



## A Systematic Review of Young Learners' Second Language Acquisition in the Indonesian Context

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### ABSTRACT

This study reports on how the studies concerning second language acquisition (SLA) in Indonesia have been conducted in association to the teaching and learning activities of young language learners and to what extent the studies contribute to the development of SLA in Indonesia. Language acquisition (LA) is related to the way individuals acquire the target language for its words, structures, meaning, pragmatics and so forth. However, previous research reviewing young EFL learners' language acquisition in the Indonesian EFL context is still limited. Therefore, a total of 40 selected papers was reviewed to find out the current state of SLA in Indonesian. According to the outcome of the review, SLA in the Indonesian context has been investigated regarding the beginning processes of TEYL, the teaching-learning strategies, the teaching media, the teaching methods, young learners' language developments, the advantages and disadvantages of learning English. The present paper presents possible suggestions for English teachers, school administrators, and parents to be involved in teaching and learning English for young learners in the Indonesian context.

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## INTRODUCTION

Language learning that starts at an early age has a good influence on every learner. Those who learn the language as early as possible may acquire the language more successfully and thus can be bilingual (Al-Harbi, 2019). Even though most Indonesians are bilingual, trilingual, and even multilingual, the acquisition of English as a foreign language (EFL) by Indonesians has not been close from being successful (Sundari, 2018). Hence, reviewing young EFL learners' language acquisition in the Indonesian context is still promising to mend the current situation.

Bilingualism is closely related to SLA (Rashid & Ahmed, 2018). LA is related to the way children acquire words, structure, meaning, and pragmatics (Ninio, 1998). It has no correlation to the processes which happen inside the child's attitude and mind. Being bilingual or multilingual from an early age in other words, a child experiences the process of word acquisition, meaning, structure, and pragmatics from an early age than those who are monolingual as Sutopo (2013) conceives that SLA is the starting point. It is the study to know the way learners learn new languages after acquired their mother tongue. Second language learners may have benefits over their monolingual peers in learning environments encompassing the increase of their awareness of grammar, sentence structure, and sound systems, the increase of awareness to other areas such as math and science, especially to some learners who have second-language proficiency in advanced level (Saville-Troike, 2012). It is also asserted that SLA is related to how the language is learnt (Gass, 2021).

The second language acquisition process involves adopting new behaviors, with the environment playing an important role in this learning process by encouraging responses to stimuli. Positive reinforcement encourages the repetition of these responses, turning them into habits, while punishment prevents their continuation. As a result, language acquisition is seen as a form of habit formation, where students imitate the sounds and structures they encounter in their environment. This perspective equates language learning with other forms of learning, emphasizing the importance of repeatedly imitating accurate models to acquire a second or foreign language (Patten & William, 2008).

In line with that, there are some scopes of SLA, namely formal second language learning in classrooms, meaning that we can get SLA in school, and second language learning in naturalistic contexts which means that a child learning language from around, and second language learning which can mix both setting and circumstances (Larsen, 1998). Then, there are two processes which often appear in the SLA research namely acquisition and learning. In the literature, these are interchangeably used (Ellis, 1994). Originally the difference between acquisition and learning is derived from Krashen's work (Bardovi-harlig, 1992, pp. 253-278) here acquisition retrieves "a second language unknowingly through exposure", while learning is in the conscious study of a second language (Saville-Troike, 2012). According to Lightbown (1985), with the intention of acquiring a second language all that was needed were comprehensible input and

motivation.

In this regard, the innatist theory as per Chomsky's hypothesis that human beings are born with biological mental structures designed for language acquisition (Chomsky, 2006). Furthermore, humans discover for themselves the highlights of the rules of a language system based on samples of language they are getting exposed (Nation & Meara, 2010). Moreover, SLA has the communicative theory seeking out on the assumption that successful language learning is contrived of knowledge of forms and the structure of language in addition to the functions purposes a language in wide range communicative settings (Nation & Meara, 2010).

