CHAPTER II

LITERATURE REVIEW

A. Second Language Acquisition (SLA)

1. The Concept of SLA

The term of second language is generally used to refer any language other than first language. Instead, acquisition refers to the process of someone learning a language. Thus, second language acquisition is the process by which a person learns any language after the first language has been learned (Ellis, 1977, p.3). In addition, second language acquisition refers to the process of learning a second language consciously or unconsciously either taught in a natural or tutored context. For example, learners from non-native English speaking countries who learn English as a second language either inside or outside classroom. Nunan (2001) states that the development of proficiency in a second language is dependent on psychological process. To learn a second language depends on the knowledge and experience of the student, in addition to the successful second language acquisition related to the input received by the learner. There are several theories that explain second language acquisition for language learners, namely Chomsky's ininatist theory, Ellis" SLA theory, and Skinners behaviorist theory.

The theory indicates that children will learn a second language better than adults especially in obtaining the pronunciation of a target language (Chomsky,

2002). Children are biologically programmed to learn languages due to the presence of Language Device Acquisition (LAD). They can develop their language skills in the same way as their first language. Moreover, children have a special capacity to systematically explore the rules of a language system for themselves. This special ability helps them comprehend the second language system in a relatively short time. This theory is also supported by critical period hypothesis (Siegler, 2006). Critical period hypothesis states that there is a phase between the ages of two and thirteen years old (before puberty) where someone can acquire second languages easily. After through critical period the elasticity of the brain will be reduced especially with lateralization of language function in the left hemisphere. Hence, learning a second language after a critical period becomes more difficult. As described, the age of language learners is very influential in the second language acquisition.

The Ellis'' SLA theory indicates that language learners will be influenced by external and internal factors in the acquisition of a second language (Ellis, 1994). External factors are the factors or something outside learners that influence the learning process and the goal. The external factors consist of social factors, input, and interaction. External factors can be different for each individual, but their factor is that they are based on circumstances outside of the influence of the learner. External factors may influence learners from learners themselves. On the other hand, internal factors include those which are determined by the individual learner such as motivation, attitude, personal practice, and study habits. Each of these is an individual component of the students ability to learn a foreign language,

but each component also interacts with the others. When motivation is low, then study habits and attitudes are affected as well. Motivation mostly influenced by the students" belief about what they might be if something is done. Identical to motivation, attitude comes from the students" individual.

Behaviorist theory states that the acquisition of a second language is formed by habits (Skinner, 1966). Learners learn from repeated and practice the second language subject in order to form habit such as chain drill, memorization, etc. In this theory, the process of acquiring a second language will be more successful if the first language is close to the second language. Since if different old habits of mother tongue prevent the learning of second language so that first language interference second language acquistion. Moreover, first language interference refers to the incorporation of first language features into the second language system that that the learner is attenpting to construct (Ellis, 1977). The results of the study about the impact of native language by Saudi EFL students showed that the old habits of the first language influenced vocabulary learning, especially the the performance of students in learning new phrases and words. In short, habits form the second language acquisition so that the old habits of learners can have an effect on the acquisition of a second language.

2. Factors Influencing SLA

There are several factors that influence the failure or success of the acquisition of a second language. It consists of native language, age, motivation, and intelligence (Ellis, 1977). The factors can be described as follows:

a. Native language

Native language is a language that has been acquired and used by a person since birth. Hence, since childhood EFL students have spoken using their native language. For this reason, the speech organs of students have become accustomed to producing their native language sounds. In Indonesia, the first language is Indonesian. English is studied in Indonesia as second language or foreign language. It becomes a problem because of the position of English as a second language or foreign language still a strange material for a learner, so, the mastery of its language still contain many obstacle. Because of it, in English teaching learning process should be beginning with a new second language vocabulary taught. It will make learner easier to learn English as second language or foreign language. Basically, there are four skills required in English teaching learning program. They are reading skill, speaking skill, listening skill and writing skill. These four major are depending on the vocabulary mastery. Fauziati (2010: 61) states vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, ones cannot communicate effectively or his ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a foreign language. As a result, the students"s speech organs have never been trained to produce foreign language sounds. Moreover, according to Zhang (2009, p.44), there are three factors that cause native language intefered the second language. First, some English sounds are not present in the native language. Second, some English sounds have the same phonetic symbols as the native

language sound but the way of pronunciation is different. Third, sounds are similar in both languages but articulation methods are different.

