

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Position of English in Indonesia

Our society tend to combine the theory from English as Foreign Language (EFL) and English as Second Language (ESL) with Second Language Acquisition (SLA). The general reason might be, first, the name of 'Second Language Acquisition'.

People tend to look at the word '*Second*' which leads as a language that is spoken after the first language (L1). Second, people might think that since the name of the theory is 'Second Language Acquisition' so this theory can not be implemented in Indonesia which people try to relate a position of English in Indonesia is *Foreign Language*.

ESL and EFL are the position of English in a particular country. In Indonesia for example, the position of English is as a Foreign Language. While SLA is a theory related with acquiring languages after the first languages. Eddy emphasizes that children start acquiring their first language shortly after birth (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 children acquire their native language in unsonscious or conscious way is called First Language Acquisition.

## **B. Language Acquisition vs Language Learning**

Richards (1985: 3) as cited in Khasinah (2014: 257) explained that acquisition is the process by which a person learns a language. Many researchers (Ellis, 1985; Pinker, 1995; etc.) as cited in Eddy (2011: 12) said acquisition might be considered more general as the meaning incorporates both unconscious and conscious processes. So, language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning.

Language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41 as cited in Zaščerinska, 2010: 3). So, language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language. Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49).

On the other hand, the concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools worldwide (Schutz, 2012:1). Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed.

Kramina (2000: 27) added that language learning is a conscious process, is the product of either formal learning situation or a self-study programme. Hence, language learning is an integral part of the unity of all language (Robbins, 2007: 49).

In conclusion, language acquisition is the process of how one acquires language. So, language acquisition as the process that occurs when we learn our first language (Eddy, 2011: 12).

Moreover, language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environment stimulation (Chomsky, 2009).

### **C. Second Language Learning vs Foreign Language Learning**

Explaining second language learning is crucial to avoid the misunderstanding. Loewen and Reinder (2011: 153) states that second language learning is the study of an additional languages in a context where the target language (TL) is the dominant language of society. For example; first speaker (L1) of Korean is studying English in New Zealand or first speaker (L1) of Indonesian is studying English in USA. Conversely, if an L1 speaker of English is studying Korean in Korea, he or she is also engaged in second language learning.

Foreign language learning is an additional language in a context where that language is not the dominant language of society and the learners do not have any familil or social ties to the language Loewen and Reinder (2011: 68). For example, if an L1 speaker of English is studying Japanese in the US or if an L1 speaker of Japanese is studying English in Japan.

#### D. Second Language Acquisition (SLA) Theory

Loewen and Reinders (2011: xl) states that people are not limited to learn just a 2nd language, they may learn 3rd, 4th, 5th and 20th, or these are called 'Additional Language Acquisition' or 'Multilingual Language Acquisition'. Hence these terminology has not gained popularity back then, so the terminology changed into 'Second Language Acquisition'. Second Language Acquisition (SLA) is a term refers to any language acquisition which a person learns after his or her first language (Loewen and Reinders, 2011: xl).

Miao (2015: 360) emphasizes SLA refers to the learning of a non-native language after the first language (L1, the native language) has been learned, either in a *naturalistic setting* or in a *formal classroom setting*.

In Longman Dictionary of Applied Linguistics, Jack Richards, et al. (1985: 252) cited in Khasinah (2014: 257) states that SLA is the process by which people develop proficiency in a second or foreign language.

In addition, Loewen and Reinder (2011: 153) make two categories of the condition of SLA as mention below:

1. The process of learning a language other than one's first language.
2. The academic field of investigating how languages other than one's first language are learned.

Klein (1986: 20) as cited in Eddy (2011: 13) also suggests the following categories of second language acquisition:

1. Spontaneous – when the learner has access to the target language in the course of everyday communication within the environment.

2. Guided – when these materials are supplied in ‘digested’ form.

Another definition of SLA that the term ‘second’ is generally used to refer to any language other than the first language (Ellis, 1985: 4). In addition, Fromkin et. al (2002: 593) says that SLA is the acquisition of another language or language after first language acquisition that is under way or completed. To conclude, SLA is subconscious study through which a person acquires second language or additional languages (Khasinah, 2014: 257).

### E. Factors Influencing Second Language Acquisition (SLA)

The following table below is the table of experts’ clasification towards factors influencing in SLA.

