CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Foreign Language Acquisition

According to Patel and Jain (2008) Foreign Languages are languages where people from the community use such language and the Secondary Environment is not observed. EFL or English as Foreign Language is the language used by people from other country that not use English as their mother tongue. About English as Foreign Language, Gebhard (1996) states EFL, where English is studied by community or society who live in other place where English is not their mother tongue or not their first language. In this case, learners have English as their subject in learning in the school or course.

A second language is learned after the first, but it is one that a person actively selects. It is not a necessary form of contact with other individuals in their hometown or in the nation to which they have relocated. The decision is frequently affected by the individual's interests and/or future intentions in order to make use

of the language learned. The most significant distinction between the two phrases is that a second language is often learned in a setting where it is really spoken on a daily basis by a specific group of people, but a foreign language is typically studied outside of the natural language context. A natural Swiss speaker studying French as a second language may be given as an example. A Slovak studying English (who lives in Slovakia) might be used as an example of someone learning a foreign language.

A second language or language two is a term used by certain authors (Dulay, Burt, Krashen, 1982; Liao, 1996; Skehan, 2002) to refer to both a foreign and a second language. This is due to the fact that, regardless of the factors that influence a person's decision to study a language, language two (foreign and second language) is studied after the first language has been mastered to some extent. Although there are considerable differences between foreign and second languages, it is undeniable that the methods of second and foreign language learning are more similar than when comparing the first and second languages. As a consequence,

significant study results in both disciplines – foreign and second language acquisition – may be found. Based on the foregoing, I will use the phrase foreign language to communicate my thoughts in the future. The phrase second language must be used strictly when referring to study results in second language acquisition, referencing other researchers, or pointing out the distinctive features with reference to the relevant variances.

Second Language vs. Foreign Language People who: 1. reside in a nation where two or more languages are spoken learn a second language. The language is called a second language since it is not their native language and must be learned in order to communicate with the rest of the people. 2. Relocated to a nation where a language other than their native tongue is spoken and must learn the target country's language. (Dulay et al., 1982). A second language is learned after the first, but it is one that a person actively selects. It is not a necessary form of contact with other individuals in their hometown or in the nation to which they have relocated.

The decision is frequently affected by the individual's interests and/or future intentions in order to make use of the language learned. The most significant distinction between the two phrases is that a second language is often learned in a setting where it is really spoken on a daily basis by a specific group of people, but a foreign language is typically studied outside of the natural language context. A natural Swiss speaker studying French as a second language may be given as an example. A Slovak studying English (who lives in Slovakia) might be used as an example of someone learning a foreign language. A second language or language two is a term used by certain authors (Dulay, Burt, Krashen, 1982; Liao, 1996; Skehan, 2002) to refer to both a foreign and a second language. This is due to the fact that, regardless of the factors that influence a person's decision to study a language, language two (foreign and second language) is studied after the first language has been mastered to some extent. Although there are considerable differences between foreign and second languages, it is undeniable that the methods of second and foreign language learning are more similar than when comparing

the first and second languages. As a consequence, significant study results in both disciplines – foreign and second language acquisition – may be found. Foreign language for students means learning all aspects of the language which are one another. The purpose of foreign language acquisition is that students are able to communicate with the foreign language they are learning both orally and in writing and can use it well so that later it can be useful for students. After that, from the environmental and school effect, foreign language acquisition can be concluded into: studied after the first language.

Michael Long (1990) also addresses the issue of theory building in a number of suggestions about what SLA theory should "at least" explain. It offers eight comprehensive criteria for SLA theory:

1. Covers the whole. 2. Include environmental factors. 3. Covers age diversity, speed of acquisition, and skill level. 4. Explain both cognitive and affective factors. 5. Includes conscious learning, not just unconscious acquisition. 6. Include other variables besides exposure and input. 7. Includes

cognitive/natural factors that explain the systematic regularity between languages. 8. Understand that the acquisition is not a constant accumulation of a number of generalizations.

Three key indications are in play in foreign language learning, according to Dulay et al. (1982):

1) The filter screens all incoming language and decides whether or not it should be processed further. All of this is contingent on the "motivations, attitudes, and emotional states" of the students (Dulay et al., 1982: 71). This is a portion of the subconscious decision-making process that determines:

a) Which target language models will the learner choose; b) Which sections of the language will be addressed first; c) When should language acquisition attempts be stopped; d) How quickly a learner may acquire the language.

This is dependent on the motivation and emotional states of the students..

2) The learner's progressive structuring of freshly provided language is the responsibility of the organizer. "Its operation is unconscious, and it is founded on 'cognitive' principles, which are

analytical and logical standards for the arrangement of information and conduct, as defined by psychologists" (Dulay et al., 1982: 54). This is primarily concerned with the transitional stages that will occur before the ultimate proper form is learned, as well as the mistakes that commonly occur in a learner's speech and the order in which new language structures are learnt. There has been a lot of study done on interlanguage (not to mention Chomskyan universal grammar (UG) and acquisition order (Dulay and Burt, 1973; Lightbown, 1987, etc.), as well as the most common grammatical mistakes.

