

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORY OF SECOND LANGUAGE ACQUISITION

Second language acquisition or second language learning is the process by which people learn a second language. Second language acquisition (often abbreviated as SLA) also refers to scientific discipline devoted to studying that process. Second language refers to any language learned in addition to a person first language: even though the concept is named second language acquisition, it can also incorporate the learning of third, fourth or subsequent languages.

There are two theories related to impact on our understanding of second language learning.<sup>5</sup> The first one is behaviorism, mean that the language that learned come from the imitation, practice, reinforcement (or feedback on success) and habit formation. All learning whether it is verbal or non verbal takes place through the same underlying process.

The second theory is innatism, innatism as stated by Noam Chomsky stated that language acquisition is based on innate knowledge of the principal of grammar which permit all children to acquire the language of their environments during a critical period on their development.

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<sup>5</sup> Patsy, M. Lightbown, Nina Spada, *How Languages Are Learned Second Edition* (Oxford University Press, 2001) Page 35

One of the innatist theories of second language acquisition which had very great impact was proposed by Stephen Krashen. Belong to him; there are five hypotheses which called as monitor model.<sup>6</sup>

1. The acquisition-learning hypothesis

Acquisition is more important than learning, only acquired language is readily available for natural. Furthermore according to Krashen learning cannot run into acquisition

2. The monitor hypothesis

Krashen argue that the acquired system act to initiate the speaker utterances and is responsible for fluency and intuitive judgments about correctness the learned system, learners usually use the monitor only when they are focusing on being correct than what they have to say.

3. The natural order hypothesis

Second language learners seem to acquire the features of the target in predictable sequences. Contrary to intuition rules which not necessary to acquired first, so they learn first then know the rule

4. The input hypothesis

One acquires language exposures by comprehensible input that is if the input contains form and structures just beyond the learners current level of competence in the language.

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<sup>6</sup> *Ibid, How Languages Are Learned* .....38

## 5. The affective filter hypothesis

A Learner is prevented from acquiring language from the available input. Affect refers to such things as motivations, needs, attitudes and emotional states.

## B. THEORY OF YOUNG LEARNER LEARNING

It is clear that a young language learner and adults learner have differences in learning second language in both personal character and conditions of learning. There are several views about this as listed below.<sup>7</sup>

### 1. Learners characteristic

Young learners begin the task of language learning without the benefit of some of skills and knowledge which adolescent and adult learner has. The first language learner does not have the same cognitive maturity, met linguistics awareness or world knowledge as older second language learner. Young second language learning have far to go in this area, as well as in the area of world knowledge before they reach the upper levels which already attained by adult and adolescent. On the other hand, the children do not feel nervous to use the language even though their proficiency is quite limited in opposite adult and adolescent tends very stressful when they are unable to express them self clearly and correctly.

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<sup>7</sup> Ibid: *How Languages Are Learned* .....Page 32

## 2. Learning conditions

Young learner in an informal second language learning environments usually tend to be silent until they ready to speak whereas the adult learner are often forced to speak. Other characteristic that young language learner has is:<sup>8</sup>

- a. They know that the world is governed by the rules, but even though they know the rules they are there to be obeyed and the rules helps to nurture a feeling of security.
- b. They understand with the situations more quickly than they understand to language used.
- c. They use language skills long before they aware of them
- d. Their own understanding come through hands, eyes and ear
- e. Young language learner has very logical mind, mean what you say first happens first.
- f. Young language learner has very short attention and concentration span
- g. Young learner seems to have a difficulty in order to distinguish the differences between fact and fiction.

Whether pronunciation needs special attention or focus in language teaching depends on many factors. The factors from the learner itself which have a big deal which contribute to their pronunciation. Learners whose native language has similar sounds to English are less likely to have problems in

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<sup>8</sup>Wendy A.scoot,lisbeth H.ytrebeg: teaching English to children(Longman UK, 1994)Page 2

pronunciation, learners who have exposure to English need less focus in pronunciation. Adult learners need more focus on pronunciation because they are more likely substitute English sound with sound from their native language.<sup>9</sup>