As far as the realization of bilingual education in Indonesia is concerned, several challenges have been encountered, such as a research result from Jayanti and Sujarwo (2019) which shows that inadequate English language skills of teachers who teach students in bilingual schools, and the combination of national and international curricula. Furthermore, the teaching of English as a foreign language has already been conducted for many years but not likely to have yielded sustainable results. Albeit various methods and approaches, students' level of English proficiency is still companion low. This poses a serious problem in the practice of teaching English as a foreign language in Indonesia as indexed by down competency scores in teacher competence, which is only 34/100 for secondary school teachers (Rosyandi, 2012). Bilingual schools in Indonesia remained viable for their popular education program for about six years from 2006 to 2012. Since 2011, the program has been analyzed by some sides that the program has many disadvantages and discriminates the lower class from the upper class as bilingual schools are savoring more by the upper class than the lower class and create many strata and customizations (Elish et al. 2013). In Indonesia, some challenges to the implementation of bilingual education were found through previous research, including criticism that occurred in 2011 about the discrimination between the low and high classes. In addition, it is considered that bilingual education only benefits upper-class students due to the high cost of education compared to non-bilingual schools (Henly, 2013). The hope of implementing bilingual schools is to facilitate students in developing English, but the problems mentioned by previous research are the inadequate ability of teachers in bilingual schools, which causes the initial objectives of implementing bilingual education to not maximize the learning and teaching process (Jayanti and Sujarwo, 2019). The above problems certainly have a negative impact on the learning and teaching process, especially for young learners. This paper shows how important bilingual education is for the language development of young learners.

The findings from the study conducted by Murphy et al. (2014) provide compelling evidence suggesting that the acquisition of a second language may yield significant benefits for the development of literacy skills in one's native language. Children enrolled in second-language programs not only demonstrated superior performance compared to those in control groups but also exhibited enhanced proficiency in various aspects of their first-language reading abilities, as indicated by test results. This suggests a potential synergistic relationship between second-language learning and the refinement of foundational literacy skills. Moreover, the study sheds light on the concept of language awareness training, emphasizing that second-language learners not only acquire proficiency in a new language but also develop a deeper comprehension of language as a structured system that can be hyped and utilized across linguistic domains.

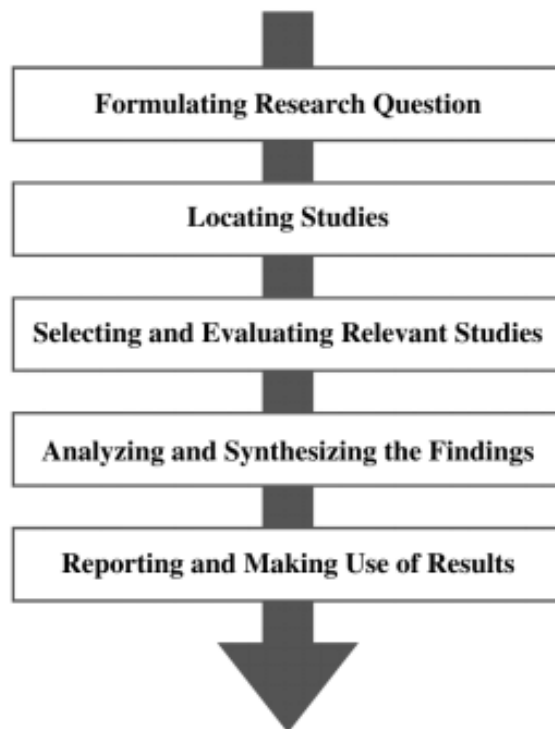
While the study conducted by Murphy et al. (2014) gives the precious insights into

the benefits of second-language acquisition, there are several gaps that warrant further investigation. Firstly, both studies focus on the outcomes of language programs without delving into the specific instructional methods or curricular approaches employed, leaving unanswered questions about which elements contribute most to students' success. Moreover, the studies primarily assess academic performance without considering other important factors such as socio-economic background, prior language proficiency, or individual learning differences, which could influence outcomes. Moreover, there is a need for longitudinal research to rate the long-term effects of second-language acquisition and immersion programs on students' linguistic proficiency, academic achievement, and overall cognitive development. Lastly, while Vega (2014) highlights differences in academic performance among language groups, further exploration is needed to understand the underlying factors contributing to these disparities and how instructional strategies can be tailored to address diverse student needs effectively.

