Theorized that qualitative research method is the social phenomenon being investigated from the participant's viewpoint. (William, 2007, p. 67). In this study emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research.

According to Sugiyono (2012), "*Metode kualitatif digunakan untuk memperoleh data yang mendalam, yaitu data yang mengandung makna*" (Qualitative methods are used to obtain in-depth data, data that contains meaning).This research is classified as a qualitative descriptive design because it aims to explore how children today master foreign languages through technology.

B. Research Setting

Research activities has been carried out in Bengkulu city.

.

C. Respondent of the Research

The research respondentinthis research has been focus on examining process young children age 6 to 10 in recognizing English through technology in Bengkulu, Indonesia. To get the data for this study the researcher has beeninterview 6 parents to ask about their children exploring foreign language through technology. The researcher has been choosed 6 parents based on the criteria. The researcher choosed respondent randomly as their permission that based on that their children, apart from age, also undergo the learning process at their school using an online system based on internet sources.

Table 3.1. Respondent of the research

NO	SAMPLE	AGE
1.	Sample 1	9
2.	Sample 2	10
3.	Sample 3	6
4.	Sample 4	8
5.	Sample 5	7
6.	Sample 6	10

D. Research Instrument

In this study, the researcher used a qualitative methods, that means that the research instrument is the researcher himself. The researchers used the interview method in collecting data through semi-structured technique because the researcher used a list question and also the researcher can ask

additional questions to complete the topic.A semi-structured interview is an area where questions are prepared but the interviewer may add several questions that have not been prepared freely during the interview process, This type of interview also includes an outline of topics and questions prepared by the researcher (Stuckey, 2013).

In semi-structured interviews, the interviewer determines beforehand what topics will be attended to and what questions will be asked, though the definite structure develops over the course of the interview, allowing a certain amount of freedom to determine what topics will be covered and to what extent (Drever, 1995). The questions were formulated in an open-ended form to allow the interviewees to elaborate on his or her own meanings and realities (Magnusson & Marecek, 2015).

Based the discussion above, the researcher wanted to ask participants about the factors do the technology support their children in acquiring the foreign language and what extent does technology facilitate their children acquire the foreign language. In developing questions, the questions instrument in this study the researcher uses the standardization of Magnusson and Marecek 2015.

E. Data Collection Techniques

In this study, the researcher has been used an interview as an instrument to obtain data by asking several questions about children acquire English as a foreign language through technology.

1. Interview

In general, an interview is a method of gathering information from materials through oral questioning that is conducted unilaterally, face to face, and with the direction and goals that have been established. The interview can also be outfitted with tools such as a type recorder, allowing the answers to these questions to be more thoroughly recorded.

According to Moleong (2009), an interview is a conversation that has a specific goal. It can also mean that during an interview, two or more people exchange ideas and information. Questions and answers are used to obtain ideas and information, and then the meanings of a specific topic are answered.

In qualitative research, an interview is a purposeful discussion that is preceded by some informal questions. Research interviews are more than just casual conversations and can range from informal to formal. Although all conversations have transition or control rules enforced by one or more participants, the rules for research interviews are more stringent.

a. Semi Structured

The semi-structured interview is the most effective research instrument for answering research questions. This interview begins with the topics covered in the interview guide. This saves time for researchers.Dross rates are lower in structured interviews than in unstructured interviews. Researchers can create their own questions and decide which issues to address. Interview guidelines can be quite lengthy and detailed, but they do not have to be strictly followed. The

interview guide focuses on the specific subject area studied, but it can be revised following the interview if new ideas emerge. Although interviewers seek the participants' perspectives, they must keep in mind that they must maintain control in order for research objectives to be met and research topics to be explored.

b. Mode Interview

This research conducted during the Covid-19 pandemic while adhering to government health protocols. The interview process is carried out face-to-face.

F. Technique of Analysis Data

In analyzing the data, researcher used the theory of Miles et al., (2014), suggesting that the activity in data analysis consists of three procedures. Below the details of the theory are shown in the chart as follows;

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed. (Miles et al.,: 2014). In this step, the researcher focused on what factors do the technology support the children and how far can technology facilitate the children acquire the foreign language.

2. Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts (Miles et al., 2014). In the second step, the researcher presentedthe data by simplifying the data by using original text in the form of narrative text.

3. Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is become clearly. The conclussion is answer the formulation of problem in the beginning.

G. Credibility of The Research

In this study, the researcher used Triangulation. According to Sutopo (2006) The data triangulation research model that directs researchers to collect data must use a variety of different data sources. This means that the same or similar data will be more stable if the truth is extracted from several different data sources. Therefore, data triangulation is often referred to as source triangulation.

