CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about the field of second language acquisition (SLA), some affecting factors that contribute to the success of language learning, definition motivation and its type, degree of motivation, language learning setting and its type and some detailed previous studies on different level of motivation among language learners.

A. Second Language Acqusition

When the babies were born into this world, their parents directly expose their first language as the mean of communication. In this case, the babies undergo the subconscious process of acquiring their first language. As the babies get older, they will learn their second language mainly in their school environment. In this regard, second language acquisition can be considered as a process in which the children learn their second language when they have learnt their first language. In agreement with this notion, similar definition taken from the book written by Gass and Selinker states that second language acquisition (henceforth called SLA) in general refers to "the acquisition of a language beyond the native language" (Gass & Selinker, 2008, p.1).[1] The study of SLA, generally, involves the study on how second language is learnt, what the students will and will not learn in SLA or why the students achieve different proficiency on language learning.

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[1] Susan M. Gass and Larry Selinker, *Second Language Acquisition* (New York: Lawrence Erlbaum Associates, Inc., 2008), 1.

Since Second Language Acquisition (SLA) is a kind of young field of study, there are some underlying reasons why people in this today's world study SLA. First of all, the study of SLA is fascinating in its own right.[1] When the students are learning SLA, they need to relate to some other fields such as psychology, linguistics, sociology, anthropology, psycholinguistics, sociolinguistics and neurolinguistics. Due to the complexity of the field of SLA, the study of SLA still offers the advantage to the learner. One of the advantages is providing some sources in language teaching process that tremendously helpful in dealing with some learning problems.

In addition to learn first language known as mother language and second language, the students also learn foreign language as their third language, for instance. This foreign language is commonly acquired in the formal environment such as in the school. In this regard, students use this language in classroom activity and do not use it in the outside of classroom as the tool to exchange the idea. Foreign language is not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.[2] Therefore, the position of English in Indonesia can be considered as the foreign language in which it does not use in the social interaction to communicate in daily life and is studied in school institution.

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[1] Dianne Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research* (New York: Longman Inc, 1991), 2.
[2] Mauriel Saville-Troike, *Introducing Second Language Acquisition* (USA: Cambridge University Press, 2006),4.

B. Factors Affecting Language Acquisition

As mentioned earlier, the study of SLA aims at discovering why some students have different proficiency in language learning and why some students are successful to acquire the second language but the rest are not. These cases are caused by some external and internal factors that contribute to the success among second language learners. These external and internal factors are as follow.

1. External Factor

Students' L2 knowledge develops gradually due to some external factors. The first external factor is social milieu in which learning takes place.[3] Social milieu or learning context refers to the place where the learners are situated to have positive attitude towards the target language in order to achieve the success in language learning. In this regard, when the learners have so much respect to the native speakers, they will have better language acquisition. On the other hand, when the learners distance from the target language speakers or experience hostility, learners might not achieve a particular degree of language acquisition. In addition, social or cultural milieu also refers to the belief which has significant factor to the success of language learning.

Another influential external factor that contributes to the acquisition of second language is comprehensible input. According to innatist theory proposed by Krahsen, the success of language acquisition

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[3] Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), 4.

needs the role of comprehensible input and the given input should be slightly beyond the learner's comprehensibility.[4] Input that the teacher gives to the students should be meaningful and interesting even though it is not grammatically sequenced. It means that children will be exposed to the grammar structure in the next stage when it is necessary. When the teacher gives the input to the students, the quality of the input should be taken into consideration because every input does not always give the best output. Some teachers use story telling as the input and it gives the satisfaction, but the rest might be dissatisfied with a kind of input. Sometimes, the input presented by the teacher does not develop the students' language structure but it might build their ability to convey the message. For example, when the teacher use the target language to express disagreement, agreement, surprise and so on, the students probably imitate what the teacher expressed as the realization of input.