Based on the research gaps found in the previous studies, the present study focuses more on investigating and portraying how have the studies concerning second language acquisition in Indonesia been conducted due to the teaching and learning of young language learners and to what extent do the studies concerning second language acquisition in Indonesia contribute to the development of children's language. In this light, this paper could offer a competitive overview of applicable research regarding the practice of second language acquisition for young learners in Indonesia.

## **METHOD**

This systematic review addressed the issue of young learners' second language acquisition. For addressing this issue, relevant works by some scholars were reviewed in this study. Specifically, this systematic review was conducted according to the review stages propounded by Denyer and Tranfield (2009) as presented in Figure 1.



**Figure 1.** The Stages of the Systematic Literature Review from Denyer and Tranfield (2009)

Figure 1 shows that there were 5 stages in conducting this systematic review. The first stage was formulating the research question. At this step, the research question was first formulated to define the previous studies that will be selected and reviewed in this study. Since this study points out the second language acquisition practice and the impact on young learner's English language development, the research questions were: 1) how have the studies concerning second language acquisition in Indonesia been conducted in relation to the teaching and learning of young language learners? and 2) to what extent do the studies concerning second language acquisition in Indonesia contribute to the development of children's language?

The second stage was locating studies. Locating studies is needed since literature review must include as much as possible of relevant studies. Since this study focuses on investigating the issue of young learners' second language acquisition in Indonesia context, most of the reviewed studies in this paper were taken from Indonesian accredited journals. Additionally, there were also some articles published in international journals so as to indicate the same issue overseas. More specifically, the chosen studies were published in the last 10 years, from 2013 up to 2023. Thus, it can be concluded that those studies are still related to the current issue of second language acquisition.

After locating the studies, the third stage was selecting and evaluating the relevant studies. There were some inclusion and exclusion criteria defined to select and evaluate the studies. The inclusion criteria were limited to 1) second language acquisition process 2) research-based and reading-based article 3) written in English. Additionally, the exclusion criteria were 1) conference papers 2) unpublished thesis. In total, there were 40 articles reviewed in this paper.

After selecting and evaluating the relevant studies based on the criteria, the fourth stage was analyzing and synthesizing the findings. In this stage, the selected articles were critically reviewed and analyzed. More specifically, the analysis focused on the significance of those studies on the second language acquisition process and the contribution to children's language development in Indonesia. The last stage was reporting and making use of the results. At this stage, the review results were reported based on the questions addressed in this paper.

## **FINDINGS AND DISCUSSION**

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text. This part presents the findings regarding the review of previous studies, as well as the discussion or interpretation. Specifically, it presents young learners' second language acquisition in Indonesian context, including the affected factors. There were 40 articles reviewed and categorized into three sub-topics, namely (1) Teaching and Learning of Young Learners, (2) Young Learners Language Acquisition, and (3) Young Learners English Language Development. It is presented in Figure 2, as follows.



**Figure 2.** The Overview of Reviewed Articles

## Results and Discussions

### Studies on Second Language Acquisition and Teaching English for Young Learners

Based on the findings shown in the previous section, some scholars have investigated and explored second language acquisition which might contribute to the teaching and learning English for young learners. More specifically, they studied the teaching and learning process, teaching and learning media, strategy, and method, how bilingual education was implemented, also bilingual situation in Indonesia. Regarding valid and successful teaching and learning processes of young learners, Surya and Mufidah (2023) emphasized the role of educational environment, both formal and informal. Cahyati et al. (2019) suggested school administrator to financially support in upgrade facilities and teaching competencies. Those studies relate to Krashen's theory which states that to obtain a second language all that was taken are understandable input and motivation. In this case, the educational government should give attention to improve and develop the facilities in formal also informal facilities.

The process of teaching learning in Indonesia was optimally implemented helped by some strategies, nowadays the use of YouTube is more beneficial for teaching learning, children will easily improve their English by listening to nursery rhymes, flashcard. Children learn an English vocabulary, and also numbers and pronunciation (Dewi, 2021). In relation to the theory above, in the teaching and learning process, the participation of teachers and parents is absolutely needed, especially in terms of seeking good learning strategies. Reading English book, listening English song, watching English movies, and playing some fun learning games were some strategies used to support teaching and learning English (Patahuddin et al., 2017 and Sirait et al., 2022). the optimal way to improve English language in young learner we cannot just rely on formal education, environment around the young learner also affected, this study related to Jayanti and Sujarwo (2019). This study shows that there is an inadequate English language skill of the teacher, on the other hand, other factors can help a young learner in learning second language.

