MODULE OF
SECOND LANGUAGE ACQUISITION

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PREFACE

Modul entitled "First Language Acquisition" is a module in the second language division course. In this module, you will be described about (1) understanding first language acquisition, (2) Second language acquisition (3) interlanguage (4) Individual Differences in Foreign Language Learning (5) Learning a second language for adult.

This module is expected to equip students in learning and understanding the acquisition of a second language for children and adults. In addition, students are also expected to master theories related to language acquisition. This module is the first module in the second language acquisition course.

Hopefully this module can help students in learning second language acquisition lectures.

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UNIT 1

THE NATURE OF LANGUAGE ACQUISITION

a. **Learning Objectives**

At the end of learning, students are expected to be able to understand concepts about language acquisition.

b. **Learning Materials**

The term "Acquisition" is used for the English equivalent of the term acquisition, which is the process of mastering the language carried out by the child naturally when he learns his mother tongue(mother language). The term is distinguished from "learning" which is the equivalent of the English term learning. In this sense the process is carried out in a formal setting, that is, learning in the classroom and being taught by a teacher. Thus, the process of children learning to master their mother tongue is acquisition, while from the process of people learning in class is learning. Language acquisition generally takes place in the target language community environment with a natural and informal nature and refers more to the guidance of communication. In contrast to language learning which takes place formally and refers to the learning link.

Simajuntak (in Nurjamiaty, 2015:44) states that language acquisition means indirect mastery of language by a person and is said to be actively applicable among children in an environment of 2-6 years. According to McNeil (in Daulay, 2010:4) there are three crucial aspects in the process

of acquiring language. The three aspects are (1) primary linguistic data; (2) language acquisition tools; (3) language skills. Primary linguistic data are all inputs or inputs in the form of utterances heard by children from people in their environment. In other words, primary linguistic data becomes input for language acquisition tools to process. The result of the processed language acquisition tool is language skills as an output.

The Nature of Language

Language is a verb tool used to communicate, while language is a process of conveying information in communicating. Descriptive linguistics experts usually define language as "one system of sound symbols of an arbitrator nature", which is then used to interact and identify (Chaer, 2018:11)

Language is a system, meaning that it is formed by a number of components that are patterned in a fixed and interdependent manner. As a system, language is systematic as well as systemic. By systemic means, the language is arranged according to a certain pattern, not arranged randomly or carelessly. While systematic, it means that the language system is not a single system, but consists of a number of subsysistologies, namely phonological subsysismics, morphological subsysisists, syntactic subsistences, and lexicon subsistemists. The language system in the form of symbols is in the form of sounds, which are commonly called speech sounds or language sounds. The phonics symbols of the language are also arbitrary. That is, the relationship between the symbol and the one it

symbolizes is not mandatory, it can change and it cannot be explained why the symbol conceptualizes a certain meaning.

Second Language Acquisition

Second language acquisition (PB2) refers to teaching and learning a foreign language or other second language. When it comes to teaching and learning languages, someone automatically thinks of classes at school. Among the many factors that can be encountered in the classroom, there are three that can be considered very important and basic, namely: first, learning a language is a person; secondly, learning a language is the one in response. In learning a language, there is a meaning that it is the main social process of learning. Learning a second language acquisition, occurs in interpersonal relationships between a group of students, and also relationships between students themselves. Dynamic interaction means that the teacher provides or provides useful learning experiences that meet the needs of students in different stages of their development. In addition, learning a language is a response of the students. Porge (in Tarigan, 2011:142)

Language acquisition strategies are related to the problem of how language learners get or master a language. Language learning in enriching its language skills using certain strategies. Learning receives language input little by little and is limited in nature. However, to add to the richness of data input, a language learner goes through the strategy of building his own rules to then test them. Ritchie (in Daulay, 2010:38) states that the existence of aspects of language creativity is indicated by

findings about the existence of language learning strategies in enriching speech patterns. In order to enrich these patterns of speech they pursued the strategy of building hypotheses and testing them.

The Concept of Language Acquisition

According to Harimurti (in Daulay, 2010: 1) interprets language acquisition as a process of understanding and earning language in humans through several stages ranging from maraban to full fluency. In addition, Kiparsky (in Daulay, 2010: 2) explains that language acquisition is a process used by children to adjust a series of increasingly complicated hypotheses, or hidden theories that may occur with their parents' speech until they choose based on a measure or measure of the best and simplest grammatical assessments of the language.

As for the process of acquiring language according to McNeill (in Daulay, 2010: 4) there are three crucial aspects in the process of acquiring language. The three aspects are (1) primary lingusitic data; (2) language acquisition device (LAD); and (3) language skills. Primary linguistic data are all inputs or inputs that are in the form of speech heard by the child from people in his environment.

The process of acquiring the language described above can be described as follows.

1) Children get input in the form of speech (primary linguistic data) heard from people around them. Input in the form of primary linguistic data

serves as a direction for the child's further language development. That is, if for example the input of primary linguistic data is the Batak language, then the exit is the ability to speak Batak; likewise, if the input is in the form of primary linguistic data Indonesian, then the output is also the ability to speak Indonesian.

2) Language acquisition tools (LADs) consist of three aspects and rules of language that are universal in nature. In relation to the acquisition process above, LAD receives entry in the form of primary linguistic data, then identifies and discriminates against that input. Identification and differentiation result in a very complicated class of strict relationships. Thus, LAD serves to form the grammatics of a language. Using existing linguistic inputs, LAD will work and form a grammatical system in the learner.

3) Output is in the form of language performance which when observed repeatedly can provide an overview of children's language competence. The output (output) in the language acquisition system is strongly influenced by the input and the process or processing that occurs. Therefore, the output characteristic can describe the input characteristics (input) and process behavior of the acquisition system

C. Enrichment

1. Explain the concept of language acquisition according to experts!

2. What is the process of acquiring language in children?

UNIT 2

SECOND LANGUAGE ACQUISITION

a. **Learning Objectives**

   At the end of the lesson, students are expected to be able to understand what is meant by the   acquisition of a second language, be able to explain the theories that underlie the acquisition of a second language.

b. **Learning Materials**

First Language Acquisition When discussed briefly, Language acquisition in English terms is called Language Acquisition, which is the process by which language acquisition is carried out by children naturally. This happened when she was learning her native language. According to Stephen Krashen, the term acquisition, in contrast to learning.11 In the Encyclopedia of Linguistics, language acquisition is referred to as the study of the development of a person,and usually the reference is their native language (mother tongue), second language, or others.12 To be clear, language acquisition has a definition, that is, a process of mastery and development of the first language, secondly, or others that are done by the child naturally or unintentionally. The acquisition of the language itself, has two main objects of discussion. First, the acquisition of the first language (Mother tongue) and the second, is the acquisition of the second language

First language acquisition is the process by which the child acquires his mother tongue,13 valid from childhood14 to puberty or akil baligh.15 Furthermore, in this first language acquisition, there is a very well-known theory, popularized by a well-known linguistic figure, Noam Chomsky. This theory is called the Innateness Hypothesis, which means that every human baby who has been born already has a special capacity to speak and this is not owned by other beings. He explained, "The innateness hypothesis proposes that human infants are born with a special capacity for language not shared with any other creature......".

Chomsky also argues that first language acquisition is strongly supported by the existence of a LAD (Language Acquisition Device) or often referred to as a language acquisition tool. As mentioned earlier that according to him, since birth the child already has LAD17 so that it is possible for him to acquire the first language. "As Everyone learned language, it must be an innate ability, that is something everyone is born with".18 Therefore, according to him, many of the first grammars do not need to be learned consciously and specifically.

In contrast to Noam Chomsky, a psychologist from Hardvard University B.F Skinner argues that humans are born in a world without being equipped with anything, like empty plates, which will be filled by the surrounding nature including language. Whatever it takes, everything will not be separated from environmental influences, because as Skinner has

written in his book "Velbal behavior", every movement can affect other organisms. "Any movement capable of affecting another organism". This popular theory is often referred to as behaviorism. Skinner believed that all beings have something in common in the learning process (including learning a language), along with their actions. This framework of Skinner, formed thanks to the occurrence of research on a mouse in the process of gaining knowledge. His research is often referred to as the "Operant Condition"

Skinner trains a mouse by pressing a pedal if the mouse wants food. This was done many times until the mouse learned of the habit (if it wanted food he had to press the pedal). After the mouse mastered and applied the method, Skinner added another way, which is to turn on the light. So the process is complicated; the mouse must press the pedal and make the light flash. Then the process was complicated again; the mouse will get food if it steps on the pedal twice. It turns out that even rats can meet this requirement after going through a trial and error process, a trial and error process.