### C. THEORY OF INTERFERENCE

Most of the Indonesian people who learn English as their foreign language faced several problems concerning the correct way to pronounce English as substantively. The common event which happens is that the people often transfer their mother tongue to their target language. Sometimes when language learners learn a foreign language there is interaction between the new material and transfer effects of past learned behavior, memories or thoughts that have a negative influence in comprehending the new material.<sup>10</sup> The idea of interference from the first language was applied in linguistics from 1940-1960. There are several theories about interference. Regarding to Dulay et al (1982) define<sup>11</sup>

**interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.**

In line with Dulay, Lott (1983: 256) defines

**interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'**

<sup>9</sup> Ignatius Isac dambudzo, "Tips For Teaching Adults Learner Instead Of Young Learner".2008 (<http://www.helium.com/items/864383-tips-for-teaching-adult-learners-instead-of-young-learner?page=2>, accessed on 9 april 2013

<sup>10</sup> "Interference Theory", [http://wikipedia/Interference\\_theory.html](http://wikipedia/Interference_theory.html). access on 19<sup>th</sup> of april 2013

<sup>11</sup> [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fehl.flinders.edu.au%2Feducation%2Fiej%2Farticles%2Fv1n1%2Fbhela%2Fbhela.pdf&ei=3djpUYfJE8rPrQe22oH4CQ&usg=AFQjCNHcYO7HO27ic2xIT3LRo\\_N0PY6DBw&bvm=bv.49478099,d.bmk](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fehl.flinders.edu.au%2Feducation%2Fiej%2Farticles%2Fv1n1%2Fbhela%2Fbhela.pdf&ei=3djpUYfJE8rPrQe22oH4CQ&usg=AFQjCNHcYO7HO27ic2xIT3LRo_N0PY6DBw&bvm=bv.49478099,d.bmk) access on 4<sup>th</sup> of july 2013

then Ellis stated (1997: 51)

interference as 'transfer', which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2'.

Ellis argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning.

The theory is that in learning L1 certain habits of perceiving and performing have to be established and the old habits tend to intrude and interfere with the learning. So that the students may speak L2 with intonation of his L1 or the words order of his L1 and so on.<sup>12</sup>

Interference is negative transfer because the transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired. The mechanism of interference may be of two types, conscious and unconscious.<sup>13</sup> Consciously, the student may guess because he has not learned or has forgotten the correct usage. Unconsciously, the student may not consider that the features of the languages may differ, or he may know the correct rules but is insufficiently skilled to put them into practice, and so fall back on the example of his first language. There are two main kinds of interference. The first one is proactive interference and the second one is the retroactive interference

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<sup>12</sup> Lim Kiat boey. *An introduction to linguistics for the language teacher*(Singapore university press:1975)page109

<sup>13</sup> Wardaugh,Ronald *An Introduction To Sociolinguistics*(basil blacwell Ltd.USA 1986)page 204

### 1. proactive interference

Proactive interference is the forgetting [of information] due to interference from the traces of events or learning that occurred prior to the materials to be remembered. Proactive interference occurs when in any given context, past memories inhibit an individual's full potential to retain new memories. It has been hypothesized that forgetting working memories would be non-existent if not for proactive interference.

### 2. Retroactive interference

Retroactive interference (RI) is a phenomenon that occurs when newly learned information interferes with and impedes the recall of previously learned information. RI is a result of decreased recall of the primary studied functions due to the learning and recall of succeeding functions. RI is a classic paradigm that was first officially termed by Muller. These memory research pioneers demonstrated that filling the retention interval (defined as the amount of time that occurs between the initial learning stage and the memory recall stage) with tasks and material caused significant interference effects with the primary learned items.

## **D. PHONOLOGY**

Phonology is essentially describes as the systems and the pattern of speech which made by the people when they utters word. Phonology is concerned with the abstract or mental aspect of the sound rather than the actual physical articulation of speech sound. Phonology itself has the meaning of the

systematic use of sound in language.<sup>14</sup> The goal of the phonology is to study the properties of sound systems which the speaker must learn or internalize in order to use their language for the purpose of communication so that phonology tells us how these sounds are used to convey meaning and its study also refers to inventor of segment in language.<sup>15</sup>

The pronunciation system of a language operates with a finite number of significant elements. For English, these may conveniently divided into two categories.<sup>16</sup> The segmental element (the vowel and consonant sounds) and the prosodic elements (accentual and intonation)

