

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The review of related literature includes some points, which will be discussed in the following explanation below.

#### **A. Second Language Acquisition (SLA)**

Earlier the researcher notes that in Indonesia, the second language used is not English but Indonesian and English is used as the foreign language. Therefore, SLA (Second Language Acquisition) is the subject that should be learnt in the college. The learner of Second language is called ESL Learner, however in Indonesian, it is called EFL learner.

SLA is one of the terms about how the EFL learners acquire the language they learn; it is focused on the development of the language itself and then it is applied to where the place they learn the language. It can be naturally learnt in where the place they live in the country that use English as the second language or learn it in the class in their country. SLA could also be described as the learning of the language unconsciously; it is in contrast to learn the language with effort.

Many of linguists have had such a good explanation about SLA; such as Rod Ellis, Patsy M. Lightbown, Nina Spada, Larry Selinker, Manfred Pienemann, and many others. The researcher shows the following explanation

of SLA from Manfred Pienemann; he divided the definition of SLA into several points:

1. It is important for teachers to know about language Acquisition<sup>6</sup>

SLA looks at learning from the learner's own perspective because it focuses on that one factor, the learner. SLA studies establish a clear reference point for what learners normally do and what they cannot do. And then it is possible to determine to what extent we are able to teach certain language structure.

Language teachers should know about the process of language acquisition, because the acquisition processes establish reference points for what can and cannot be taught. On the basis of normal students are positioned in relation to standardized patterns of acquisition.

Another reason why language acquisition studies are relevant to language teachers is this: the syllabus developed for the teaching over a period of time might turn out to be inefficient and it might be the case that some of the language content that is being taught is not learned because it is not geared towards the learner's of ability.

2. Some traditional beliefs about language acquisition

One of those generally held beliefs is that *second languages are learned in contrast to the first language*. We would find a learning problem and we could predict exactly when an error will occur in the learning of the second language.

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<sup>6</sup> Manfred Pienemann, *Second Language Acquisition; A first Introduction* (Australia: Macarthur, 1995), 3-18.

Another general belief is '*practice makes perfect*'. For instance, if someone does not know how to drive a car, he or she will practice and the more the practice, the more they will acquire the skill of driving.

The next general belief which says that *the teaching program determines which items of the second language will be learnt*. If there is no input, there will be no output. If the teaching program contains many items, then more items can be learnt.

Another belief that is generally held by many language teachers is that errors should be eradicated as soon as possible. The first factor is a psychological one. Language learners become intimidated and lack confidence in the use of language if they always produce errors. And the second factor is all language learners make very similar mistakes. Such errors occur because language is being reconstructed and it develops in natural way not a reflection of a bad learning habit.

The last of general belief is that it does not matter at all whether language errors produce errors. Because the main thing they believe one has to concentrate on is the fact that the students can communicate.

SLA also has many terms which are much related to the learners' development of acquiring their target language. The terms of SLA have also relevance one to another term. There are some terms that will be explained below.

## **B. Behaviorist learning theory (Behaviorism)**

This term is the dominant theory in the 1950s and 1960s. This theory has the impact of understanding of second language learning; traditional behaviorists believed that language learning is the result of imitation, practice, feedback on success and habit formation. The behaviorists view imitation and practice as primary process in language development.

Behaviorism was often linked to the Contrastive Analysis Hypothesis (CAH) which was developed by structural linguists in Europe and North America. The CAH predicts that where there are similarities between the first language and the target language, the learner will acquire target-language structure with ease; where there are differences, the learners will have difficulty.

There is a little doubt that the learner's first language influences the acquisition of the target language. However, researchers have found that not all errors predicted by the CAH are actually made, because the errors made is unpredictable. Therefore, many sentences produced by second language learners in the early stage, would be quite ungrammatical in their first language.<sup>7</sup>

Behaviorism is not the final explanation for second language acquisition, as for first language acquisition. More theories of learning second language will make this study more interesting.

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<sup>7</sup> Patsy M. Lightbown and Nina Spada, *How Languages are Learned: Second Edition* (New York: Oxford University Press, 1997), 74.

### C. A mentalist theory of language learning (Innatism)

According to Noam Chomsky (1959s), innatism is a theory that human beings are born with some basic knowledge about language in general that makes it possible to learn the specific language of the environment. Chomsky argues that behaviorists' theory fails to recognize what has come to be called 'the logical problem of language acquisition'. This logical problems to the fact that children come to know more about the structure of their language than they could reasonably be expected to learn on the basis of the samples of language which they hear.<sup>8</sup>

Innatism or mentalist theory of first language appeared in 1960s and 1970s, according to this theory:<sup>9</sup>

- a. Only human beings are capable of learning language
- b. The human mind has ability for learning language, it is called Language Acquisition Device (LAD)
- c. This LAD is the primary determinant of language acquisition
- d. Input is needed to use LAD efficiently

The innatist position has been very persuasive in pointing out how complex the knowledge of adult speakers is and how difficult it is to account for the acquisition of this complex knowledge.