From the experiments conducted by Skinner above, it is concluded that the acquisition of knowledge, including language knowledge, is triggered due to the presence of a stimulus accompanied by a response. If the response is as expected, it will get a reward, if it is the other way around, it will get a punishment. It is from this process of repetition that habits arise. According to him, language is a set of habits, and those habits can be achieved perfectly, if they have been practiced many times and over

and over again. Because drilling is a very important and inseparable part of teaching foreign languages, although its application is focused on methods such as the Oral Approach or Audiolingual Approach or with other methods.

Second Language Acquisition

Acquisition involves a variety of abilities such as syntax, phonetics, and extensive vocabulary. Usually, language acquisition refers to the first language acquisition that examines a child's acquisition of their mother tongue. So it can be understood that if the acquisition that is usually used in the first language is used in the second language, then the acquisition of the second language has the meaning of a human process of obtaining the ability to generate, capture, and use words unconsciously, to communicate. Involves broad syntactic, phonetic, and vocabulary skills in addition to the mother tongue/first, namely the second, third, fourth, etc., languages, or often called the target language (Target Language).

In line with Rod Ellis' previous description, a Professor in the linguistics department of the University of Auckland New Zealand mentioned that, second language acquisition can refer to any language, which is learned after the Mother tongue. In other words, the acquisition of a second language can also be referred to as a third, fourth, etc. language

But this is refuted by linguistics experts, Noam Chomsky for example, considers that language acquisition, is only intended for the first language

(Mother Tongue), not in the second language or later languages, because according to him language is innate to man from birth,30 "Language is innate to man."

Therefore, the income of language inadvertently, is only found in childhood which is still experiencing growth and maturation, not for a second language. In short, the term acquisition is only suitable for use for the first language not for the second language. For a second language the term that is suitable is learning not acquisition.

Regardless of the similarity or not, in this term, it can be concluded that the acquisition of the first language with the acquisition of the second language has nothing in common but has some/little in common, "the child second language order of acquisition was different from the first language order, but different groups of second language acquirers showed striking similarities". it was also taught by David Nunan, a linguist from Hongkong University. In his book entitled "Task Based Language Teaching" David said,

He added that the acquisition of the language above, both the first language and the second language, will lead to the use of a language learning environment, because it is the environment that makes students continue to hone their ability to communicate and other linguistic skills. In simple terms, the environment itself, is divided into two types: first,

formal (formal environment) and the second is informal (informal environment).

The environment will be called formal, when the environment occurs in an official forum, such as language learning that occurs in the classroom "found for the most part in classroom", courses etc. This environment gives the learner a language system (knowledge of language elements) or language discourse (language skills), but it all depends on the type of learning or method used by the teacher. Whereas the environment will be called informal, when the environment occurs naturally, providing communication naturally. It can also be understood, that the environment not only dwells in a monotonous classroom, but covers the environment as a whole.

This informal environment therefore provides a greater portion of language discourse than the language system. For example, such as the dormitory system that we often know or that is a bit unfamiliar we hear about such as homestays.

Second Language Acquisition According to Stephen Krashen As Noam Chomsky has explained above, that the notion of language acquisition can happen in adult learners or in second languages, is impossible, and tends to be deteriorating. Because language acquisition can only be obtained by those who are still learning the mother tongue. So in his opinion, if the

acquisition of this language is still considered appropriate for adult students, it is tantamount to imposing a will. Interesting to note, the above opinion of Noam Chomsky was refuted by a modern linguistic figure, Stephen Krashen. Krashen argues that the term acquiring language is not only used for the first language (Mother tongue), the term acquisition may also be attached to the second language. Furthermore, Krashen divides into two concepts, the core differences in language learning are:

Language Acquisition Language acquisition is language income that refers to natural processes, involving humans with the learning of language unconsciously. Language acquisition is a product of the existence of real interactions between learners and people in the target language environment, where the learner is an active player. It is similar to a child learning their native language. This process will generate functional skills in spoken language without the demands of theoretical knowledge, in other words learners have an effort to develop skills to interact with strangers as well as create a natural communication situation 38 in order to understand their language, without any demands to master the theory. Whereas learning looks like a personal and introverted activity, very different from acquisition that leads to the development of communication, learners' self-confidence.39 For example when a teenager who lives outside the country for a year undergoes a student exchange program, they gain more authenticity, and have better pronunciation, than those who learn the language in the classroom, due to its informal and natural nature.

Language Learning Language learning is often referred to as the traditional approach, and today, it is still very commonly practiced by schools around the world. Learning attention is focused on language in written form. The goal is for the learner to understand the structure and rules of the language, dissect it and analyze it, in addition to that intellectual effort and deductive reasoning are needed to the learners. Simply put, the approach in the form of learning, has its own characteristics. First, leaving aside communication, communication is considered not so important. Second, teaching and learning techniques only rely on the syllabus, this will give the impression of being rigid and less imaginative. Third, many dwell only on theory, grammatical rules 41 and not accompanied by practice. Fourth, the teacher has the main authority, the learner is only as a participant, moves passively. Fifth, learners almost never master the use of structure in conversation.

The five characteristics above have an impact on not building knowledge that produces practical skills in understanding and speaking languages, even though what is expected is the opposite. Students' efforts to accumulate knowledge about language will result in frustration felt by students, because students are only involved in receiving information about language, and turning the information into knowledge through their intellectual efforts, then saving it by memorization, this will make students less familiar with the language itself.

It was from this framework that Krashen gave birth to five hypotheses, these hypotheses were first published by him in the 1980s. To date the breakthrough of Stephen Krashen's five hypotheses is phenomenal and popular to the point of affecting a portion of the population/society of north America. In addition, this hypothesis also influences language learning, including very controversial issues in the acquisition of second languages in theory and practice. Such well-known hypotheses are:

1. Hypothesis of Acquisition – Learning

   As previously explained, this hypothesis refers to how the second language as a system is acquired or learned. The acquired system implies that language is mastered through unconscious processes (unconscious mind). In his book entitled "Principle and Practice in Second Language Acquisition", Krashen emphasizes that acquisition is an unconscious process "Acquisition is a subconscious procces". In more detail, Krashen explained that, the learner will not realize that he is learning the language, but they only realize that they are communicating. In short, language acquisition occurs when the learner communicates and continues to communicate naturally, not focused on the linguistic rules "not consciously aware of the rules".

   Meanwhile, its correction/evaluation also occurs naturally according to the context. Furthermore, this language income ability will not perish with age or at puberty, "... the ability to pick up the language does not disappear at puberity" despite being an

adult, acquisition is still very possible and occurs. In fact, Krashen considers that the acquisition process will be very strong when applied as an adult.

Unlike the previous one, the system studied (learning) contains the opposite meaning, that is, language is mastered through a conscious process, this was initiated by Krashen, he argued that the term learning refers to conscious knowledge ".... The term (learning) henceforth to refer to conscious knowledge of second language". In other words, the language is mastered through processes and conditions that occur formally, such as studying in the classroom, courses etc. by knowing the rules of language, sinonomy of words, and learning contextually. The proofreading occurs by doing exercises and habituation. This will be useful to learners as censoring their speech before producing words.

But again, Krashen favors the acquisition process as a convincing process of learning a language, because according to him, the core purpose of learning a language is the learner's ability to communicate the target language, and acquisition results in excellent communication.

2. Monitoring hypothesis (Monitor Hypothesis)

The point of this hypothesis is, every human being in the internal process of language has a monitor that functions as an editing as

well as proofreading. For example, in learning Arabic there are speakers of ism mu'annats and mudzakkar, the monitor will appear in one's mind to consider when the learner uses Hadza or Hadzihi. The monitor hypothesis argues that acquisition and learning are used in a very complex and specific way. Usually the acquisition starts by making the learners speak a second language (the target language) and is responsible for fluency in speaking "acquisition "initiates" our utterances in a second language and is responsible for our fluency". While learning has only one function, namely as a monitor or editor "Learning has only one function, and that is as a Monitor." Even though it is included in it games or learning while playing, it still only makes changes in speech.

3. Natural Hypothesis Order

In this hypothesis Krashen states that the structure of language is obtained by an foreseeable scientific sequence, some certain structures tend to appear earlier than the structures of others in language acquisition. An example is in Phonological structures, in phonological structures the child tends to acquire vowels such as (a) before finally touching the vowels (i) and (u). The front consonant is ruled first by the child than the back consonant. This kind of natural order not only occurs in childhood but also occurs in adulthood.