b. Age

Age is one of the factors that influence the second language acquisition. In this term, the younger language learners are better at language acquisition than adults. Based on critical period hypothesis, there is a period to acquire language quickly and easily that starts from infancy . After puberty learning a language becomes more difficult because the adaptability in the brain has been reduced. Moreover, learning a second language after critical period makes it difficult for students to advance the target language pronunciation. A study proved that students who started learning a second language since childhood achieved accents were more like native speakers than those who started as teenagers or adults.

c. Motivation

Motivation refers to the factor that determine a person"s willingness to do something. Thus, the higher students" motivation is the higher success rate in achieving the goal. Motivation in acquiring a second language can be distinguished into two types, namely instrumental and integrative motivation. Instrumental motivation refers to the learner"s desire to learn a second language for functional purposes such as to pass an exam, to get a good job, and others. On the other hand, integrative motivation means the learner"s desire to learn a second language because of interested in the target language. Moreover, instrumental motivation refers to subtactive bilingualism which means students tend to replace their native

language with target language. While integrative motivation points out additive bilingualism which means students add a second language without replacing their native language. Motivation in second language acquisition is defined as the learner's orientation with regard to the goal of learning a second language (Norris-Holt, 2005). This is considered to be one of the main elements that determines success in developing skills in a second or foreign language (Shaaban, 2002).

d. Sociolinguistics

Sociolinguistics is also the factor for influence SLA. Yasemin (2013) defined sociolinguistics as the science that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts (e.g., non native-nonnative speakers; nonnative-native speakers; and so on). Ofodu (2012) conducted research into sociolinguistics input in language acquisition and used of English as Second Language in classroom, revealed that gender, age and religion have insignificant input on secondary school students' use of English. It was concluded that the family still remains a major source and most potent place for language learning; therefore, the parents should give more attention to their children language at home and provide all the necessary. Studying sociolinguistics can enhance our perspective related to language with the phenomenon. The basic premise of sociolinguistics is that language is varied and ever-changing. As a result, the language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. When two or more people communicate

with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. We should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse by code-switching (see chapter 4) are actually using a third code, one which draws on those two languages. The system (or the grammar, to use a well-known technical term) is something that each speaker 'knows,' but two very important issues for linguists are just what that knowledge is knowledge of and how it may best be characterized. In practice, linguists do not find it at all easy to write grammars because the knowledge that people have of the languages they speak is extremely hard to describe. It is certainly something different from, and is much more considerable than, the kinds of knowledge we see described in most of the grammars we find on library shelves, no matter how good those grammars may be. Anyone who knows a language knows much more about that language than is contained in any grammar book that attempts to describe the language. What is also interesting is that this knowledge is both something which every individual who speaks the language possesses (since we must assume that each individual knows the grammar of his or her language by the simple reason that he or she readily uses that language) and also some kind of shared knowledge, that is, knowledge possessed by all those who speak the language. It is also possible to talk about 'dead' languages, e.g., Latin or Sanskrit. However, in such cases we should note that it is the speakers who are dead, not the languages themselves, for these may still exist, at least in part. We may even be tempted to claim an existence

for English, French, or Swahili independent of the existence of those who speak these languages.

B. First Language Interference

1. The Concept of First Language Interference

The first language term is commonly used for the language that was first studied. Instead, interference is a language deviation that occurs due to the influence of other languages. In short, first language interference is an effect that occurs due to the application of knowledge from first language to second language (Selinker, 1972). The effect can occur on any aspect of the language such as pronunciation, grammar, vocabulary, and others. Furthermore, first language interference is considered as an automatic transfer that occurs because of an overlap between the first language and second language. In multilingual society such as Indonesia, interference often exists when language elements used in society overlap so that there will be deviations to the language used. As described, first language interference happens as a result of errors in applying language features, the errors is caused when the first language feature is used to the target language. There are several theories that explain first language interference namely interlanguage and language transfer.

Interlanguage is a type of language produced by second language learners. Interlanguage is influenced by the learners" first language as they use their first language knowledge to speak a second language which causes interference because the first and second languages have different linguistic features (Selinker, 1972). In

interlanguage, learners" issues are influenced by several things such as using patterns from the first language, mixing patterns from the second language, and expressing meaning using familiar word and grammar (Richard et al., 1992, p.186). Furthermore, the use of interlanguage that becomes a habit for students so that it can not be easily corrected is referred to as fossilization. Fossilization refers to the cessation of development in the second language acquisition. According to a study on interlanguage errors analysis on EFL students. The results of the study revealed that the most common interlanguage errors by students is the omission of words. This happens because the language systems between both languages are different. It can be concluded that interlanguage is a mistake caused by learners" first language disorder.