Triangulation technique, sources can use one type of data source such as informants, but some of the informants or sources used need to be positioned from different groups or levels. Source triangulation techniques can also be done by digging up information from data sources of different types, for such as certain sources, from certain conditions, from activities that

describe people's behavior, or from sources in the form of records or archives

and documents.
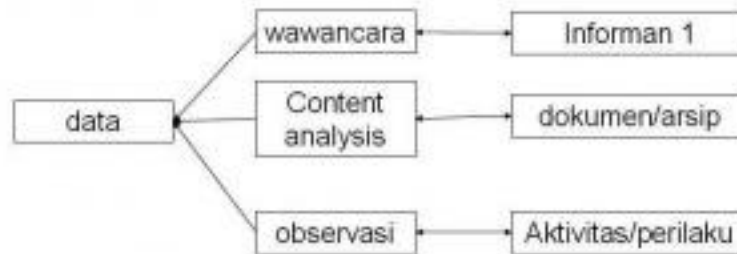
Figure 3.1. The figure of Triangulation

H. Research Timeline

No	Activities	Timeline Month					
		2	3	4	5	6	7
1.	Acc Thesis Proposal	✓					
2.	Consult with the advisor 2		✓				
3.	Consult with the advisor 2 & Advisor 1			✓			
4.	Carry out the Proposal Seminar				✓		
5.	Revision of the Proposal				✓		
6.	Collect and Analysis the data				✓		
7.	Writing research report				✓	✓	

8.	Complete a comprehensive Exam					✓	
9.	Carry out the thesis exam						✓
10.	Revision of the thesis exam						✓

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This section is presented based on the research questions stated in the first chapter of this paper, they are: (1) What factors do technology support the children in acquiring the foreign language? (2) To what extent does technology facilitate the children acquire the foreign language?

In data collection methods, the researcher used the results of interview. The researcher conducted an interview by 6 parents who live in Bengkulu city. Futhermore, the researcher has seen the condition today's children in acquiring the foreign language.

To examine the factors the technology support the children and to explore how far technology facilitate the children in acquiring the foreign language in Bengkulu city on 6 parents. From the process researcher has done through the data reduction analysis stage so that the results can be seen from the findings of the interview data as follows:

1. Information related to children's English learning

Q1 : "*Apakah anak Bapak/ibu belajar bahasa Inggris di sekolah*?"

"Do your child learn English at school?"

R1   : *"Ya, di sekolah."*

"Yes, at school."

R2   : *Tidak*

"No"

R3   : *Ya disekolahnya, tetapi kalau untuk pembelajaran bahasa Inggris tidak terlalu tapi dalam pembejarannya dimasukkan pembelajaran bahasa Inggris.*

"Yes, at school, butfor learning English it is not too much but learning is included in learning English."

R4   : *Tidak, Cuma kelas 1 dulu. Sekarang tidak*

"No, only first grade. Not now"

R5   : *ya baru belajar bahasa Inggris*

"Yes, just learning English."

R6   : *Ya belajar.*

"Yes learn"

Based on the data above, it is known that in interviews with 6 parents, 4 of 6 parents said that them child learned English at school. The rest they learn themselves without learning English at school.

Table 4.1.Information related to English at school

NO	Questions	Answer	
		Yes	No
1.	Do your child learn English at school?	4	2

Q2 : *Apakah anak bapak/ibu mengikuti les bahasa Inggris setelah pulang sekolah?*

" Do your child take English lesson after school?"

R1 : *Tidak, cukup belajar dirumah*

"No, just study at home."

R2 : *Iya, di Ganesha Operation*

"Yes, at Ganesha Operation.*"*

R3 : *Tidak, tidak mengikuti*

"No, not following.'

R4 : *Sekarang tidak tapi pernah ikut les privat*

"Not anymore but have taken private lesson.*"*

R5 : *Tidak*

"No"

R6 : *Tidak*

"No"

Based on the data above, it is known that in interviews with 6 parents, 2 of 6 parents said that their child take English lessons after

school and the remaining 4 parents said that their children did not take

lessons after school.

Table 4.2.Information related to English lesson after school

NO	Questions	Answer	
		Yes	No
2.	Do your child take English lesson after school?	2	4

Q3 : *Apakah bapak/ibu berbahasa Inggris dirumah dengan anak bapak ibu?*

" Do you speak English at home with your children?

R1 : *Tidak, sewaktu belajar saja, kalau sedang belajar bahasa inggris ya kita ngajarinnya pakai bahasa inggris biar dia ngerti.*

"No. Just while studying. If him learning English, We will teach it so that him understands.

R2 : *Tidak*

"No"

R3 : *Tidak, berbahasa Indonesia*

"No, Bahasa Indonesia"

R4 : Tidak. Tapi sesekali saya sudah mengenalkan bahasa inggris dari Youtube saat ia usia 3 4 tahun.

"No. but one a while I have introduced English from YouTube when he was 3-4 years old."

R5 : *tidak.*

"No"

R6 : *tidak*

"No"

  Based on the data above, it is known that in interviews with 6 parents, the all of 6 parents said that they do not speak in English in their home.

Table 4.3.Information related to English at home

NO	Question	Answer	Total Answer	Total Responden
3.	Do you speak English at home with your children?	No	6	6

Q4 :*Apakah anggota keluarga atau tetangga di lingkungan bapak/ibu berbahasa Inggris?*

" Do your family members or neighbors speak English?

R1 : *Tidak ada*

" Nothing"

R2 : *Ya,tetangga saya.*

" yes, my neighbor"

R3   : *Tidak ada*

"Nothing"

R4   : *Tidak Ada*

"Nothing"

R5   : *Tidak ada*

"Nothing"

R6   : *Setahu saya tidak ada*

" I do not think there is"

Based on the data above, it is known that in interviews with 6 parents, 1 of 6 parents said that their neighbor speak English and the remaining 5 parents said that there is no one of their family members or neighbor that speak English.

Table 4.4.Information related to English environment

NO	Questions	Answer	
		Yes	No
4.	Do your family members or neighbors speak English	1	5

2. **Information related to technology in the process of learning English by children**

Q1   : *Technology apa yang bapak/ibu berikan dirumah untuk anak bapak/ibu memperoleh bahasa Inggris?*

" What technology do you give at home for your child to get English?