The usage of learners' interlanguage in the following instances is closely connected to the study conducted in this treatise:

a) Grammatical morphemes are omitted; E.g.: I work two days ago. b) Regularization of irregular rules; E.g.: I buyed a new car. c) Selecting the incorrect form from a list of options; E.g.: too much people, too many breads

3) The monitor is the component of the learner's internal processing that is "in charge of conscious language processing"

(Dulay et al., 1982: 58). "Tasks that focus on language manipulation tend to favor monitoring, whereas those that focus on communication do not," say Dulay et al. (1982: 61). This means that, to a significant part, proper grammar usage (applying rules to morphemes and word manipulation) is determined by the learner's monitor's function. The majority of a learner's knowledge of foreign language grammar is based on formal teaching. This makes monitor the most significant aspect of internal processing in terms of grammar acquisition.

The extent to which students really use the monitor in the creation of a foreign language varies. Krashen makes a distinction:

ʃ Over-users – those who constantly use the monitor (those who are more concerned with accuracy than fluency);

ʃ Under-users – those who have not learned or prefer not to use their conscious knowledge (those who are more concerned with fluency than accuracy);

) Optimal users – those who use the monitor appropriately (those who are equally accurate and fluent) (Schütz, 2005). To summarize, all three aspects of a language's internal processing can (but do not have to) be included. Whether the presented language will move through all of them is dependent on factors such as learner motivation. The method is depicted in Figure 2.

In addition to the description above, the following will present the success of learning a second language which is also influenced by at least six factors: First, the motivation factor. Learning a language based on a strong motivation will get better results. Motivation, in this perspective includes the drive, desire, will, reason, or goal that moves someone to learn a language. Motivation comes from within the individual, which can be classified as integrative motivation and instrument motivation. Integrative motivation is related to the desire to establish communication with speakers, while instrument motivation refers to the desire to obtain certain achievements or jobs.

Second, are environmental factors, including formal and informal environments. The formal environment is a school environment that is designed in such a way, artificially, part of teaching, and directed to carry out rule-oriented activities (Krashen, 2002:26). The informal environment is a natural environment.

Third, is age. According to Lambert (1981:31) children have the opportunity to be proficient in learning languages. They are still at the critical age of language (Allan & Pavio, 1981:73). In terms of pronunciation, children have the opportunity to speak fluently, even though they have to build language rules naturally.

Fourth, is the quality of teaching. Learning materials that are taught naturally provide meaning for children in everyday life. On the other hand, the teachings that are presented formally make children master the rules relatively quickly, even though they may not be able to express their mastery in natural communication (Ellis, 1986: 28).

Fifth, is the first language. If the first language has close kinship with the second language, the learner has the ease of

developing his competence. However, the possibility of code mixing is easier to occur (Musfiroh, 2003:83).

Sixth, is the intelligence factor. Although it has not been proven accurately and contradicts the theory of multiple intelligences, it is suspected that the level of children's intelligence affects the speed of acquiring their second language. According to Lambert, bilingual children perform significantly better than monolingual children, both on verbal and nonverbal intelligence tests (Lambert, 1981:154).

Based on several theories that have been described above, it can be concluded that foreign language acquisition is the activity of acquire foreign language after someone's first language or mother tongue voluntary which outside of the natural language environment. The indicators of Foreign language acquisition are; 1. Filter (Motives, Attitudes, and Emotional State) 2. Organizer (Cognitive behavior) , and 3. Monitor (Application).

2. Learning German

The number of European Languages are quiet large. Each country has their own language as national language, even some

nations has several vocabulary or mostly equal from certain country. For example Austrian communicates by using Germany and in Switzerland people speak Germany, France and Italian.

About 450 million people from diverse cultural, ethnic, and linguistic backgrounds are on the European Union at present. The linguistic patterns of European countries are geographical factors, complex – shaped by history and mobility of people. Today, 20 official languages is admitted by The European Union, and about 60 other indigenous and non-indigenous languages are spoken over the geographical area.

This research has study about language acquisition. Language is really important to communicate each other and language has many variations in the world. A country has own official language, which spoken formal or non formal communication. Everyone's first language is mother tongue, that is the language which has grown naturally since baby depends on their environment and family.

Psycholinguistic as a branch of linguistic is a field of study that has many sub-studies. One of them is language acquisition.

In language acquisition is also known first language acquisition (FLA) and second language acquisition (SLA). After some decades, third language acquisition (TLA) is appeared.