4. Input Hypothesis This hypothesis explains that second language learning will occur if the student who gets the information /

knowledge is at a higher level than the one he has mastered. In other words, the learner must get a level of new things that he does not yet know. This hypothesis has a formulation (i+1).52 (i) has an input intent while (1) has an intention of competence at the same level as before. If (i +2) then students will feel difficulties in learning languages, it is different if (i +0) students will be lazy to learn, because learning is carried out with knowledge as input that has been mastered by students.

5. Effective Filter Hypothesis In this hypothesis Stephen Krashen explained that every human being has an effective filter or what is commonly referred to as (Effective Filter). It is this sieve that gives fear, shame to a learner. A language learner who has high motivation, high trust, and lower anxiety, will be more likely to succeed in language acquisition, but on the contrary, if the language learner does not have some of the things mentioned above in himself then a positive emotional variable is realized. Furthermore, according to Krashen, this filter will inhibit students from accepting/reproducing language. For example, if a student does not like learning Arabic, then the filter on the student will narrow even more, as well as if they hate the teacher, are made fun of, if the student makes a mistake in the language. This will later become a problem for students, because their psychological development is increasingly sensitive to their environment

c. **Enrichment**

1. Explain the theories underlying the disambiguation of the second language!

Unit 3

INTERLANGUAGE

a. **Learning Objectives**

At the end of the lesson, students are able to explain what is meant by interlanguage, explain the factors that affect interlanguage.

b. **Learning Materials**

In terms of language between languages, many examine theories and methodologies that differ from the approach and performance of learners. The most obvious difference is in terms of "attitude" to the performance of the learner, especially in terms of "mistakes". Traditional anakes consider mistakes to be dangerous and seek to eradicate them. Within the framework between languages there are deviations from the norms of the target language as exponents of the learner system. Secondly, the most important difference is that Anakon is exclusively very attentive or pays great attention to aspects of the learner's performance whose characteristics are the characteristics of his mother tongue. So Interlingual circumvents this restriction. Interference with the mother

tongue or native language is only one of the means of explanatory (explanation) in the list or treasury of the Interlanguage researcher.

Interlanguage is indeed more explanatory because it includes Anakon's explanatory power, strengthening, expanding and contributing it. Methodologically Interlanguage can be said to unite the assumptions of Anakon and Anakes. If Anakon disputes or contrasts the learner's mother tongue and the target language, and Conversional analysis involves a conflict between the learner's performance and the target language. Therefore, Interlanguage pays great attention and utilizes these three things. Explicitly combines the learner's interlanguage with both the native language and the target language. The difference is that Interlanguage and Contrastive analysis are an early filtering tool, pioneering the path for testing hypotheses regarding various other determinants of learning language (Sridhar, 1985: 232).

1. Interlanguage

"Interlanguage" is the language of a person who is studying another language; "intermediate language" differs from the mother tongue and from the language that is being or has been learned. In other words, an intermediate language (hereinafter written BA) or "interlanguage" is a language whose position is between the mother tongue and the target language being studied (Namser, 1971a; Selinker, 1972). Therefore, BA has its own grammar and features (Corder, 1971a; Adjemian, 1976). Thus, BA is considered as a language that also has its own system like other natural languages.

In second language acquisition, there is an interlanguage that is not a source language (native language) and not a target language (target language). The following will be discussed in more detail about another branch of linguistics, namely the Interlanguage Study. Looking at the origin of the word interlanguage, it comes from the words "inter" and "language. Interlanguage is a language that refers to a language system outside the B1 system and its position is between B1 and B2 (Selinker, 1972). Other terms are approximative system and idiosyncratic dialect. His study resulted in an error analysis and distinguished it from mistakes.

Intermediate language studies discuss the phenomenon of language that arises (emergence) due to interlanguage interaction, not in the final result of the interaction process (note: in the form of second or foreign language skills and translation). Contraceptive analysis is part of the study of intermediate languages. The scope of his study discusses the process that occurs from the intersection of two or more languages, rather than the phenomenon arising from the intersection itself. Therefore, contrastive analysis is more diachronic than synchronic. This is because the focus of the discussion about the process takes time to find the origin or historical aspects of the cause of the process. However, the study of The Intermediate Language as an analysis is diachronic in a slightly different sense than saussure alluded to. Saussure presents a sense of language evolution related to history or phylogeny that alludes to changes in generations and centuries..

A few examples would clarify the statement. First, there is a study on language acquisition in infants, which Brown recently launched (1973). Slobin (1971) named an anthology of the study The Ontogenesis of Grammar. From the time the child makes progress from having absolutely no knowledge of spoken language to the stage of adequate mastery at the age of five, and since only one language is mastered, in essence the study of the child's language is no longer spoken of as a form of study of The Intermediate Language. But the study of a second language or the learning of a foreign language is related to the process of a person from aneka bahasawan (monolingual) to a bilingual (bilingual) person. In this case, there are 2 (two) languages involved in the learning process, namely L1 and L2.

Therefore, James mentions that there are three branches of study in interlingual linguistics (which involves two languages), namely (1) the theory of translation related to the process of transforming the text from the source language into the target language; (2) error analysis; (3) constructive analysis. Error analysis and contrastive analysis are used within the scope of the monolingual to bilingual process.

2. Stages of Language-intermediate Development

In summary the theory of the stages of intermediate language development according to Corder (1973) can be summarized as follows

a. Random Tide Stages

First Si-Learn said *Mary cans dance" briefly then changed to "Mary can dance".

b. Stages of awakening

At this stage Si-Belajar begins to internalize some of the rules of the second language but he has not been able to correct the mistakes made by other speakers.

c. Systematic Stages

Si-Belajar has been able to use B2 consistently even though the B2 rules have not been fully mastered.

d. Stabilization Stages

Si-Belajar is relatively mastering the B2 system and can produce language without many errors or at a post-systematic level according to Corder.

Interlanguage Processes

According to Selinker, there are interesting phenomena in interlanguage performance, namely items, rules, and subsystems that can be focused on with the help of five interlanguage processes, including:

1. Language *transfer*

2. Transfer *of training*

3. Strategies *of second language learning*

4. Strategies *of second language communication*

5. *Overgeneralization of target language material*

Experimentally the points, rules, and subsystems that can be isolated in interlanguage performance are the result of the original language.

Selinker hypothesizes that process sentences containing the rules and characteristics of the target language are at the core of second language learning. The five processes above are very important for the learning and acquisition of a second language because each can force items, rules, and subsystems that are isolated to appear and may remain within the Interlanguage indefinitely. The combination of the five processes is known as the isolated Interlanguage Competence (Richards [ed], 1985 ; 37).

Meanwhile, when viewed from the point of view of "error" it can be stated, that:

1. *Language Transfer* means the interference of the mother tongue or B1 to the target language or B2;
2. *Transfer of* Exercises are errors relating to the nature of language learning materials and their own approaches;
3. *The second language learning strategy* is an error related to the learner's approach to the material or language being studied;
4. *The second language communication strategy* is a mistake related to the way the learner seeks to communicate with native speakers in situations of natural use of the language;
5. *Overgeneralization of the rules of the target language* is an error related to the learner restructuring and reorganizing linguistic materials or linguistic materials (Omagio, 1986: 276)

The surface forms of Interlanguage speech include:

a) *Spelling Pronunciations*; the speaker pronounces words according to the spelling. For example, Indonesians say English words:

working paper pronounced [*working peiper*]

pioneer pronounced [*pioneer*]

b) *Cognate Pronunciation*; the speaker utters words of the same origin, for example, Indonesians say English words:

pronounced athelete [*athlete*]

domestic pronounced [*domestic*]

c) Holophrasing *Learning*; a combined example of an English phrase:

half an-hour formed *one half an-hour* · in Indonesian ;

twenty-five-twenty *and five*

twenty-eight-thirty *less two*

d) *Hypercorrection*; for example:

explaining spoken *lightening*

makin pronounced mangkin

steady pronounced mantep

Theory of Behaviorism

The theory of Behaviorism was introduced by John B, Watson (1878-1958), an American psychologist. In the United States, Watson is known as the father of Behaviorism because of his new learning principles based

on the Stimulus-Response Bond (S-R Bond) theory. According to Behaviorism embraced by Watson. The main objective of psychology is to make predictions and control of behavior, and it has nothing to do with consciousness in the slightest. What psychology can study according to this theory are objects or things that can be observed directly, that is, stimuli (Stimulus) and reciprocating motion (responses), while the things that occur in the brain are not related to the study. So in the learning process, According to Watson, There is no difference between humans and animals.