R1 : *Handphone*

R2 : *Handphone*

R3 : *Handphone*

R4 : *Handphone*

R5 : *Handphone*

R6 : *Handphone*

Based on the data above, it is known that interviews with 6 parents that all parents give *Handphone* to their children for acquiring the foreign language-English. But researcher sure the meaning is *Smartphone*because the results of this interview has been through the data reduction process.

Table 4.5.Information related to Technology at home

NO	Question	Answer	Total Answer	Total Respondent
1.	What technology do you give at home for your child to get English?	*Handphone/ Smartphone*	6	6

Q2　　　: *Sudah berapa lama anak bapak/ibu terpapar dengan teknologi tersebut?*

" How long have your children been exposed to this technology?

R1　　　: *Semenjak Daring dia sudah mengenal Handphone karena gurunya memberikan tugas lewat Handphone*

" Since Online, she has known handphone because the teacher gave assignments by handphone.

R2　　　: *Dari mulai kelas SD. Sudah 5 tahun.*

" From 5th grade. It is been 5 years"

R3　　　: *Kurang lebih dari umur 4 tahun. Sekitar 3 tahun.*

approximately 4 years of age. About 3 years.

R4　　　: *Sejak kecil. Dari usia 2 tahun sudah sering. Anak sekarang kan memang sering terpapar ya.*

Since childhood. Since the age of 2 years has been frequent. Children today are often exposed, right*?*

R5　　　: *Mungkin sekitar usia 5 tahun. Sudah 5 tahun*.

Maybe around 5 years old. It's been 5 years

R6   : *hampir 2 tahunan. Semenjak Pandemi*

Almost 2 years. Since the Pandemic

Based on the data above, it is known that in interviews with 6 parents, Some parents said that them child exposed with that technology since childhood and start from pandemic until now.

Table 4.6.Information related to children exposed to technology

NO	Questions	Answer		
		2 years	3 years	5 years
2.	How long have your children been exposed to this technology	2	2	2

Q3   : *Sehari berapa lama anak bapak/ ibu menggunakan technologi tersebut?*

"How long do your child use this technology a day?"

R1   : *Kalau masalah waktu tidak tentu*

" if the time problem is not ceartain".

R2   : *Paling tidak sampai 1 jam. saat dia ngerjakan soal yang dibutuhkan di hp saja.*

"at least 1 hour. When she does only what is needed.

R3 : *Paling lama 4 jam. Tapi ada waktunya anak dalam bermain handphone*

" Maximum 4 hours. But there is time for children to play with handphone"

R4 :.*Lumayan. sekitar 2-5 jam sehari*

"Reasonable.About 2-5 hours a day"

R5 : *Mulai dari bangun tidur sampai malam. Tidak bisa lepas dari handphone*

" From waking up until night.Can not get off the phone"

R6 : *kadang-kadang 1 jam. Tidak menentu.*

"Sometimes. Uncertain."

Based on the data above, it is known that interviews with 6 parents, the children use the technology is uncertain. Every child is different. There are 1 hour, 2 hour even a day.

Table 4.7.Information related to children use this technology a day

NO	Questions	Answer			
		Uncertain Time	1 jam	4 jam	All day
3.	How long do your child use this technology a day?	2	2	1	1

Q4 : *Kenapa bapak/ ibu memberikan teknologi tersebut?*

"why did you provide this technology?*"*

R1 : *Kalau untuk zaman sekarang ya harus karena Daring semua harus lewat Handphone karena guru juga memberikan pelajaran lewat Handphone.*

" For today, it has to be because online everything has to go through handphone because teachers also give lessons by handphone.*"*

R2 : *Biar tidak terlalu ketinggalan dengan teknologi, untuk memperlancar komunikasinya terhadap teman dan guru untuk informasi-informasi karena sekarang orang berkomunikasi melalui Handphone semua.*

" So as not to be too behind with technology, to facilitate communication with friends and teachers for information because now everyone communicates by handphone.*"*

R3 : *Karena dia (anaknya) sekolah TK, selama Pandemi ini kan belajar Daring jadi mau tidak mau harus menggunakan Handphone karena video dari umi nya (guru) melalui WA (Whatsapp)*

" Because she (her daughter) goesto kindergarten, during
this pandemic she learns online so inevitably she has to use
a handphone because of the video from her Umi (teacher)
by Whatsapp.*"*

R4   : Sebagai sarana hiburan dan belajar

" As means of entertainment and learning."

R5   : *Supaya anak diam dirumah dan sebagai hiburan*

" So that children stay at home and as entertainment."

R6   : *Karena mengikuti zaman. Secara tidak langsung hp
diperlukan untuk belajar online. Tanpa ada hp anak tidak
bisa belajar.*

" For following the times. Indirectly, handphone are needed
for online learning. Without a handphone, children can not
study."

Based on the data above, it is known that interviews with 6
parents. 6 parents provide handphone to their child because learning
online and facilitate communication and entertaining media.

Table 4.8.Information related to parents in provide the technology

NO	Questions	Answer		
		Online	Era and	Entertainment and Media

		Learning	Technology	
4.	Why did you provide this technology?	2	2	2

Q5 : *Di teknologi tersebut anak bapak/ ibu biasanya melihat apa?*

"In the technology, what do your children usually see?*"*

R1 : *Video-Video, Chat dan cari soal untuk belajar.*

"Videos, Chat, and search questions to study"

R2 : *Video-Video*

"Videos"

R3 : *Video pembelajaran dan video hiburan*

" Learning and entertainment videos."