2. Internal Factor

Apart from the external factors that contribute to the success of language learning, some other internal factors also play significant role in determining the successful language acquisition. Those internal factors are age, language aptitude, social-psychological factors, personality, cognitive style, hemisphere specialization, learning strategies and a few others.[5] Countless studies on investigating the age as the factor

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[4] Taher Bahrani, "Comprehensible or Incomprehensible Language Input", *International Journal of Language and Applied Linguistics World*, 4 (September 2013), 37.
[5] DianneLarsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research* (England: Longman Group UK Limited, 1990), 153.

contributing to success language acquisition have revealed some findings. The role of age in language acquisition cause the emergence of a statement saying that *older is faster, but younger is better*. Such statement implicitly conveys the meaning that some young people might be more successful to achieve accent-free or native like performance in second language acquisition. In contrast, some old people is likely to achieve degree of acquisition faster than the young children but their acquisition might disappear quickly because they involve in short term study that lasts for few minutes or months.

Another factor affecting the success of language acquisition is aptitude. Language aptitude can be considered as the ability possessed by the learners to learn second language.[6] A study conducted by John Carroll reveals some components of language aptitude such as: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability. Since then, some researches dealing with language aptitude emerge and provide the evidence that language aptitude affects the success of language learning. In this regard, learners who get higher score in language aptitude test will get better proficiency quickly than those with lower score.

Socio-psychological factor also plays the significant role in determining the success of language learning. This factor falls into two categories namely motivation and attitude. According to Gardner and

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[6] Ibid., 73.

Lambert's idea dealing with motivation, this influential factor is actually divided into two types namely integrative and instrumental motivation. Apart from motivation, attitude is also considered as the factor affecting the successful L2/FL acquisition. In this regard, attitude is categorized into two types namely positive and negative attitude. Between two types of attitude, student with positive attitude will acquire better proficiency than that of negative attitude students.

Personality possessed by the learners also affect to the L2 acquisition. Personality involves some factors such as self-esteem, extroversion, anxiety, risk taking, sensitivity to rejection, empathy, inhibition and tolerance of ambiguity. Those variables above tremendously determine the language acquisition. Closely aligned with personality is a variable called cognitive style, the preferred way in which individuals process information or approach a task.[7] The role of cognitive style in determining the success of language learning needs investigating since there is no obvious relation with the success of language learning. Nevertheless, there is a relation between cognitive style and age. In this regard, Bialystok claims that adult tend to extend existing categories (i.e. not notice small differences), while children notice differences and tend to create new categories accordingly.[8] Since the age and style have a rather closely relationship, children tend to

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[7] Ibid., 192.
[8] MurielSaville-Troike, *Introduction Second Language Acquisition* (USA: Cambridge University Press, 2006), 88.

pronounce L2 with foreign accent and it is not exactly same while adults might achieve native-like pronunciation.

Hemisphere specialization on language acquisition plays the role in successful language learning. This notion actually deals with the human brain system in which it is divided into two hemispheres. The left and the right hemisphere portray different roles and they are responsible for particular mode of thinking. The left hemisphere is responsible for the logical analysis while the right hemisphere is specialized for spatial relations and for task that involves matching some part into whole.[9] In accordance with the language acquisition, the right hemisphere supports the adults to learn early stage of SLA.

Language learning strategies is one among those influential factors that contribute to the success of language learning. Quoting from the book written by Ellis, learning strategies are the particular approaches or techniques that learner employ to learn L2.[10] There are many strategies that can be applied during learning language, but learners should select the appropriate strategy in accordance with their own motivation, cognitive style and personality. A typology of language-learning strategies which is widely used in SLA was formulated by O'Malley and Chamot that include metacognitive, cognitive and social/effective. [11] Metacognitive strategy refers to the strategy used by the learners to

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[9] DianneLarsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research* (England: Longman Group UK Limited, 1990), 198.

[10] Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), 76-77.