The theory of behaviorism with its stimulus-response relationship model, seats the learned person as a passive individual. Certain responses or behaviors using training or habituation methods alone. The emergence of behavior will be stronger when given reinforcement and will disappear when punished. Learning is the result of the interaction between stimulus and response (Slavin, 2000: 143). A person is considered to have learned something if he can show a change in his behavior. According to this theory, in learning, what is important is input in the form of a stimulus and an output in the form of a response.

In terms of language learning, the behaviorism approach focuses its attention on aspects that can be felt directly on language behavior and the relationship between responses and events in the world that surround it. According to behaviorists, language is a fundamental part of overall human behavior. A behaviorist considers that effective language behavior is the result of a certain response that is corroborated, that response will be neglected or conditioned.

One of the well-known experiments to form a model of language behavior from a behaviorist point of view is the one proposed by Ileh Sjinner (1957) in herbal Behavior. Skinner's theory of verbal behavior is an extension of his theory of learning which he calls operant conditioning. This concept refers to the condition in which a human or animal sends a response or operant (utterance or a sentence), in the absence of an apparent stimulus. The operant was maintained with reinforcement. For example, if a small child asks for milk and his parents give milk, the Operant is corroborated. With constant iterations such operants will be conditioned. According to skinner, herbal behavior, like any other behavior, is controlled by its aftermath. If the result is a reward, the behavior will continue to be maintained and the strength and frequency of the credits continue to be developed as a result of punishment.

Teachers who use the Behaviorism paradigm will compile ready learning materials so that the learning objectives mastered by students are conveyed as a whole by the teacher. The teacher gives not only lectures but also examples. The study materials are arranged hierarchically from simple to complex. The results of learning can be measured and observed, errors can be corrected. The expected result is the formation of a desired behavior. The drawback of this method is that teacher-centered student learning is mechanistic and results-oriented only. Students are seen as passive, students only listen, memorize the teacher's explanations so that the teacher is central and authoritarian.

THEORY OF MENTALISM / NATIVISM

In contrast to behaviorism, nativists or mentalists argue that language acquisition in humans should not be confused with the process of recognition that occurs in animals. They do not see the importance of the influence of the surrounding environment. During the learning of the first language, little by little man will open up his lingual abilities that have been genetically programmed.

In essence, nativism emphasizes the ability in a child. Therefore, environmental factors including educational factors have less influence on children's development. The result of development is determined by the carrier from birth and genetics of the parents. The term Nativism results from the fundamental statement that language learning is determined by talent.

The education of the child incompatible with the talents brought will not be useful for the development of the child himself. In principle, the theory of Nativism is the recognition of the existence of expert power that has been formed since humans were born into the world as well as other abilities whose capacities are different in each human being. Some grow and develop to the maximum point of their ability, and some only reach a certain point. For example, a child who comes from a family of musical artists, will develop into a musical artist who may exceed his parents or may also be only half of the abilities of both parents.

In this theory it is stated that human development is a carrier from birth or talent. This theory was pioneered by the German philosopher Arthur Schopenhauer who assumed that the bearing factors of a natural nature cannot be changed by the surrounding nature or education.

There are several factors that influence the development of the child in the theory of Nativism:

1. Genetic Factors.
Genetic factors are gene factors from both parents that encourage the existence of a talent that arises from humans.

2. Child Ability Factor.
The child's ability factor is a factor that makes a child know the potential contained in him. This factor is more real because the child can develop the potential that exists in him.

3. Child Growth Factors
Child growth factors are factors that encourage children to know their talents and interests in each growth and development naturally so that if the child's growth is normal then he will be energetic, active, and responsive to his abilities. On the contrary, if the child's growth is abnormal, then the child cannot recognize the talents and abilities

possessed. Chomsky (1959) attacked very sharply the theory of behaviorism that Skinner had bought.

According to Chomsky, human behavior is much more complicated than the behavior of animals, mice. It is with its complexity that it is impossible for external stimulus and response to be able to determine language behavior. For Chomsky, being able to bear the responsibility of language behavior is only an innate ability (inner comprephrension). Skinner's speculation is premature in the sense that it prevails at the earliest stages before a person or child gains a better understanding of the linguistic system he is studying (Hamid in Tolla, 1990:15).

Chomsky vehemently opposed the theory of operant habituation in language acquisition that Skinner put forward. According to him, there is no point at all to explain the process of acquiring language without knowing the truth of language as the object being acquired. To be able to explain the nature of the process of acquiring language, in addition to understanding what language really is, we must not exclude knowledge about the structure-in of the organism, namely how the organism processes information input and how the way in which language behavior is organized.

To further strengthen his theory or his hypothesis Chomsky put forward the following.
1. The process of acquiring language in all children can be said to be the same.

2. The process of acquiring language has nothing to do with intelligence. That is, children whose IQ is low also get language at about the same time and way.

3. The process of acquiring language is also not influenced by the motivation and emotions of children.

4. The grammar produced by all children can be said to be the same.

One of the adherents of the theory of mentalism is Lennenberg (1967). He argues that language is species-specific in a certain way in biologically determined language behavior. Language is a mechanism that is innate called a language acquisition tool (LAD) and that allows a child to formulate a language system of an abstract nature. Language mechanisms of a built-in nature work according to the following sequences and rules;

When the child is told to use language, this mechanism races and formulates a hypothesis of the language structure that allows contact to occur. The hypothesis is constantly re-examined by the mechanism through the use of language (Said in Tolla, 1990). This level is reached when the child can already use one or two words in his speech. This process goes on and encounters many errors, but the errors are rechecked until the child has mastered the grammar exactly.

The next series is that the environment makes a constant contribution in the process of mental and personality development. Innate factors are enriched and developed by environmental factors in the form of

experience, both intentional and unintentional. Chomsky (1978) in Ide Said (1987) says that there has been a dispute over adherents of innate factors and adherents of environmental factors. Some psychologists emphasize environmental factors and some emphasize innate factors. Hereditary factors related to this environmental factor in subsequent development are widely questioned by experts.

Humans have the talent to constantly evaluate their language systems and constantly revise to eventually lead to a acceptable form in their society/environment.

Objectives of nativism theory

In this theory according to G. Leibnitz:Monad "Within the individual man there is a personal core". Meanwhile, in the theory of Arthur Schopenhauer's Theory (1788-1860) it is stated that human development is a carrier from birth/talent. So that with this theory every human being is expected to :

a.   Able to bring out the talents they have

With this theory, it is hoped that humans can optimize their talents because they already know the talents they can develop. With this, it makes it easier for humans to develop something that can have a big impact on their progress.

b.   Encouraging people to realize competent selves

With this theory, it is hoped that every human being must be more creative and innovative in efforts to develop talents and interests in order to become a competent human being so that he can compete with others in facing the challenges of today which are increasingly needed by humans who have superior competence than others.

c. Encouraging people to make choices

With this theory, man can be wiser towards making his choices, and if he has made his choice, the man will commit and stick to his choice and believe that something he chooses is the best for himself.

d. Encourage humans to develop potential from within a person.

This theory is proposed to make humans play an active role in the development of their own potential so that humans have distinctive characteristics or special characteristics as human identity.

e.   Encourage humans to recognize their talents of interest

With this theory, humans will easily recognize their talents, which means that the earlier humans recognize their talents, the more humans can maximize their character so that they can be more optimal.

Factors of Second Language Acquisition (PB2)

When the second language learning process takes place, there are internal factors and external factors that play a big role in the learner. Internal factors come from within or the learner's self, while external factors come from outside (self) of the learner.

The theory of PB2, according to Ellis (1987: 251-271), is classified into seven theories. The seven theories, namely: acculturation model, accommodation theory, discourse theory, monitor model, variable competency model, universal hypothesis, and neurofunctional theory. For the alcturation model, it is more elaborate on social factors in PB2. From the opinions put forward by Ellis, it can be concluded that, in addition to being influenced by internal and external factors, PB2 is also influenced by social factors. Social factors are directly related between the learner and the interaction in society.

Tarigan (1988: 125-126) says that there are three characteristics of the second language learning process; 1) language learning is human, therefore language learning occurs in social interactions between individuals (teachers, students) in which social laws apply, 2) learning takes place in dynamic interactions, meaning that learners grow and develop towards maturity, so in this process teachers are expected to provide all their experiences to help learners, 3) learning takes place in a responsive atmosphere. That is, the learning process is a great opportunity for learners to respond.