R4 : *Nonton video.*

" Watch video.*"*

R5 : *Nonton Video*

"Watch Video"

R6 : "*Nonton Video dan belajar"*

"Watch video and learn.*"*

Based on the data above, it is known that interviews with 6 parents. The all of 6 parents said that their children is watching and learning in the technology.

Table 4.9.Information related to children usually see

NO	Questions	Answer	
		Watch videos	Watch Video and Learn
5.	In the technology, what do your children usually see?	3	3

Q6   : *Kenapa anak bapak/ibu suka teknologi tersebut?*

" Why do your child like the technology?*"*

R1   : *Karena semua ada. Seperti pelajaran dan edukasi lain.*

" Because it is all on there. Such as lessons and other education."

R2   : *karena dia bisa belajar dan bermain di teknologi tersebut*

" because she can learn and play in the technology.'

R3   : *Sebagai sarana belajar dan hiburan*

"As a means of learning and entertainment.*'*

R4   : *karena dia suka nonton*

"Because he likes to watch."

R5   : *Mungkin disana bisa melihat berbagai macam film, kartun dan animasi-animasi yang ia sukai*

" Maybe there can see various kinds of films, cartoons and animations that he likes.

R6   :*Karena didalam teknologi tersebut lengkap dan pengaruh temannya.*

" Because in the technology it is complete and the influence of his friends."

Based on the data above, it is known that interviews with 6 parents. Parents said that their child like the technology because it is all on there. Such as lessons, education and entertaining media.

Table 4.10.Information related to children likes the technology

NO	Questions	Answer	
		Complete technology	Entertainment media and learn
6.	Why do your child like the technology?	2	4

3. **Detailed technology used**

Q1   : *Tipe nya seperti apa?*

" What type is it?*"*

R1   : *YouTube*

R2   : *YouTube*

R3   : *YouTube*

R4   : *YoutTube*

R5   : *YouTube*

R6   : *Aplikasi-aplikasi seperti game dan YouTube*

               "Apps like games and YouTube.'

Based on the data above, it is known that interviews with 6 parents. The all of parents said that their children like open *YouTube* in their *smartphone*.

Table 4.11.Information related to type of technology

NO	Questions	Answer	
		YouTube	YouTube and Game Applications
1.	What type is it	5	1

Q2   : *Kenapa anak bapak/ibu suka aplikasi tersebut?*

               "Why do you child like the application?

R1   : *Semuanya ada disana. Pelajaran dan edukasi lain.*

               "Everything is there.Other lessons and education.*"*

R2   : *Karena dia bisa belajar dan bermain di aplikasi tersebut*

               "Because she can learn and play in the application.*"*

R3   : *Karena disana dia bisa belajar dan hiburan*

               "Because there she can learn and have entertainment."

R4   : *Karena di YouTube banyak informasi.*

"Because there is a lot of information on *YouTube*."

R5 : *Mungkin disana dia bisa melihat berbagai macam film, kartun dan animasi-animasi yang ia sukai*

"Maybe there he can see various kinds of films, cartoons and animations that he likes.

R6 : *Karena semua ada dan menghibur*

"Because everything is there and entertaining."

Based on the data above, it is known that interviews with 6 parents. Parents said that their child like the applicationbecause everything is there. Such as lessons, education, information ,entertaining media and children can learn and play in a lot of on *YouTube*.

Table 4.12.Information related to application

NO	Question	Answer	Total Answer	Total Respondent
2.	Why do you child like the application?	All on there	6	6

Q3 : *Apakah ada percakapan didalam aplikasi tersebut?*

" Is there a conversation in the application?

R1 : *Ada*

"There is"

R2   : *Ya, Ada*

" Yes, There is."

R3   : *Ada*

"There is."

R4   : *Ada*

" There is."

R5   : *Iya, Ada*

"Yes, There is"

R6   : *Iya ada.*

"Yes, There is.*"*

Based on the data above, it is known that interviews with 6 parents. Parents said that there conversation in the application.

Table 4.13.Information related to conversation in the application

NO	Question	Answer	Total Answer	Total Respondent
3.	Is there a conversation in the application?	Yes	6	6

Q4   : *Apakah aplikasi tersebut memiliki tampilan berdasarkan usia anak bapak/ibu?*

"Does the application have a display based on the age of your child?*"*

R1   : *Sesuai usia*

"Age appropriate."

R2   : *Iya, sesuai usia*

" Yes, age appropriate."

R3   : *Ya, menurut saya gambar-gambarnya cocok dan menarik untuk anak-anak yang membuat anak-anak tertarik untuk menontonnya.*

" Yes, I think the pictures are suitable and interesting for children which makes them interested in watching them."

R4   : *Selama ini sesuai*

" As long as it fits."

R5   : *Kalau saya lihat sesuai dengan usianya*

" If I see according to his age."

R6   : *iya sesuai sama umurnya*.

" Yes, according to age."

Based on the data above, it is known that interviews with 6 parents. 6 Parents said that the application have a display based on the age of their child and the pictures are suitable and interesting for children which makes them interested in watching them.

