



The Impact of Exposure on Second Language Acquisition

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Abstract

Exposure to English is something that learners experience in their daily lives. When they are doing their everyday activities, they will encounter English words. When they watch television, listen to a song, play games, or scroll through social media, they are exposed to English and this exposure can affect their second language acquisition. Many research articles have been published on the relationship between exposure and second language acquisition. However, there is no consensus on the effect exposure has on second language acquisition. By reviewing available research publications, this study sought to describe the impact of exposure on second language acquisition. The researcher employed a systematic literature review method to discover the link between all of the publications. The objective of this research is to determine the impact of exposure on second language acquisition. The publications reviewed demonstrated that exposure had a positive impact on second language acquisition. The majority of the publications reviewed stated that exposure helps with second language learning. Language exposure is necessary for learning and mastering a second language. Finally, the majority of the publications reviewed agree that exposure aids in the acquisition of a second language. Learners with extensive exposure to the language have a greater probability of speaking and comprehending it.

Keywords: *impact; language exposure; second language acquisition*

Introduction

The occurrence of Covid 19, many fields are affected in this world. One of the sectors that has losses and negative impacts that can be avoided is quite large, namely the education sector. All aspects of education have been disrupted such as school management, learning activities, and others. (Jena Dr.Pravat Kumar, 2020) explained that the education sector has suffered greatly from the COVID-19 outbreak. According to UNESCO, more than 1.6 billion students worldwide have been affected by school closures due to the COVID-19 pandemic, also A report from UNESCO found that the COVID-19 pandemic affected about 5 million students in Thailand, including students in remote areas who have limited access to technology and internet networks. In Indonesia, Coordinating Minister for Maritime Affairs and

Investment Luhut Binsar Pandjaitan reported that more than 63 million students were affected by school closures during the COVID-19 pandemic.

In this case, social and behavioural changes in the field of education have occurred, the students have fallen far behind one and another. Then the lack of attention given by students in online classes during the pandemic (Cerelia et al., 2021) and their abilities in subjects in the classroom, especially in international foreign language subjects 'English' (Lutfin & Fansury, 2020) Another thing in the impact of the change is that if they are not ready for the change, then anyone will be displaced (Lubis, Muhammad S.A 2018), therefore students are now prepared in every learning development in their respective subjects, in this point will be discussed, namely English subjects, which in basic English is important, one of which is in terms of the development of vocabulary (Zalmansyah, 2013).

The development of this vocabulary skill can be achieved by providing effective and efficient learning, in the first way which is to leave to the inefficiency and ineffectiveness that has occurred, this continuously occurs resulting in a decrease in student endurance in learning, and the basic ability of students in learning in research (Mukhtar et al., 2020) The students also reported limited attention span and resource-intensive nature of online learning as limitations this problem happens continuously and has an impact on making it into loss learning in the generation education this era. as stated in previous studies that the increase in students' inability to master basic skills in learning increased i.e. there was a significant increase in learning poverty in all quartiles of SES, in Low SES, learning poverty increased to 25.7% in the period 2019-2021 (Hevia et al., 2022) Another ineffectiveness in learning is mentioned by (Adedoyin, O.B., and Soykan, E., 2020) Teachers have done their best but circumstances want them a little more than before due to more extreme conditions to transfer what they give to students in this regard. The second way is to make changes in the effectiveness of teaching according to the needs of each student taught by (Rahmawati & Rukiyati, 2018). Because of an effective learning which affects a learning system that is carried out as a support for student learning success.

The learning process, the presence of media has an important role. because the media causes enthusiasm for learning, the possibility of direct interaction between students and the environment and students can find out the abilities they have (Ramli, 2015) The existence of media in learning is as a tool to make it easier for students to understand the material, bring up new problems to be studied and solved in the learning process, as a learning resource so that students can obtain new information through these media (Iffah, 2021). the media can be in the form of printed media for student learning using books or LKS that the teacher provides.

A print media or student worksheet is a document in the form of sheets that is used to facilitate the teaching and learning process of (ISLAMIA, 2019)). A worksheet usually contains a series of questions, exercises, or assignments related to a specific learning topic. These worksheets can be given to students to work on in class or as assignments to work on outside of class. Worksheets can be created for different levels of education, from early childhood to college, and also for various subjects. Susilawati, (S. A., MP, S. S., et al, 2021). A worksheet shape can be a worksheet that includes text, tables, charts, or images. The purpose of using

worksheets is to assist students in deepening their understanding of a topic or concept, and also to assist teachers in evaluating student learning progress.

