

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories supporting this research. They are theories of bilingualism and multilingualism, Second Language Acquisition (SLA), language transfer, interference and learner's language.

#### **A. Bilingualism and Multilingualism**

Bilingualism is the ability to use two languages equally well by a speaker as native speaker mastering his languages. Although it is simple, native speakers are divergent in mastering their language. Bilingualism is the study to those who speak two languages, when and where they speak each, and the effect of one language on the other.<sup>1</sup> Then, multilingualism is the ability to use more than two languages well by a speaker mastering his all languages. Bilingual and multilingual are not unusual in the world, but they are quite different with others for the knowledge. Bilingual or multilingual is good at speaking two or more languages in a time, a place with different native speakers.

Weinreich says in the book "**Language Two**" that when a bilingual speaks with the other bilingual, interference must occur between them and the interference in the bilingual's speech is uninhibited. According to CA (Contrastive Analysis)

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<sup>1</sup> Elaine Chaika. *LANGUAGE The Social Mirror* (Rowley, Massachusetts: Newbury House Publisher. Inc., 1982), 225.

hypothesis, that the less bilingual speakers are, the more interference there will be when they attempt to communicate with speakers of the target language.<sup>2</sup> We should know that the existence of interference in bilingual's communication among bilinguals is the way to acquire and defend their language, in second language acquisition process. Interference always exists in the dialogue among the bilinguals because the languages they master might not be equal.

### **B. Second Language Acquisition**

The term of acquiring a language generally refers to children language development. It happens during their stages of life, which is absolutely unconscious. This fact provides the basic difference of language learning and language acquisition. Some researchers distinguish between "acquisition" and "learning", the former refers to the subconscious process of "picking up" a language through exposure and the latter to the conscious process of studying.<sup>3</sup>

Language acquisition refers to acquiring the language subconsciously then language learning refers to acquiring the language consciously. Language acquisition and language learning itself are interchangeable in use and second language acquisition itself can be several things. Second language acquisition is complex thing because it is a different thing to different people. A speaker has to master a new language beside his first language. Brown noted in Wulandari's book:

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<sup>2</sup> Weinreich noted in Heidi Dulay. *Language Two*. (Oxford: Oxford University Press, 1982), 100.

<sup>3</sup> Rod Ellis. *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1994), 14.

Learning is acquisition or “getting”, learning is retention of information skill, retention implies storage system, memory and cognitive organization, learning involves active, conscious focus on and acting upon events out side or inside the organism, learning is relatively permanent, but subject to forget. Learning involves some forms or practice, perhaps reinforced practice and learning is a change in a behavior tendency and is the result of reinforced practiced.<sup>4</sup>

Learning a foreign language involves all the skills of language. To master it, the learner should practice the language intensively in order to not forget the language skill itself. Language learning needs more than remembering and memorizing not only the language skill but the language component as well and it must be practiced and used as the original function, namely for communication.

To be a bilingual is a hope for certain people. It is not easy and difficult. To learn other language or new language needs a long time and much effort to acquire it. It is well known that first language has been considered an obstacle or a villain in second language acquisition and it can produce many kinds of interference during learning it. Interference occurs when an individual finally becomes bilingual. The first language and the second language is recognized as their ability and enrichment in having conversation and in individual's communication.

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<sup>4</sup> Brown noted in Sri Wulandari. *A Study On Native Language Interference In Speaking English A Case Study On Kediri Student English Fun Community(KSEFC)*(Unpublished Thesis FKIP UNISKA, 2006),9.

### C. Language Transfer

Transfer is as a general cover term for a number of different kinds of influence from other language to the second language. Language transfer typically refers to the learners trying to apply rules and forms of the first language into the second language. Transfer in learning occurs when the learners uses the first language in the attempt to develop the rules of second language. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms, and their over-use.<sup>5</sup> In learning second language, the learners can get difficult, but sometimes they do not. The difficult itself is interference which will always be there when learning a foreign language.

In the process of language transfer, when the form or native language pattern is similar to the target language pattern and the two were identical, it can result positive transfer. However, when the native language pattern is different with the target language pattern, it can result negative transfer arising the difficulty. It occurs because the error arisen can impede the successful learning target language.