Table 4.14.Information related to application display

NO	Question	Answer	Total Answer	Total Respondent
4.	Does the application have a display based on the age of your child?	Yes, age appropriate	6	6

Q5   : *Channel apa yang sering dia dilihat?*

"What channels does he/she often watch?*"*

R1   : *Tentang pelajaran, Bu Pena. Channel- channel mewarnai.*

" About lessons, Bu Pena, Colouring channels."

R2   : *Pembelajaran, kosa kata, lagu bahasa Inggris*

"Learning, vocabulary, English songs."

R3   : *Lagu-lagu islami, lagu mengenal warna, mengenal angka,*

benda dalam bahasa Inggris

" Islamic songs, songs recognize colours, recognize

numbers, objects in English."

R4   : *Channel-channel lagu, unboxing dan games*

" Song channels, unboxing and games."

R5   : *Kadang Ngaji, Belajar ABCD dan Konten Bahasa Inggris*

yang lain.

"Sometimes recite the Koran, learn ABCD and other

English content."

R6   : *Sering lihat games di YouTube Go*

     "Often watch games on *YouTube* go.*"*

  Based on the data above, it is known that interviews with 6 parents. Every child has open different channel between them. There is open the lessons, English songs, Islamic songs, songs recognize colours, recognize numbers, unboxing and games.

Table 4.15.Information related to channel

NO	Question	Answer		
		Channel		
		Education	Entertainment media	Education and Entertaintment media
5.	What channels does he/she often watch	2	2	2

Q6   : *Kenapa anak bapak/ibu suka akan channel tersebut?*

     " Why do you child like the channel?

R1   : *Karena memang dia hobi itu. Jadi disalurkan disana.*

     " Because she is a hobby.So there is channeled there."

R2   : *Karena menghibur dan bisa belajar*

     " Because it is entertaining and can learning."

R3   : K*arena channelnya menarik, anak-terpacu untuk belajar*

     bahasa inggris lewat lagu, permainan edukatif

" Because the channel is interesting, children are encouraged to learn English through songs, educational games.*"*

R4 : *karena menghibur*

"Because entertaining."

R5 : *Mungkin membuatnya lebih banyak belajar*

" Maybe make him learn a lot."

R6 : *Karena dia suka game-game*

"Because he likes games."

Based on the data above, it is known that interviews with 6 parents. Parents said that their child like the channel is interesting, entertaining and can learning. Children are encouraged to learn English through songs, educational games.

Table 4.16.Information related to children and their channel

NO	Question	Answer			
		Hobby	Entertainment	Fun	Learn
6.	Why do you child like the channel?	1	3	1	1

Q7 : *Konten apa yang sering dilihat anak bapak/ibu?*

" What content do you child often see?*"*

R1 : *Belajar, mewarnai, lagu dan lain-lain mengikuti perkembangan zaman sekarang. Lagu atau permainan tetap dalam pengawasan.*

"Learning, coloring, songs and others. Keep up today's developments. Songs or games remain under surveillance."

R2 : *Konten masak dengan intruksi bahasa inggris*

" Cooking content with English instructions."

R3 : *Lagu-lagu islami, mengenal warna, angka dan benda dalam bahasa Inggris.*

" Islamic songs, recognize colors, numbers and objects in English."

R4 : *Kalau dulu lagu-lagu dan unboxing-unboxing. Sekarang lebih ke Game. Gamenya sekarang juga berbahasa inggris jadi mungkin disana lah dia belajar bahasa Inggris.*

" In the past, songs and unboxings. Now more to game. The game now is also in English so maybe that is where he learns English."

R5 : *Macam-macam film, kartun dan animasi-animasi*

" Various film, cartoons and animations."

R6 : *"Selain game dia jugamelihat pelajaran, tugas sekolah dan tips serta trik seperti itu."*

" Besides games, he also sees lessons, home work and tips and trick like that. "

Based on the data above, it is known that interviews with 6 parents. Parents said that their child like to see content about learning, coloring, songs, games, lessons, various films, cartoons, animations, unboxings, and cooking content with English instructions.

Table 4.17.Information related to content

NO	Question	Answer	
		Education	Creative content
7.	What content do you child often see?	3	3

Q8 : *Apakah konten tersebut full menggunakan bahasa inggris?*

" Is the content fully in English? "

R1 : *Ada. Konten dari luar negeri.*

"There is. Content from abroad."

R2 : *Full*

R3 : *Tidak. Ada bahasa indonesianya. Jadi anak bisa mengerti.*

"No. There is Indonesian. So children can understand."

R4 : *Full English. Saya heran. Kok bisa?. Makanya dari kelas 1 saya private kan.*

" Full English. I wonder. How come? That is why I am taking lesson from grade 1.

R5 : *Kadang-kadang. Kadang ada. Kadang tidak.*

" Sometimes. Sometimes there is. Sometimes not."

R6 : *Kadang-kadang. Sering campur bahasanya. Kadang-kadang bahasa Indonesia kadang juga bahasa Inggris.*

"Sometimes. Often mix languages. Sometimes Indonesian somentimes also English."

Based on the data above, it is known that interviews with 6 parents. 3 of 6 parents said that the content is fully English and 3 of 6 said that Sometimes.

Table 4.18.Information related to content and English

NO	Questions	Answer		
		Yes	No	Mix
8.	Is the content fully in English?	3	1	2

Q9 : *Apakah anak bapak/ibu suka mengikuti arahan konten tersebut?*

" Do your children like to follow the instructions of the content?*"*

R1 : *Sering mengikuti*

" Often follow."

