

# Analysis of Simple Codes in Teletubbies Short Cartoon Movie

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**Abstract**—Learning language can be done in formal and informal environment. For children, it can be easier to learn language, especially foreign language learning, in unconscious situation like informal environment which provide some input. The input in informal environment could be gotten from media, such as cartoon movie. This study attempted to describe and analyze the simple codes in Teletubbies Short Cartoon Movie on Rainbow Episode as an input for young foreign language learners. It was administered a descriptive qualitative research. To classify the simple codes, the utterance in this short movie was analyzed by using Observation Method (Metode Simak) and Noting Technique (Teknik Catat) referring to five input features of simple codes, they were rate, lexicon, well-formedness, length, and propositional complexity. For analyzing, it was used Identity Method (Padan Method). The result of this research indicated that this short cartoon movie fulfills all the input features of the simple codes. Hence, it was useful as a learning media to help children in providing sufficient input and also improving their foreign language acquisition.

**Keywords**—foreign language acquisition, simple codes, children short cartoon movie.

## I. INTRODUCTION

In the globalization era, foreign language, nowadays, becomes one of the potential skills that should be owned by the learners. It is because interaction also more developed and possible to connect and share information in level cross-country over the world.

Language as a means of communication is gained from the people born which is called as language acquisition. Language acquisition is the process by which speakers acquire the ability to process first language acquisition (native language) [1]. Hence, the term second language acquisition can refer to any language that is learned subsequent to the mother tongue [2]. Hence, it can also refer to the third or fourth language.

In Indonesia, the term second language deals with national language, that is Indonesian language, which come after the children get their local language (Javanese, Madurese, Sundanese, etc) as their mother tongue. However, in some cases, second language also refers to local language, if the children use Indonesian language at home, and just get local language in their school. It depends on what language that children get at home first as their mother tongue. Hence, from this condition in Indonesia, foreign language is a language that is acquired after first and second language, and it is usually used at

school as a subject matter, not language that is used in daily activity. From this statement, language that is included as foreign language in Indonesia are English, Arabic, German, French, Russian, Spanish, etc.

All of foreign language are usually taught in school. One of the popular foreign language is English. It has become the major worldwide *lingua franca* [3]. Because of that, in Indonesia, English also become the most popular foreign language that is used. It has also become as a compulsory subject in school that must be learned for Indonesian students, especially in junior and senior high school.

Dealing with the case above, that English is one of important foreign language that should be learned, so, it is better that English is learned from the early age. It is known that language acquisition is not instantaneous [4], so do English. For learning English, there are some factors involve, such as internal and external factors. Internal factors come from the individual of learner (age factors, motivation, cognition, etc), while external factors come from environment [4]. Because of some factors effected in language acquisition, each learner has different attainment in foreign language learning. Thus, the process of young language learning and acquisition is the phenomena that is interesting to be investigated and analyzed. The children will pass the phases of the linguistic growth at the same phases although sometimes the others need more time to pass the all over phases. Hence, it is clear that the development of language learning and acquisition of one child to other are different.

All the children are given with tool for processing the language which is called as Language Acquisition Device (LAD) [5]. Hence, when the children acquire the new language, their brain automatically can comprehend those new language. LAD in language learner can be sharpen by involving some factors, one of them is factor from environment such as input. The role of input in the child's acquisition of language is undeniably crucial [4]. Input has become supporting factors for children in acquiring foreign language acquisition. One of the inputs is simple codes. Simple codes seem hold true with caretaker speech [6]. However, simple codes are less complex than caretaker speech. To understand the simple codes, it should be considered the features as well, namely rate, lexicon, well-formedness, length, and proportional complexity.

In digital era, language learning can be taught by using media, especially audiovisual media that have the potential to be utilized as sources of language input for second language

acquisition [7,8]. By using audiovisual program such as movies, it can contribute to foreign language achievement [9]. Movie is an interesting media that is very close with our daily life, of course for children it also become a favorite activity for watching kids' film. From watching film, children can also get some something new which is useful for develop their knowledge. The use of media for learning is to ease children to understand the theme and subject of the material. Besides that, it also gives children a chance to learn new vocabularies what they have heard from that film.

Teletubbies is a British pre-school children's television series created by Ragdoll Productions' Anne Wood and Andrew Davenport. The programme focuses on four multi-coloured creatures known as "Teletubbies", named for the television screens implanted in their abdomens. Recognized throughout popular culture for the uniquely shaped antenna protruding from the head of each character, the Teletubbies communicate through gibberish and were designed to bear resemblance to young children. The characters are Tinky-Winky, Dipsy, Laa-Laa, and Po. The duration of this short cartoon movie is about 12 minutes. Teletubbies have different characteristic from other kids' film. The uniqueness of this film is, it gives simple language that is usually used by children, those are not-complex but the message can be understood and provide gesture and action that make what they utter is more comprehensible.