German, like English, French, and Spanish, has become a widely spoken foreign language over the world, particularly in the Western world. After English, German is the second most widely spoken foreign language in the European Union (EU), as well as in Russia and Turkey. German is third in the EU (after English and French) and third in the US in terms of student numbers at all levels of education (after Spanish and French). Across 15.4 million individuals were registered in German classes at all levels of education around the world in 2020. This figure is down from a high of 20.1 million in 2000. German as a foreign language is most common in Eastern and Northern Europe, particularly the Czech Republic, Croatia, Denmark, the Netherlands, Slovakia, Hungary, Slovenia, Sweden, Poland, and Bosnia and Herzegovina, excluding nations where it is an official language. German is an inflected language with four cases for nouns, pronouns, and adjectives (nominative, accusative,

genitive, dative), three genders (masculine, feminine, neuter), and strong and weak verbs. German is widely studied as a foreign language and is one of the main cultural languages of the Western world.

Rothenberg and Fisher published a research in 2007 that outlined four concepts for supporting cognitive academic language proficiency (CALP). They are: 1. providing comprehensive input, 2. Contextualized Instruction, 3. Creating a low-anxiety classroom, and 4. Providing chances for meaningful participation in learning activities.

Stephen Krashen produced comprehensible input, which was thought to be the first step in learning a second language. This means that in order for language acquisition to take place, pupils must be able to comprehend what they are being taught in the classroom. Comprehensive input can be aided by the use of graphic organizers, gestures, facial expressions, and other visual aides.

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Students acquire academic language in a relevant context that may be systematically built upon through contextualized instruction. Contextualized training may be developed by focusing on essential words and relating new information to existing knowledge.

In order for the English Language Learner to feel at ease in a new situation, it is critical to create a low-anxiety classroom. When students are unable to connect with the lesson and comprehend the contents offered, many English Language Learners will feel disheartened. Teachers should attempt to establish a welcoming classroom atmosphere in which English Language Learners may freely speak and improve their Basic Interpersonal Communication Skills (BICS) as well as their Cognitive Academic Language Proficiency (CALP). Allowing

for cooperative learning through group activities like presentations and customizing instruction through scaffolding can help to create a low-anxiety classroom.

When English Language Learners are given opportunity to read, talk, listen, and write about the academic subject/lesson they are studying, they are engaging in meaningful learning activities. Multiple chances for students to debate and write down ideas, as well as construct and defend concepts, should be offered. Providing students with problem-solving tasks in arithmetic, as well as writing prompts and Socratic seminars in English and History courses, can help English Language Learners participate meaningfully in their learning and acquisition of a second target language.

Germany language learning is mastering knowledge of the German language through study, experience, or instruction systematically. The indicators of Germany language learning are 1. comporehensible input, 2. contextualized instruction, 3. Creating low anxiety classroom, and 4. opportunities for meaningful engagement in learning activities.

3. English as Foreign Language Learner

EFL refers to those who learn English in non-English speaking nations, according to Yoko Iwai (2011). (For example, EFL learners are Japanese individuals who learn English in their own nation.) On the other hand, Douglas Brown (2000) defined English as a foreign language (EFL) as "English studied as a foreign language in a nation or culture where English is not widely used as a language of education, commerce, or government, such as expanding circle countries." The target audience for EFL is people from countries where English is neither the first language or the official language, such as China, Japan, and South Korea. English is not required for daily conversation in these nations.

EFL Learner of course have English ability in theirself, English ability consists of two words, there are English and ability. Hornby (2005) stated that ability is potential capacity of power to do something physically or mentally. By having certain experience about a language, such as learning somewhere and living in other country. Surely, our ability to know the language

will be increased slowly even quickly when we were living in foreign country.

According to Rick Dove (2001), he sees agility as a physical ability to act (response ability) and intellectual ability to find things that are suitable for action (knowledge management). Agility is determined to manage and apply the knowledge needed, so that the organization has the potential to develop in a changing and unpredictable business environment.

However, rather than seeing English as merely a tool, instructors play a central role in the classroom. Some professors associated foreign language lessons with history, politics, and psychology studies, and saw foreign language classes as learning classes. As a result, the class's primary attention is on the teacher's lecture, which has a low efficiency. The four abilities of hearing, speaking, reading, and writing cannot develop concurrently due to the effect of the teaching syllabus, topic, method, learning environment, and individual characteristics (Zhao Zhongde, 2001).

EFL instruction has flaws; students are too passive, and they rely on teachers to obtain information for learning. When Krashen (1982) examined the terms "acquisition" and "learning," he concluded that Chinese students are learning rather than gaining English because they can read and write but not speak effortlessly.