### 1. Segmental

Segmental is identified as the phoneme in form of consonant, vocal, word cluster and diphthong.<sup>17</sup> Segmental aspect includes of speech sounds which is divided into two category, they are consonant and vowels.<sup>18</sup>

#### a. English consonant

Consonant are classified into four features. They are; the state of the glottis; in vibration (voiced) and open (voiceless); the state of the velum: lowered (nasal) or raised (oral); the place of articulation: where the

<sup>14</sup> Dwight Bollinger, Donald.A. Sears *Aspect Of Language Third Edition* (Harcourt Brace Jovanovich:1981)Page 19

<sup>15</sup> Sahulata, Daniel, *An Introduction To Sounds And Sounds Systems Of English*(P2LPT,1988)Page 56

<sup>16</sup> A.C Gimson, *A Practical Course Of English Pronunciation :A Perceptual Approach* (Edward Arnold Publisher:London 1977)Pg 2

<sup>17</sup> Masnur,Muslich: *Garis-Garis Besar Tata Bahasa Indonesia* (PT.Refika Aditama ;Bandung 2010)Page 24

<sup>18</sup> Dra.M.I Indriani , *English Pronunciation : The English Speech Sounds Theory & Practice* (PT.Gramedia Pustaka Utama,Jakarta 2005)Page 8



stricture occurs (place of maximum interference) and what articulators are involved; and the manner of articulation; the amount of stricture, whether it is complete, partial (called close approximation), or relatively open (open approximation).<sup>19</sup>

1) According to the position of the vocal cords, the consonant can be defined into two kinds. They are: voiced and voiceless

a) Voiced :

when the vocal cord drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating vibration. So that there will be vibration on Adam's apple

(p,b,t,d,k,g,f,v,s,z,ʒ,ŋ,ʃ,tʃ,dʒ,h,l,r,w,j,m,n,ð,ə)

b) Voiceless : when the vocal cord are spread apart, the air from the lung passes between them unimpeded. Therefore, there is no vibration in the Adam's apple.<sup>20</sup>

2) According to the place/point of articulation consonant can be defined into several types. They are:

a) Bilabial : the point of maximum constriction is made by

the coming together of two lips (e.g: b,p,w,m)

<sup>19</sup> Laurel J Brinton, *The Structure Of Modern English. A Linguistics Introduction* (Amsterdam : John Benjamin Publishing Company, 2000) Page 23

<sup>20</sup> April Mc Mahon, *An Introduction To English Phonology* (Edinburgh: Edinburgh University Press Ltd) Page 26

- b) Labiodentals : the lower lips articulate with the upper teeth (f and v)
- c) Dental : the tongue tip and rims articulate with the upper teeth (ð, θ)
- d) Alveolar : the tip or the blade of the tongue articulates with the forward part of the alveolar ridge. A sound made with the tip of the tongue here is an apico alveolar then one made with the blade is called lamino alveolar (t, d, s, z, l, n)
- e) Post-alveolar : the tip or the blade of the tongue articulates with the back area of the alveolar ridge (r)
- f) Palate-alveolar: the blade, or the tip and blade , of the tongue articulate with the alveolar ridge and there is at the same time a raising of the front of the tongue toward the hard palate (ʒ, ʃ, tʃ, dʒ)
- g) Palatal : the front of the tongue articulates with the hard palate (j)
- h) Velar : the back of the tongue articulates with the soft palate (k, g, ŋ)

i) Glottal : an obstruction or a narrowing causing friction but not vibration, between the vocal cords (h)

3) According to the manner of articulation, consonant can be defined into :

a) Complete closure

1. Plosive : a complete closure at same point in the vocal tract ,behind which the air pressure builds up and can released explosively (p,b,t,d,k,g)

2. Affricate : a complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slowe compared with that of a plosive ,so that friction is a characteristic second element on the sound (tʃ,dʒ,)

3. Nasal : a complete closure at some point in the mouth but the soft palate being lowered the air escapes through the nose (ŋ, m,n)

b) Intermittent closure ( Roll ) : a series of rapid intermittent closure or taps made by a flexible organ on a firmer surface exp: (r)

