

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language does not only concern to the countries but individual communities or ethnic groups which do not live in their own country so language relates to the identity of communities everywhere throughout the world to distinguishes people all around the world (Puspita, 2013: 103).

Children start acquiring their first language shortly after birth (Eddy, 2011: 10). First language that a person is achieved, it is the same as mother tongue or native language or primary language (Loewen and Reinders, 2011: xi). A condition when a person acquires a language in unsonscious or conscious way is called first language acquisition.

Acquisition is considered as the meaning incorporates both *unconscious* and *conscious* processes (Ellis, 1985: 409 cited in Eddy (2011: 12)). Acquisition is the type of naturalistic, implicit learning that results in learners having the ability to use the language spontaneously in a manner similar to native speaker (Loewen and Reinders, 2011: 6). So, acquisition and learning is two different points. In which, learning is considered to refer to the latter only (Eddy, 2011: 12).

Once the child grows up and the environment supports him or her to communicate with other people using other language, she/he will learn in order to please the condition. In a matter of fact, some people might learn one language at birth but then become dominant in a different language (Loewen and Reinders, 2011: xi). Then, the next language that is

learned, *if any at all*, is considered the second language. People are not limited to learning just a second language, they may learn third, fourth, fifth, and twentieth or called 'additional language acquisition'. However, this terminology has not gained popularity, so the field has been continue to 'Second Language Acquisition' (Loewen and Reinders, 2011: xi).

Before getting into the details of SLA, it is important to consider its parameter. The discipline is 'Second Language Acquisition', it is generally acknowledged that this term refers to any languages that a person learns after his/her first language (Loewen and Reinder (2011: xi). In *Longman Dictionary of Applied Linguistics*, Jack Richards, et al. (1985: 252) as cited in Khasinah (2014: 257) states that second language acquisition is, 'the process by which people develop proficiency in a second or foreign language.'

An earlier research about Second Language Acquisition has done by Paakki (2013: 3). Paaki compared Japan and Finland to see wheter Japanese and Finnish adult learners of English could encountered some difficulties in English eventhough they are adult and their experience are a lot compare to teenager and adolescent. Pointing on Japan and Finland, English is not a language spoken by the major societies.

In Finland, Finnish and Swedish are their national languages. Some of the community in Finland still speak local languages after their national languages or vice versa. In Finland, English is not *a-neighborhood-language*. It is spoken in a situation when they talk to tourist or when they travel countries outside Finland such as Sweden,

Russia, and Denmark. Some case goes to Japan as well. Japanese is the only language in Japan. It is the national language. So, again English is not *a-neighborhood-language* in Japan. But Japanese learn English like Finland does. Most people in Japan go to English course so does Finnish. These are the point of choosing the subject made by Paakki (2013: 3).

If Japan and Finland could be a subject in Paakki's research, so could Indonesia. This research was conducted in Muhammadiyah Islamic Boarding School of Cilongok 'Zam Zam' of grade ten in academic year 2018/2019. The interesting topic about Zam Zam is they have created "made-up English environment" which rules the students to speak English in their daily and school life on every first and second week in each month. From the preliminary observation in Zam Zam, all the students follow the rule eventhough some they have some difficulties in adapting themself in speaking English.

This paper will describe the definition and factors of SLA that affect students in acquiring second language. The main point of this writing is discussing contributing factors in SLA such as motivation, aptitude, personality, anxiety and social.

## **B. Reason for Choosing the Topic**

There are basis in which this research is carried out:

1. Exploration of how students are acquiring *second language*.
2. To give teachers ideas on how to deal with school and students such as in MBS Cilongok 'Zam-Zam' especially in learning strategies for teaching learning process.

### C. Research Questions

This study is designed to address the following two main questions:

1. What are the factors that influence students in acquiring their *Second Language* in MBS Cilongok 'Zam-Zam'?
2. What are the most and less dominant *Second Language Acquisition* (SLA) factors experienced by the students in MBS Cilongok 'Zam-Zam'?

### D. Objective of the Research

This research objective is to reveal:

1. Present the SLA factors that influence in students' *Second Language Acquisition* (SLA).
2. Present the most and less dominant factors of *Second Language Acquisition* (SLA).

### E. Significance of the Research

#### 1. Theoretically

This findings suggest a number of promising directions for future research, especially provide insights to support development of the most dominant factors of *Second Language Acquisition* encountered by the students in such school and students' condition. In addition, the finding of the research could strengthen what is already revealed in the previous research on the same field.

## 2. Practically

The results of this study can help teachers, curriculum designers, and designers of assessment tools to understand most and less dominant factors which contribute to the existence of acquiring *second language*. Thus, their plans for change and improvement of these problems can produce more effective results on teaching strategies for schools with similar condition as MBS Cilongok ‘Zam-Zam’.