In order to gauge their views toward English, Basque, and Spanish, participants were also requested to complete an attitude questionnaire based on Gardner's (1985) and Baker's (1992) questionnaires. Students were asked to express their views about studying the three languages using an Osgood style questionnaire that comprised eight adjectives and their opposites. The overall score is 56 points, with each item receiving a score ranging from one to seven. A scale based on Gardner (1985) was used to assess motivation to learn the language, which included a mixture of Gardner's three components of motivation: desire to learn the language, effort, and attitudes about learning the language. The 13-item motivation survey used a Likert scale to ask students to

identify with one of five opinions ranging from "I strongly agree" to "I strongly disagree."

This observation led Rubin (1975) and Stern (1975) to describe "good" language learners in terms of personal characteristics, styles, and strategies. Rubin (Rubin & Thompson, 1982) then summarizes fourteen such categories. Good learners.

1. Find their own way, take responsibility for their learning. 2. Organize information about language. 3. Be creative, develop a "feel" of language by experimenting with grammar and words. 4. Create opportunities for self to practice using the language inside and outside the classroom. 5. Learn to live with uncertainty by not getting nervous and continuing to talk or listen without understanding every word. 6. Use mnemonics and other memory strategies to remember what has been learned. 7. Make mistakes as useful and not hindering. 8. Use linguistic knowledge, including knowledge of the first language when learning a second language. 9. Use contextual clues to help them understand. 10. Learn to make smart guesses. 11. Learn the pieces of the language as a whole and practice regularly to achieve a

performance that 'exceeds their competence'. 12. Learn certain tips that help keep the conversation going. 13. Learn specific production strategies to close gaps in their own competence.

14. Learn different styles of speaking and writing and learn to pass on language according to the formalities of the situation.

In conclusion, EFL Learners are those who learning a foreign language unnaturally or depend on their lack of that language environment, EFL classroom have the teacher as the main core of the learning activity and the learners are not too active. There are many indicators of EFL Learner that can be mentioned; Find own way, organize language information, creative, create opportunities for self , learn to live fluently, using mnemonics, useful mistakes, linguistic knowledge, use contextual clue, make smart guesses, learn the pieces of language, learn certain conversation tips, learn specific production, and learn different styles of language production.

4. Cross Linguistic Influence

The third language acquisition (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. It describes the various ways in which one language might influence the other in a single speaker. In multilingual speakers, this frequently involves two languages that can affect each other. The effect of Korean on native Korean speakers studying Japanese or French is an example of CLI. Cross-language studies in TLA are potentially more complex than cross-language acquisition studies in (Cenoz,2000).

According to Cenoz (2000), he states :

"The study of cross-linguistic influence in third language acquisition (TLA) is potentially more complex than the study of cross-linguistic influence in second language acquisition (SLA) because it implicates all the processes associated with second language acquisition as well as unique and potentially more complex relationships that can take place among the languages known or being acquired by the learner."

The influence that knowledge of one language has on an individual's study or usage of another language is known as cross-linguistic influence (CLI). This effect can be felt in a variety of ways. For a native Spanish speaker learning English, CLI may result in Spanish-sounding pronunciation in English (e.g., pronouncing "zoo" like "soo"), Spanish word or sentence order in English (e.g., writing "The red car is mine," instead of "The red car is mine"), or comprehension of Spanish words that look or sound similar to English words (e.g., "turista" = "tourist"). CLI is linked to transfer of learning: Transfer of learning entails the use of knowledge in new settings, and CLI is one sort of transfer of learning that is limited to language-related knowledge applied in situations requiring the use of a different language.

An existed question about how languages affect each other in bilingual individuals can be addressed for both bilingual adults and bilingual acquisition. Regarding the acquisition of bilingualism on childhood, Several theories have been proposed to investigate the internal representation of bilingualism. Volterra and Taeschner

presented the unique system hypothesis, which states that a youngster with one system develops into two. According to this theory, bilingual youngsters go through three stages of learning. They're as follows (Volterra, 1978):

1. In first phase, It features a single syntactic structure and a single lexicon with terms in both languages. The youngster will never know equivalent translations of terms in other languages at this stage. Equivalent translations are two terms that have the same meaning in two distinct languages. Furthermore, it is typical for youngsters to pronounce two distinct languages at the same time. Because bilingual children have more than two or three words, defining the norms of syntax might be problematic.

2. The second phase shows that, Although there are two vocabularies, a syntactic system exists. Furthermore, there is evidence of linguistic secession around this time, as children are less prone to combine languages. In both languages, the same syntactic rules apply. For example, regardless of the language in which the term is found, Japanese has a subject-object-verb

(SOV) word order, whereas English has a subject-object word sequence.

3. 3. In adulthood, Stage III consists of two vocabularies and two syntactic systems that are linguistically unique. The youngster is deemed completely "bilingual" when he reaches this stage.