Referring to the opinions expressed by Henry Guntur Tarigan regarding the characteristics of the PB2 process and Ellis's opinions regarding the theory of PB2, it can be concluded that social factors have a great influence on learners in PB2. This is because language learning is intended for social interaction between individuals in society.

Dulay (1985: 14) explains that the quality of the language environment is very important for a learner to be able to succeed in learning a new language (second language). The language environment is everything that the learner hears and sees with respect to the second language being studied (Tjohjono, 1990). From the opinions expressed by the linguist, it can be concluded that the language environment is a place for learners to learn B2 through seeing or hearing things related to B2 that are being studied.

a.   **Influence of the Formal Environment**

The formal environment is one of the environments in language learning that focuses on mastering the rules of language that are being consciously studied (Dulay: 1985:19; Ellis, 1986 : 297). Likewise, the state of the formal B2 learning environment, in the classroom, is very different from the *naturalistic* or natural second language learning environment   . Steiberg (1979: 166) mentions the characteristics of the language learning environment in the upper grades of the following five facets.

1. The language learning environment in the classroom is strongly colored by the social psycholgic factors of the class which include the adjustments, disciplines, and procedures used.

2. In the classroom environment, pre-selection of linguistic data is carried out, which is carried out by the teacher based on the curriculum used.

3. In the classroom environment, grammatical rules are presented explicitly to improve the quality of student language that is not found in the natural environment.

4. In the classroom environment, artificial language data and situations are often presented, unlike in scientific linguistic environments.

5. In the classroom environment, teaching tools are provided such as books, texts, supporting books, whiteboards, tasks to be completed, and so on.

With the typical classroom environment conditions in B2 learning, there is certainly an influence on the success of B2 learning which can be detailed in the following.

Effect on Competence

The mastery of this competency is greatly influenced by the role that the learner plays in the formal environment of that learning. In this case Dulay et al. (1982: 20) distinguish the role of this learner into three kinds, namely one-way communication, two-way communication, and full two-way communication. The three models mentioned by Dulay et al. (1982)

give different input to learners. The first model, tau-directional communication, provides more information about the rules and forms of language learned than the other two models.

Influence on Performance Quality

Performance is the realization of linguistic competence that a person has (Ellis, 1986: 5-6). Formal language learning in the classroom can guarantee the quality of input that learners receive (Ellis, 1986: 231). Then, if the input received is of high quality, then according to one hypothesis, the output (performance) produced also has high quality, although it is recognized that there are individual variations. This is in line with the statement of Dulay et al. (1986: 13) that the quality of the environment affects the learning outcomes of the second language.

Effect on Acquisition Speed

The speed of acquisition is the speed of capturing inputs (inputs) and making those inputs its linguistic treasury. This speed of acquisition is actually relative, and much depends on other factors such as intelligence, attitude, talent, motivation, and other internal factors (Ellis, 1986: 99-126).

In this case Rofi'udin (1988) stated that class interactions that are part of formal second language learning can have an influence on the speed of obtaining a second language. Class interaction, in addition, can also

support the   process of absorption of inputs into intakes. The use of structures and vocabulary that have been mastered (as competencies) in learning interactions in the classroom that serves as a strengthening of *the* intakes that have been possessed; although by making some necessary modifications.

Formal learning or presentation of language learning certainly has an influence on the speed and success in obtaining B2 because various factors and variables have been prepared and held intentionally. The influence of the formal environment on the speed and success of B2 learning, usually experts see in terms of: the role of need and the role of frequency in the acquisition of a second language.

About *the need (expansion)* according to Dulay (1985: 43), expansion is the provision of language rules to learners using a systematic model, both to the correct and more complete speech of the learner, without asking the learner to pay attention to the need. Regarding the role of frequency in the learning of the second language, many teachers assume that the introduction of language rules given with high frequency will be able to improve the language skills of the learner (Roekhan, 1990). The research of Larsen and Feeman (1976) also shows a positive correlation between the frequency of recognition of structures and the mastery of those structures.

From the above opinions, it can be concluded that the influence of formal B2 learning in the classroom appears to be at the speed of mastering the rules and forms of language. Although mastery of a set of linguistic rules does not guarantee the quality of its performance, but this mastery can serve as a filter for the language it produces.

Influences of the Informal Environment

The informal environment is natural or natural, not contrived. Things related to the informal environment include: the language used by peers, the language of caregivers or parents, the language used by members of the learner ethnic group, the language used by the mass media, the language of teachers both in class and outside the classroom. In general, it can be said that this environment greatly affects the learning outcomes of the second language of the learners.

The results of research by Milon (1977) and Plann (1977) show that peer language has a greater influence than that of teachers. Therefore, according to Dulay (1986), of great importance in the learning of the second language is to provide a peer model in the second language that is being studied. Regarding the language of the teacher, according to Krashen (1987:5), it is similar to the language of the nanny. Teachers tend to use short or simple sentences when communicating with their students. Gaies (1977, 1979) sees that the teacher's speech seems to be simpler; often adapted to the level of proficiency of the student being spoken to (Henzl, 1979).

From the opinions put forward by the above experts, it can be concluded that in terms of the language environment, the role of the teacher in the dominant school becomes a model in the learning of the second language. While parents don't play a big role, parents play more of a role in PB1 (mother tongue), unless parents place themselves as teachers in a formal environment.

In the learning of a second language, the language of foreign speakers, according to Hatch (1983) and Ellis (1986), acts as (1) a developer of communication, (2) a shaper of inner bonds with learners, and (3) as a learning model. In the discussion about learning the second language, there has not been mentioned the difference between those that take place in an informal environment. In a formal environment the expected ability is the mastery of a variety of formal languages or standard languages, to be used in formal situations and needs. Meanwhile, in an informal environment, what is expected is the ability or mastery of a variety of informal languages to be used in informal situations or needs. However, informal language skills are preferred over formal language skills because the opportunity to speak informal varieties is much wider than the opportunities for formal language.

Social Background

Social backgrounds including family structure, social group affiliation, and cultural environment allow for serious differences in the acquisition of children's language (Vygotsky, 1978). The higher the level of social interaction of a family, the greater the chances of a family member (child) acquiring a language. Conversely, the lower the level of social interaction of a family, the less chances of family members (children) acquiring language.

Another thing that also affects language acquisition is social status. Children who come from low socioeconomic status groups show less vocabulary development according to their family circumstances. For example, a child who comes from a simple family only knows lepat, yam, radio, rice field, hoe, axe, or knife because these objects are objects that he usually finds in his daily life. Meanwhile, children who come from families that have a higher economic status will understand vocabulary such as cars, televisions, computers, the internet, *DVD players*, laptops, games, *Facebook*, or *KFC*, because these objects are objects that they usually find in their daily lives.

Differences in language acquisition suggest that the middle group is more able to explore and use explicit language compared to lower-class children, especially in their dialects. The child's ability to interact with others in an understandable way is essential essential to being a member of a group. Children who are able to communicate well will be better received by social groups and have a better opportunity to act out their

leadership than children who are less able to communicate or do not use it.

Culture

Language learning is closely related to socio-cultural factors. Silzer argues that language and culture are two bound phenomena. Like a piece of currency, on the one hand in the form of a language system and in the other in the form of a cultural system, then what appears in the culture will be reflected in the language or vice versa.

According to Larson and Smalley, culture will show the behavior of people in a society that has usually been forged in family life. Culture has an effect on behavior in social groups, makes sensitive to the state of status, and helps to know what others expect of ourselves and what happens if we do not act as expected. Culture helps to know how far a biased person stands as an individual and one's response to a community.

When learning B2, learners should also learn about the culture associated with the language they are learning. This is so that learners can use the language in accordance with the culture behind it and avoid misunderstandings between learners and native speakers of the language.

In cultural exchange, we realize that all aspects that exist in the incoming culture will be mixed with our culture, both positive and negative cultures. Of course, one's view of the incoming culture varies. If someone is *close-minded* then they will not be able to accept the differences of their culture. It is such things that cause a "*stereotype*" (stereotypes depicting typical of members of society) to be created.

These stereotypes are a point of view in general by the average group of people of a country that has known them. Stereotypes can be formed through association. People can know and understand the cultural differences between one another. The difference can be positive or negative. The positive can be taken but the negative can be prevented by the path of filterization

"The stereotype may be accurate in depicting the "typical" member of a culture, but it is inaccurate for describing a particular individual, because every person is unique and all of person's behavioral characteristics cannot be accurately predicted." According to this statement, the stereotypes of a culture cannot be identified individually, but based on groups of people who have a habit of behaving or speaking.