Based on Figure 2, there were 8 articles reviewed in this category. Those studies focused on exploring and discussing some topics related to teaching and learning process of young learners, children's language acquisition process, learning media, English for young learners, learning strategies, and learning methods.

First, some studies focused on investigating the process of TEYL. For instance, Cahyati et al. (2019) have explored the teaching and learning practices of English in kindergarten school. In this case, they identified some obstacles, like the dominant use of Indonesian instead of English, lack of English teachers' competencies, students' internal problem in transferring spoken to written words. In order to carry a successful TEYL, the further suggested school administrators to financially support the teaching and learning process by providing appropriate and sufficient teaching and learning facilities, as well as giving opportunities for English teachers to develop their teaching competencies. Also, Surya and Mufidah (2023) emphasized the importance of English language teaching and learning in early childhood. In this case, the educational environment must be well-prepared to support effective teaching and learning for kids, there are lots of factors influence learning like a learning style for children, the teaching methods, educational materials, parents and teachers' attitude, supportive environment.

Furthermore, there are some studies which observed the use of teaching media or teaching tools in TEYL classrooms. First, Dewi (2021) and Farahsani et al. (2020) discovered that YouTube videos could significantly improve students' English language proficiency. More specifically, by repeatedly listening to English nursery rhymes, for example, students could learn not only English vocabulary, but also English numbers and pronunciation. Next, Tirtayani et al. (2017) also investigated the use of Flashcard to stimulate children's language ability. It is due to the fact that Flashcards allow students to learn English through visual aids, or images in this context. By addressing students' vocabulary mastery, Patahuddin et al. (2017) mentioned that using reading books was the most effective method to enhance students' vocabulary tenacity. In addition to that, he also stated that listening to English songs, watching English movies, playing some fun learning-games, can be an alternative way. Additionally, Fikroni (2022) mentioned in his study that Total Physical Response (TPR) combined with the use of song is considered to be an effective method for teaching English to young learners. He further clarified that the kindergarten had sufficiently met 62% of the aspects measured within the instruments used. It concluded that the teacher still cannot apply the teaching methods optimally.

In addition to methods for TEYL practices, Ersa et al. (2022) have also investigated three methods of bilingual implementation in a school, including full-English method, English dominant method, and full Indonesian method. However, they found that full-Indonesian was the most frequently used method since the students could easily get and understand the teaching materials provided. It shows that the bilingual educational goals are not well-achieved.

The findings from studies in the Teaching English for Young Learners (TEYL) category provide valuable insights into enhancing English language education for young students. They identify challenges such as language transfer issues and teacher competency gaps, emphasizing the need for supportive educational environments. Additionally, these studies highlight the effectiveness of various teaching tools and methods, including YouTube videos, flashcards, and Total Physical Response (TPR) combined with songs, in improving language proficiency. Moreover, insights into bilingual education methods offer valuable guidance for tailoring language instruction to meet students' needs. Overall, these findings contribute to improving TEYL practices by addressing challenges and providing effective teaching strategies.

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There are 4 articles which focus on analyzing the advantages and disadvantages of English language learning. First, Sari (2020) mentioned that even though learning English at the early age could cause a BLAST (Bored Lonely Afraid-Angry Stressed Tired), language decline, and cultural confusion, it is good for creating an chance for early sustainability, improving person's working memory, growing children's empowerment and imagery, building credential and insight. In that case, parents should pay more attention when deciding to provide language learning for children. In addition to the advantages of TEYL, Kalisa (2014) found that children who start learning more than one language at the beginning of age would be more beneficial than monolingual children, especially in code-switching context. The researcher also found the negative impact, children are confused when they learn two languages at the same time so they might have difficulties in expressing either language well. It suggested that educators should help parents to manage the learning environment by realizing the existence of the first language and the second language being learned at home.

