

Factors Affecting Learning of English Language as the Second Dialect of Daycare Pupils in the Provincial Daycare Center in the Province Of Sulu

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Abstract

The study was designed to discover the different factors affecting the learning of English Language as the second dialect of the pupils in the Sulu Provincial Daycare Center. Seven (7) teachers were the participants in the focus group discussion who shared ideas, perceptions, opinions, and experiences about factors that affect the learning of English, factors that cause difficulty in learning English language, and solutions to enhance the learning of English language. It was also mentioned in this study about the language used in Sulu Provincial Daycare Center and the effects of language used at home. The data was analyzed using thematic analysis. Analysis and interpretation of data revealed the following significant findings. The teachers believed that there are factors that affect the learning of English as the second language of daycare pupils at Sulu Provincial Daycare Center. The teachers agreed that the language used at Sulu Provincial Daycare Center affect the learning of English language of daycare pupils. The language used at home by the pupils is mother tongue particularly vernacular words like Bahasa Sug and Bahasa Sama wherein it affects the learning of second language of the child which is English Language. The language used by the parents at home shows that it affects the learning of second language of their child in the daycare center. The study concluded that there were factors that affect the learning of English as the second language of daycare pupils in Sulu Provincial Daycare Center. These factors are more on the environmental influences of parents, caregiver, and the gadgets they used and understand, these two factors highly influence the learning of English as the second language of the child. The language used at Sulu Provincial Daycare Center and the language used at home by the child are both mother tongue and it have an effect to the second language acquisition process, therefore, it is highly recommended that it may be useful for the teachers to teach or introduce the new language while using the mother tongue as support in order to develop not only the target language but also the cognitive development required to be academically and professionally successful. There might be a replication of this study in other Daycare center. The daycare teachers may aware of the factors that influence the learning of second language and do more activities that enhances the second language of the daycare pupils. The gadgets use by the children might always for educational purposes. The teachers at school and the parents at home should support and encourage the children in acquiring second language as well as maintaining the first language. The institution might have parent-teacher conference or meeting to discuss the child's progress at school and find solutions to academic including their learning languages. The institution might conduct training seminar on the improvement of learning English language. The teacher should encourage to carry out the activities that help the children to improve the learning of English language. The first language might use as the medium of instruction. Effectiveness of strategies to overcome the factors affecting learning English language shall be given priorities and strengthening teaching English language in Sulu Provincial Daycare Center. Enhance the ability

to speak English language as well as maintaining home language. Teachers and parents accountable in developing the child's language. Environmental influences have higher impact to the child's learning languages.

Keywords: *English Language; Second Dialect; Daycare Pupils*

BACKGROUND OF THE STUDY

Language acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. It is important to keep using home languages both in the Early Years Foundation Stage setting and at home, children need to develop strong foundations in the language that is dominant in the home, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children's understanding of language use.

The purpose of this study is to find out the factors that affect the learning of English as a second language of Daycare pupils at Sulu provincial Daycare Center. Sulu Provincial Daycare Center is the first ever provincial child development center in (BARMM) Bangsamoro Autonomous Region in Muslim Mindanao. Sulu Provincial Daycare Center is an institution refers to the care provided for infants and toddlers it has three classrooms and one playroom. Daycare center have playroom wherein the children can play freely and it has lots of materials/toys they can use. Playroom is not only for playing but also for learning and acquiring good behavior and attitude through interacting with their peers and through interacting they can acquire some communication skills.

The theories used were Learning Theory, Behavioral Learning Theory and Social Learning Theory that all these three theories support this study wherein it talks about the learning and teaching of English as a second language to the children. Language is the most powerful tool in the development of any human being it is the greatest asset we possess. Cited in the study of Hayudini (2018), <https://ijhss.net/index.php/ijhss/article/view/466> that preventive health care measures are important in order to prevent illnesses just like when parents teaches their children first at home the second dialect which is English can prevent difficulty of learning in the daycare center by their children. Language has a major role in supporting children's process of identity formation and in helping them understand where they fit in the new environment they are entering. The acquisition of language is essential not only to children's cognitive development, but also to their social development and wellbeing.

They can also learn in a way of observing and imitating their parents, teachers and other people around them, the Factors Affecting Teaching and Learning English language. In other words, the focus of the researcher is how the child acquire knowledge regarding English language from the environment and how people around them affect their learning.

The purpose of the researcher is to find out the importance of teaching the English to young ones, as learning English requires lots of time and effort, so at the age of four the children should start learning English. Anderson (1969) notes that as early as 1956 the Modern Language Association concluded that "the optimum age for beginning the continuous learning of a second language seems to fall within the span of ages four because of growing interest in young children as a second language learners, as understanding of the factors which affect their learning of a second language is necessary in order to develop how they acquire and learn English language.

These are the reasons why the researchers conducted this study is first, it is occurring issue wherein most of the children in daycare levels are already using some English words/language. Second reason, it can provide useful data and information to the teachers and parents regarding the importance of English language and last it allows us to seek answers with regards to the learning English as a second language of Daycare pupils at Sulu Provincial Daycare Center.

METHODOLOGY

The researcher used Focus Group Discussion to the daycare teachers to identify the factors in teaching and learning English as a second language to the Daycare pupils. This method serves to solicit participants' attitudes and perceptions, knowledge and experiences, and practices.

