

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The growing and new linguistic inquiry handling multilingual phenomena has emerged when you consider that 30 years, specifically third Language Acquisition. Previously some linguists only knew the term second language in language learning, but after several decades the term third language was hypothesized. This third language acquisition is then formulated in which there is a phenomenon of cross-linguistic influence which borrows concepts from a second language and a third language, such as grammar, vocabulary, and so on. Third Language Acquisition deals with multilingual phenomena in one of kind tiers: sociolinguistics in macro level, education in meso level, and crosslinguistic research in third language acquisition in micro level, implying that multilingual phenomena in those three tiers may be interacted with every other. The existing study specializes in the micro stage, crosslinguistic have an effect on in third language acquisition. inside the discipline of 1/3 language

acquisition (TLA hereafter), the look at of forward switch (a previously acquired/found out language have an impact on the later found out language) from L1 to L2/L3/Ln has been given a good deal attention, however, the examine of reverse switch (the later found out language impact language received/learned before) has acquired exceptionally little.

This study takes INSTUDIA as research place, this course site specifically teach German as a course for their students who want to do study, internship, work or family business in Germany. In other site this site also handles people for doing trip or some business to Europe. Generally, the ideal amount of students in classroom of language that students preferred classes of 10-20 students (Locastro, 1989) and INSTUDIA's class contains 12-15 language learner as long as the researcher learning German, but this number is temporary depend on the level or objective of the class, such as advance, intermediate or beginner class. The researcher of this study own interest in language acquisition and have some experience about German in INSTUDIA as mentioned above, after much time the researcher

realize that English is related to Germany, then the researcher find some gaps to investigate.

The researcher is the member or learner of Germany course in INSTUDIA at intermediate level class. Chronologically, in a Smalltalk among the researcher and other members of INSTUDIA who were EFL Learner in their University talking about the influence of English, they say if there is nothing influence of English by learning Germany (Yone, 2021). On the other hand, once the researcher gives a cases of English grammar that rather same with Germany, they just realized that English give some influence by learning Germany.

As the learner, sometimes they find difficulty about the material of learning. When they meet it, they might be “block their ears” for the available input. Strong emotion can create condition in their mind to avoid the forced tasks cognitively. Negative feelings about the classroom, teacher, materials, or second language community can disrupt the mind and reduce motivation to learn. The objects of this research have their own

style in learning, for this reason some teaching style cannot match them well.

In the class of German course, there are 3 different teachers, but the object in this research mostly learning from 2 teachers. Teachers take turns teaching in a week, each one has their own style in teaching. Teacher A mastering the class and take most role by speaking in front of the class, and the learner quite seldom to have participation in the class by doing some active language skills, that is a weakness of language learning indicator. Vice versa, the teacher B gives the learners much participation by dictating, speaking and other activity. Then, the teacher explains after the participation, but the weakness. Teacher B can't create low anxiety class very well.

Objects of this research are two learners in INSTUDIA who have background as EFL Learner before. In the Germany class in speaking they still have anxious in front of the class and hesitate to convey thoughts using difficult words. But they still try to maximize competence when speaking by avoiding

nervousness. They are also use the previous language in speaking rarely.

For them, English does not have a great influence on knowledge and learning of German, and vice versa (Yone and Sefran 2021). In the teaching and learning process they certainly avoid using difficult words that can affect the performance of language skills. While using Germany they bring the habit of English structure, for example English not have rule to put verb on second place in sentence, but Germany must put verb on second place or in the end of sentence.

It can be said, this research focuses on EFL Learner on acquiring L3 Germany, especially the realization of Germany arguments. In Germany, in a sentence, mostly in the form of (NP) noun phrases and verb in certain position like, verb in second position of a sentence, and last position in *modalverben* and *nebensatz*. In 1). Although the realization of morphosyntactic arguments (such as case markers) may be discovered in the early stages of learning German, it is a difficult construct for many learners to comprehend advanced German if no cases are clearly

demonstrated in the language they already know. Most of the students have a tendency to respond in English. Most often they don't even understand the question unless it's made easy. When trying to understand or answer, it is usually found using a translation from the mother tongue to the target language and vice versa. This study aims to focus on cross-language influences, especially in the process of producing L3.

In brief, using the primary strategy, this study intends to analyze the sources of transfer in L3 learning in depth, particularly those connected to structural information learning, such as case marking systems at various L3 competence levels and the acquisition of varying patterns of argument realization. The former takes a generative approach, whereas the later takes a variations one. Although each study topic looks at the acquisition of the Germany case tagging system in a general sense, each one necessitates a distinct investigation strategy.

The sociolinguistic situation in Indonesian is unique with many variations. Indonesian speaks with their mother tongue in different cities. The area of sociolinguistics is a field of study that



explores the ways that language and society influence each other. For the globalization, multilingual may be “default” as a bilingual decade in the past. In psycholinguistic aspect, we know that many sub-studies on it and this research analyze one of that studies called as language acquisition. In the field of language acquisition, it is known as first language acquisition (FLA) and second language acquisition (SLA). Because language acquisition studies, both FLA and SLA, are always evolving, hypotheses formulated in certain studies can be tested for validity, it is possible to produce new hypotheses that can be equated or replace old hypotheses. In language acquisition activities, that is phenomena that are not directly realized by students in learning foreign languages. This can happen when the learner who has a mother tongue and has studied a second language utilizes their knowledge or experience in the two previous languages into a third language that will be or is being studied.

