# Pinkfong Stories in Extending Utterances to Young Indonesian EFL Learners: 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. In the context of preschools and kindergartens, majority of learners use the conventional drill method to memorize utterances. However, it is bound to fail in maintaining genuine interest of young children and developing natural learning motivation. This article intended to verify preaching among genuine materials such as well-liked children songs and videos, the effect of the level of unknown utterance, and the growth of their learning stimulus. The One Environment-One Language (OEOL) approach was devised in this occasion. It observed the learning growth of a six years old preschooler in twelve months interval assessment. The speaking outcomes which promote this approach in home settings made full use and derive the benefit of Pinkfong Stories.

**Keywords:** Case study; ELT; Motivation; OEOL approach; EFL learners.

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## 1. 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 materialist ideology which give 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 the instruction of foreign language in any form of education begins prematurely.

Huge amount of various advertisements have replaced 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, and 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 force 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.

## 2.Literature Review

Technology and media are like giving a particular shape to the children belief about their own selves and other things in their environment, moreover if it is done at earliest time (Ward, 2005). That is the 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 between 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).

The research idea is triggered by Van Lier's point of view about environmental, semiotic and social cultural. Environmental, perceive as an action in a functional setting creates opportunities to improve that action and later on; semiotic, perceive as implications which depend not only on the linguistic attributes and physical attributes, next to public and figurative forms; and social cultural perceive as significant ethnically communal objects and practices that include instruments and findings to intervene study and movement. Van Lier (2004) confronts the conventional concept of language study regarding just about language, far off from switching individual or converting the scenery. So, it would also come with consequence as well. This statement supports primary classification of language interaction is limited to communication of minor details with infrequent events for two-way conversation where students can enhance an awareness of proper inner-personal conversation. Thus, the students can grow an accent and distinct ability in the foreign language. His perspective is notably significant in instance of early age learners around three to seven years old. They can possess a hard occasion to encourage their fundamental stimulus in classrooms, if their family members or paid helpers choice to study a foreign language. It would emphasize an obligation to learn which is not for their own, but for the sake of others. In line to submerge entirely into the subject, and to believe the foreign language as a genuine instrument to converse the subject in matter, the necessity of product which is greatly enlarging the standpoint of early age learners might be valuable.

The implementation of animated movies as a teaching instrument is a worn out notion. It stated on his article, *Walt Disney* distinguished their instructive capability as a novel device for the educator's equipment (Disney, 1945). Press praised them due to the campaign of pacing up

education, encouraging custody and driving curiosity. In 1969, a television try out in the model of a limitless classroom was launched, *Sesame Street* which would inquire to instruct early children with the performances and influence of mainstream television by the goal to set up early childhood education (Lovelace, 1990). Several studies have confirmed that, separately from further didactic advantages, the program may turn into a successful glossary resource for its adolescent watchers in first language acquisition's process (Rice, Huston, Truglio & Wright, 1990). Further television line-ups have been broadcasted with the instructive intention in thoughts for example *Blue's Clues* (Johnson, et al., 1996), and some researches presenting to investigate their outcome (Bryant, et al., 1999; Rice et al., 1990; Rice & Woodsmall, 1988), also certain session displayed language structure gaining (Singer & Singer, 1981). The goal of *Dora the Explorer* was upgrading on second language acquisition (Gifford, et al., 2000), in addition its impressions have been studied too (Linebarger, 2001). Whereas stick to the achievement of its pioneer, *Sesame English* (Bernstein, 1999) was build up to facilitate outsider learners rather than native learners. Essentially, researchers mostly describe affirmative learning outcomes to instructive television shows, for instance animated films produced in definite set of courses that become the objectives. Rice, et al. (1990) also assert that other types of series watched by kids, such as animated films and grown-up setting comedies, are not as liable to supply in glossary gaining. Moreover, Gola, Mayeux, and Naigles (2011) have concluded that in current days a huge amount of children's shows have been produced lately which can affect their language structure and phonological expansion. There is doubtful theory that learners may gain a bunch of grammar or phonology acquisition particularly from that television's contribution. The theory that grammatical occurrence needs a specific requirement collectively on implication assemble that one-direction of interaction does not offer (Fisch, 2004).

With the intention to prevent the obedience of television's one-direction of language interaction, both arranged and spontaneous activities were established as a decent aspect in this study, this action was intended to grant chances in language construction for the early age learners to discover something on their own, during role play, individual's communication, and suggesting a direct interaction with their surroundings (Moss, 2001). In regardless, the implementation of fun activity as a language transmission instrument generates chances for extending language abilities. Probably, in particular the opportunities to switch the learning rights, to build up perceptive, facilitate pre-develop education systems, and give the option for kids and grown person to cooperatively compose the initial syllabus (Broadhead, 2004). Therefore, adolescents can outline the language learning framework through adopting certain positions of contrast authority points in predetermined fun activity (Han, Moore, Vukelich & Buell, 2010). Framework must take place in the initial phases, when the early age learner requires the reinforcement of adolescent for advanced stage routine and progressively toward more autonomous learning action (Han, 2009). Nonetheless, the profits of fun activity have been already comprehensively studied (Christie & Enz, 1992), predetermined fun activity and its value in language teaching have not been assessed entirely (Han, et al., 2010).