Furthermore, Anjarini et al. (2020) stated that bilingual program makes advantages for the learners in linguistic and cognitive knowledge, bilingual program accommodated the need of TEYL is important and need to be further explored and studied. Moreover, Mulyani (2019) stated that teacher can take advantage of Innatist teori, and interaction learning approach reaching the success of students' language acquisition. Integrating interaction into innate learning process will make the educational program better enable first and second language learners to build their finesse. In addition to the aforementioned articles focusing on the advantages and disadvantages of English for young learners, some scholars have investigated the process of being bilingual, as well as the obstacles faced.



For example, Purwanti et al. (2020) found that bilingual school in kindergarten has not run optimally because teacher dominantly use Indonesian language, as well as the teaching materials also in Indonesian. It does not support students' learning of English. Thus, in order to build a bilingual student, both teacher and school should surround them with English. This is in line with what has been found by Nawawi (2020) that teachers, all school staff, and the students are the triggers to motivate other students who do not use English, to speak and use English in daily basis. This activity provides more opportunities for students to elevate their English language skills, still, regular evaluation and feedback are needed.

Besides, Mappiasse and Bin Sihes (2014) and Syatriana et al. (2020) found that a lot of improvement is required, especially in the curriculum. Also, teachers are required to provide effective teaching. It could enhance the quality of students so that they will be able to perform in international level. Moreover, Marcellino (2015) mentioned in his study that the implementation of CBL (Competency-based Learning) model at five schools under investigation, was failed. Some English teachers are still difficult to implement the CBL model into which collaborative learning is incorporated. Additionally, Anggung et al. (2022) found that using two languages, Indonesian and English, could influence the level of understanding between teachers and students. It was effective because students will research what the teacher were saying and explaining so that they can get full understanding regarding the teaching materials. It shows that by applying two languages during the teaching and learning process, could promote student-teacher interaction, which results on bilingual implementation as well.

In the case of language acquisition, some studies have been explored and discussed. First, Hutabarat (2016) mentioned in the study that acquiring language needs to be done in advanced than learning language. In this case, English language teaching teachers need to comprehend how children acquire or learn a second or foreign language in order to support them monitoring and teaching English as a foreign language in Indonesia. In line with that, Noermanzah (2015) stated that the language acquisition of children aged 1,4 years on average sum to 40 words that structure largely entire as a word yet. The children are able to pronounce some vowels and to say some consonants. Children aged 1,4 years in the bilingual family environment master two languages simultaneously. Additionally, Ratnaningsih (2017) found that factors influenced a 2 years old girl language acquisition are environment, neurology, and routines. In relation to that, Arung (2016) found that the children at the age of 2 is started ideally to be taught. In acquiring language, children tend to just listen to and the mimicking, try to enunciate, and repeat. Children acquire language unknowingly when they have not already had the capability in understanding the situation. Moreover, Sutopo (2013) stated that the learners' involvement in the effort should begin as early as two years old in Indonesian context. The fact is child has been able to perform the speech functions although it has not met level of courteousness. It is suggested that the knowledge of language functions should be the focus of the learning process in spawning the young learners' speech.

Furthermore, Friska and Syafi'i (2021) found that a three years old girl acquire language well, her cognition was developing well, like could correctly use the question words to ask question also she could say sounds that were previously difficult to pronounce. In relation to the study above, Faradilla and Daulay (2023) found that a 4 years old child was able to using a simple sentences, question sentences, and command sentences. He is able to create a complete sentence pattern. The ability to acquire language

is influenced by biological factors and environmental factors. Additionally, Salim and Mehawesh (2014) mentioned in their study that a child had acquired language clearly at age four, a child had the habit of imitating adults, it is supported by the social and linguistic environment a lot. The researcher suggested developing his speech habits better. Furthermore, Herawati Parapat et al. (2023) mentioned in the study that children before turning 5 years can understand linguistic systems of first language.

The process of language acquisition stated by H. Sundari (2017) that students acquire language through and in interaction with teachers and students. From the dimension of non-verbal and verbal of interaction practices, teacher speech, questions, and provide feedback available as dominance in all round classroom communication. Additionally, Muklis et al. (2020) mentioned in the study that a language acquisition will expand as children grow, but stimulus should also take part along the process. The object can only memorize and practice some simple vocabulary and expression based on what she watched from television and YouTube channels. Another stimulus is by singing English song also from simple English books. The researchers suggested for teachers and parents to maximize their second language acquisition from all aspects. Additionally, Apriana and Sutrisno (2022) found that there are three factors that can improve a young learner, psychological factors, social factors, and other psychological factors. In Indonesian context, for example children are exposed to several languages even since they were born at the same time. The 1P1L (1 parent 1 language) strategy is more advantageous for children language development, many bilingual parents in Indonesia skewed to use both of their languages, as a result those children grow up to cope with the dynamic of the eco changes around them.