The characteristics that intercultural have certain stereotypes that differ from each other. As Brown revealed in his research results, *"Cross-cultural research has shown that there are indeed characteristics of culture that make one culture different from another"* (intercultural

research has shown that there are characteristics of making a culture completely different from others). Stereotypes may be correct in conjecturing the 'common' dispositions of members of a particular culture but it is not accurate to describe one individual because each person has their own uniqueness. Therefore, stereotypes or labeling of people from different cultures should be avoided by both learners and teachers of second languages, they must understand cultural differences, realize that everyone is different and respect those differences.

Based on the explanation above, it can be concluded that the presence of stereotypes is expected not to have a bad or negative impact on language learning, but with these cultural differences, teachers must be sensitive to them so that they can take advantage of these cultural differences as a driver of language learning.

In addition to creating stereotypes, the B2 learning process, judging from cultural factors, will create a new identity that is the core of cultural learning or what is commonly called self-adjustment. This self-adjustment is not easy. Sometimes students experience disturbances in self-adjustment. This disorder is called *culture shock*. *Culture shock* is a psychological phenomenon in the form of panic and psychological crisis.

Here are some theories regarding social factors, viewed from a cultural point of view , in PB2.

Acculturation Model Theory

Based on the theory of the PB2 acculturation Model proposed by Ellis (1987), Brown (1980: 129) limits acculturation as a process of self-adjustment to the new culture. This is seen as an important aspect of PB2 because language is one of the most real cultural expressions that can be observed. In addition, in the B2 background, the acquisition of a new language is seen as having to do with the way the learning community and the target language society perceive each other.

Acculturation as well as PB2 is determined by the level of social and psychological distance between the learner and the culture of the second language. Social distancing is the result of a number of factors that affect the student as a member of a social group in relation to the target language group. Psychological distance is the result of various affective factors related to the learner as a person, as an individual.

John Schumann described social distancing as consisting of the following parameters.

1. Domination. In relation to BS (target language), is group B2 (learners of B2) politically, culturally, technically, or economically, dominant, not dominant, or subordinate?

2. Integration. Is the pattern of B2 integration an assimilation, acculturation, or preservation? What is the degree of self-closure of group B2 separated its identity from the surrounding group?

3. Cohesiveness. Is group B2 cohesive? How big is the size of group B2?

4. Harmony. Are the cultures of the two groups harmonious –their values and beliefs are similar? What does the reciprocal attitude of the two groups look like?

5. Femininity. How long does group B2 intend to stay in the target language area?

The above parameters are to hypothesize good and bad language learning and illustrate each situation with two actual cross-cultural contexts.

Meanwhile, in essence psychological factors are affective. These factors include four types, namely *language shock*, *culture shock*, motivational impulses, and *ego boundaries*. The *language shock* factor will be felt if the learner experiences doubts and confusion when using B2. *Cultural shocks* when learners experience feelings of misdirection, pressure, indignation and so on as a result of the differences that exist between their own culture and the culture of the target language community. The strength or weakness of the student's thrust or *motivation* also determines the success or failure of learning B2. Meanwhile, *the boundaries of ego* boundaries contained in the student's person also determine his success in learning B2.

Accommodation Model Theory

In addition to the theory of the acculturation model, some experts have also expressed opinions regarding social factors in PB2. This opinion is based on the theory of the *Accommodation Model.* As did Schumann, so Giles paid attention to successful language acquisition. Both want to find answers to the relationship between the learner's social group (which is termed "*ingroup*") and the target language society or B2 (which is termed "*outgroup*"). Scuhmann, however, explains these relationships with the help of variables that create "actual" social distancing, then Giles with the help of "perceived" social distancing.

Giles argues that what is important for PB2, namely the way "*ingroup*" or "inner group" limits itself in relation to "*outgroup*" or "outer group". That is, intergroup relations as subjects for constant negotiations during the course of interaction. The relationship between the groups is dynamic and changes according to the change in the view of the identity made by each group towards others.

Another opinion is expressed by Gardner (1979) that motivation is the main determinant of B2 proficiency. Gardner considers the level of motivation a reflection of how the learner individually limits himself to ethnic relationships. The relationship is controlled or mastered by a number of main variables, including the following.

1. Identify or introduce the learner individually with his ethnical "inner group".

2. Interethnic comparison

3. Perception of ethnolinguistic vitality

4. Perception of the boundaries of the "inner group"

5. Identify with other social "inner group" categories.

Optimal Distance Model Theory

According to this model of optimal distance (developed by Brown) of the acquisition of a second language, an adult who fails to master B2 in a second culture may for various reasons have failed to harmonize linguistic and cultural development. Adults who have already gained nonlinguistic ways of coping with problems in the original culture will go through stage 3 and enter stage 4 with too many formalized forms of language, never achieving mastery. They have no reason to gain mastery because they have learned to overcome problems without sophisticated knowledge of the language. They may have already obtained an adequate amount of B2 functions without acquiring the proper form.

What the optimal distance model suggests can probably be seen as a hypothesis of a critical period based on culture, that is, a critical period independent of the learner's age. Although the optimal distance model is more appropriately applied to adult learners, it can also have relevance for children, even if it is not as critical as for adults. Because they haven't

been building a culturally related worldview for many years (or a view of their own), children have fewer rival perspectives to adjust to again so that they can go beyond the stages of acculturation faster. But more or less they move through the same stages, and it is plausible to hypothesize that the stages of their recovery are also critical periods of acquisition.

A number of research evidence has been gathered to support the idea of optimal spacing. Day got some sort of evidence of observations regarding the critical leap in the smooth running of language and cultural anomie that occurred simultaneously. Svanes found that foreign students studying in Norway seemed to gain higher proficiency if they had a "balanced and critical attitude towards indigenous Norwegians" as opposed to an uncritical respect for all aspects of the target culture. The informal testimony of ESL teachers in the U.S. also justifies the possibility of motivational stress being internalized through the need to "move hand in hand" in the sometimes long and laborious process of adaptation in the new homeland. Teachers in similar contexts can benefit from a careful assessment of the learner's current cultural stage with the right attention for the optimal period that allows for language acquisition.

From the description of the three theories above, it can be concluded that social and psychological distancing affects PB2 by determining the number of contacts or relationships with the target language experienced by the learner and the level that is open to the learner to the available input. That means, in a bad learning situation, learners will receive very

little B2 input. In addition, if the psychological distance is large, then the learner will fail to convert the available input into acceptance.

First Language

B2 learning experts generally believe that B1 has an influence on the learning learner's B2 mastery process (Ellis, 1986:19). B1 has long been considered a nuisance in the B2 learning process. This is because it is common for a learner to consciously or not switch his B1 elements when using B2 (Dulay, et al, 1982:96). As a result, there is a so-called interference, code switching, code mixing, or also *errors*.

Here are the theories regarding the effect of B1 on PB2.

Stimulus-response theory

According to the *stimulus-response* theory, proposed by behaviorists, language is the result of *stimulus-response* behavior. Thus, if a learner wants to increase the use of speech, the learner must increase the acceptance of the stimulus. Therefore, the role of the environment as a source of stimulus comes to be dominant and very important in helping the B2 learning process. In addition, behaviorists also argue that the process of acquiring language is a process of habituation. That is why, the more a learner is accustomed to responding to the impending stimulus, the more it increases the likelihood of his language acquisition activity (Abdul Hamid, 1987: 14-15).

As long as the learner has not received a stimulus, during that time the learner has not been able to carry out response activities. So, as long as the learner has not received the B2 stimulus, during that time he is still in control of the language activity that he has mastered first (in this case B1). Thus, the appearance of the element B1 at the time of the second language, if the stimulus B2 equal to B1 has never been received by the learner.

So, the influence of B1 in the form of transfer when speaking second will be very large if the learner is not constantly given the B2 stimulus. Theoretically, this influence cannot be eliminated because B1 is already a intidake or has been "marginalized" in the learner. However, with habituations and the provision of a constant stimulus in the second language, that influence can be reduced.

Contrastive Theory

The contrastive theory covets that the success of learning B2 is more or less determined by the linguistic state of the language that has been mastered previously by the learner (Klein, 1986: 5). The second language is a process of transferization. Therefore, if the structure of the language that has been mastered (the first language) has many similarities with the language learned, there will be a kind of fading in the process of its

transferization. On the other hand, if the structure of the two has differences, then there will be difficulties for learners to master B2.

