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PINKFONG STORIES IN EXTENDING UTTERANCE TO YOUNG EFL LEARNER: A CASE STUDY

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Abstract

Motivation has become an issue that is encountered by EFL learners in teaching foreign language to early children. On preschools and kindergartens majority used conventional drill method to memorizing utterance. However, it is firm and tight to fail in managing genuine interest of children and to supplicate natural learning motivation. This article intended to verify preaching among genuine material such as well-liked children songs and videos, the effect of the level of unknown utterance, and the growth of their learning stimulus. The OEOL approach was evolved in this occasion. It came on learning growth from a six years old preschooler for twelve months interval assessment. The speaking outcomes with promote this approach in home settings, made full use of and derive the benefit.

Key words: Case study, ELT, Motivation, OEOL approach, EFL learners

Introduction

Nowadays, early children from recent generations, there are three exposures which attack them in their daily activity (Prosic-Santovac, 2017). First exposure is the consumerist and materialism ideology which gives a huge impact on children profit-oriented business at highest level. Second exposure is the contact of media and technology on children sets faster than expected time. The last exposure is instruction of foreign language given at any education form begins prematurely.

Huge amount of various advertisements have replace the marketing target of children products. Without the appearance of gatekeeper model in modern experience of consumerist ideology, parents become target market to persuade them to buy product for their children. Through internet, television, social media, advertisers have direct entryway to sell it out. A new marketing concept in kids playing object market called branding, has gotten popular recently. Branded knick-knacks have made a crucial on social life, down to early children (Schor, 2004). The complex set up was added by forced of brands promotion. Some illustrations have reflected from specific products. Also it brought some kind of side effects on early childhood education.

The emphasizing of ideal structure of gender has been injected to assign toys (Davies, 2003). Boys with their emphasized masculine aspect will produce offensive behavior, lack of sensitivity, roughness, impoliteness, vulgarity, and other negative side effects. Then, girls with their emphasized feminine aspect will produce weaknesses such as brittleness, diffidence, looks obsession, extreme admiration, and other negative side effects. Children would be excluded from a society or group due to their mismatch with typical cultural values (Schor, 2004). Parents concerns on this problem get force to acquire goods as a figurative fee for their children to enter society.

Technology and media are like giving a particular shape to the children believes about their own selves and other things in their environment, moreover if it is done at earliest time (Ward, 2005). That is reason why the caretakers who do not make a strict rule on children

when watch television, most likely to face negative influence. This kind of risk would come out when application about qualification criteria of program choice that they watch is not exist. Somehow, obviously preventing the technology and media exposures is not a good settlement. Either problem would come up when this avoiding happened, it easily considers as non-normative behavior. It can also direct to a kind of bullying or social isolation.

On the worldwide curriculum of education, teaching English as foreign language (TEFL) is most occurring supplement lesson as language initiation on early childhood education (Shin and Crandall, 2014). In spite of, the current debate about the use of language instruction in early embarking to learn (Larson-Hall, 2008). The term “earlier the better” will work, and only happen within a specific circumstance. What we really need in teaching early children learners are psychological and pedagogical ability that make an intimate connection of students’ competence and their cognition. It requires a prior condition for intended specific setting to solve heterogeneous assignments. Which means, in teaching English as foreign language, teacher foundation on oral language needs to be strengthened and became a fundamental piece at basic level rather than upper level (Cameron, 2003). Further, teaching English should be introduced in a fun way through comprehension approach which most likely being ignored by eminent teachers occasionally (Cameron, 2001).

Further, collaborating language teaching and certain aspect of popular cultures such as song’ rhymes and stories could give great exposure. Specifically in popular media format such as animated animation, which they can deal with it every day at home. Instead of using grammar-based curricula, teachers or parents can apply a theme-based approach towards maintaining primary motivation in early children (Shin and Crandall, 2014). According to Park (2008), the emphasis on OPOL approach is a certain way to teach English to early children learners in native speaker’s perspective which has the high success rate. But it could cost the caretakers as non-native speakers either the uncomfortable feeling, unnatural sensation, or timidity on the process. It happens since the language is not their mother tongue and carry out in the first language (L1) neighborhood with no authentic exposure. In order to solve this problem, the researcher intends to verify preaching among genuine material such as well-liked children songs and videos, influences the amount of foreign expression familiarity, and learning stimulus. In addition, teaching material and how to deliver it be the main focus on this study. How three immersions which mentioned above could be connected and turn into benefit for early children, and main effects in their learning motivation.