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 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 & 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 carries 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 Songs 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. Pinkfong also gets a large amount of exposure and free marketing advertisement for 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 researchers used a popular video animation as fictional environment. It is used to fulfill the need of technology and media exposure, and also 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 is too strictly organized and imposing restrictions, specifically in the attendance of a guest house.

Another issue which becomes a huge obstacle in implementing this approach in this research was that there was only one person to qualify as English speaker. One and only solution is to implement the early form of this approach.

### 3.Method

The purpose of this research was to inspect preaching within genuine material such as well-liked video animations, influences regarding the scale of understanding foreign utterances, and learning encouragement. Furthermore, the researchers intended to know habitual exposure to certain famous animation series *Pinkfong Stories* alongside engagement 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.

### 3.1.Participant

This research began since Shiva, the nephew of one of the researchers, was six years eight months old, and continued until she reached seven years eight months. At the 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 was firstly introduced in her kindergarten as daily instruction to get in or get out of classroom, etc. As the curiosity of students increased, other exposure from technology and media infiltrated her first language; Buginese, and national language, Bahasa Indonesia. Then, she encountered English towards nursery rhyme song, various interactive games, television, and video streaming. All this exposure had been given when she was six years old as potential of negative developmental effects decreased.

### 3.2.Instrument

There were three types of instruments used in this research: Utterance assessment, discussion, and reflection. We used Peabody Picture Vocabulary Test (PPVT) based on Dunn and Dunn (1997). Assessment was accomplished at the starting point of each learning program and once 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 & Measelle, 1993), which has decent characteristic. In place of the interviewer, two dolls spoke to the kids, affirming different characters, caught up by asking about their own decision.

### 3.3.Procedure

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

### 4.Results

### 4.1. Utterance (Active Vocabulary Test and Observation)

At the starting point, the amount of utterances that the subject 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 utterances in a total of 164.18 percent (Table 1).

Table 1. Utterance Outcomes.

| Age | Assessment ranges | Experience hours | Utterance achieved in overall | Utterance achieved 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 supervised by the researchers any more 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 to 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 proceed some recycles 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 the 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 were spotted in *Pinkfong Stories al*though, sometimes she asked for a confirmation about what she saw, whether it was 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). 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 *starpis* rather than *starfish*, or *flut* rather than *flout*. Foreign language interruption applied, such as *tire* rather than *tired*, where /ed/ was pronounced as /e/. In which counted as phoneme replacements. An obstacle that the researcher faced was on the animation *Pinkfong Stories* is the speech going fast to follow up and make a direct

repetition on the spot.

### 4.2. 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 researchers. We supplied several contributions additionally. This outcome had decent inferences, for instance the need for resembling pronunciation was necessary, that the instructor's pronunciation is not close to the native-one. The unavailability of instructors that presented sufficient input also became issues. As revealed in the introduction, Shiva had really low understanding of language phoneme. It happened in English as well. But, most of the time the first language letter pronouncing affected the foreign language pronunciation. The strategy that we applied made a lot of repetition and divided into several chunks. It generated a decent point of essential stimulus and an average point of supporting stimulus on language acquisition and language practice. It is an excellent proportion, particularly for early age learners, as essential stimulus is stuff encourages force to discover and implement the language, and maintains learners go forward to a their own target (Caffrey, 2008). Daily exposure to instructor type of pronunciation on daily basis activity most likely had a positive influence on the accent and dialect of the participant. Nonetheless, relating to the shortcomings of the research, it should be considered that television carries out as a basis of output in numerous conscious of early children. The outcomes have to be contemplated inside the background of further effects that drive their comprehension, mindset, and action (Fisch, 2004).

### 4.3.Fluency (Observation)

The participant developed a great mixing code ability and mimicry capacity. This was because Shiva had also presented with the OPOL approach. English drives 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 who 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. It influences their thoughts, selections for character and confidence foundations (Baker, 2007).

A further goal to assemble was the first language utilizing. Every time the necessity took place, the participant impulsively demanded to translate several utterances by asking 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 maintain their enthusiasm to remain the foreign language application.

### 4.4.Motivation (Observation)

Inherent stimulus was great, but its 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 aware of the distinction between a few of the unrealistic settings and the actual ones, she stayed underlining that animation individuals were living creatures and dolls were human. Shiva's interest was stated, for instance, due to her affirmative stand point to settle latest assignments in *Pinkfong Stories* animation video and to invent new personal meaning without asking for the translation of a few words, as well as her preference to watch 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 chosing 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

receiving applauses 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. Additionally, 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.

### 5.Conclusions

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

The decent point is the substance has to be likeable for kids. If it is not, the beneficial feature of the inherent stimulus for studying could be gone. Most notably, caretakers are required to be mindful and noticeable about uninterested attitude from kids in 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 the significance 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 with the OEOL approach. The dolls grant a gap among the animation and actual living atmosphere, and embody the actual humankind 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 utterances, 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, sports, and theatrical performance.

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