The following is the summary of the kinds of evidence which have been used to support Chomsky's innatist position:<sup>10</sup>

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<sup>8</sup>Patsy M. Lightbown and Nina Spada, *How Languages are Learned: Second Edition* (New York: Oxford University Press, 1997), 74.

<sup>9</sup>Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), 15.

- a) Virtually all children successfully learn their native language at a time in life when they would not be expected to learn anything else so complicated. Although children with very limited cognitive ability develop quite complex language systems if they are brought in environments in which people talk to them in engages them in communication.
- b) Children successfully master the basic structure of their native language or dialect in a variety of condition: some which would be expected to enhance language development (for example, caring, attentive parents who focus on the child's language), and some which might be expected to inhibit it (for example, abusive or rejecting parents).
- c) The language children are exposed to does not contain examples (in any case) of all the linguistic rules and patterns which they eventually know.
- d) Animals – even primates receiving intensive training from humans- cannot learn to manipulate a symbol system.
- e) Children seem to accomplish the complex task of language acquisition without having someone consistently point out to them *which* of the sentences they hear and produce are 'correct' and which are 'ungrammatical'

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<sup>10</sup> Patsy M. Lightbown and Nina Spada, *How Languages are Learned: Second Edition* (New York: Oxford University Press, 1997), 17.

#### D. Universal Grammar

Chomsky argues (1995) that the theory of particular language is its *grammar*. The theory of languages and the expressions they generate is *Universal Grammar* (UG). The theory underlying UG assumes that language consists of a set of abstract principles that characterize core grammars of all natural languages.<sup>11</sup>

Universal Grammar, in this occasion, deals with UG principle, UG in context, UG parameter, and access to UG

##### 1. UG principles

White (1989) reported on a study by Otsu and Naoi (1986) dealing with the principle of structure dependence. The basic concept behind this principle is that linguistic principles operate on syntactic (or structural) units. Otsu and Naoi tested knowledge of structure dependency among Japanese learners of English.

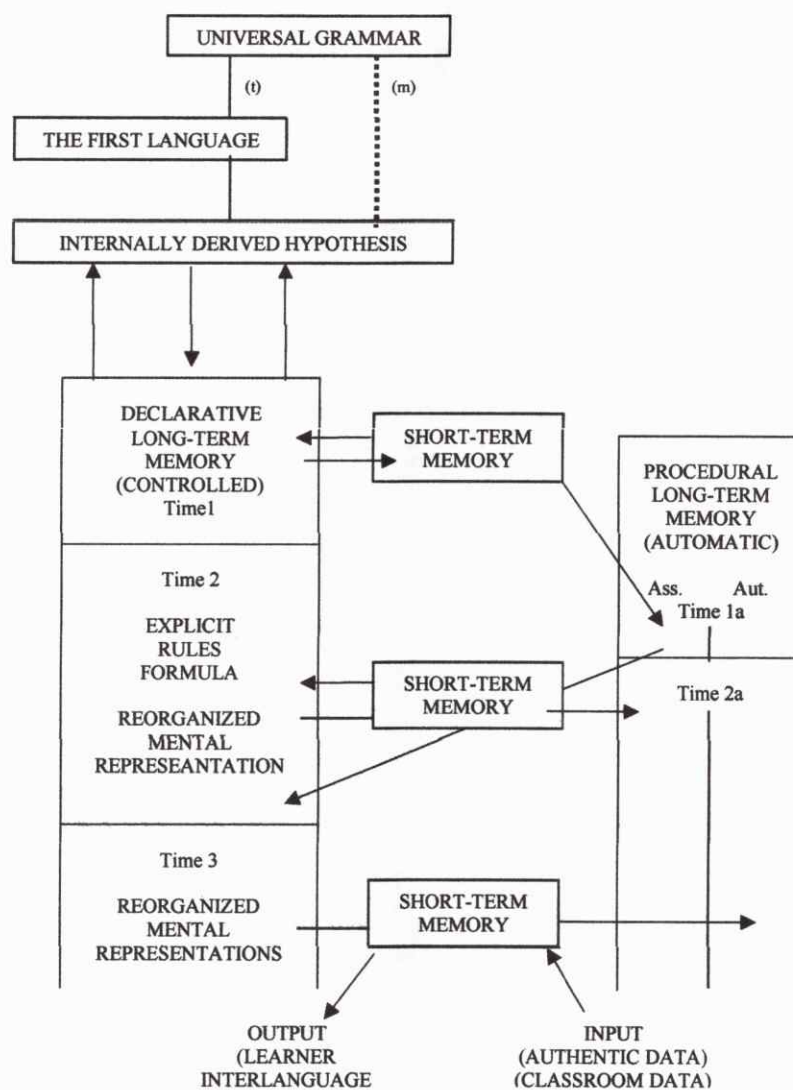
In Japanese, questions are formed by adding a question particle to the end of a sentence; no word-order changes are made. The learners tested knowledge of relative clause, but they had no knowledge of question formation involving complex subjects. Because the first language of the learner does not have a principle of structure dependence, they need direct access to UG.