Pinkfong Story is part of several kinds of Youtube videos which is provided by Pinkfong. There are other options of preschool animated video series on this channel available such as Pinkfong Song and Pinkfong Toys. It is chosen as a fundamental foreign language learning impression in this research among on the whole famous children videos which have main character who gave positive role as future role model. It is also popular among Indonesian children, thanks to the popularity of their viral Baby Shark video.

In addition, as the Baby Shark video becomes a huge viral video around the world. The Pinkfong also gets a large amount of exposure and free marketing advertisement about their phone application and Youtube channel. The videos are suitable for early children, because they feature interesting theme, amazing visual animation and great amount of variety in order to encourage language growth on children speaking ability directly. It elaborates as briefly expression and recurrences; prompt language connection, substantial resources (Fisch, 2004).

Towards these drills, the video certainly helps the young EFL learner to inclusively learn new words.

OPOL Approach

An answer to solve those problems in previous part is to change the word **of** one person into the one environment on the language teaching approach **use**. In this study, the researcher used a popular video animation as fictional environment. It used to fulfill the need of technology and media exposure, likewise the demand to own branded toys from character show up on that video. The OEOL approach (One Environment - One Language) was contrived by Prosic-Santovac (2017), based on Grammont (1902) the OPOL premise, further development by several OPOL pioneers such as Ronjat (1913), Pavlovich (1920), and Leopold (1939). This method was promoted to maintain the bilingual proficiency in early childhood education and comply the caretaker's necessity who is not an English native **speaker**, but feel comfort when speaking in foreign language in daily reciprocal action with one kid. It **was** supported by Barron-Hauwaert (2004) about his finding on the OPOL approach which too strictly organized and imposing restrictions, specifically in the attendance of **guest** house.

Other **issue** which **becomes** huge obstacles to implement this approach in this research is there only one person to qualify as English speaker. One and only solution is implemented the early form of this approach.

Methods

The **purpose** of this research was to inspect preaching within genuine material such as well-liked video animations, influences the scale of foreign utterances understanding, and learning encouragement. Furthermore, the researcher intended to know about how habitual exposure from certain famous animation series *Pinkfong Stories* alongside **engaged in** enjoyment activity with branded toys. Using both of related outcomes would affect the foreign language teaching regarding personal vocabulary improvements, pronunciation, fluency and motivation.

This research began **since** Shiva, the nephew of researcher, was six years eight months old, **until** seven years eight months. **On** that time, she **had** spoken Bahasa Indonesia fluently, with some general grammar **mistakes** such as reversed word order and missing letter. **Besides** she **had not had** reading skill yet. She used to repeat what she **heard from** her social environment. She also invented her own song, which arranged from daily random word that she **heard**. Second language exposure firstly introduced on her kindergarten as daily instruction to get in or get out from classroom, etc. As well as the curiosity of students **began** to increase, other exposure from technology and media **had** infiltrated her first language; Buginese, and national language; Bahasa Indonesia. Then, she encountered English towards nursery rhyme song, various interactive games, television, and streaming video. All this exposure **had been** given when she **was** six years old as potential of negative developmental effects decreased.

This research **was started** with exposure in Indonesia dubbed animation episode, which only the opening scene in English version. Every exposure session has been around 20 minutes each day. The objectives of restricting watch hour is to avoid the FF impact (Bushman and Stack, 1996). The forbidden fruit impact caused kind of deficit effect on mental health and language development. It also could increase motivation level. The list of

episode watched by participant **was** her own choice. The intention of training independent behavior **was** in the pick-up process of video.

At research period, there **were** still **unavailable** *Pinkfong* toys in Indonesia. **Therefore**, the researcher used alternative **toy**, a kind of animal doll **which** would **be used** as media to do word repetition. The aim **was** to generate modified behavior to adapt while carrying out the set of events with available objects. The guided play was embarked everyday through subject which likely **closed** to animation character speech. This thing **had** to be done closely to native, in order to mitigate cognition and sustain reprocess of recent gained structures. A habit was the result of this process. The participant would **perform** her role play independently as output. However, to avoid a materialistic behavior, researcher should provide other properties of play **by** using cheap **properties** and blank cardboard to make crafts project such as furniture and doll's house.

There **were** three types of instruments which used in this research **namely**; utterance assessment, discussion and reflection. The researcher used Peabody Picture Vocabulary Test (PPVT) based on Dunn & Dunn (1997). Assessment was accomplished at the starting point of the each learning program and every once **in** a month. The review archives were preserved in a **journal transcription** and **sound record**. The acquired data were analyzed toward the intention of noticing schemes **on** three items such as vocabulary, pronunciation and fluency. The consultation was based on the Berkeley Puppet Interview (Ablow and Measelle, 1993), which has decent characteristic. In place of the interviewer, two dolls speak to the kids, affirming different character, caught up by asking about their own decision.