The rest of this paper is organized as follow: Section II presents literature review. Section III describes the proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work and highlights future works.

## II. LITERATURE REVIEW

### A. Simple Codes

In acquiring the foreign language, it becomes common case that some are successful and other are unsuccessful. Those results are from the input of foreign language that the learners get [6]. Moreover, it is also stated that all the input of foreign language can be gotten from the intake which provide language exposure [6]. It means that the nurture of input and environment are important for successful in acquiring foreign language.

In line with those statement, so input refers to what is available to the learner, whereas intake refers to what is internalized by the learner [10]. The availability of the input can be in form of simple codes, that is language which has similar characteristics (roughly tuned, simple, and easier to be understood) with caretaker speech which is gotten when learners acquire their first language [6]. Brown states that adult input seems to form the child's acquisition, and the interaction patterns between child and parent change according to the increasing language skill of the child. [4].

Three kinds of simple codes that is proposed by Krashen [6] are as follows: (1) *Teacher-talk*, is the classroom language that accompanies exercises, the language of explanation in second language and in some foreign language classroom, and the language of classroom management; (2) *Foreigner-talk*, is the simplified input native speakers may give to less than fully competent speakers of their language in communicative situation; and

(3) *Interlanguage-talk*, is simply the speech of other second language acquirers, often that of the foreign students peer group. Hence, talk mediate childrens' activity and experience, and help them make sense of learning second language [11].

### B. Simple Codes and Second Language Acquisition

The role of input on language acquisition has close relation. Input and internal language processing has an important interaction on second language attainment [2]. The input can come from linguistic environment. Moreover, input that contains simple code is also as supporting factor to second language acquisition be success.

As explained in the previous section about three kinds of simple codes. Those kinds have an aim to communicate. However, before the learners achieve that process (communication), they should be introduced with simple codes that should require the same degree as caretaker [6]. The input features of simple codes are as follows:

#### 1) Rate

This is evidence that caretaker speech is at least roughly tuned with respect to rate of speech [6]. It means that younger learners will have slower input than the older. The intention of input is usually done repeatedly.

#### 2) Lexicon

Krashen states that younger children receive a lower type/ token ratio. In addition, it is also stated that word choice should be noticed in provide input since the lexical items embedded in may not have been sufficiently relevant to the children given their very young age [12]. It can be stated that lexicon in simple codes deal with the simple vocabulary which sufficient relevant to the child knowledge.

#### 3) Well formedness

Simple codes for second language acquisition is similar with the caretaker speech [6]. That similarity is "unswervingly well formed". It means that the utterance of simple codes is better formed than native speaker-native speaker speech.

#### 4) Length

As caretaker speech that syntactically simple, simple codes as well. It means that the utterances used are shorter than native speaker-native speaker speech.

#### 5) Propositional complexity

The native speech is usually more complex than simple codes. Simple codes is uttered simpler and less complex in order to ease the learners for comprehending. This aspect is used following by the action happens at that time.

Although simple codes have similar characteristics with caretaker speech, both are different. The difference is caretaker speech typically contains high proportions of imperatives and questions, while simple codes contains a larger percentage of declarative [6]. Hence, they are obviously different in function. Caretaker speech is useful to provide linguistic knowledge in acquiring first language, while simple codes are so beneficial in providing input for second/ foreign language learners. Thus, simple codes and second/ foreign language acquisition has close relation.

III. PROPOSED METHOD

This research was administered by using descriptive qualitative research. This research describes the language facts about the utterances of characters in the Teletubbies short cartoon movie which focus on simple codes. Then, the approach used is qualitative research because the result of data analysis is not statistical data but explaining in form of a set of written words [13]. This research tried to describe the the phenomena of utterances used containing simple codes which in form of words, phrases, and sentences. Source of research data is taken from video of *Teletubbies Short Cartoon Movie in Rainbow episode*. Then, the data was focused on the utterances used containing simple codes which in form of words, phrases, and sentences.