- c) Partial closure (Lateral) : a partial closure is made at some point in the mouth , the air stream is being allowed to escape on one or both sides of the contact. exp :( l )
- d) Narrowing (fricative): two organs approximate to such an extent that the airstream passes through them with friction.  
Exp: (f,v,s,z,ʒ,ʃ,h,θ,θ)
- e) Glides :  
Semi vowels : included in the consonantal category on functional grounds, but from the point of view of phonetics description they are more properly treated as the vowel glides.  
Exp: (w,j)

## **b. English vowels and diphthong**

### **1) Vowel**

There is also voiced sound called diphthongs which is defined by Ramelan as kind of a vowel sound with a special future, that is there is a deliberate glide made from one vowel position to another vowel position and which is produced in on syllable,<sup>21</sup> Produced with a relatively open vocal tract, they do not have a consonant like a point of articulation (place of constriction) or manner of articulation (type

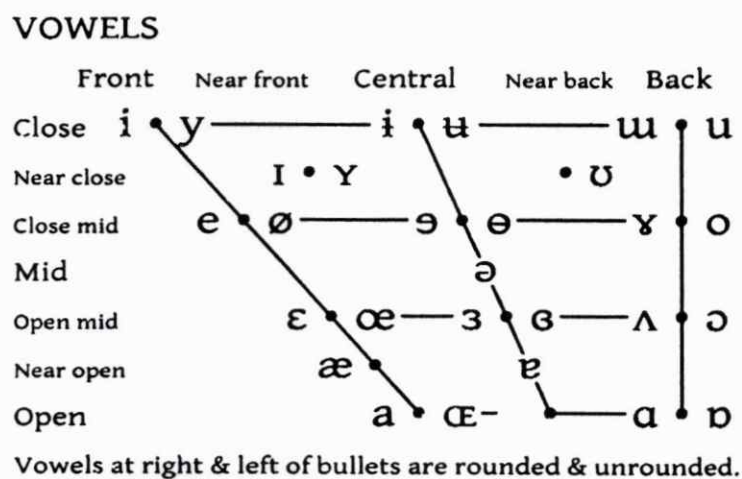
<sup>21</sup> Ramelan. *English Phonetics*(Semarang:IKIP Semarang Press,1985)Page 17

and degree of constriction). They are almost always voiced. There are three type of vowel, they are<sup>22</sup>

- a) The position of soft palate –raised for oral vowels lowered for nasalized vowels
- b) The kind of aperture formed by the lips- degrees of spreading and rounding
- c) The part of tongue which is raised and the degree of raising

Of these three factors above, only the second factors can be easily describes by visual or tactile means. On Indonesia there are six kinds of vowel which consist of, [a],[i],[u],[e],[e] and [o].

Figure 1  
Vowel table



<sup>22</sup> *ibid*, *English pronunciation* ..... page 12

## 2. Suprasegmental

Superimposed on the syllable there are other features known as suprasegmental. They are called suprasegmental because they always overlaid on the segmental (vowel and consonant) since they can never occur without them. Suprasegmental is element of sound system which give a language characteristic quality, so that the listener can identify the language even though he/she cannot distinguish individual word.<sup>23</sup> The suprasegmental aspect includes of three those are length, rhythm and stress, one of the suprasegmental aspects which is focused on this research is stress Whereas stress is describe below

### a. Stress

Stress is usually described as the degree of force with which a sound or syllables is uttered.<sup>24</sup> This is what we mean when we speak of accenting sound. A stressed syllable is produced by pushing more all out the lungs. A stressed syllable thus has increased a respiratory activity. The difficulty could happen when we tried to define stress from listener's point of view. A stressed syllable is often, but not

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<sup>23</sup> Ibid, introduction to sound.....,page 19

<sup>24</sup> lbd,page 245

always, louder than an unstressed syllable it usually, on a higher pitch.<sup>25</sup>

There are rules about Word Stress in English, there are two very simple rules about word stress. The first rule is that one word has only one stress. One word usually has one stressed, if there are two stressed on a word, the second stressed becomes lower than the first stress. The second rule is that stressing only happens on vowels, not consonants.

a. Word stress (simple word)

Most English words of two syllables have one strongly stressed and one weak syllable. Usually the stronger stressed syllable is on the first syllable and the weak one is on the last syllable. However, there are also disyllabic English words in which both syllables have strong stress so they have to be double stressed which serves the purpose of making variation in a rhythmical sentence.