Results

Utterance (Active Vocabulary Test and Observation)

On the starting point, amount of utterances **that** she applied vigorously which appertained to the substance points was 15, whilst on the finish point that amount **became** three times with latest score of 53 under 48 recent utterances. She **had** acquired utterance in total of 164.18 percent (Table 1).

Table 1. Utterance outcomes.

| Age | Assessment ranges | Experience hours | Utterance achieve in overall | Utterance achieve per phase |
|------|-------------------|------------------|------------------------------|-----------------------------|
| 6;8 | 3 months | 30 | 23.56% | 23.56% |
| 6;11 | 6 months | 60 | 52.15% | 42.37% |
| 7;2 | 9 months | 90 | 89.36% | 16.59% |
| 7;5 | 12 months | 120 | 164.18% | 36.79% |

Moreover, the distinction in the acquisition's value, through the third month research period **indicated** a emerge with the outcome increased, granted by a drastic regression on the ninth month phase, while Shiva was not supervising by the researcher anymore in age to seven years two months and replaced by collaborator; the researcher's younger sister. She

had obtained even a greater amount of utterances. It can be clarified by surfeit in relations of subjection to recent utterance, when three months had surpassed, every single videos had already been watched. Then, the final six month phase filled only reuse material. Thus, it proceeded in minor fresh utterance acquired. Although, this phase proceeded some recycle utterances from the prior phases, it **signified** both the benefit of habituate reusing of the substance usage and continuous development, so that not to dispose the decent prospect for obtaining fresh utterances through the day passed.

Table 2. Utterance progresses.

| Category | 0 months | 3 months | 6 months | 9 months | 12 months |
|---------------|----------|----------|----------|----------|-----------|
| Actions | 0 | 8 | 15 | 22 | 36 |
| Adjective | 0 | 5 | 10 | 16 | 28 |
| Animals | 0 | 7 | 14 | 18 | 24 |
| Colors | 0 | 4 | 9 | 14 | 18 |
| Emotions | 0 | 3 | 6 | 9 | 14 |
| Foods | 0 | 5 | 12 | 16 | 20 |
| Fruits | 0 | 6 | 10 | 14 | 18 |
| Household | 0 | 4 | 8 | 12 | 15 |
| Plants | 0 | 3 | 5 | 8 | 14 |
| Relationships | 0 | 4 | 10 | 14 | 16 |
| Vehicles | 0 | 2 | 6 | 9 | 11 |
| Total | 0 | 47 | 95 | 138 | 198 |

The utterance improvement showed in Table 2 was acquired by taking single image per examined utterance as an indicator. The researcher also allowed the open call back over mentioning the images in one semantic category that she acquainted. Then, after completing the images in the ‘Household’ category randomly, in example she was peculiar with “Magic Box”. It happened even after she **watched** the video several times. She added 17 additional types of animal as well that spotted in *Pinkfong Stories*. Although, sometimes she asked confirmation about what she **had** seen, **was** it right or wrong.

Nevertheless, several categories of utterance, such vehicles, plants and emotions can be assigned to a restricted amount of utterances provided and Shiva’s zero cognition. The utterance improvement from the ‘relationships’ category needed a restricted and stable condition. It should be consistent too. As an established research, early children are easy to memorize utterances asserting relatives connection (Alexiou, 2015). The supervision notes indicated inter-sentential code mixing. It was an issue since the OPOL approach was not applied, happened on limited amount of times, and every time the utterance from certain language was merged in the set of a subject and predicate base on the syntax rules. This

hinted that trans-language **had** its objective in teaching, as recent linguistic drills can only develop in correlations to the aged language, with one condition, not to contend or strive against an existing feeling that language builds (Garcia & Wei, 2014, p. 79). **For instance**, the utterance “twelve” got a genuine first language modulation of intonation. Whereas, some other words like “giraffe” was uttered as /girap/ rather than /djira:f/. Blending of identical pronunciation founded on some points, such as *star pis* rather than *starfish*, or *flut* rather than *flout*. Foreign language interruption applied, such as *tire* rather than *tired*, that /ed/ was delivered as /e/. In which counted as phoneme replacements. Certain obstacle which the researcher found was on the animation *Pinkfong Stories* is the speech going fast to follow up and make a direct repetition on the spot.