Worksheet media, teachers can test students' abilities by answering questions. where in LKS consists of approximately 90% of the contents of the entire book are questions, both multiple choice and fill-in questions for which there is no answer and the remaining 10% consists of a brief summary of the subject matter. So that the use of LKS makes it easier for teachers to deliver learning materials in the teaching and learning process. In this learning media, teachers can help improve the competence of what students need, with one of them being the ability of student vocabulary in English in learning outcomes.

Learning outcomes (Sudjana 2005) are changes that are owned by a person after going through the learning process. (Ulfah, 2012) said that learning outcomes are achievements obtained by a person in the form of changes in himself obtained after the learning process

The conditions of learning process in a school, namely Phang Phakoeng School and Wangshaphung School in grade 4 using the development and adjustment of learning from the post-pandemic era using flippclassroom. (Ogden, 2015) Flipped classrooms are strategies that educators can provide by minimizing the amount of direct instruction in their teaching practice while maximizing interaction with each other. But in their training efforts they still use their exercises with LKS which have not been innovated. Where in a theory of visual learning states that visualization of information in the form of images, graphs, or diagrams can help improve understanding and retention of information (Ducha et al., 2004) In this case, illustrated worksheets can help students to better understand the material and remember it better. Which should provide innovation updates is also needed in the student worksheet sector to find out the results of student work after learning and during training. Especially in the vulnerable age of young learners, young learners tend to be interested in visuals and images (Setiawan et al., 2023). Because at this age, they are still in the stage of developing reading and writing skills that have not yet fully developed. Images and visualizations can help them understand information visually and more easily understood compared to text, the use of worksheets in English learning and how the use of images in worksheets can help students understand new concepts and vocabulary, (Dr. A. M. F. Jawad 2012). In addition, drawing and visualization can also help children to improve their fine motor skills through drawing and colouring activities.

By using images and visualizations in LKS, students can more easily understand the information and concepts taught and make learning more enjoyable. (Dr. Richard Mayer 2001) suggests that the use of multimedia in learning, including images and visualization, can help improve student understanding. (Richard Mayer 2001) Images and visualizations can help reduce students' cognitive load and make it easier for them to process information. Illustrated LKS can be used for a variety of subjects and education levels, from early childhood to high school level. In addition, illustrated LKS can also help improve students' fine motor skills through drawing or coloring activities (Sustiari, L. 2014) contained in LKS. This can help increase students' creativity and make learning more interesting (Nurrita, 2018)

The implementation of the use of worksheets in learning has been carried out by previous research, but previous research has not yet combined pictorial

worksheets with the latest available technology (Trisnaningsih, W. 2015) and easy to access for children, especially in the Wangshaphung Thailand school environments. Based on the description above, the author is interested in conducting research entitled "The effect of implementing student pictorial worksheet on the vocabulary skill student". So this research conduct to find out if there is a change in their vocabulary skills in their learning outcomes when using pictorial worksheets that assist with new technology canva.

Several academics have researched the use of worksheets for classroom learning including trisnaningsih, w (2018) researching the use of worksheets, especially in speaking skills. The research included classroom action research with quantitative method with the participation of two classes that were made control group and experimental group for research with fairly good results with improved results in speaking skills ($0.00 < 0.05$). However, this study does not highlight that the use of images in worksheets can help and improve students' ability in English. Similar to the research in (Kadatua, 2022) this study is to see if there is an increase in student interest in learning English using worksheet media.

The participants in grade 7 junior high school using descriptive data from questionnaire instruments distributed to students to see the results. So as to get the results that the use of student worksheets can significantly increase the interest in learning English for seventh grade students of SMP Negeri 1 Kadatua. However, it also has the same limitations as previous researchers, which have not innovated worksheets or collaborated with image media in their worksheets, while in Nurul U's research (2018) conducted classroom action research for kindergarten children in the use of image media to improve children's English skills, especially vocabulary by using data collection with APKG and observation. However, the sample used in this study was 13 kindergarten students and the researcher himself. Based on the results of the study, an increase in the ability of teachers to make learning implementation plans reached 92.18%, the increase in the ability of teachers to carry out learning reached 93.12% and the results of mastery of children's vocabulary reached 92.3%. In general, the increase occurred after the application of the use of image media. In conclusion, some academic researchers focus on examining the use of worksheets themselves without the use of images in order to attract students, and some of them have used image media but with the level of playground education (PRESCHOOL) or kindergarten. But the research needed is to improve students' English skills (vocabulary) with the help of pictorial worksheets as this researcher conducted research in this study

Method

The systematic literature review (SLR) approach was chosen and employed in this research. This strategy entails locating, examining, assessing, and interpreting all available research. Researchers use this method to review and identify journals systematically, following the procedures that have been established in each phase (Triandini et al., 2019).