Error (negative transfer) in a book of Rod Ellis is called interference. Interference which makes the process of transferring the language cannot be successful so that the learners get obstacle to master the target language or second language. Error or negative transfer is an impediment in acquiring the target language and it occurs because of the influence of the first language in learning the second

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<sup>5</sup> Rod Ellis. *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1994), 341.

language. In a book of Heidi Dulay entitle “**Language Two**”<sup>6</sup> that the negative transfer is from the old habit of first language. It means that the structure of first language which is quite different from the new language or target language influences the learning of second language.

Facilitation (positive transfer) in Rod Ellis’ book explained as facilitative effect which results from the language transfer happened because of the existence of similarities of the language pattern between the native language or first language and the target language or second language. When the learners learn target language and the forms or language pattern of the native language is same as the forms or language pattern of the target language, the learners will reduce a number of the errors.

#### **D. Interference**

Interference may be viewed as the transference of elements of the language to another at various levels including grammatical, lexical and phonological.<sup>7</sup> Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. The examples occur when a German-English bilingual says, “in diesem bild” based on “in this picture”, instead of “auf diesem bild”.<sup>8</sup>

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<sup>6</sup> Heidi Dulay. *Language Two*. (Oxford: Oxford University Press, 1982), 99.

<sup>7</sup> Sri Wulandari. *A Study On Native Language Interference In Speaking English A Case Study On Kediri Student English Fun Community(KSEFC)*(Unpublished Thesis FKIP UNISKA, 2006),13.

<sup>8</sup> Grosjean. *Life with Two Languages; An Introduction to Bilingualism* (Cambridge: Harvard University Press, 1992), 305-310.

Interference at lexical level provides for the borrowing of words from one language and converting them to sound more natural in another orthographic interference including the spelling of one language altering another.<sup>9</sup> Interference at phonological level is as items including foreign accent such as stress, rhyme, intonation and speech sound from the first language influencing the second.<sup>10</sup>

Interference is normal and unavoidable during the learning process as Richard mentioned that no one could learn without making errors noted in Philippine ESL Journal. Lengo also says in Philippine ESL Journal that errors are believed to be an indicator of the learners' stages in their target language development.<sup>11</sup> The students making errors in learning a foreign language absolutely is the way for them to develop their knowledge which is incomplete. Richard Skiba and D Lott say in their journal that "Errors in the learners' foreign language can be traced back to the mother tongue."<sup>12</sup> Interference or Errors always exist and are made by foreign language learners in learning target language because of the difference rule of language between the two languages and it is a normal phenomenon.

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<sup>9</sup> Grosjean. *Life with Two Languages; An Introduction to Bilingualism* (Cambridge: Harvard University Press, 1992), 305-310.

<sup>10</sup> Grosjean. *Life with Two Languages; An Introduction to Bilingualism* (Cambridge: Harvard University Press, 1992), 305-310.

<sup>11</sup> Richard S. noted in Gustilo Leah and Carlo Magro. *Learners' Errors and their Evaluation: The Case of Philipino ESL Writers*(De La Salle University, Manila) Philippine ESL Journal, Vol. 8, February 2012

<sup>12</sup> D Lott. *Analysing and Counteracting interference errors* (ELT Journal, vol.37/3,p.256-261(<http://iteslj.org>)) accessed on July 5, 2012.

### **E. Contrastive Analysis**

Contrastive Analysis (CA) took the position that a learner's first language "interferes" with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of the new language. The CA hypothesis held that where structures in the L1 differed from those in the L2, errors that reflected the structure of the L1 would be produced. Such errors were said to be due to the influence of the learners' L1 habits on L2 production.<sup>13</sup>

The CA notion of interference applies to quite different circumstances: the less bilingual speakers are, the more interference there will be when they attempt to communicate with speakers of the target language.

### **F. Learner's Language**

Learner's language is a language used by a learner for communication either speaking of first language or second language. In the study of second language acquisition (SLA), the study of learner's language is the language that learners produce at different stages of their development. In learning or acquiring the second language, the learners make a number of errors and it is labeled as learner's error. Learners make errors in comprehension. An example of a comprehension error is when the learner misunderstands the sentence, "pass me the paper" as "pass me the pepper". It occurs because of inability to say the sound /eI/ and /e/.

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<sup>13</sup> Ronald Wardhaugh. *An Introduction to Sociolinguistics Sixth Edition*. (Oxford: Basil Blackwell Ltd. And Oxford, 2010), 97.