Pronunciation (Observation)

The outcome of pronunciation and intonation from individual sounds assessment was close to the animation’s character rather than the personality of the researcher. The researcher supplied several contributions additionally. This outcome **had** decent inferences, for instances which the needs of resembling pronunciation **were** necessary. The unavailability of instructors that presented sufficient input also became issues. As revealed on introduction, Shiva had **low** understanding on language phonemic. It happened in English as well. But, most often of the time the first language letter pronounce **affected** the foreign language pronunciation. The **strategy** which researcher applied was make a lot of repetition and divided into several chunks.

Fluency (Observation)

The participant developed a great mixing code ability and mimicry capacity. **This was caused** Shiva had also presented with the OPOL approach. English drive effective when it was not a large amount of restriction, **and related to** a single imaginary setting and a series of themes. She reacted **undoubtedly** to certain people that **talked** in English with her before. The belief showed that somehow this behavior only in-house exercise and detached for contact with the fabricated individual, their language selection become a burden on numerous aspects, for example fellows, teachings philosophy, mainstream communication, etc. It influences their thoughts, selections for character and confidence foundations (Baker, 2007).

A further central goal to assemble **was** the first language utilizing. Every time the necessity took place, the participant impulsively demanded to translate several utterances by asked the researcher some utterances that she would like to say but had an issue to express it. Openly, she asked native language information for the unfamiliar utterance. This addresses contrary the purging of first language purpose in direction of foreign language, next to additional aspects (Cameron, 2001). As early children discover it instinctively on those languages, with one condition, they **could** accomplish their objective productively and maintained their enthusiasm to remain the foreign language application.

Motivation (Observation)

Inherent stimulus was great, but his participation was subtle. It happened more expect to Shiva’s unrealistic character and her background instead of her genuine stimulus. Since, she **did** not highly awake of the distinction among a few of unrealistic setting and the actual one.

She stayed underlining that animation individuals were living creature and dolls were human replacement. Shiva's interest was stated, for instance, due to her affirmative standpoint to settle latest assignments in *Pinkfong Stories* animation video and inventing new personal meaning without even asking the translation of a few words, **and** her choice for looking at recent episodes rather than other episodes she had watched before. Lastly, the choice for confront level produced replies, for example, "I love to tell story" in her own perspective but something got some obstacles in chose suitable words or even did not know the fitted words.

External stimulus was great as well on the area of identification and collective call, as she liked accepting applaud and admirations for her talks. She also managed the utterance for public uses, for instance 'I like to speak English'. It also verified the subsistence of inherent stimulus for studying. Then, Shiva mentioned she studied English through *Pinkfong Stories* animation and had fun with dolls because she liked it. The reason was not pushed by the wish of researcher and his order. Lastly, during the 'challenge review', she stated that "It is fine if I lose this challenge". This intention come up with hard tried as she got to tell her opinion in her own sentence.

Conclusions

This research has proved that stories-type animations which **are** not produced toward a proper set of language teaching courses, and **has** been approved **of** becoming a decent tool on the language instruction. The certain use can elevate children's motivation point. Whilst their subject can be reiterated effortlessly and has low costs, and each episode should contain understanding development and afterward program (Kirkorian, et.al, 2008). Nonetheless, each person educating children **requires remembering** that, relevant and functional language is needed to make the acquisition smooth (Mandel Morrow, 2007). It **is** not sufficient simply to allow kids look at which ever animation that the grown person **may** think appealing. It necessitates some proper research and assessment before it can be distributed to children.

The decent point is the substance has to likeable to kids. If **it is** not, the beneficial feature of the inherent stimulus for studying could be gone. Most notably, caretakers require **being** mindful and noticeable about **uninterested** attitude from kids on the process of serving. When it happens, suggest a substitution that will once more get their attention. Options must **multiply** with kids, and contain extended animation movies in further process, and they have to be picked out through a recommendation to instructive principle. As what kids find when having fun independently generates a constructive practice, and anything is aligned the subject should be considered as an affirmative reinforcement (Prosic-Santovac, 2014), despite of the significances and point of view behind it.

The product expansion procedure, such as correlation between manufactured goods and television programs, has developed into a regular portion of kids habits intensely. The products have to be managed positively in line with that reason, instead of corresponding to numerous public demands. Manufactured goods cooperation possibly will help language acquisition, along the OEOL approach indeed. The dolls grant a gap among the animation and actual living atmosphere, and embody the actual human kind situation in the animation fabricated settings, also become kid's neighborhood members simultaneously. On the other hand, to reach an affluent learning shifting in impression of enlarging the significances to topics instead of those primarily stumble upon the utterance, the kids have to be older than

six years. Since recent kids simply allocate a decent amount of occasion only to imagine and construct sequence of events (Cook, 2000). The available period was a huge opportunity to learn an additional language toward engagement in amusements and others such as plays, games, sport, and theatrical performance.

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