R2 : *Suka, karena dia sering buat slime, warna, bahan –bahan*

yang dicampur itu menggunakan bahasa inggris semua

" Like, because she often make slime, the colours, the

mixed ingradients are all in English ."

R3 : *Iya hobi sekali mengikuti*

" Yes, it is a hobby to follow."

R4 : *Iya. Sering juga saya lihat dia mengikuti. Seperti mengeja*

dan bernyanyi.

"Yes. I also often see him following. Like spelling and

singing."

R5 : *iya, dia ikuti.*

" Yes he follows."

R6 : *iya dia ikuti*

" Yes he follows."

Table 4.19.Information related to children and content instructions

NO	Question	Answer	Total Answer	Total Respondent
09.	Do your children like to follow the instructions of the content?	Yes	6	6

Based on the data above, it is known that interviews with 6 parents. 6 of 6 parents said that their child like to follow the instructions in the video.

Q10 : *Apakah anak bapak/ibu suka mempraktikkan konten yang dilihat?*

"Do your children like to practice the content they see?*"*

R1 : *Sering. Seperti mewarnai. Meniru warna gradasi*

"Often. Like coloring. Imitating gradient color.

R2 : *Sangat suka. Tapi yang mendasar*

"Really like but basic.'

R3 : *Iya suka mempraktikkan, apalagi yang gerak-gerakan.*

" Yes, like to practice, especially those with movements."

R4 : *Iya, sering. Dia sering mempraktikan. Jadi saya berpikir pintar sendiri ya anak. Memang teknologi sekarang membantu anak dalam belajar. Ada yang baik ada yang tidak asal tidak berlebihan.*

" Yes often. He often practices. So I think smart, child. Technology now is helping children in learning. Some are good some are not as long as they are not excessive."

R5 : *Iya suka kadang. Seperti abcd, warna dan lain-lain.*

"Yes like it sometimes.Such as ABCD, colour and others."

R6 : *Iya suka mengikuti*

" Yes, like to follow.*"*

Based on the data above, it is known that interviews with 6 parents. 6 of 6 parents said that their children like to practice the content in the video.

Table 4.20.Information related to children and practice the content

NO	Question	Answer	Total Answer	Total Responden
10.	Do your children like to practice the content they see?	Yes	6	6

B. Discussion

The discussion of this study that process was passed using the conclusion or verification process.

a. The factors of technology support the children in acquiring the foreign language

The interview data regarding parents about factor the technology support the children in acquiring the foreign language:

1. The availability of Gadget

Technology is very useful for human life. Not only that, technology today's also useful for children in acquiring the foreign language. This is evidenced by the current situation where gadgets play an important role in human life activities. At this time the phenomenon of children at an early age and gadgets are not new or foreign in our midst.

The researcher asked the parents because the gadgets are familiar in children daily life now.This question is obtained by looking at the interview data that has been obtained. From the results of this study the parents said that their children is use gadgets. This can be seen in the following from the interviews with 6 parents :

" I use smartphone" (Respondent 1 to 6)

From the above statements, it could be seen that all children are using handphone in their daily life but I believe what they mean handphone is smartphone.

In a study by Srinahyanti et al (2018) Influence of Gadget: A Positive and Negative Impact of Smartphone Usage for Early Child to support children learning process and language acquisition with the participation of the Asian parents, it was found that as many as 98% of 2,714 parents in Southeast Asia allowed their children to access technology in the form of computers, smartphones and tablets. This research was conducted on parents

who have children aged 3-8 years and come from Singapore, Malaysia, Indonesia, Philippines and Thailand. The results of the survey stated that the reason parents allowed their children to play gadgets for educational purposes.

Based on the study above, that 98% of 2.714 parents in Shouteast Asia allowed their children to acces technology by their gadget. It is same with this study, but in this study researcher found that children age 6 to 10 just focus on smartphone in their daily life.

2. Adjustment Globalization Era

In addition to the gadget, another factor of technology support the children in acquiring the foreign language is factors era and technology. This is can be seen in the following from the interviews with parents :

"*Kalau untuk zaman sekarang ya harus karena Daring semua harus lewat Handphone karena guru juga memberikan pelajaran lewat Handphone*" (Respondent 1)

"For today, it has to be because online everything has to go through smartphone because teachers also give lessons by smartphone.*"* (Respondent 1)

"*Biar tidak terlalu ketinggalan dengan teknologi, untuk memperlancar komunikasinya terhadap teman dan guru untuk informasi-informasi karena sekarang orang berkomunikasi melalui Handphone semua."* (Respondent *2*)

"So as not to be too behind with technology, to facilitate communication with friends and teachers for information because now everyone communicates by handphone."(Respondent 2)

"Karena mengikuti zaman. Secara tidak langsung hp diperlukan untuk belajar online. Tanpa ada hp anak tidak bisa belajar." (Respondent 6 *)*

" For following the times. Indirectly, handphone are needed for online learning. Without a handphone, children can not study." (Respondent 6)

Based on the statements above, parents said that the factors of technology support the children in acquiring the foreign language is era and technology. According to İŞMAN (2012) the use of knowledge particularly in specific fields, and can be a strategy in carrying out tasks, especially in the use of technical processes, strategies, or knowledge. The use of technology does not only include machines (computer hardware) and instruments, but also has structured relationships with other humans, machines, and the environment (İŞMAN, 2012).

Advances in technology have become the focus of basic education today. Young children are already adept at using technology in everyday life, including in meeting their needs. The purpose of this study is the analysis of the integration of technology

in thematic learning to approach the era of the industrial revolution 4.0 in elementary schools.