Table 2. 1 Three Experts Theory in SLA

No	Expert name	Year	Page	Factors	Cited in
1	Stephen D Krashen	1982	31	1. Motivation	
				2. Self Confidence	
				3. Anxiety	
2	Rod Ellis	1994	201	1. Sex	
				2. Ethnic identity	
				3. Aptitude	
				4. Intellegence	
				5. Motivation	
				6. Personality	

				7. Anxiety	
3	Alene Moyer	2014	15	1. Age	adapts Schumann' (1978) which cited in Paakki's (2013: 15)
				2. Affective and Personality	
				3. Cognitive and Aptitude	
				4. Instruction and Input	
				5. Social	

There are five core factors from the three experts above. It is all stated in Ellis's theory. These factors are used in this research, namely:

#### 1. Motivation

Motivation is discussed because it relates with individual variation. Hosni (2014: 24) states learners lack motivation to speak English because they do not see the need to learn or speak English. Richards (1985: 185) cited in Khasinah (2014: 258) states that motivation as a factor that determines a person's desire to do something. As a matter of constructing desire and incentive, an individual has to engage in a specific activity.

Krashen (1982: 31) states that performers with high motivation generally do better in SLA (usually, but not always 'integrative'). It has been assumed that increase motivation will result in increased acquiring and learning the language in particular.

Ellis (1985: 117), Lightbown at al (2000: 56), and Loewen and Reinders (2011: 119) distinguish two types of motivation:

- a. Integrative motivation : an individual's desire to identify with speakers of the target language because he is interested in the people and culture of the target language (TL) or in order to communicate with people of another culture who speak it.
- b. Instrumental motivation : a learner's goal for learning the second language is to fulfil some objective, for example they need the language to get a better job, to pass tests, to enable him to read foreign news paper, etc.

## 2. Aptitude

Richards (1985: 154) explains that aptitude is natural ability to learn a language or thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, and learners tend to memorize new words.

Ellis (1994) states that he has shown two predictors of language aptitude which will leads to learning academic skills and intelligence, 'a general language processing capability' and 'ability to use language in a decontextualized way'. This means educators in English language teaching should consider that aptitude holds power in learning academic skills.

To sums up this, Khasinah (2014: 263) a person with high languages aptitude can acquire or learn more quickly and easily than that of low languages aptitude.

### 3. Personality

Personality is related with culture shock, sensitivity to rejection and self-esteem, introversion or extroversion, and culture shock (Ellis, 1985: 119-121; Patsy Lightbown, 2000: 54). Culture shock refers to the situation in which symbols of communication do not work in the new culture, and can cause loneliness, anger, frustration and self-questioning of competence (Schumann (1978: 166) cited in Paaki (2013: 22)).

### 4. Anxiety

Brown (2000: 141) describes anxiety as a state of mind connected with feelings of uneasiness, frustration, self-doubt and worry. Loewen and Reindrs (2011: 10) states that anxiety is feelings of unease and apprehension.

Learners feel anxiety about different things depending on the learning context they are in (Nitta, 2006: 11). For example, in formal learning contexts, learners feel anxious about tests, speaking in class, competition with others etc, while in informal learning contexts, they become anxious when conversing with native speakers and experiencing cultural differences (Ehrman 1996:148 cited in Nitta (2006, 11)).

### 5. Social

Social factors are related to group or community such as status, assimilation and acculturation, preservation of ethnic and cultural identity, type of community, attitudes toward target language group and intended length of residence (Moyer, 2004: 15). Assimilation is the process by which

*a person* or a group's language and/or culture come *to resemble* those of another group (Donkor, 2016: 4). Cultural identity refers to familial and cultural dimensions of a person's identity, and how others perceive him or her (Ibrahim and Heuer, 2016: 15).

## **B. Previous Study**

As a reflection of this research, a previous study will be revealed. Paaki (2013) has published his research entitled "The Difficulties of Speaking English and Accent Perception: A Comparative Study of Finnish and Japanese Adult Learners of English." The aims of this study were to discover if adult learners of English experience problems in speaking English and if so, why, and what type of attitudes they have towards accents and how these attitudes influence their English speech.

Overall, both the Finns and the Japanese saw speaking English as difficult. The main factors that influenced the informants' speech were social, instruction and input and neurological factors. It also seemed that accent related issues created some type of pressure and difficulty in speaking English.

Many Finns have some negative attitudes towards the Finnish accent of English, and Japanese toward the Japanese accent of English, this is likely to affect speaking English in some way. This study found many reasons as to why both Japanese and Finnish learners experienced difficulties when speaking English, and these results may be useful both in and out of the classroom. It helps if the learners recognize what areas of speaking they have problems with. However, it is also important for the teacher to recognize these difficulties and

the attitudes towards speaking English and English accents, so that they can plan exercises that will help the learners overcome these problems.

Based on the results of this study, the functionality of the English language and communicational skills should be emphasized more in the classroom, as there is a high risk for English competence to remain very theoretical.