While on English words which consist of three or more syllables there is always one strong syllable and occasionally two strong syllables. The other syllables in the word are just as a rule weak, but in some words there is a syllable with secondary stress.<sup>26</sup>

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<sup>25</sup> Ibid, *An Introduction To Sound*.....,Page 22

<sup>26</sup> Ibid: *An Outline Of English Phonetics*....(Page 248)

- 2) Stress on first syllable happen on the adjectives and syllable nouns
- 3) Stress on last syllable take place on the verb
- 4) Stress on penultimate syllable (penultimate = second from end) happen on the words ending in -ic , -sion and -tion
- 5) Stress on ante-penultimate syllable (ante-penultimate = third from end) happen on Words ending in -cy, -ty, -phy , -gy and -al

There is no general rule in term of determining which syllable, syllables or polysyllabic English word bear the main stress. What should to do for foreign language learner is that they to learn it individually. In case of double stresses words there are some general principles which can guide the foreign language learner to the correct stressed syllables.<sup>27</sup>

- 1) Word formed by adding the core affixes causing distinct meaning from its origin have two strong stresses that is on the affixes and on the original words.
- 2) Rhythmical variation, the stress of words normally pronounced with double stress is very often modified in a sentence. The first of the stressed syllables is apt to lose its stress when closely preceded by another stressed syllable; similarly the second of the stressed

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<sup>27</sup> Ibid, *An Outline Of English Phonetics*..... page 250



syllable is apt to lose its stressed when closely followed by another stresses syllables

- 3) Emphasizes, mean for intensity or for make a contraction both a primary or secondary stress , the secondary stress is often reinforced and becomes as strong as the primarily stress

b. Word stress (compound word)

Compound word is a word made up by two words written in conventional spelling as one, with or without a hyphen. Then some of the compound word have single stress on the first element, others have double stress.

What should take more attention to the single stress in compound word is used in this several condition.<sup>28</sup>

- 1) One single stressed used where the compound noun denotes a single new idea rather than the combination of two ideas suggested by original words
- 2) When the meaning of compound noun is the meaning of second element restricted in some important way by the first element. When the first element is either expressively or by implication contrasted with something
- 3) For compound nouns, the stress is on the first part

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<sup>28</sup> Ibid,page 258

4) For compound adjectives, the stress is on the second part

5) For compound verbs, the stress is on the second part

### 3. PHONOLOGICAL RULES

Every language has phonological rules, in addition to seeing that phonological rules apply to natural classes of segments; there was classification of phonological rules according to the kind of process that they involve. There were seven kinds of phonological rules which discuss below:<sup>29</sup>

#### a. Assimilation

A sound more like neighboring sound with respect to some phonetic property. In other words the segment affected by the rule assimilates or takes on a property from a nearby segment. Assimilation processes divided into two kinds, nasal place assimilation and palatalization.

##### 1) Nasal place assimilation :

An alveolar nasal assimilates to the place of articulation of a following consonant

##### 2) Palatalization :

Palatalization refers to special type of assimilation in which a consonant becomes like a neighboring palatal

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<sup>29</sup> *Language Files* (Materials For An Introduction To Language And Linguistics 11<sup>th</sup> Edition (Department Of Linguistics: The Ohio State University) 2011

b. Dissimilation

Unlike assimilation, the rules of dissimilation cause two close or adjacent sounds to become less similar with respect to some property by means of a change in one or both sounds.

c. Insertion

Phonological rules of insertion cause a segment not present at the phonemic level to be added to the phonetic form of a word

d. Deletion

Deletion rules eliminate a sound that was present at the phonemic level. Such rules apply more frequently to unstressed syllables and in casual speech

e. Metathesis

Changing the order of sounds. In many instances sounds are metathesized in order to make word easier to pronounce or easier to understand.

f. Strengthening

Rules of strengthening make sound stronger; the rules of English aspiration which makes voiceless stops become aspirated when they occur at the beginning of the stressed syllable.

g. Weakening

Weakening or lenition cause sounds become weaker. The example of weakening is flapping where is it an alveolar (oral) stop realized as {r} when it occurs after a stressed vowel and become unstressed vowel