In a study by Taufina et al (2019) in the Technology integration in thematic learning to welcome the era of the industrial revolution 4.0 in elementary schools, the results showed that children who grow and develop with technological advances easily follow learning by integrating technology into thematic learning in primary schools. Whereas children who grow and develop by not following technological advances have difficulties and awkwardness in learning by integrating technology in thematic learning in primary schools. In line with this study above and research by researcher defined that era and technology can support the children in acquiring the foreign language English out of school.

3. Children have plenty of time to access the technology

At this time, technology is very useful especially during the current pandemic. Children have plenty of time to explore technology for learning reasons and entertainment media. This can be seen in the following from the interviews with parents :

> "*Kalau untuk zaman sekarang ya harus karena Daring semua harus lewat Handphone karena guru juga memberikan pelajaran lewat Handphone. (* Respondent 1 *)*

" For today, it has to be because online everything has to go through handphone because teachers also give lessons by handphone."*(* Respondent 1 *)*

*"Biar tidak terlalu ketinggalan dengan teknologi, untuk memperlancar komunikasinya terhadap teman dan guru untuk informasi-informasi karena sekarang orang berkomunikasi melalui Handphone semua."(*Respondent 2*)*

" So as not to be too behind with technology, to facilitate communication with friends and teachers for information because now everyone communicates by handphone.*" (*Respondent 2)

*Karena dia (anaknya) sekolah TK, selama Pandemi ini kan belajar Daring jadi mau tidak mau harus menggunakan Handphone karena video dari umi nya (guru) melalui WA (Whatsapp) (*Respondent 3)

"Because she (her daughter) goesto kindergarten, during this pandemic she learns online so inevitably she has to use a handphone because of the video from her Umi (teacher) by Whatsapp."(Respondent 3)

"Sebagai sarana hiburan dan belajar" (Respondent 4)

" As means of entertainment and learning." (Respondent 4)

"*Supaya anak diam dirumah dan sebagai hiburan*"(Respondent 5)

" So that children stay at home and as entertainment." (Respondent 5)

"*Karena mengikuti zaman. Secara tidak langsung hp diperlukan untuk belajar online. Tanpa ada hp anak tidak bisa belajar.*" (Respondent 6)

" For following the times. Indirectly, handphone are needed for online learning. Without a handphone, children can not study." (Respondent 6)

Based on the statements above, parents have their own reasons for their children to access the technology. In the midst of the current pandemic, technology has become a very important tool for every individual, inseparable from the world of education and children. Children aged 6 to 10 now exposed to technology and gadgets, this is for learning purposes and as a means of entertainment.

4. Environment and their friends

The fact is the factors of technology support the children in acquiring the foreign language one of them goes through the environment and their friends. This can be seen from the findings of the interview data follows:

" Karena didalam teknologi tersebut lengkap dan pengaruh temannya." (Respondent 6)

*"*Because in the technology it is complete and the influence of his friends." (Respondent 6)

The acquisition of children is depend on the contribution or input of parents and the people around them. According to In a study byDublin (2017) defined growing up with different languages can have many advantages. Research has shown the cognitive benefits of bilingualism. Knowing more than one language can also help children in their learning of other languages and increase their flexibility in social interaction. There are also significant emotional benefits associated with maintaining home languages – children can use their home language to communicate with friends and family, for example, talking to grandparents who are speakers of that language.

According to Behaviorist theory, a person learn spoken languagefrom another human trough a process of imitation, appreciation and practice. Based on explanation above we all know that environment, family or friends very influential in the process of receiving a child's language. When a friend or family member can it will influence the child to use the technology as well.

b. How technology facilitate the children acquire the foreign language.

1. Smartphone

All of the parentsbelieved to given smartphone to their children. This is evidenced by the use of smartphone in their children's daily activities. This can be seen in the following interview results below:

"Kalau masalah waktu tidak tentu" (Respondent 1)

" if the time problem is not ceartain". (Respondent 1)

"Paling tidak sampai 1 jam. saat dia ngerjakan soal yang dibutuhkan di hp saja" (Respondent 2)

"at least 1 hour. When she does only what is needed. (Respondent 2)

"Paling lama 4 jam. Tapi ada waktunya anak dalam bermain handphone" (Respondent 3)

" Maximum 4 hours. But there is time for children to play with handphone" (Respondent 3)

".*Lumayan. sekitar 2-5 jam sehari* (Respondent 4)

"Reasonable.About 2-5 hours a day"(Respondent 4)

"Mulai dari bangun tidur sampai malam. Tidak bisa lepas dari handphone (Respondent 2)

" From waking up until night.Can not get off the phone" (Respondent 5)

*"Kadang-kadang 1 jam. Tidak menentu." (*Respondent 6)

"Sometimes. Uncertain." *(*Respondent 6)

In a study by Ally et al (2007) have reviewed several studies in integrating the use of mobile phones in teaching English and they have come up with good results indicating that the use of mobile phones has increased the ability of the students to improve their results in language learning.

According to Klimova (2019), research indicates that mobile apps help develop all language skills, primarily retaining new vocabulary, and the use of these apps also increases students' motivation to study. Using the apps also boosts confidence, class participation, and students' tendency to use mobile devices in education.

Based on the explanation above we can conclude that smartphone defined a way for acquiring English by technology especially at this time children are more likely to use handphone in their daily activities, so that the child can unconsciously accept English.