The reviewed studies make significant contributions to both Second Language Acquisition (SLA) and Teaching English to Young Learners (TEYL). They provide insights into the advantages and challenges of early language learning, effective bilingual education programs, stages of language acquisition in children, and practical teaching strategies for educators. These findings offer valuable guidance for creating supportive learning environments and optimizing language development among young learners.

### **Studies on Second Language Acquisition and Children's Language Development**

There were 3 studies which investigated the appropriate age for kids to start acquiring new language, beyond their first language. First, Harahap (2020) stated that language acquisition begins from 1,6 years old. At this age, they start to imitate words and the sound around them, people around them, electronic devices, and animal sounds also. It shows that informal environment is more contributed to their language acquisition. However, Indriani et al. (2021) found that children could learn language better under the age of 5, or is known as golden age for kids. They can learn and acquire language through virtual aids, such as watching or listening English contents, and through non-virtual aid, such as supporting and practicing from the whole family. Thus, it is very crucial for family members to facilitate and surround their children with English. Moreover, Lesia and Petrus (2021) found that students should learn English between the age of 6 and 12. They further mentioned that at a young age, children could quickly absorb more words and sentences.

Many ways to support a process of young learners English development, as mentioned by Andriani et al. (2022) that a children who supported by his parents show the

ability in English. Factors that support him were his parents tried to train him through kids TV shows in YouTube. The way to optimally acquire language, there were several strategies, watching and listening, imitating and repeating, storytelling and self-taking, doing minimal grasp strategy, code-switching, educational support and motivation. In line with that, Fata et al. (2022) mentioned in the study, the way parents input second language acquisition for their child are carried out activities and materials like language games using flashcard and poems, listening to the English song, reading a book, and streaming websites. Parent' attitude to promote second language toward children are positive. Additionally, Kosasih (2021) found that Indonesian students knew their intent in learning English also they have motivation to achieve their goals.

There were some factors affecting their learning process: motivation, native language interference, phonological awareness, exposure to the language, pronunciation instruction, and corrective feedback. Furthermore, Putri and Listyani (2020) mentioned in the study that there were three parts of teaching English strategies used by the kindergarten teacher. The use of media, the preferred methods and approaches, and the learning involvement were the strategies that a teacher used. The teacher planned a series of activities to engage the learners in the learning and teaching process. The researchers suggest that teachers need to be creative yet wise in choosing the most suitable teaching strategies to meet the needs of the learners. In relation with the previous study, Mahardhika (2012) found that children acquire the basic structure of their language and also learn about how language function in social contexts.

Additionally, to overall language development, it is important to give attention in language form, semantic and pragmatic developments. To support their abilities in language development, it suggested that parents or teachers should give them opportunities to try out and give them the best feedback. Besides, Setiasih (2014) mentioned in the study that the elementary students skills in English literacy was in advanced level, it supported by many factors, parental involvement activities, home learning facilities, English program type, classroom literate environment and other English literacy related factors.

As we know that the home and the classroom environments played an important role in promoting the students' English literacy. Also, Mukminin et al. (2018) found that bilingual learners use 5 categories strategies such as memory, cognitive, metacognitive, affective and social. Students using memory strategies first, and followed by affective strategies. There is no differences between male and female in learning strategies. To Support the ability of language development, teachers should have knowledge about methods of language learning, psychology of language learning and acceptable training.