[11] MurielSaville-Troike, *Introduction Second Language Acquisition* (USA: Cambridge University Press, 2006), 91.

manage, monitor and evaluate their learning activities while cognitive relates to the strategy of remembering some new words in L2 by relating to L1. Social/affective deals with the strategy used by learners to interact or work cooperatively with native speakers.

Other factors that contribute to language learning are memory, awareness, will, language disability, interest, sex, birth order and prior experience.

C. Definition of Motivation

The study of motivation carried out by prominent researchers coming from different part of the world yielded different view on the definitions of motivation in language learning. Reece & Walker (1997), expressed that motivation is a key factor in the second language learning process.[12] Based on the definition proposed by Reece and Walker, the role of motivation in language learning is something influential because it determines the success of language learning. In this case, motivation drives the students to achieve the desired goal at the end of study. Student with high intelligence will not be successful in language learning when s/he is low motivated while student with low intelligence will get success when s/he is highly motivated. Degree of motivation is actually affected by two factors namely internal and external. The internal factors come from the students themselves such as the attitude toward the language while the external factors might come from their parents. Parents also play the big role in bringing their children to success when

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[12] Mehmet Nuri Gomleksiz, "The Effect of Age and Motivation Factors on Second Language Acquisition", *Firat University Journal of Social Science*, 11 (2001), 220.

learning language because when the students lack of their parents' support, they are likely to fail to achieve good proficiency in language learning.

Gardner, another prominent researcher, stated that motivation comprises three components namely motivational intensity or effort, desire to learn language and attitudes toward learning the language.[13] In this case, effort represents how hard the students pursue knowledge in the purpose of achieving the goal in the study. Students with great effort in learning language is likely to get success because the students not only learn the language bust also want to be able to integrate in the target speaking community or learn the culture of target language.

Another component that determines the successful language learning is the attitude toward learning language that falls into two category namely positive and negative attitude. Students with positive attitude will be able to get success in achieving desired proficiency in language learning while the students with negative attitude will get failure to achieve the expected level of proficiency. Ellis (1994) also stated that positive attitude toward L2 learning will enhance language learning while negative attitude will impede it.[14] Student who learns language may have positive attitude that help them to get success while the rest may have negative attitude due to they want to learn language in order to prevail over the people in the community. Such assumption can be changed by adopting appropriate methods and materials to

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[13] Zoltan Dornyei and Ema Ushioda, *Teaching and Researching Motivation* (Great Britain: Pearson Education Ltd, 2011), 41.

[14] C. Vijaya Bhaskar & S. Soundiraraj, "A Study on Change in the Attitude of Students towards English Language Learning", *English Language Teaching*, 6 (2013), 112.

help students to acquire favorable attitudes towards the target language and the culture of the native speakers of that language.

Motivation in language learning is also determined by the social interaction between the teacher and the language learners. In this case, teacher plays the vital role in fostering and maintaining students' motivation. According to Cooper & McIntyre (1998), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning.[15] It is clear that both students and teacher should have good relationship to create good social interaction in the purpose of fostering students' motivation when their motivation to learn diminishes. Teacher should be able to create the good atmosphere during learning and teaching process because it will make the students stay motivated and create the effective learning.

D. Types of Motivation

Like Deci and Ryan who proposed two types of motivation namely intrinsic and extrinsic motivation, Gardner and Lambert, two other extraordinary researchers, also proposed two types of motivation which are commonly called integrative and instrumental motivation. Such motivations have different features and students with a particular motivation will have different purpose in learning language.

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[15] Mehmet Nuri Gomleksiz, "The Effect of Age and Motivation Factors on Second Language Acquisition", *Firat University Journal of Social Science*, 11 (2001), 220.