Language transfer means the influence of students" first language on second language acquisition (Jarvis, 2008). It is one of the error factors in the process of SLA. Language transfer is divided into positive and negative transfer. Positive transfer happens when the language patterns between first language and second language are identical. For example, words in the first language is the same as the second language such as the word coin" in Indonesian with the word coin" in English. On the other hand, negative transfer refers to interference that happens when the first language and second language have different language features. For example, the difference in sound between Indonesian and English. Based on the study about language transfer in language learners (Warsono, 2016). The results of the study showed that language transfer happens quite high in EFL students and

language transfer does not decrease along with the development of second language achievement.

2. Types of Interference

The language interference is divided into three types namely phonological, lexical, and morphological interference (Weinreich, 1968). It can be described as follows:

a. Phonological Interference

Phonological interference refers to errors that happen when the language speaker produces and perceives the sound of a language. Interference happens when the learner identifies the sound from the first language system and applies it in the second language. Thus, this affects the incorrect pronunciation of phonetic sounds in the second language caused by different phonetic systems of first language. According to David (2003), indicators of phonological interference are divided into three types. They are:

a. Sound addition

The interference occurs due to the addition of sound when speaking a word so that it deviates from standard rules of English. For example, the pronunciation of word „answer‟ /ɑ:nsə(r)/ adding with phoneme /w/ as /ɑ:nswə(r)/. The pronunciation is not in accordance with the standard English phoneme rule, sound „w‟ in the word is not pronounced.

b. Sound Omission

Phonological interference that happens due to the omission of phonemes in a word. For example, the pronunciation of word „home" /həʊm/ omit the phoneme /ʊ/ it becomes /həm/.

c. Sound replacement

Phonological interference that occurs due to the replacation of phonemes in a word. For example, phoneme /æ/ in word hat /hæt/ change with phoneme /e/ it becomes /het/.

Indicators of Phonological Interference

Phonological Interference	
Sound Addition	1. 'Answer' /ɑːnsə(r)/ adding phoneme /w/ as /ɑːnswə(r)/ 2. 'Key' /kiː/ adding phoneme /ə/ as /kəi/ 3. Bed' /bɛd/ adding phoneme /I/ as /bɛId/
Sound Omission	1. 'Home' /həʊm/ omit the phoneme /ʊ/ it becomes /həm/ 2. 'Out' /aʊt/ omit the phoneme /ʊ/ it becomes /ɒt/ 3. 'Right' /rɑɪt/ omit the phoneme /I/ it becomes /rɑt/
Sound Replacement	1. 'Hat' /hæt/ replace the phoneme /æ/ become /e/ as /het/ 2. 'Tight' /tɑɪt/ replace the phoneme /ɑ/ become /ə/ as /təɪt/ 3. 'Away' /ə'weI/ replace the phoneme /ə/ become /ɛ/ as /ɛweɪ/

(Source: David, 2003)

b. Lexical interference

Lexical interference refers to the interference when one vocabulary interferes another vocabulary. It occurs when borrowing and converting of words from one

language to sound more natural in another language, and Lexical interference requires the spelling of one language that changes another. For example, "when I came to Lombok island I found the people came to the ceremony and sowed *bara api* on the stage". It has lexical interference from Indonesian to English.

c. Morphological interference

Morphological interference is a language diviation that occurs in the process of word formation because the first language system is applied to the second language. In the process of word formation there will be a process of word change due to the transfer of affixes from the first language to the second language. To illustrate, the use of word „go" on the sentence *he goes* , in Indonesia language systems there is no system of agreement between noun and verb (subject and predicate) all subject followed by the same predicate. Thus, EFL students may be say *he go.*

C. Native Language

Native language is a language commonly used by a general population of a geographical or social territory. It refers to the language that people acquire since childhood because it is the language of the region where they live. Moreover, Bengkulu Province has eight native languages. There are Rejang, Kaur, , Lembak, Enggano, Pekal, Pasema, and Bengkulu-Malay languages. In this study, the researcher examined about Serawai languages since it native languages are used in several places in Bengkulu Province.

a. Serawainese Language

Serawai language is the language used by the tribal region Serawai the majority live in the southern Bengkulu. Geographic location of South Bengkulu lengthwise from northwest to southeast, located between 102 º - 104 º longitude east and 4 -5 º south latitude. They live with other tribes such as the Bengkulu Malay, Lembak, Rejang, Pasemah, Chinese, Padang, Batak, Javanese, Sundanese, and others. Because people in the city of Bengkulu are Malays, most tribes in Bengkulu, including Serawai speaks the new language, that is Bengkulu Malay is used to communicate with other tribes.