2. Sophisticated Features

To know the features that children use on their handphones. This can be seen in the following from the interviews with 6 parents :

"*Video-Video, Chat dan cari soal untuk belajar." (*Respondent 1)

"Videos, Chat, and search questions to study"*(Respondent 1)*

"*Video-Video"(*Respondent 2)

"Videos" *(Respondent 2)*

" *Video pembelajaran dan video hiburan"(*Respondent 3 *)*

" Learning and entertainment videos. (Respondent 3)

"*Nonton video." (*Respondent 4)

" Watch video.*"* (Respondent 4)

*Nonton Video (*Respondent 5)

"Watch Video" *(Respondent 5)*

"*Nonton Video dan belajar"* (Respondent 6)

"Watch video and learn." (Respondent 6)

Based on the statements above, child always use features on their handphone to watch videos and learn. In line with the findings Kurniawati (2013) in Kiftiyah (stimulation audio-visual of the video is able to deliver optimized development of knowledge the colors are more effective in early childhood. While the findings in

the area of the child's imagination, the interesting thing is the way children interpret their environment in accordance imagination of what contained in a given video content. The concept is the same as the development of egocentrism in children characterized by perceiving the outside world at will. Active behave children here can be said to constitute a potential kinesthetic intelligence that will develop in the child.

3. *YouTube*

All of the parents said their child like to open *YouTube* to watch, study or play. This can be seen in the following interview results below:

"*YouTube*" (Respondent 1 to 6)

In a study by Auliya and Fadlilah (2019) they are found that media used is *YouTube*, by displaying videos that have educational content and interesting aiming to find out how much vocabulary is obtained after the children watches the video. Based on the study is same with this study that all children is used *YouTube* in using technology.

It also agrees with Almurashi (2016) He found that the use of *YouTube* in teaching the English language plays a leading role in

helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, *YouTube* presented a substantial influence on students' understanding of English.

Children likes *YouTube* for the reason that it provides a lot of entertainment and information. On *Youtube* children can watch and learn. Such as watching movies, cartoons, animations and educational videos such as learning the English alphabet, vocabulary and many more.

From the results of the study, it was found that every child liked the channels on *YouTube* such as song content, cooking, vocabulary, cartoons, games, unboxing, cooking content and learning content.

In fact, children often follow and practice the instructions or directions on the *YouTube* videos they watch. For example when they watch English alphabet videos then they will intentionally or unintentionally follow as well as other content.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions about the research. The conclusion summarizes the findings of the discussion based on the research problem. So, this summarizes about exploring today's children in acquiring the foreign language English trough technology.

A. Conclusion

Exploring today's children in acquiring the foreign language English trough technology. Every children has differences in acquiring the foreign language, when viewed from study results, there are several similarities in the application that used by the six children in this research.

From the results of this study, following the focus of the proposed research, there are kinds factors children in acquiring the foreign language-English in this study. The first is learning English at school, the second is take private English lessons, environment and the last is technology.

Moreover, the researcher found that children age 6 to 10 just focus on smartphones in their daily life. Technological advances have difficulties and awkwardness in learning by integrating technology in thematic learning in primary schools. In line with this study above and research by researcher defined that era and technology can support the children in acquiring the foreign language English out of school.

Futhermore, this study also find children who grow and develop with technological advances easily follow learning by integrating technology into thematic learning in primary schools. Whereas children who grow and develop by not following technological advances have difficulties and awkwardness in learning by integrating technology in thematic learning in primary schools. In line with this study above and research by researcher defined that era and technology can support the children in acquiring the foreign language English out of school.

In the midst of the current pandemic, technology has become a very important tool for every individual, inseparable from the world of education and children. Children aged 6 to 10 now exposed to technology and gadgets, this is for learning purposes and as a means of entertainment. That is influential in the process of receiving a child's language when a friend or family member can it will influence the child to use the technology as well.

In this research, researchers also find how technology facilitates the children acquire the foreign language. Smartphone defined a way for acquiring English by technology especially at this time children are more likely to use handphone in their daily activities, so that the child can unconsciously accept English.

Moreover, Sophisticated Features (audio-visual stimulation of the video is able to deliver optimized development of knowledge the colors are more effective in early childhood. While the findings in the area of the child's imagination, the interesting thing is the way children interpret their

environment in accordance with imagination of what contained in a given video content. The concept is the same as the development of egocentrism in children characterized by perceiving the outside world at will. Active behave children here can be said to constitute a potential kinesthetic intelligence that will develop in the child.

The last is *YouTube*. All of the parents said their children likes YouTube for the reason that it provides a lot of entertainment and information. On *YouTube* children can watch and learn. Such as watching movies, cartoons, animations and educational videos such as learning the English alphabet, vocabulary and many more and the researcher can conclude that every children has different in acquiring the foreign language it can be based on the situation and condition the children.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as a consideration, they are :

1. Suggestion for teacher

    English is very important in this era. In the process of teaching, teacher should be implement YouTube technology in learning process.

2. Suggestion for parents

    The role of parents is important In the progress of their child's education. Currently technology is very influential on the development of children in accepting foreign language- English. Parents should facilitate

their child with technology so that their child can accept foreign language well but still with control.

3. Suggestion for future researchers

Hopefully, the result of this research can be a reference for other researchers who do advanced research about exploring children in acquiring the foreign language- English through technology. It also can provide an alternative source for the next researcher to get a better and moreaccurateresult.

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