The availability of data in this research was produced by using some methods and its technique. By using Sudaryanto’s method, to collect the research data, Observation Method (*Metode Simak*) is used to find the data about simple codes by observing the use of the language used by the characters in that movie. This method has a basic technique in the form of Tapping Technique (*Teknik Sadap*). The researcher tapped the use of informants’ language in the video that is produced by the characters. Because the source of data was from video, so the researcher was just an observer of the informant’s language, in this case the actors’ conversation in video, then it is called as the second follow-up technique of this method, namely Uninvolved Conversation Observation Technique (*Teknik Simak Bebas Libat Cakap-SBLC*) [14]. Next step, the researcher combined SBLC with the third follow-up technique, namely Noting Technique (*Teknik Catat*) in order to get transcript of simple codes that the characters uttered. It is used to ease the researcher when doing the data analysis. Data analysis technique that is used in this research is Identity Method (*Padan Method*). Then, it is followed up by Referential Method and Pragmatic Method.

IV. RESULT AND DISCUSSION

TABLE I. CLASSIFICATION AND EXPLANATION OF SIMPLE CODES IN TELETUBBIES FILM SERIES

No	Aspects of Simple Codes	Utterances	Explanation
1.	Rate	N : one → T : one N : two → T : two N : three → T : three N : four → T : four	N is Narrator, T is Teletubbies.  At the beginning of film, N said the number for counting the characters in slower tuned. Then the T repeated it.
		N : “Say Hello” T : “eh-oh”	It showed that the teletubbies greet the audience.
		T : “Again”	It was repeated, to emphasize that they want to do the activity once more.
		N : “Time to say bye-bye” T : “Bye Bye”	It showed that the teletubbies want to end.
2.	Lexicon	“Say Hello”, “Hello”, “Big hug”,	All the lexicon was simple language that

		“Bye”, “Again”, “Red”, “Yellow”, “Green”, “Purple”, etc	was found in the daily activity.
3.	Well formedness	“Over the hills and far away, teletubbies come to play”	All the sentences that was uttered by narrator were better formed but still simple and easy to understand.
		“My name is James”	
		“Where have the teletubbies gone?”	
		“The teletubbies saw a grey cloud”	The sentences were uttered by the narrator by using simple codes in well formedness (simple and easy to be understood)
“Teletubbies love colours”			
“And the Teletubbies love each other very much.”			
		“The sun is setting in the sky. Teletubbies say bye-bye.”	
4.	Length	N : “Teletubbies go walk in the sunshine” T : “sunshine”	The narrator said by using complex sentences, however, the teletubbies repeated by using less complex (but it still can deliver the information fully)
		N : “The teletubbies saw a grey cloud” T : “Grey cloud”	
		N : “The grey cloud began to rain. T : “Grey cloud raining”	
		N : “And the Teletubbies saw something very special” T : “something special”	
		N : “It was a rainbow” T : “Rainbow!”	
5.	Propositional Complexity	“Big hug”	After teletubbies said that sentence, it is also followed by the activity that show “hug” by gathering and holding.
		“Grey cloud”	After saying that sentence, the visualisation of cloud that has grey colour is showed.
		“Rainbow”	After saying that sentence, the visualisation of colorful rainbow is showed.
		N : “Tinky Winky see purple” T : “purple” “Dipsy see green” “Laa-laa see yellow” “Poo red”	After saying that sentence, it was also showed the visual color by looking at the purple body of Tinky Winky, green body of Dipsy, yellow body of Laa-laa, and red body of Poo.
		“The sun is setting in the sky. Teletubbies say bye-bye.”	This utterance is stated at the end of story. When the narrator said that, the visual was also shown by giving video about the sunset

			to support the statement of saying "bye-bye".
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From Table I above, the general result that can be taken is this short cartoon movie provide the sufficient input for children, input feature of rate and lexicon is more showed, after that length, well formedness, and propositional complexity.

From the result of analysis above, generally, the language that was uttered in Teletubbies Film Series was using simple utterances and comprehensible. Linguistic analysis of simple codes should be done with one purpose, that is provide input as the process of talk (teacher-talk, foreigner-talk, interlanguage talk) [5]. In this case, the role of talk is changed with the utterance in Teletubbies Film Series, especially in Rainbow episode, but all the language features still have the same characteristics to be called as simple codes.

From the result, five aspects of simple codes are fulfilled by utterances in Teletubbies Film Series as intake which provide input. They are rate, lexicon, well-formedness, length, and propositional complexity.

First, Rate, it deals with the spelling of words, phrases, sentences in rough tuned with respect to rate of speech. The example is when narrator try to open the video by counting the number of characters, then the Teletubbies repeat what the narrator said.

- N : "One" → T : "One"
- N : "Two" → T : "Two"
- N : "Three" → T : "Three"
- N : "Four" → T : "Four"

That example is spelled with rough and slow tune, and then repeated by Teletubbies, it can stimulate for kid audiences to repeat what in the video was saying. Almost in all sections of movie, begin with narrator speaking with slower tune, and then repeated by Teletubbies.