D. Pronunciation

Pronunciation is the way of how pronounce or produce sounds from words when speaking. It means that pronunciation is a knowledge used to pronounce words in a language (Hamer, 2001, p.26). In other view, pronunciation refers to the ability to produce understandable articulation. In short, pronunciation is closely related to the process of producing sound. Thus, it is one of the important aspects of learning a second language. Clear pronunciation is indispensable for improving speaking ability. Since if the speaker does not have a clear pronunciation, the listener may not understand what the speaker is saying. Incorrect pronunciation can result in misinterpretation, thus communication between speakers can also be interrupted. In conclusion, pronunciation is the production of speech that creates meaning, hence the incorrect of speech sounds can lead to different meanings in a language.

E. Previous Related Studies

There are several studies that have been conducted related to this research. First, a research conducted by Mulya et al. (2018, p.294) with entitled *"The Influence of Serawai Melayunese Dialect Towards Students" English Pronunciation"*. The subjects of the research were 38 high school students whose their native language is Serawai Melayunese. The data were collected by using students recording, questionnaires, interview, and observation checklist. The study revealed that Serawai Melayunese greatly interferes students" pronunciation of English. As can be seen, it occurred because several English sound did not exist in the Serawai Melayunese sound system, and lack of pronunciation training also influenced the students" pronunciation errors.

Second, a qualitative study conducted by Ori Andika Putra. 2021. *The Interference of EFL Students" Native Language inEnglish Pronunciation (A Case Study on Kaurnese and Rejangnese Students at English Education Program IAIN Bengkulu)*. Thesis. English Education Program, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.The study indicates the interferences occured by the Kaurnese and Rejangnese students in pronouncing English sounds and the factors affect pronunciation interference of Kaurnese and Rejangnese students in pronouncing English sounds. The respondents were ten students of English Education Study Program. They are five Kaurnese students which their L1 is Kaurnese and five Rejangnese students which their L1 is Rejangnese. The researcher applied a qualitative approach and conducted through a case study design. The instruments used to collect the data were observation by

reading a list of words and interview about factors affecting students" pronunciation interference. The result of data analysis showed that Kaurnese students had interference on pronouncing 30 sounds while Rejangnese students had interference on pronouncing 22 sounds. The data also showed that there are three main factors that influence students" pronunciation; native language, age, and the difference of language features between English and students" native language. In conclusion, all Kaurnese and Rejangnese students had interference on pronouncing English sounds. In fact, Kaurnese language is more interference to English pronunciation than Rejangnese language. Based on the above context, this study suggests the students to practice more English pronunciation and to put more attention toward the native language interference. The lecturer is expected to be able to help the students to reduce the mispronounced words. The study also suggests the further researcher to take a special attention of this phenomenon in order to solve the students" problem in English pronunciation.

Third, *An Analysis of Students' Comprehension in Pronouncing English Words by Using Song. English Language Education Department Faculty Of Teacher Training And Education University Of Prof. Dr. Hazairin, SH Bengkulu.*The aim of this research was to know the causes of pronunciation errors made by the students and whether the method of learning English pronunciation using song can improve the student's pronouncing English words at SMAN 8 Bengkulu. The method used in this research is qualitative descriptive. The informants in this research were students from X IPS 1 Data collection is done by interview and questionnaire. The data obtained were analyzed by reduction of data,

presentation of data, and drawing conclusions. The research results show that most of the students of X IPS 1 are more interested and understanding if learning English pronunciation using songs because they can follow a native speaker to say English words correctly. The cause error of their English pronunciation is a lack of their confidence when they speak English and the media can also be an easy or difficult factor for students to learn English pronunciation. It can be concluded that is the right media for students English pronunciation.

Based on three research above, it also research about pronunciation. This research, the researcher did the observation on the students at English Education Program which are the students from Serawai Ethnic who have problem with some words in English language, and the researcher want to develop the previous research which research about one of Ethnic on Bengkulu.