4. -verb (SVO) word order. Only one of these options is available to English-Japanese bilinguals. Several ideas based on the concept of two separate language systems were produced from the start in response to the one system theory. This is based on the fact that monolingual and bilingual persons reach identical developmental stages at the same time. Bilingual and monolingual children, for example, follow the same grammatical development pattern. The Common Development Hypothesis contends that bilingual learners of two languages acquire and master both languages independently. The absence of movement and acceleration are evidence for this view.

A grammatical quality of one language that is employed in another is called transfer. The acquisition of language A helps the acquisition of language B, which is referred to as acceleration.

There were no examples of children's movement in a study of Dutch and English multilingual youngsters. Both languages were created independently of one another. Furthermore, no evidence of acceleration were observed in a study of bilingual French and English youngsters, despite the fact that finiteness appears significantly sooner in French than in English. It demonstrates that learning finiteness in English is not easier than learning finiteness in French. Bilingualism is equated with children acquiring a certain language based on this idea.

The Interdependent Development Hypothesis, which is based on the two previously discussed hypotheses, proposes that there is some form of connection between the two language systems during acquisition. It is suggested that while there is no single language system, language systems are not entirely distinct. Hulk and Müller devised the Cross Linguistic Hypothesis, which is also known as the Hulk-Müller Hypothesis. According to the Crosslinguistic Hypothesis, the impact will occur in bilingual acquisition in areas of exceptional difficulty, even if the mother tongue is acquired in just one language. It re-

examines the extent to which language systems differ due to interactions in challenging bilingual acquisition domains. Transfers, accelerations, and delays in particular areas of bilingual language acquisition provide evidence for this idea. Delay occurs when a property of language A is acquired later than would be expected owing to mastery of language B. We can witness CLI in this scenario when the kid has a dominant language, much as Cantonese impacts English when Cantonese becomes the dominant language. Then it will only occur in a few domains. In the Cross Linguistic Hypothesis, where CLI might occur, the two hypotheses below are represented (Virginia, 2013).

1. When there is an interface, this can happen. For example, an interface may exist between dislocation pragmatics and syntax. The placing of the word that here, which is a grammatical option in French under particular pragmatic situations (e.g., Je l'aime, a 'I enjoy it, that'), has been investigated in French-English bilinguals. When French-English bilinguals go into dislocated locations from the perimeter of English sentences, they employ this method. Due to the effect of French on English syntax,

placement has become dislocated in English sentences. Children that are bilingual in French and English, for example, may create Is this a huge one? rather than intending to say Is this a significant event? In English, children who speak just one English language adopt more of these dislocations.

If there is duplication between the two languages, and language A only permits one option but language B allows two, this can happen. The A language selections overlap with one of the B language options. Adjectives can be used both before and after a noun in French, but only before a noun in English. Between these two languages, there is some overlap in the precise arrangement of adjectives, particularly nominal adjectives in French. You may make un blanc chien "a white dog" instead of un chien blanc "a white dog" in French and English, for example.

Cross-linguistic influences. The term Crosslinguistic influence (hereafter, CLI) was coined by Kellerman and Scharwood Smith (1986:1) as 'the interplay between early and later acquired languages', and Kellerman and Sharwood Smith (1986:1) argue that CLI is relatively new and theory-neutral one

to subsume under one heading such phenomena as 'transfer', 'interference', 'avoidance', 'borrowing' and L2-related aspects of language loss and thus permitting discussion if the similarities and differences between these phenomena. De Angelis and Selinker argue that: CLI is generally used as a super-ordinate term, thus including instances of native language transfer, interlanguage transfer, avoidance due to influence of another system, and even 'reverse transfer' from an interlanguage back into a native language. (2001:42) De Angelis and Selinker indicate that CLI could be regarded as a superordinate relationship between different languages and prompted some interlingual aspects in learner production which extended transfer directionality.

Kellerman points out that cross-linguistic influence is one of the areas in which first and second language acquisition are clearly differentiated, and this statement can be applied to the distinction between second and third language acquisition. Second language learners have two systems that can potentially influence each other (L1   L2), and second language acquisition

research has mainly focused on transferring phenomena from the L1 to the L2 without paying enough attention to the other possible relationship. Two other bi-directional relationships can take place in third language acquisition: the L3 can influence the L1 and be influenced by the L1 (L1 L3) and cross-linguistic influence can also take place between the L2 and the L3 (L2 L3).

Transfer is the influence of one non-native language on another non-native language, in adult multilingual bilingual production. They claim that language transfer theory cannot be comprehensive if its principles are based on only two languages. He distinguishes between the transfer of form and the transfer of meaning, and his data indicates that the first and the second language play a different role in these two types of transfer. he relates these cross-linguistic phenomena to psychotypology and to other variables such as proficiency and activation of the second language. This data confirms the important influence of typology, but also shows that typology plays a minor role when the transfer of meaning is analyzed.