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<sup>11</sup> Susan M. Gass and Larry Selinker, *Second Language Acquisition – An Introductory Course: Third Edition* (New York: Taylor & Francis Group, 2008), 160.

## 2. UG in context

In this case, Universal grammar has its diagram that is elaborated with psycholinguistic.<sup>12</sup>



UG diagram: An elaborated psycholinguistic of SLA (Towell and Hawkins 1994)

<sup>12</sup> Robert B Kaplan, *The Oxford Handbook of Applied Linguistics* (New York: Oxford University Press, 2002), 151-152.

### 3. UG parameters

Certain linguistic features are expressed through the concept of linguistic parameters. Parameters have limited value. In learning a first language, the data a child is exposed to will determine which setting of parameter that child will select.

One of the most interesting aspects related to the concept of parameters is that they involve the clustering of properties. Once parameter is set in a particular way, all related properties are affected. In other words, there are consequences for other part of the grammar.<sup>13</sup>

### 4. Access to UG

There is, in fact, no agreement as to whether adult L2 (second language) learners have access to UG which briefly examine a number of theoretical positions.<sup>14</sup>

#### 1) Complete access

It is argued that learners begin with the parameter setting of their L1 (native language) but subsequently learn to switch to the L2 parameter settings.

#### 2) No access

In this case, UG is not available to adult L2 learners; they rely on general learning strategies. L1 and L2 here is totally different.

<sup>13</sup> Susan M. Gass and Larry Selinker, *Second Language Acquisition – An Introductory Course: Third Edition* (New York: Taylor & Francis Group, 2008), 160.

<sup>14</sup> Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), 15.

Adult L2 will normally not be able to achieve full competence and their interlanguage may manifest 'impossible' rules.

### 3) Partial access

The learners may have access to only those UG parameters operative in their L1. However, L2 acquisition is partly regulated by UG and partly by general learning strategies.

### 4) Dual access

According to this position, adult L2 learners make use of both UG and general learning strategies. However, the use of general learning strategies can 'block' the operation of UG, causing learners to produce 'impossible' errors and to fail to achieve full competence. The adult learner can be fully successful in relying on UG.

## **E. Interlanguage**

This term is the systematic development of learner language reflects a mental system of EFL learners. Interlanguage was coined by American linguists "Larry Selinker (1972)", he considered that the learners have a unique linguistic system. He made the concept of interlanguage, those are:

- 1) Mental Grammar, the EFL learners construct a system theoretical linguistic rules that has understanding the language they learn.
- 2) The learner's grammars chop and change, the grammar of the learner can be influenced from outside and inside.

- 3) The learner's grammar cannot be persistent, the learners change their grammar from one time to another by adding rules, deleting rules, and restructuring the whole system.
- 4) The learners use variety of learning strategies in developing their interlanguage.
- 5) The learners' grammar can be fossilized, it is the rules of the learners that have been buried in their mind, and it is caused by too much freedom that is given by teachers. So, the teachers should get their students right from the beginning.<sup>15</sup>

Another linguist, Manfred Pienemann (1994), defined interlanguage as the product of creative construction process. He explained that speaking becomes general factor of big problem faced by the learners in the learning process. He uses a table that contains of syntactic structure that has six different phases.

The first phase in the acquisition of question formation is the production of single word question like "here?" with rising intonation. The second phase is SVO pattern. This pattern is followed even in questions. Examples are, "He is here?" the only way in which we can tell that these are questions is by the rising intonation.

At stage three, the learner has alternated word order slightly. There are two types of this stage: yes/no-inversion and copula inversion. At this stage, the learner produces a question like, "is he here?" which is correct English. In

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<sup>15</sup>Muriel Saville-Troike. *The Linguistics of Second Language Acquisition* (United Kingdom: Cambridge University Press, 2006), 41.

this structure, the verb is in initial position in the sentence and the intonation rises. This does not mean that the learner has acquired all of the structures that are necessary.

At stage four, the learner acquires the ability to place the auxiliary in second position in WH Questions as in "where have you lost it?" In stage five and six, the learner acquires the ability to distinguish between direct and indirect questions.

#### **F. Theory of syntactic structures stages of Pienemann**

Syntactic structures (updated 1994)

(Adapted from: Pienemann, Johnson and Brindley 1988)

Stage	Syntax	Examples
6	Cancel Inversion	I wonder where he is I asked him where he is from
5	Do -2 <sup>nd</sup> Aux -2 <sup>nd</sup> Neg - do 2 <sup>nd</sup>	Seldom do I go there Why did she eat that? Where have you lost it? He does not like it
4	Y/N Inversion Copula inversion Particle shift	Have you seen him? Is she at home? Where is she? Turn the tap off
3	Topicalization Do - fronting Adverb fronting Neg + verb	Cheese I like Do he live here? Today he stay here He don't ask
2	Neg + SVO SVO? SVO	No me live here? You live here? You live here John eat rice
1	Single words Formulae	Where is X? How are you? Hello