1. Integrative Motivation

Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it (e.g. for romantic reasons), or because of an intention to participate or integrate in the L2-using speech community; in any case, emotional and affective factors are dominant.[16] In accordance with the notion above, it can be said that integrative motivation drives the students to be able to talk with the people speaking that target language and to be able to learn their culture so that the integratively motivated students will not end up the study when they have achieved the desired goals. Generally, the notion of integrative motivation is initially introduced by Robert Gardner and Lambert in attempt to distinguish various types of motivation since countless researches have been conducted in the purpose of investigating its relationship towards language learning. Gardner and Lambert (1972) and Spolsky (1969) found that integrativeness generally accompanied higher scores on proficiency test in a foreign language.[17] Such evidence explores that the integratively motivated students always get higher score than others when learning language so that it can be concluded that they have better proficiency in language learning. It is possible to see this matter when the integrativeness leads the students to get success, as they have

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[16] Mauriel Saville-Troike, *Introducing Second Language Acquisition* (USA: Cambridge University Press, 2006), 86.
[17] H. Douglas Brown, *Principles of Language Learning* (New York: Pearson Education, 2007), 171.

strong passion to learn much more about the target language. Such perception is similar to the notion of integrativeness proposed by Gardner.

> Integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both communities.[18]
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> (Gardner 2001: 5)

For long time ago, integrative motivation has been considered as the proven type of motivation that leads the students to achieve the success in language learning. It is possible to say so, when the students give so much respect to the culture of the target language and they might read the literature that deals with the target language so that it can improve students' proficiency in language learning. Nevertheless, other scholars conducting similar research yield different result that integrative motivation is not always the most influential motivation affecting the success of language learning. Lukmani (1972) demonstrated that among Marathi-speaking Indian students learning English in India, those with instrumental orientations scored higher in test of English proficiency.[19] An overwhelming various results on motivation yielded by the different scholars might be considered that it is not an absolute principle that integrative motivation brings the students to success in language learning

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[18] Susan Hunston et.al, *Introducing Applied Linguistics* (New York: Routledge, 2009),75.
[19] H. Douglas Brown, *Principles of Language Learning* (New York: Pearson Education, 2007), 171.

so that the success of language learning might be predicted by the degree of motivation possessed by the students.

2. Instrumental Motivation

Instrumental motivation refers to the students' orientation in learning target language in order to pass the examination, have better carrier in the future or get salary or incentives in a particular job. It is in the line with the definition of instrumental motivation cited from the book written by Stephen D. Krashen in which instrumental motivation, defined as the desire to achieve proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency.[20] Language teachers are often very aware of the career advantages that language proficiency can bring but many language learners studying the language is only aimed at meeting the requirements of academic degree. Such cases might occur in the foreign language situation in which target language is merely used in classroom activity. In addition, it might happen when the students want to make their economical situation change enormously and they simply learn English for practical reasons.

Unlike the integrative motivation in which it makes sense in target language situation where students are exposed to the culture and the people speaking target language, instrumental motivation will make sense in foreign language situation, as people learn English for practical reason. In Japan, English is considered as foreign language and people learn

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[20] Stephen D. Krashen, *Second Language Acquisition and Second Language Learning* (California: Pergamon Press Inc, 2002), 22.

English for increasing occupational or business opportunity, enhancing prestige and power, accessing scientific and technical information or just passing a course in school. Due to the role of instrumental motivation in language learning, some of Japanese company encourages businessman to get higher TOEIC score and makes them study English and some of them really enjoy learning English.

E. Degree of Motivation at Different Level of Study

The field of SLA, especially, the teaching of English as foreign language has long undergone the changes of approach from teacher-centered approach to student-centered approach. In this regard, the shift of this approach also affects to the role of students in classroom activities. As a matter of a fact that language learners have great differences in the motives of learning language, the success of language learning might be obtained by some highly motivated students. In this regard, individual differences play the big role in determining the successful language learning. Moreover, when the individual differences are compared with different level of study, the obvious diversity on the students' motivation in different level of study is easily observable.