Cross language influence in third language acquisition (TLA) is related to the first and second language acquisition (FLA and SLA). Cross-language influence in third language

acquisition studies can be analyzed from the first (L1) and second language (L2) role in the third language acquisition. Commonly, Indonesian people learn English as foreign language and called as EFL Learner. In consequence, the function of English as a foreign language in acquiring a third language, such as German, is worth investigating in this study. The researcher and the study subject had a dialogue, and the research subject made a phrase based on an image.

Someone experiences two processes in language acquisition, namely competence and performance. Everyone has language competence in themselves, but that competence will be seen in the language performance they produce. When compared to L1 and L2, only a few L2 earners have L2 mastery better than L1 (Ghazali, 2013:1). This means that children who get their L1 well will have better L1 competence than their L2. L2 takes place in people who have obtained L1. It is influenced by cognitive conditions, environmental conditions, and psychological processes of each language acquirer. At that



point, the study of language acquisition becomes unique and interesting to continue to research.

In addition to SLA, in several decades there has also been a study of third language acquisition (TLA). The TLA study deals with how L1 and L2 influence the L3. The influence of these languages in the study of L3 acquisition is called cross-linguistic influence.

English as an international language is used by people around the world. To make any interactions each other between nations, people communicate the goals with English. Despite the fact that not everyone can speak every language, they is still capable of communicating with people throughout the world by using English.. It shows us, that English is very important to build wide interactions. English was not being as an International language directly, but it has historical story.

The growth of English in Europe has had a slower and slightly different course, which only began to gain traction after World War II. (Cenoz & Jessner, 2000). Although linguistic dispersion does not always lead to bilingualism or

multilingualism, the expansion of English has been a significant supporter of both societal and individual bilingualism and multilingualism, and this is a novel phenomenon in Europe at least. Since 1945, Europe's political, economic, social, and cultural situations have changed dramatically, with some of these developments having a significant impact on the linguistic landscape.

English was spreading slowly start from Europe. After the second world war, where there is no more big problem or clash of countries or communities. Surely, people have to celebrate and make good communication among other nations in order to keep peace. And at that time Britain or England invaded many countries, because it country was so developed than other.

Britain and America use English as their national language, as is commonly acknowledged, America also have big role in the past even now in the world. That is why people step by step know and get used to communicate with English. In this era, English is still useful. People around the world learn English in the school since elementary school.

And Crystal (2003) express that it is not about English as our mother tongue or secondary language, you may still have some feelings to know English. You may be strongly motivated to learn it. One side by mastering this language you know it will put you in touch with more people, but in other side it can be known it will take a great deal of effort to master it. It also applies in learning other languages, by mastering one language that can influence the ability to learn other language.

Considering these cases, people have their own interest about many things. And not a little of people, who has interest of language. They learn a language in classroom well; even they want to learn more. This study based on the researcher's experience in the field of foreign languages study, the researcher find some gabs that give influence for the European language learner who has background in English and who do not. In this paper, the researcher wants to analyze, whether English Ability can support person to learn other European languages or not, specifically, by examining some linguistic components.

## **B. Identification of Problem**

The researcher discovered some facts regarding how learners acquire languages depending on the issues or gaps based on the background.. Researcher can identify the following problems: 1) the learner has different motivation or emotional state by learning Germany; 2) the course in classroom has different atmosphere depend on the teacher teaching style; 3) the learner still have anxiety by producing language; 4) learners do not really use the language they have before; 5) the learners' perception say English doesn't give big influence by learning Germany; 6) the habit of first language or interference of the learner by producing Germany language; 7) learners often avoid difficult vocabulary in active language skills. 8) The learners who are not good at English have bad grades in German.

## **C. Limitation of the Problem**

In this research the researcher focuses on analyzing the certain aspects of languages such as grammar, vocabulary and sound production. This study is doing by daring, and the meeting or observation to get data may need long time in order to get the

result. In order to collect information for this study, the researcher will select a few EFL Learners studying German.

#### **D. Research Questions**

Based on the background above, the problem of this research are as follow:

1. What kinds of Influence of Cross-Linguistic in Learning Germany?
2. What is the role of English in Language Acquisition as perceived by German Learner in third language acquisition concept?
3. What are the obstacles faced by the German Learners in Cross-Linguistic Influence Theory?
4. What are the solutions to the obstacles faced by the Learners in Cross-Linguistic Influence Theory?

#### **E. Research Objectives**

The objective of this research is to find out how English can give impacts to learn German and the relation between them. The researcher had analyzed EFL Learners who are learning

German and words or grammar in English that might be influenced their capability to learn German.

## **F. Significance of the Study**

The findings of this study are intended to provide useful information to the EFL Learner, Germany language learner, and the next researchers. The significances are:

- 1. For the EFL Learner,** the result of the research is expected to motivate the students to enhance their English ability.
- 2. For the German Learner,** research result is expected to make the learner imagine how far their capability to learn German based on their background of English.
- 3. For the next researcher,** it researcher hopes that this researcher will be bringing good impact continuously, and able to contribute valuable information of the influence of a language and others. Exactly, for the study environment related to this study and make next researcher be more creative and innovative to discover new knowledge.



## G. Definition of Key Term

1. *Foreign Language Acquisition* is the activity of foreign language acquisition after first language or mother tongue voluntary outside the language environment.

2. *Learning Germany Language* is mastering knowledge of the German language through study, experience, or instruction systematically.

3. *English as Foreign Language Learners* are those who learning a foreign language unnaturally or depend on their lack of that language environment

4. *Cross Linguistic Influence* is the concept that recognizes the important role of the first language in learning second language