Second, Lexicon, it deals with the word choice/vocabulary used. The vocabulary is the simplest one that also usually heard in the daily activity. Thus, it can enrich kid audiences' vocabulary. For example: Hello, Bye, Again, Red, Yellow, Green, Purple, Sunshine, Grey Cloud, Rainbow, etc. The lexicon in teletubbies short cartoon movie can be as the basic linguistic competence for children and as a modal for them in conversation using English.

Third, Well-formedness, it deals with the better formed language used but still in simple features. For instance: My name is James. That sentence used better formed, consisting of S V O (complete sentence) and that utterance is simple and familiar for children. Because of that, the simple codes are comprehensible and memorable.

Forth, Length, it deals with the use of less complex sentence, but it still can deliver the information fully. For example:

- N : "The Teletubbies saw a grey cloud"
- T : "Grey cloud" (instead of: We saw a grey cloud)

When the narrator used a complex sentence, the teletubbies repeated by using less complex, but that is still can be understood what it did mean. The form of less complex is more appropriate for the young foreign language learners because they simpler and easier to be understood.

Fifth, Propositional complexity, it deals with the language used is suitable with the situation/ activity that is doing at that time. For example:

- "Big hug" → After Teletubbies said that sentence, it is also followed by the activity that show "hug" by gathering and holding.
- "Grey cloud" → After saying that sentence, the visualization of cloud that has grey colour is showed.
- "Rainbow" → After saying that sentence, the visualization of colorful rainbow is showed.

The function of those activities by showing the visualization based on what they said is to make kid audiences are more understand the context of the word using. It means that the complexity of the utterance is adjusted with the proposition of children's language comprehension.

#### V. CONCLUSION AND FUTURE WORKS

Children learn language more easily than adults. It is because in children age, there was a gold year to children acquire something new, includes language, easier, that is called as critical period hypothesis (CPH). CPH is proposed by Chomsky that there was a genetic program to acquire certain kinds of knowledge and skill at specific times in life [15]. Hence, before beyond the CPH, it can be a good work by letting the children acquire their new language(s).

Beside CPH, the successful learners to acquire foreign language is also from the intake which provide input as simple codes which has the same degree with caretaker speech in first language acquisition. The language in Teletubbies Short Cartoon Movie require the aspect as simple codes. They are rate, lexicon, well formedness, length, and propositional complexity. Hence, it is useful to be introduced to the preschool age children which begin to acquire their second/ foreign language. When, using this short cartoon movie, it is suggested that the older people also accompany and guide the children for strengthening their language competence.

According to the results, Rate and Lexicon exist more in this short cartoon movie. It provided simple words which is presented in slower rate, so it can make children learn new linguistic knowledge and become important role in vocabulary development during the first years of learning [16]. Besides, it is so useful in children stages is language acquisition, that the first early stage is gaining words from listening or reading (silent period) [2]. Besides that, in rate and lexicon feature in this short cartoon movie, it is showed by what narrator said is repeated by Teletubbies characters more than once. It is so helpful for children to repeat when watching and next remembering the words what they have heard. One of instruction that can help children acquiring they second language is applying drilling and asking students to repeat the words provided several times [16].

Then, the second stage of early second language acquisition is propositional simplification, this stage means that learners is still difficult to speak in full sentences, so they frequently leave words out [2]. In simple codes, that stage is described in Length and propositional complexity. Simple codes of this feature, in Teletubbies short cartoon movie is also presented, even it is not as frequent as rate and lexicon. When the narrator said in well-formedness of utterances, the Teletubbies repeated by using simple words in less complex, but it still can be caught the message. This is representing the second stage of early second language acquisition. Hence, the children can easily to remember and comprehend what they have heard and learned from the video.

Findings in this research is still as an early analysis and detection that Teletubbies Short Cartoon Movie provide enough simple codes for children to acquire foreign language. Hence, it can be one of the media, that is used to build children language growth, as for English young learners in pre-school, kindergarten, and elementary school. However, even this Kids Movie had a good requirement of foreign language acquisition, it still needs further evidence, that is practical evidence. Thus, for the next research, it is expected that this research findings as a gate entrance and follow up to conduct research by implementing this video to the children and to prove the foreign language attainment, it can be used an evaluation learning, for instance, in a form of simple oral or written test deals with the topic, picture, or conversation in the video.

#### ACKNOWLEDGEMENT

The researcher would like to gratitude to Indonesian Endowment Fund for Education (LPDP) scholarship, without which this research may not be possible. And special thanks to ICILLE 2018 conference team that had given opportunity to researcher in presenting and supporting this article until publish.

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