According to the theory of constructive analysis, the greater the difference between the linguistic state of the language that has been mastered and the linguistics of the language to be learned, the greater the difficulty faced by the learner in trying to master the second language he is learning (Banathy, 1969: 67). Through contraceptive analysis, it will be possible to find out the degree of similarity and difference between B1 and B2. Furthermore, by knowing these degrees of similarities and differences, learners can determine the most appropriate learning strategies to use (Dulay, 1982:96). From the contrastive analysis it can be known that the first language has an influence on the process of mastering the second language. Knowing the state of B1 linguistics is very important for efforts to determine B2 learning strategies, because learning B2 is nothing but transferring a new language over an existing language (Banathy, 1969: 80).

c. Enrichment

1. Explain what you know about interlanguage?
2. Describe the factors that influence the occurrence of interlanguage?

UNIT 4

Individual Differences in Foreign Language Learning

a. Learning Objectives

At the end of learning, students are able to define   what is meant by individual differences in foreign language learning, explaining the factors that influence the occurrence of individual differences in foreign language learning.

b. Learning Materials

Research on foreign language learning has been widely carried out. Although in these studies many have proven the effectiveness of various learning models, there is not a single model that is effectively applied in any conditions and situations. This is due to the large number of variables in language learning, one of which is individual differences.

Each learner is unique and has his own character. This is why the results of research in place A are not necessarily applicable in place B. There have also been many studies on these individual differences and the difficulty experienced by researchers is mostly that they are difficult to identify and classify individual difference factors. Ellis (1985) argues that identifying and classifying these individual difference factors has become something

problematic because it is very difficult to observe qualities directly such as aptitude, motivation and desire.

In the learning process, a teacher must pay close attention to individual differences because this can affect the methods and techniques to be used. Ideally, teachers should be able to design learning activities in such a way as to accommodate all the differences of their learners. Although this is not easy to do because it requires sufficient sensitivity and experience. Therefore, knowledge of individual differences must be known by the teacher.

1. Individual Differences in language learning

Ellis (1985) distinguishes this difference into two, namely personal factors and general factors. Personal factors include group dynamics, attitudes towards teachers and teaching materials, and individual learning techniques. While common factors include age, intelligence and agility, *cognitive-style*, attitude and motivation, and personality.

   a.   Personal Factors

Personal factors are differentiating factors that come from within the learner. These factors have a great influence on determining success in the process of learning a foreign language. Personal factors can be grouped into three groups, namely group dynamics, attitudes, and learning techniques.

      1. Group Dynamics

In personal factors, group dynamics play an important role in the process of learning a foreign language. Some students will make comparisons

between themselves and other students so that a sense of competitiveness will arise. In this regard, Bailey (in Ellis, 1985) argues that the *self-image* of the learner (which is obtained from a sense of competitiveness) can determine a decrease or increase in the acquisition of a foreign language. If his *self-image* is not successful, then two possibilities will appear. First, students feel that they have failed and their efforts to learn will decline. The second possibility is that the learner will be more motivated to correct his mistakes and further improve his abilities. If the *self-image* is successful, students will have a positive experience so that they will continue their efforts or even improve their efforts to be even better. Thus, it can be concluded that the group dynamics will make learners assess their own abilities and compete to be the best in the classroom.

2. Learner's Attitude towards Teachers and Teaching Materials

The attitude of the learner towards teachers and teaching materials can also affect the process of learning foreign languages even on the results of their achievement. A student will feel more comfortable studying if he is taught by a person he likes. At that time, the learning process becomes more effective and the teaching material will be able to be delivered properly. This will affect student learning outcomes. Likewise with teaching materials, when the student no longer likes the material, he will install a filter so that the learning process becomes less effective.

3. Learning Techniques

The last personal factor is the learning techniques used by the learner. The learning techniques they use are very diverse. Ellis (1985) groups this learning technique into two, namely learning a language and acquiring a language. Learning a language means that the learner uses the techniques he usually uses to learn such as memorization, drilling, preparing something, and so on. Whereas acquiring a language is a learner trying to dive directly into the situation where the target language is used. Examples include communicating directly with native speakers, watching movies or listening to music that uses the target language and going to a country that uses the target language. All of this is done so that they can acquire the desired language not by learning. The thing that needs to be considered is that students need to recognize their own learning styles in order to obtain optimal learning outcomes.

Schumann & Schumman (in Ellis, 1985) argues that personal factors are factors that are difficult for third persons to observe. Therefore, personal factors can only be studied in two ways, namely using *diary studies* and using a combination of questionnaires and interviews to students directly.

b. Common Factors

Unlike personal factors, general factors are somewhat more universal. The following are the common factors that affect the language learning process:

1. Age

In relation to foreign language learning, there is an interesting debate about at what age a person should learn a foreign language in order to

achieve optimal results. Many argue that children are the right time because there is a *critical period* in childhood. The critical period is the time when the brain can digest language well. However, when associated with the learning of a second/foreign language (L2), the notion that L2 will be successfully studied in a critical period is still uncertain. Therefore, this hypothesis still needs to be studied further.

In addition, there are also those who argue that adults will be better at learning the language. With regard to second/foreign language learning, some studies have concluded that children will be better at pronunciation and memory storage ability (Hurd, 2006) whereas adults who have cognitive maturity will be better off if they deal with abstract language traits (Taylor in Hurd, 2006).

2. Intelligence and Dexterity

Intelligence exerts an influence on the process of learning a language but is not dominant. Based on research conducted by Genesee (1976, in Lightbown & Spada, 2006), intelligence is related to reading, grammar, and vocabulary but intelligence is not related to the ability to produce oral. So intelligence has a very strong relationship with metalinguistic knowledge compared to the ability to communicate. In addition, different intelligences will produce different outputs. Howard Graners (1993) formulated eight types of intelligence hereinafter known as multiple intelligences (MI). MI includes language intelligence, logical/mathematical intelligence, visual-spatial intelligence, musical

intelligence, motion intelligence, natural intelligence, social intelligence and self-intelligence.

While dexterity is a special ability that a person has. There is a belief that dexterity will make a person learn something easily and quickly. Shekan (in Zafar & Meenakshi, 2012) argues that dexterity has to do with language learning success. In addition, there are many tests that can be used to test agility, one of which is the MLAT or Modern Language Aptitude Test. This test is used to predict success in foreign language learning. The agility test is used to measure four abilities, namely *phonemic coding ability, grammatical sensitivity, inductive language learning ability,* and *memory and learning*.

   3. *Cognitive-style*

According to Ellis (1982), *Cognitive-style* is the way in which people perceive, conceptualize, organize and remember information. It can also be said that *cognitive-style* is a way of thinking of a person (Cook, 2008). Of course, these methods will affect the process of learning a language because if the ability to process information is different, the results obtained will be different. There are two types of *cognitive-style* introduced by Witkin (1973, in Zafar & Meenakshi, 2012) namely *field dependence* and *field independence*. In *field dependence*, learners tend to be more easily influenced by the environment. Meanwhile, in *the field of independence*, students have a tendency not to be easily influenced by the environment.

In addition, Knowles (1972, in Zafar & Meenakshi, 2012) identified *cognitive styles* into four, namely *concrete learning style*, *analytical learning style*, *communicative learning style*, and *authority-oriented learning style*.

· *Concrete learning style*

Learners with *concrete learning style* process information actively and directly. They prefer something as concrete as a verbal or visual experience.

· *Analytical learning style*

Learners with *analytical learning styles* prefer to think logically and systematically in learning. They like to solve problems and build their own principles.

· *Communicative learning style*

Students with *a communicative learning style* prefer to learn using a social approach.

· A*uthority-oriented learning style*

Learners with A*uthority-oriented learning style* are more responsible. They prefer clear instructions and know for sure what they will know next.

4. Motivation

Motivation is one of the important factors in language learning. According to Crozier (2001), a highly motivated student sets high standards for himself, works hard to achieve this, and sticks to tasks even when they are difficult, whereas students who lack motivation will seem to give up

in the face of difficult tasks. So, there is no doubt that motivation plays a very important role in the success of the language learning process.

Gardner and Lambert (1972, in Zafar & Meenakshi, 2012) put motivation into two, namely *Integrative* and *Instrumental*.

· *Integrative motivation* is the motivation that arises from the learner because of his interest in the language he is learning and his desire to be part of the community or culture of the language.

· *Instrumental motivation* is motivation that arises because the learner wants to benefit from the language learned such as getting a job, passing a test and so on.

5. Personality

Personality is also very influential on the learning process. Because a person's personality will determine what attitude to take next and what response will be carried out in the learning process. Here is an example of a personality:

a. Extrovert & Introvert

Learners with introverted personalities prefer to be alone and spend their time reading, writing, or using a computer. They love tranquility. In the learning process, introverted learners prefer individualized learning activities and learning that emphasizes language knowledge (Cook, 2008).