In agreement with the notion that individual differences is considered as the influential factors that distinguish language learners at different level of study, Zoltan Dornyei put forward the famous three-level motivational theory (see Dornyei, 2005): language level, learner level, and learning situational level, which consists of course-specific, teacher-specific and group-specific

motivational components.[21] In this regard, language level can be described as the motivation process that involves the concept of integrative and instrumental motivation. The learner level involves the influence of individual diversity on cognitive and affective factors in language learning. As mentioned above, learning situational level falls into some categories such as course-specific that involves interest, relevance, expectancy and satisfaction, teacher specific motivational components that includes affiliative motive, authority type and direct socialization of students motivation and the last category of learning situation is group specific motivational components that consists of goal-orientedness, norm and reward, group cohesion and classroom goal structure.

F. Language Learning Setting

The role of motivation in language learning should be taken into account since its significant role in determining the success of language learning. Nevertheless, the successful language learning is not always determined by a single factor, a proper language learning environment should be provided in the purpose of fostering students' motivation. In agreement with this notion, early research on SLA in the past decades yielded the result about the direct exposure of L2/FL through social interaction with native speakers. But, some years later, the field SLA continues to grow and some researchers discover the truth that language learning may take place in classroom setting. Based on the past and current research above, it can be

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[21] Xue-Mei Yu, "A Comparative Study on Learning Motivation of College Students of Different Levels", *English Language and Literature Studies*, 4 (2014), 22.

concluded that there are two settings in which students might acquire L2/FL namely naturalistic and instructed setting and latter, it becomes the two areas of SLA investigation.[22]

1. Natural Setting

Natural setting is a kind of setting where learners are exposed directly to the target language speakers in the social interaction. In natural setting, the instruction is directed toward the native speakers because they are in social interaction. In accordance with previous statement, quoting from "The Study of Second Language Acquisition" Naturalistic SLA happens when language is learned through communication "in naturally occurring social situations" (Ellis, 1994, p. 12).[23] When the students learn the language in natural setting, they tend to learn language for communicative purpose. In this regard, they want to be able to use the language in social environment.

In Munoz (2010), she heavily favours the natural setting and points out the negative elements of instructed setting.[24] She said so because the limited time in language learning study. In instructional environment, the class meeting is limited around 2-4 times per week in which the class hours around 50 minutes per meeting. Besides, students also acquire limited proficiency in speaking because this setting is not aimed at meeting

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[22] Nina Spada, "Instructed Second Language Acquisition Research and Its Relevance for L2 Teacher Education", *Education Matters*, 2 (2014), 41.

[23] Ivana Bankovic, "English as a Second Language in Early Childhood:a Case Study of a Maltese ECEC Setting" (Thesis EM, University of Malta, Malta, 2012), 8.

[24] Einar Garibaldi Stefánsson, "Second Language Acquisition: The Effect of Age and Motivation" (Thesis BA, Sigillum Universitatis Islandiae, Islandia, 2013), 16.

the objectives to communicate in social environment. Apart from the shortcomings of instructional setting, there are some advantages when the students are taught in instructed setting with the respect of natural setting.

2. Instructional Setting

The label, "instructional," applied to "environment" suggests a setting in which a content area or skill is organized, presented, and explained to the learner.[25] In this instructional setting, learners have an opportunity to access L2 text or discourse through classroom setting so that learners can develop their language ability. Study on discovering how L2 is accessible to learn in the classroom or controlled environment is the main key why the term "instructional" bears in the mind. Besides, instructional setting is applied to a group of learners during teaching process.

The main factor that differentiates between natural setting and instructional setting is the language use. In the classroom environment, the language use is somewhat modified.[26] The complexity of the language used in this setting increases from the lesser to the greater complexity in which it depicts teachers' proficiency. In foreign language instruction, teacher talk is limited and so does the students' talk because when the students talk with others, their talk might be full of errors. In accordance with the third principle of instructional setting that says instruction needs

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[25] Teresa Pica, SLA in the Instructional Environment, *Working Papers in Educational Linguistics*, 23 (2008), 1.
[26] Susan M. Gass and Larry Selinker, *Second Language Acquisition* (New York: Lawrence Erlbaum Associates, Inc., 2008), 369.

to ensure that learners also focus on form, teacher should give corrective feedback towards students' errors.[27] To give the corrective feedback, through grammar course, teacher should be able to increase students' awareness on grammatical features by giving some tasks that focus on grammatical structures.