Negative transfer (interference) occurs when there are little to no similarities between the L1 and L2. It is when errors and avoidance are more likely to occur in the L2. Simply, another definition of interference is a disturbance in language learning from the previous language to the target language, which can be in the form of an accent or language structure that can have a bad influence.

Avoidance is a strategy used by L3 learners to avoid producing errors when using structures, sounds, or words which they are unsure about in the L3. Avoidance is a complex phenomenon and experts do not agree on what causes it or exactly what it is. For example, Hebrew speakers acquiring English, may understand how the passive voice, 'a cake is made', works, but may prefer the active voice, 'I make a cake,' thus avoiding the passive construction. Kellerman (1992) distinguishes three types of avoidance: (1) learners of the L2 make anticipations or know there is a problem with their construction and have a vague idea of the target construction, (2) the target is known by the L1 speaker, but it is too difficult to use

in given circumstances; such as conversational topics that the L1 speaker may have a deficiency in or (3), the L1 speaker has the knowledge to produce correctly and use the L2 structure but is unwilling to use it because it goes against the norms of their behavior.

Lastly, borrowing is a morpheme, word, or short expression taken from the less activated language and adapted morphosyntactically to the base language' (Grosjean, 2001: 5). This influence is positive transfer of learners' knowledge of language before, they consciously use borrowing from applying their mother tongue or second language when learning the target language.

Sharwood Smith described CLI as follows:

…the influence of the mother tongue on the learner's performance in and/or development of a given target language; by extension, it also means that the influence of any 'other tongue' known to the learner on that target language (1994:198, italics in the original).

The above CLI definitions on CLI cover both a forward and reverse transfer direction in the interlingual interferences, and goes beyond the forward transfer only direction in the L1-L2 dichotomy.

CLI plays an important role in TLA as two or more languages are involved which interact when acquiring additional languages. TLA has been examined in the areas of lexis, syntax, phonology, pragmatics, and metalinguistic awareness, among others. Several linguistic CLI areas have contributed to the growth of TLA research, however they have mostly been studied from the standpoint of forward transfer. The first language has been regarded as dominant in influencing the L2 or target language in SLA/TLA; however, if CLI also refers to a reverse transfer from the interlanguage back to a native language, then a reverse interaction from one interlanguage to another interlanguage may occur in TLA, as stated above.

The following figure illustrates the CLI model. Based upon a constellation of languages, or the combination of languages a person has, some specific events occur across several

linguistic domains. CLI, is activated by linguistic and non-linguistic factors when/where the languages a person knows mutually affect each other, which results in varying degrees of interlingual linguistic mingling in the production.
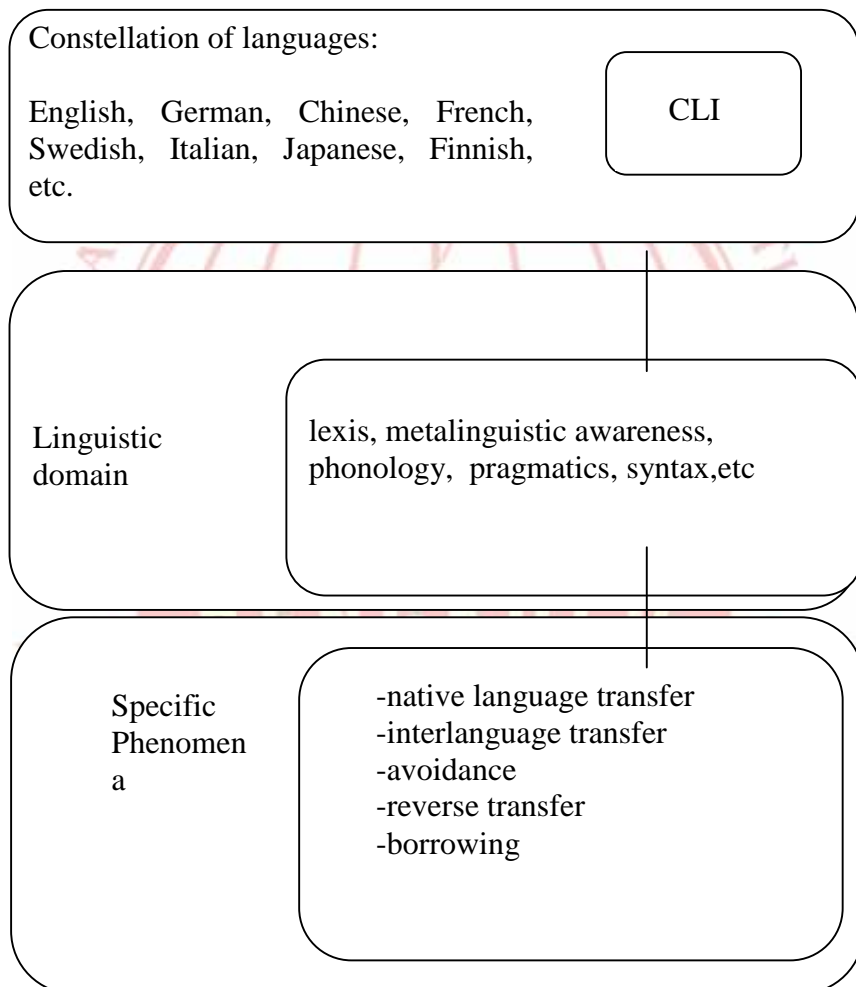
Constellation of languages:

English, German, Chinese, French, Swedish, Italian, Japanese, Finnish, etc.