Unlike introverted learners, the personality of extroverted learners tends to be more open to the outside world. They like crowds because they love

to interact and do social activities. In language learning, extrovert learners prefer learning that uses the *Communicative Language Teaching* approach because they can interact with each other (Cook, 2008). Many assume that extrovert learners will be more successful in learning languages compared to introverted learners. This hypothesis still needs to be tested for correctness. However, Rossier (1975, in Cook, 2008) found that there was a relationship between extrovert learners and oral *fluency*. This can probably be caused by the character of the extrovert learner who enjoys interacting so that his fluency in the language will become more and more trained.

b. Anxiety

In the learning process, learners often feel anxiety, nervousness and stress. This taste will greatly affect the language learning process. There are two opinions regarding the effect of anxiety on language learning. Peter Macintyre (1955, in Lightbown & Spada, 2006) argues that learners who feel anxious will not learn as quickly as learners who feel relaxed. Meanwhile, Lightbown & Spada (2006) thinks that anxiety before a test or presentation will provide more motivation and focus so that success will be achieved. From these two opinions, it can be concluded that anxiety does not always have a negative impact on the language learning process.

c. **Enrichment**

1. Explain what are individual differences in foreign language learning?

2. Mention and explain what factors influence the occurrence of individual differences in foreign language learning!

UNIT 5

LEARNING A SECOND LANGUAGE FOR ADULTS

a. Learning Objectives

At the end of learning, students are expected to be able to understand the characteristics of learning foreign languages for adults, understand the principles of second learning for adults.

b. Learning Materials

The discussion of the second language (second language) is closely related to the discussion of the first language (first language). The second language is acquired after the mastery of the first language. The acquisition of the second language is different from the acquisition of the first language. This difference lies in the process of the acquisition. Mastery of the first language through the process of acquisition, while mastery of the second language through the learning process (Steinberg, et al., 2001). The learning of the second language can be obtained in a

conscious way through formal education as well as informal. This is different from the acquisition of the first language which is natural in nature and in an unintentional and unconscious way. Psychologically, adults have a chance to master the second language. As a student (learner) in the learning of the second language adults cannot be treated like ordinary protégés who are in school.

Adults grow up as individuals who have the maturity of self-concept, moving from dependence as it happens in childhood towards independence. When an adult encounters a situation that does not allow himself to be himself, then he will feel himself depressed and feel unhappy. On the other hand, this fact demands the need for a design of educational development for adults in learning a second language.

1. Characteristics of Adult Education

There are several different terms related to adult education, namely continuing education, recurrent education, lifelong learning, and non-formal education. The term continuing education is used to refer to professional training programs at the advanced level aimed at adults (Billet, 2018). Repetition refers to the educational means provided for those who wish to repeat previously interrupted education. The term lifelong learning is more emphasized on the process of undergoing the process of living which remains in the frame of always learning activities (Billet, 2018). Meanwhile, the term non-formal education refers to the

typical education format for all ages. The term non-formal education is used to distinguish it from formal education.

According to Kapur (2018), adult education is the entire form of the educational process, whether with regard to content, level, or method, whether for- mall or vice versa, continuing the previous education (prolong) or replacing early education by following education in schools, colleges , and universities, or participating in internship programs (apprenticeship). Adult education is also a systematic and continuous learning process in people with adult status with the aim of achieving changes in knowledge, attitudes, values, and skills (Larjanko, 2016).

The characteristics of adult education are characterized by self-directing learning activities, preferring problem-centered learning, and favoring active participation rather than passive (Bryson, 2013). Adults also love collaborative learning (collaborative learning), and always take advantage of the experiences they already have. Another characteristic for learning for adults is that it is flexible, open, and participatory.

2. Principles of Second Language Learning for Adults

The principles of teaching for adults are a central part of learning a second language for adults. These principles are constructed based on the characteristics of adult upbringing. Adults as learners should understand and agree with the purpose of a learning activity and have a desire to learn it. In the classroom, instructors are required to be able to master

the learning material, create friendly and informal situations, and arrange fun rooms for students

As learners, adults are conditioned to participate and have responsibility for the course of the learning process and realize their progress in achieving learning targets. In addition, learning materials and activities should have a close relationship with the experiences and needs of learners. An adult will be ready to learn if his learning material corresponds to what he feels is very important in solving the problems of his life. This principle requires the learning of a second language to further promote experimentation, discussion, problem solving, practice, simulation, and field practice.

The learning of a second language for adults must also be based on the principles of recency and appropriateness. The principle of resensi emphasizes the need to make ring- kasan and provide keywords at the last moment of learning. It is based on the rule that something learned or received at the last moment is what participants remember the most. The principle of appropriateness indicates the need for materials that are in accordance with the needs of students. New materials must have a connection with the experiences and needs of learners.

In addition, the principles of motivation (motivation) and two-way communication must be presented in the process of learning the second language for adults. The principle of motivation emphasizes that learners

should have a deep curiosity about the material to be studied. This principle is supported by a principle called the primacy principle (attracting attention at the beginning of the learning session). This principle suggests that first impressions or sets of initial information received from instructors are really very important to adults. Two-way communication requires that the learning process carried out is reciprocal, so that learning is not the authority of the facilitator.

Second language learning for adults is also important based on the principles of active learning and learning by doing. This principle requires the active involvement of adults in the learning process so that they study hard (Kruidenier, 2002). Adults must be facilitated to still be able to learn while working. Adults also need feedback at the end of learning. Therefore, this principle of feedback requires that facilitators need to facilitate students to find out the achievements they have obtained after following the learning process.

Methods and Techniques of Learning a Second Language for Adults

According to Richards (2020), the learning method is a way of organizing students to achieve educational goals. Methods include individual learning method, group learning method, and community learning method or community development method. Learning techniques are ways of teaching that are chosen according to the learning methods used

(Richards, 2020). In other words, technique is the way a person does in order to implement a method.

To see that the relationship between learning methods and techniques is closely related, in general, it can be observed from the three types of second language learning methods, namely individual, group and community learning methods. In the application of individual learning methods, then in the context of learning a second language for the right adults, the right learning techniques are tutorials and guidance. Then in the application of the group learning method, learning techniques that are considered appropriate for adults are discussions, simulations, role-playing, demonstrations, and so on. While second language learning technique rooted in community learning method (community development) is social communication by practicing the second language through social interaction with the community of speakers of the language

Theoretical learning should be centered on learning problems, motivate them to be active in practice, bring up their experiences, build cooperation between instructors and fellow learners. Furthermore, in practical learning, adults are directed to improve the productivity in learning a second language, improve the quality of learning, develop their second language learning strategies, and help use various learning resources to improve language skills. Educators are not the only learning resource, so adult learners can also learn from the mass media, successful speakers, and the experiences of themselves and others.

According to Burt (2008), in organizing learning materials, adult learners must be involved in planning learning objectives and materials, determining the system of learning activities by offering learning programs and activities, utilizing the practical experience of adult learners in learning activities, and opening up opportunities to replace learning materials at a certain time according to agreement with adult learners. In selecting learning materials, the material should be useful and in accordance with the needs, abilities, and abilities of adult learners, relate to the learner's past, meaning practical things, and can soon be applied in adult learning life (Burt, 2005).

In terms of how to communicate with adult students, facilitators must open learning activities in a fun way, understand and pay attention to the situation of students. Facilitators must avoid monopolizing speech, are not adjudicating in giving feedback, and must be open to helping the development of positive attitudes of students (Calvert, 2020). Facilitators must show enthusiasm in exchanging ideas and use word choices that indicate equality with adult learners.

In applying adult learning methods, facilitators can start by fostering familiarity between students and students. Learning techniques that can be used to foster include lovebird cards, wish submissions, team building, or broken squares. Facilitators also need to identify possible needs and barriers in learning. This stage is aimed at motivating students so that

learning activities are felt to be theirs together. The learning techniques that can be carried out in this stage are tapping opinions, group discussions, and needs fill-in sheets.

Another important thing that facilitators need to do is to involve adult learners to formulate learning objectives. This stage aims to assist learners in compiling and setting learning objectives. Learning objectives are formulated based on diagnosed outcomes of learning needs, resources and possible obstacles in learning. The techniques used include discussions

group, opinion tapping, and task analysis. In addition, adult learners also need to be included in evaluating learning processes, outcomes, and influences

c. Enrichment

1. Describe the characteristics of learning a second language for adults!
2. Explain the principles of learning a second language for adults!
3. Explain the methods and techniques of learning the second language for adults!

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