Instructional setting, generally, falls into two categories namely traditional instructional setting and communicative instructional setting. Traditional instructional setting employs grammar translation or audio lingual as learning methodology.[28] In this situation, language is taught to a group of L2/FL learners in which it focuses on learning vocabulary and grammatical aspects rather than learning English as daily communicative interaction. In this case, learners are expected to learn through repetition and habit formation so that what they have learnt will be saved in long-term memory. On the other hand, the communicative instructional setting employs content based or task based methodology during the language learning. The focus of communicative instructional setting is to make the students to develop the students' ability to get things done.[29] In this case, the students put emphasize on being capable of conversing and using the language in appropriate use. Besides, the topic discussion in this setting is based on the interest of the learner while content based instruction focuses on subject matter and meaning.

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[27] Rod Ellis, *Instructed Second Language Acquisition: A Literature Review Report to The Ministry of Education* (New Zealand: Auckland UniServices Limited, 2005), 34.
[28] Deniz Kaim, "View on ESL Learning in the Classroom by the Implication of SLA Theories", www.denizkaim.com, accessed on April, 6th 2015.
[29] Ibid.

G. Previous Studies on Degree of Motivation at Different Level of Study

Some prominent pioneers in the filed of SLA conducted previous studies dealing with degree of motivation at different level of studies. One of them is a study conducted by Dr. Muhammad Bachal Jamali, et.al, who investigated the motivation level of post graduate students in different departments at University of Sindh Jamshoro.[30] This survey study involved around 160 morning and evening student teachers at post graduate level in the Institute of Education and Research coming from different programs such as students of Masters in Educational Research and Assessment (MERA), Master in Education (M.Ed), Master in Science Education (MS. Ed) and Master in Technology Education (MTE). From their investigation, the participants are highly motivated because the importance of teaching when they successfully deliver the knowledge. Besides, teaching activity also contributes to the career development and it also such an enjoyable activity which provides them with direct feedback about their effectiveness of performance.

Another study dealing with the diversity of degree of student motivation at different degree of language learning was carried out by Fumie Kato, et.al, who did investigation on Japanese students learning in four universities in Australia and America.[31] In this study, they revealed that

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[30] Muhammad Bachal Jamali, "A Comparasion of Motivation Level of Post Graduate Students at University of Sindh Jamshoro", *Australian Journal of Business and Management Research*, 1 (September, 2011), 167.

[31] Fumie Kato, et.al, "A Comparative Study: Motivation of Learners of Japanese", *Electronic Journal of Foreign Language Teaching*, 4 (2007), 41.

among three universities in these two countries do not show any significant differences about the diversity of motivation throughout the academic year but the pattern of motivation diversity is different depend on the university that the participants study in. Besides, positive motivation and anxiety are two components that is considered as the factors that contribute to the success of language learning. Nevertheless, neither integrative nor instrumental motivation has become the predictor as the students' achievement.

Similar study dealing with diversity of motivation among the different level of learning stage was conducted by Xue-Mei Yu.[32] In this comparative study, the researcher investigated the diversity of motivation possessed by the students at different level of local university. From the investigation, the result showed that efficient learners are highly motivated while less-efficient learners are not highly motivated. The study that involved 164 students are reported as equally instrumentally motivated. Knowing the fact that nearly all the students have similar orientation, teacher should be able to find the appropriate strategy to enhance their motivation.

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[32] Xue-Mei Yu, "A Comparative Study on Learning Motivation of College Students of Different Levels", *English Language and Literature Studies*, 4 (2014), 22.