Some major studies have shown that English language learning has advantages and disadvantages both immediate and long-term effects on the child. BLAST (Bored, Lonely Afraid Angry Stressed Tired) is one of the disadvantages of English language learning (Sari, 2020). The main negative side of learning two or more languages at the same time will cause children to feel confused. On the other hand, if the learning process is forced and not accompanied by exciting methods, of course the pressure for children is very bad. Same research result from Anjarini et al. (2020) and Mulyani (2019) they mentioned in their studies that bilingual education for young learners makes advantages in linguistic also cognitive knowledge, children who start learning early would be more beneficial than monolingual children. In relation to Moerk's (1974) theory which states that children's language is built on their cognitive development as proof within their play and interaction with object and people. Children's cognitive development will be very good if the form of

support and good habituation to interact with people around. The study above is very relevant to this theory. This study is in line with previous study conducted by Vega (2014), which found that those students who attended the immersion program outperformed students who attended monolingual primary school programmers in junior secondary school in English, reading, writing and math.

In Indonesia, bilingual education In Indonesia, the bilingual education program has been implemented for a long time by the government, meaning that the country also supports improvements to add value to the program. However, it cannot be called 100% successful because the implementation of bilingual education still has to face challenges and realities on the ground. Studies from Purwanti et al. (2020) and Nawawi (2020) found some factors which make bilingual school does not run optimally were the classroom dominantly using Indonesian, also the teaching materials in Indonesia. Curriculum English learning in Indonesia is required to improve, also a quality of a teachers. Motivation and triggers from teacher and each student to speak English was needed to improve their skills in communicate with second language. The studies are in line with previous studies conducted by Jayanti and Sujarwo (2019) who found that the inadequate English language skills of teachers who teach students in bilingual schools, and the combination of national and international curricula.

Language acquisition can begin at an early age, some of the factors that influence children are of course based on things that support their abilities. Acquiring language should be done earlier because it absorbs language acquisition more than adults. Some research result shows how old are youngest learner start learning a language, Noermanzah (2015) stated that children age 1,4 years average produce 40 words, besides as Ratnaningsih (2017) found that age of 2 is ideal age to be taught. Basically, the optimal age for language learning can vary depending on the individual factors and the specific language being taught. However, starting language learning as early as possible, particularly in the early of primary education, can have several advantages (Moerk, 1974).

An effort to improve the ability to acquire a second language from parents or teachers aimed at children greatly affects children's abilities. Besides that, assistance is also needed for children, such as when children watch shows via YouTube, the media can play a positive role, namely being able to enrich vocabulary and others, as in the findings from Muklis et al. (2020) said that a children only memorize and practice some simple vocabulary, so it means that YouTube kindly suggested to help children in language acquisition process such a acquire new vocabulary, sing a song also. They acquire language from imitating and repeating. Similarly, learning methods was one of strategies to improve a second language skill, it means that all strategies should well prepared and always give evaluation. After many methods applied, support system to enrich the abilities in acquire second language from teacher and parents must be continue till they expert on that. As Setiasih (2014) found that any factors that supported acquire second language were parental involvement activities, home learning facilities, English program type, classroom literate environment. This study relates to the theory of the behaviorist by B.F Skinner (1940), which states that children imitating language by people around them, accurate testing would be followed by positive reinforcement of praise or successful communication.

## **CONCLUSION**

The current paper has aimed to systematically review the eligible literature to

identify the significance of second language acquisition on teaching and learning English for young learners. According to literature reviewed from 40 papers, the studies of second language acquisition in Indonesia context have been conducted concerning some topics such as how the processes of TEYL begins, the teaching learning strategies, the teaching media, the teaching methods, young learners' language developments, the advantages and disadvantages of learning English. Also, those studies contribute to the development of children's language, including the appropriate age to start language learning and some prompts to be used to support their learning and acquisition process.

## RECOMMENDATION

The present reviewed literature paper presents a possible suggestion for English teachers, school administrator, and parents engaged in teaching and learning English for young learners in Indonesian context. For English teachers, it is imperative to improve the teaching competencies, concerning TEYL, so that they could optimally implement the appropriate teaching strategy, teaching technique, teaching tools, and assessment as well. For school administrators, it is important to determine appropriate teaching and learning facilities for both teachers and students. Also, they play a significant role in determining and adjusting the curriculum used to maximally support students' learning. Additionally, schools need to support and facilitate teachers' training so that they have the opportunity to improve their teaching competencies. Furthermore, for parents, it suggested to actively involve in children's language learning, by providing a comfortable learning environment, supporting and monitoring their learning and acquisition process at home. Those three actors are the key to successfully support children's language acquisition and language learning as well.

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