CLI

Linguistic domain

lexis, metalinguistic awareness, phonology, pragmatics, syntax,etc

Specific Phenomena

-native language transfer
-interlanguage transfer
-avoidance
-reverse transfer
-borrowing

Figure 1. Cross Linguistic Influence Model

The following items below are the definition of CLI model that should have attention for crosslinguistic influence:

Linguistic domain;

⌡ Lexis, the entire collection of words and phrases of a particular language, a lexicon is known as the artifact of that.

⌡ Metalinguistic awareness identified as an ability to distance self from content of speech for reflecting and manipulating language structure. Here means, that the awareness of metalinguitic requires the speaker concentrate on the form and structure of the language and develops in the next stage of language acquisition in the age 5-6, constructing on linguistic knowledge earlier, because metalinguistic awareness related to language aspects : such as morphological, phonological, lexical, and syntactic awareness.

⌡ Phonology is a branch of linguistics concerned with the systematic arrangement of sounds in languages or dialects (or constituent components of signs and symptoms, in sign languages). The phrase can also be applied to any specific language's sound or sign system. Phonology was once thought to

be only concerned with the examination of phoneme systems in spoken languages.

⌡ Pragmatics is the study of the practical elements of human behavior and cognition, as well as the study of how language signals, words, and sentences are used in real-life circumstances.

⌡ Syntax is a collection of grammar rules for generating sentences using words or clauses. We commonly observe syntactic elements in words or phrases that we refer to as subject, verb, and object in written and spoken sentences.

Specific Phenomena;

⌡ Native language plays a very important role in the process of acquiring a second language. Language transfer is the result of the interaction between the target language and the mother tongue that has been studied previously. It should be pointed out that the similarities between mother tongue and second language in vocabulary, grammar and culture will promote broad second language mastery.

⌡ Interlanguage can be thought of as a continuum between the poles defined by the mother tongue (L1) and the target language.

ʃ The Avoidance phenomenon is a negative method used by learners who are reluctant to take risks in the process of learning language. For a long time, it is regarded as a kind of learning strategy which has been misused greatly and has hindered the improvement of language learning efficiency

ʃ The experts stated reverse transfer as the influence of the nonselected language in language use by bilinguals (and multilinguals) or the influence o an earlier acquired language

ʃ A loan word can also be called borrowing. Abstract noun *borrowing* refers to the process by which speakers adopt words from the source language into their mother tongue.

CLI is a concept that recognizes the important role of the first language and second language in learning a third language, but emphasizes the effects of facilitation and interference between one language and another. The indicators of CLI were identified as transfer, interference, avoidance, and borrowing.

B. Previous Related Studies

Some previous studies are related to this research. The first one is entitled "Crosslinguistic Influence of an L2 on an L3 In The Oral Production" by Abril Arlet Antunez Aguilar (2019). The main goal of this study is to determine whether language proximity is a factor in this interference by identifying an L2 cross-linguistic influence (English) in the pronunciation of L3 learners of German at various proficiency levels (A1.1, A2.1, and B1.1) in controlled and uncontrolled speaking tasks.

The similarities between the thesis and this research are that both employ cross-linguistic influence as their theoretical framework and both test German students' pronunciation skills. In terms of those whose research subjects were identical to German language students whose second language acquisition was English.

There aren't many changes between this thesis and this research. The major source of research data for the thesis is a questionnaire, which is supplemented with interviews, while this research uses a questionnaire to supplement its qualitative

research with extra information. This thesis studies German language learners at levels A1, A2, and B1, whereas this research solely looks at B1 level learners and those who are currently taking B2 as research subjects.

The results of the Thesis is the CLI phenomenon was more apparent in this study during the early phases of learning, and it may lessen (but not vanish) as the learner reaches an intermediate level and gains more proficiency in the L3. The existence of this cross-linguistic influence was likely caused by the fact that English and German belong to the same linguistic family (Indo European languages), and it was also partly a result of how frequently and extensively speakers used the L2 in comparison to their L3.