The researcher gathered journal articles from 2009 to 2021. The articles were gathered from Google Scholar and ScienceDirect. The researcher used the search bar with the keywords exposure, second language acquisition, or a mix of both. The

articles indexed on the website will be re-checked. If they are connected with the relationship between exposure and second language acquisition, they will be chosen to be investigated further. The researcher gathered 30 articles from the websites. Frequently encountered findings from 30 articles will be analyzed. The articles will be classified into three categories of impact by the researcher. It will be considered a positive impact if the article states that exposure is beneficial to second language learning. On the contrary, the article indicated that exposure is detrimental to second language acquisition and would be classified as having a negative impact. Furthermore, if the article claims that there is insufficient information to assess the impact and that more study is required, it will be classified as not specified.

Results

After analyzing the articles, the researcher classified the articles into three categories of impact, positive, negative, and not specified.

Table 1. The impact of exposure on SLA according to the journals

Type of impact	Number of journals
Positive	24
Negative	-
Not specified	6
Total	30

This data shows that a large portion of the studies, twenty-four journals (80%), stated that exposure has a positive impact on second language acquisition. No journal states that exposure has a negative impact on second language acquisition. The other six journals (20%) do not find evidence that exposure has any impact on second language acquisition. The purpose of this study is to describe the impact of exposure on SLA. Learners are regularly exposed to English in their daily life environment, which agrees with the statement from Dulay, Burt, and Krashen (1982) that having conversations with colleagues, watching television, reading street signs and newspapers, and classroom activities are all examples of exposure.

Discussion

The data revealed that the majority of publications agree that exposure has a positive impact on SLA. Language exposure is essential for learning and mastering a second language. Learners who have had a lot of exposure to the language have a better chance of speaking and understanding it. Many types of exposure have been found in the journals. Namely, television exposure, extramural English exposure, digital language exposure, classroom exposure, social media exposure, video game exposure, etc.

However, regardless of the form of English exposure, the exposure has no detrimental influence on SLA. On the other hand, there are numerous positive effects of exposure in these journals, such as how the teacher's use of English in the classroom causes students to learn new vocabulary coincidentally. Every time students hear new English words, whether they are from teachers or other students, they memorize them. Next, how listening to podcasts improves subjects' listening comprehension. Listening to podcasts makes people learn new knowledge,

including language. The other is how playing VR games improve their speaking fluency. When playing virtual reality games, people interact with each other, and they are rather more open to talking because they are not afraid of grammar; what matters is that the other person understands what they are talking about. These favorable effects are sometimes overlooked because people do not intend to learn. They are constantly exposed to English and unintentionally absorb it.

Another positive impact is watching subtitled shows. Different types of language acquisition may arise from watching subtitled shows. Aside from word meaning, the viewer may learn the meaning of idioms or standard sentences, as well as the contexts in which these sentences may be utilized. There may also be improvements in the capacity to discern individual words in spoken language, word pronunciation, and skill in building accurate sentences. According to Koolstra and Beentjes (1999), viewers may learn to distinguish between distinct pronunciations (British and American) and the associated implications (aristocratic and slang).

Another finding is that six journals do not state whether exposure has a positive or negative impact. This happened because of the lack of evidence gathered from the research. So, they just stated their findings but did not interpret them further. In the end, they hope that the research continues with longer research times and more subjects.

Most of the subjects in the journals are young learners. It is understandable because language develops in early life. Hoff et al. (2008) proposed that children's phonological memory abilities develop in part as a result of their developing phonological representations that facilitate the storage of freshly encountered sound sequences that correspond to the learned phonological system. In most cases, the older people are, the harder it is to learn a language. So, the researchers focus on how exposure affects young learners' ability to acquire a new language.

The findings are in agreement with previous studies that state that exposure has a significant impact on a learner's productive capacity, exposure may rapidly build a target language, and language understanding can arise through social engagement with a target language speaker (Peregoy & Boyle, 2005).

Conclusion

By employing a systematic literature review, the researcher concluded that the majority of the articles examined agree that exposure helps people learn a second language. There are many types of exposure, such as listening to English music and podcasts, viewing English movies, interacting with English native speakers, chatting in English on social media, reading English books, etc. The article also stressed the significance of exposure in language acquisition, stating that because there is no detrimental impact of exposure on second language acquisition, the more learners are exposed to English, the more they will read and speak the language. The more exposure, the bigger the impact on their second language acquisition.

The researcher suggests that there will be a more comprehensive study on this topic because, based on the results, there are some positive impacts of exposure on second language acquisition. The researcher also suggests that second language teachers expose students to as much target language as possible because it has a positive impact on their language acquisition. It can be through music, books, novels,

or even movies.

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