The researcher also used checklist questionnaire as a research instrument to find out the language used by the parents at home.

The study conducted at Sulu Provincial Daycare Center located at Serantes Street Jolo, Sulu where it is very conducive both to the teachers and the researchers. Sulu Provincial Daycare Center is the first provincial child development center in BARMM established by Vice Governor Abdusakur "Totoh" Tan II on year 2018. Furthermore, it is supervised by Mr. Sayjin J. Ukkoh, since 2018 up to date. The daycare center was created for the children in the Province of Sulu, it has no tuition fee, and even the school uniform is free.

The respondents of the study were the Daycare teachers at Sulu Provincial Daycare Center, they asked to participate in Focus Group Discussion to know their opinions, ideas and experiences regarding the said topic and also the parents of the children enrolled at Sulu Provincial Daycare Center asked to provide substantial data through checklist questionnaire.

To acquire and gather substantial data for the research study, Focus Group Discussion were conducted to the Daycare teachers to determine the importance and factors of learning English as a second language to the Daycare pupils.

The researcher also prepared checklist questionnaire for the parents to know the language used at home. The data collection started with asking permission from the respondents to participate in the focus group discussion. The researcher then asked their availability of when interviews conducted. They agreed to have the interview on October 2021 at Sulu Provincial Daycare Center. On the day of the interview the researcher gave them a brief explanation on the purpose of the study. The duration of the interview was more than 30 minutes. The respondent were the daycare teachers at Sulu Provincial Daycare Center.

The checklist questionnaire for the parents were distributed to their house, and others were asked to answer the question through messenger, most of them responded to the request as a respondent.

RESULTS AND DISCUSSIONS

These are the research questions:

- 1) What are the factors that affect the learning of English language as the second dialect of daycare pupils in Sulu Provincial Daycare Center?
- 2) What is the language used by pupils at Sulu Provincial Daycare Center?

- 3) What is the language used at home by pupils?
- 4) Does language used by parents at home affect the learning of second dialect of pupils at Sulu Provincial Daycare Center?

These questions were answered using qualitative data and quantitative data. The statement of the problem numbers 1, 2 and 4 were answered using Focus Group Discussion supported with related literature, and number 3 statement of the problem were answered using percentage.

Factors Affecting Learning of English as the Second Language of Daycare Pupils in Sulu Provincial Daycare Center.

Analysis and interpretations of data revealed the following significant findings.

- 1) The teachers believed that there are factors that affect the learning of English as the second language of Daycare pupils at Sulu Provincial Daycare Center. The factors mentioned are gadgets, parents, interest of the child, and other environmental influences.
- 2) The teachers agreed that the language used (mother tongue) at Sulu Provincial Daycare Center affect the learning of English language of daycare pupils. Children need to develop strong foundations in home language, developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged. Children may have literacy skills in their home language and can therefore use it for writing, whilst they develop English Literacy Skills, or they can read a book at an appropriate level in their home language in a quiet reading session for example.
- 3) The language used at home is mother tongue, wherein it affects the learning of second language of the child in a positive way as what is learned in one language is easily transferred to another language if children have previous educational experience then they may already have been taught about topics being covered at school. Even without previous educational experiences some concepts will be familiar to them. Being able to express knowledge in their own home language, even if it is just telling someone else the name of an object or concept, will help to give children a 'hook' on which to attach the new English word.
- 4) The language used by the parents at home shows that it positively affects the learning of second language (English) of their child. Just like in the study of Aming-Hayudini et al, that what parents do at home like proper waste disposal in the garbage can be useful to prevent pollution in the community and what their children also follow them to do as cited in <https://doi.org/10.11594/ijmaber.03.08.19>. This means that parents or caregiver meant a lot to the language development of their children at home and in the school as well.

CONCLUSION

The study concluded that there are factors that affect the learning of English as the second language of daycare pupils at Sulu Provincial Daycare Center. These factors are more on the environmental influences like the parents/adults and the gadgets they used, these two factors highly influence the learning of English as second language of the child. In the study of

Hayudini et.al, that parents are the ones that influenced them the most retrieved at <https://doi.org/10.11594/ijmaber.03.11.11>.

The language used at Sulu Provincial Daycare Center and the language used at home by the child are both mother tongue and it have an impact to second language acquisition process, it may be useful for the teachers to teach the new language using the mother tongue as support in order to develop not only the target language but also the cognitive development required to be academically and professionally successful.

A. Research Agenda

- 1) There might be replication of this study in other Daycare Center.
- 2) The daycare teachers may aware of the factors that influence the learning of second language and do more activities that enhances the second language of the daycare pupils.
- 3) The gadgets use by the children might always for educational purposes.
- 4) The teachers at school and the parents at home should support and encourage the children in acquiring secondlanguage as well as maintaining the first language.
- 5) The institution should provide language learning materials for the children.

B. Policies

- 1) The institution might have parent-teacher conference or meeting to discuss the child's progress at school and findsolutions to academic including their learning languages.
- 2) The institution might conduct training seminar on the improvement of learning English language.
- 3) The teachers should encourage to carry out activities that help the children to improve the learning of Englishlanguage.
- 4) The first language might use as the medium of instruction.

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