The second related study is a review paper by Azim Javadi-Safa (2018) entitled "An Overview of Cross-linguistic Influence in Language Learning" which presents theoretical tools that are generally used to support describing and providing explanations for research on CLI. then it also describes the issue of the influence of cross-languages or language conversion with a

historical review, terminology and classification as well as a brief explanation of the reasons for the occurrence of language transfer.

The findings described in this review paper provide a summary of research on CLI from various researchers or experts from time to time. The similarities between this review paper and research are that research discussion is CLI and also language transfer which can be used as a benchmark for researchers to add references.

The thing that distinguishes this paper review from this research is the focus of the discussion. This paper review discusses language transfer from first and second language acquisition, in contrast to this research which examines the role of English in German third language acquisition. and also this paper review targets teachers as evaluation material while this research focuses on German language students with English proficiency.

In this review paper concludes that several studies agree that there is a significant relationship between first language

proficiency (L1) and second language (L2), and suggests exploiting the facilitating effect of cross-language transfers in language learning. As previously mentioned, this paper is more directed towards teachers to make this a benchmark for developing material and curriculum after reviewing the research results contained in the paper.

The third study is a Journal article entitled "The Role of English as Second Language Acquisition in learning Indonesian Language as Third Language" by Abdul Kholiq (2017). He took several objects of research, citizen of Madagascar and Thailand. They use English as their second language to communicate with stranger. And they learn Indonesian Language, because they are students in two of universities of Indonesia.

This research is related to the language acquisition, the researcher analyze L1, L2, and L3. This journal analyzed the cross-linguistic influence in third language acquisition from the first and second language. The researcher took two participants from Madagascar and Thailand which use English as their second language to talk with stranger and Indonesian as third language.

The similarities between this thesis with this research are the study is related to third language acquisition. The research also used qualitative as the method of the research. And some data obtained from several sources, such as participants and some vocabularies. This thesis also took English as Second Language Acquisition.

The differences between this thesis with this research consists of several aspects. This thesis was studying Indonesia as Third Language Acquisition, meanwhile this research will be studying Germany as Third Language Acquisition. And this thesis also focused on analyzing the sound of pronunciation, in other side this research prefered to vocabulary and grammar of each language.

The result, this thesis has two results, the first one tell, that the role of English in articulation in Indonesian Language Acquisition as TLA is as addition in mastering the sound that is not owned by L1 from Indonesian Language acquirer as TLA. Secondly, the role of English is as vocabulary provider in Indonesian Language Acquisition as TLA. It is as *Language*

Bridge to acquire Indonesian if the Indonesian acquirer didn't master words of Indonesian.

The Fourth related study is a dissertation by Park Mihi (2016) entitled "Third Language Acquisition among early Billinguals". Many second language acquisition (SLA) studies, according to the researcher, have utilized the term "second language" (L2) to refer to a non-native language, regardless of how many languages the learner has studied previously. In recent SLA work, however, the relevance of differentiating between second and third (or any extra) languages in language learning has been highlighted.

The goals of this research particularly are to investigate L3 acquisition by early bilingual especially on morphosyntactic features. Three studies are significant here to investigate, exactly the role of potential factors, such as Home language L3 proficiency and structural familiarity, formal L2 experience, in L3 through experimental and corpus-based methodologies are reported here.

The similarities between this thesis and the research are the focus regularly. Same with previous researchers above, this thesis is focused on Third Language Acquisition (TLA) exactly on crosslinguistic. The participants divided into two groups of language acquisition, first one is L1 Japanese/L2 English/L3 Korean and second one is L1 Spanish/L2 English/L3 Germany. After all, it means one of the group participants is same with this research.

In this thesis consists several differences between this research. Firstly, from the participant's side, some aspects are different from the amount of participant, participant's background, and position of language acquisition. This research took a lot participant, those are 112 participants who participated in this research, another side the writer's research plan 2 participants are will be involved in future. Indeed, this thesis need big amount of participant most likely according to the goals. Because of that amount, the backgrounds of participants are absolutely different too, from category of language, prior language experience and language proficiency. Meanwhile, this

research will be analyzing EFL learners on learning Germany. And position of language acquisition here is also different, this research has participants with different Third Language Acquisition, there are Japanese, Malay, Mandarin Chinese, French, German, Thai, Indonesian and Cantonese. But in this research only analyze Germany as Third Language Acquisition.

Secondly, the next difference comes from the method of research. Again, the amount of participants influences the thesis. This thesis used quantitative method by doing research. There are many data and numbers should be grouped to achieve the goals successfully. As mentioned above, this research will be done with the qualitative method. That's why this thesis and the research are different.

The results of this thesis demonstrated that the advantages of L2 learning experience in a formal context appear to be additive to the benefits of early billingualism, and that this additive effect is most noticeable in the early stages of learning L3. The L2 learning experience does not shown to help overall performance after the beginner skill level of L3.