

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the literature review of the study. It includes the previous studies, the explanation of second language acquisition, factor of second language acquisition; including internal factor and external factor, and the explanation of processability theory.

#### A. Second Language Acquisition

Second language is a language that is used by people after their mother tongue. People can get the second language through acquiring the language and learning the language. The knowledge that studies how people acquire second language is second language acquisition (SLA). According to Susan M. Gass and Larry Selinker, SLA is the study of how second language are learned.<sup>15</sup> Thus, in SLA language learner will study how people especially young learner acquires their second language.

In acquiring a language, language learners will also learn five primaries linguistic. They are phonology, syntax, morphology, semantic, and pragmatic.<sup>16</sup> Phonology is the study of sound system in a language, it includes knowing all sounds that are included in a language, including vowel, consonant, and diphthong. It studies how words are pronounced. For example 'baby' /<sup>h</sup>beibi/, the

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<sup>15</sup> Susan M. Gass and Larry Selinker, *Second Language Acquisition; An Introductory Course, Third Edition* (New York: Routledge, 2008), 1.

<sup>16</sup> "Second Language Acquisition", *Education.com*, <http://www.education.com/reference/article/second-language-acquisition/>, accessed on March 20, 2015.

word 'baby' is pronounced /'beibi/. The next is syntax. Syntax is grammar; it studies the rule that govern word order in sentences. Sentence structures will bring understanding of the sentence; different structure will give different meaning. Thus, it will give different understanding toward the writer and reader. For example 'I will eat rice tomorrow', 'I eat rice', these two sentences use the verb 'eat', but it give different meaning because the use of auxiliary *will* and the adverb of time *tomorrow* in the sentence 'I will eat rice tomorrow', while in sentence 'I eat rice' there is no auxiliary *will* and adverb of time *tomorrow*.

The third primary linguistic is morphology. Morphology is the study of word formation. Morpheme is a minimal unit of meaning in word. For example, the word 'listened' it is made up from two morphemes that are 'listen' and '-ed'. The next is semantic. It studies the meaning of word. Knowledge of the semantic of a language also includes knowledge of the reference of word, word combination, and limitation of word meaning. For example the word 'water' in sentence 'I need a water to drink' and 'the flower are withered, please water them'. The last is pragmatic. Pragmatic refers to the way language is used in context. For example the teacher says 'eyes on me', the sentence means that the teacher asks the students to look at her not to inform that she has eyes on her body.

The level of importance of each primary linguistic is based on the development of language proficiency. Thus, the language learners learn all the primary linguistics above when they need it to learn. It means that in early acquiring of second language, language learners does not need to master all the

primary linguistics, it will be understood by the language learners along they study the second language.

The proficiency of each primary linguistic is based on the stage of acquiring the second language. There are five stages in acquiring second language; they are pre-production, early production, speech emergence, intermediate fluency, and advanced fluency<sup>17</sup>. The following are the explanation of each stage:

### **1. Pre-production**

Pre-production is silent period. In this stage, language learners may have 500 words in their mind but they have not be able to speak them yet. In this stage, language learners may repeat every word they listen. Thus, in pre-production stage, language learners have not produced the language yet, they are just parroting. Parroting is producing word without knowing the meaning.

### **2. Early-production**

In early-production, language learners will develop a receptive and active language of about 1000 words. In this stage, they begin to produce one or two word phrases. They can used short language that they have been memorized although they could not use it correctly.

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<sup>17</sup> "Stages of Second Language Acquisition",  
[http://www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php), accessed on March 20, 2015.

### **3. Speech emergence**

In speech emergence stage, language learners have developed a vocabulary of about 3000 words and they can use these words in producing simple phrases and sentences. In this stage, language learners are able to make a simple question that may or may not be grammatically correct. Language learners also initiate a short conversation to other; they will also understand easy stories with the support of pictures. Thus, in this stage, the use of pictures is important to develop the language learners' ability in producing a language.

### **4. Intermediate fluency**

Language learners at this stage have a vocabulary of about 6000 words. In this stage, they begin to produce more complex sentence when they are speaking and writing. They will also try to express their opinion in their thought. Their writing in this stage will have many errors of English and sentence structure, but those errors will make them study more.

### **5. Advanced fluency**

In advanced fluency stage, language learners can communicate fluently in all contexts. At this stage, they may still have an accent and idiomatic expressions incorrectly, but they are fluent and comfortable communicating in second language.



## **B. Factors of Second Language Acquisition**

Some language learners are acquiring second language more quickly and easily than others. They may have big effort in learning second language, and they may practice the language they learn more than others. However, there are crucial factors that influence the acquisition of second language. These factors can be categorized as internal factors and external factors. The following are the explanations of each factor:

### **1. Internal factor**

Internal factor comes from the language learners themselves. It includes age, personality, motivation and language aptitude.<sup>18</sup> The following are the explanation of each factor that included in internal factor:

#### **a. Age**

Age is the most influent factor in acquiring second language. In common believe that children are more successful in acquiring language than adult. However, this statement is false. Although children are better in acquiring language, they could not understand the rule in their language. While adult, they more understand grammatical rule of second language, even the pronunciation of the language. Furthermore, children who already know how to read and how to write in their first language will be better in acquiring their second language.

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<sup>18</sup> "The factors that influence the acquisition of a second language", <http://esl.fis.edu/teachers/support/factors.htm>, accessed on March 16, 2015.

**b. Personality**

Personality is related to self-esteem. Self-esteem is feeling of self-worth the individual possesses. Children who are anxious in learning new language will make slower progress in acquiring the new language, and they are never take an opportunity to speak in new language. On the other hand, children who are outgoing in learning new language will have better progress in acquiring new language.

**c. Motivation**

Motivation is one important aspect in acquiring second language, and it refers to the desire for learning. It will be difficult to teach students who do not have a desire in learning. Motivation depends on the social interaction between teacher and students. Thus, to create a motivation to the students, the teachers have to be closer to their students. Therefore, a good second language teacher is the teacher who has big motivation to their students, and then the students are able to improve their ability in acquiring second language.

**d. Language Aptitude**

Language aptitude is a kind of intelligence that is inherent to the individual. It consists of various components, including verbal memory

skill and pattern recognition skills. Both of them are the predictor of success in second language acquisition.<sup>19</sup>

## **2. External factor**

External factor is factor that comes beyond the language learners' themselves. According to Johanne Paradis, the external factors that influence the second language acquisition refer to the quantity and the quality of input that the language learners' receive in the second language. The quantity input of L2 based on how often language learners use the second language in their environments, including at school, at home, and in the community.<sup>20</sup>

Many researchers state that bilingual children who speak both languages at home, at school, and in their community acquire their second language rapidly than the children who never use their second language in their environment.

On the other hand, the quality input of L2 that is based on the richness of the English environment. It includes how many native friends that the language learners' have, how many English books that they read and how many other English media that they use. In other word, the quantity input refers to how often the language learners practice their English; while the quality input refers to how much native-speaker input that the language learners receive.

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<sup>19</sup> Johanne Paradis, "Individual Differences in Child English Second Language Acquisition, Comparing Child-Internal and Child-External Factors", 2004, 214.

<sup>20</sup> Ibid., 216 – 217.

### C. Processability Theory (PT)

Processability theory is a theory that was introduced by Manfred Pienemann. Processability theory is a theory about the development of second language proficiency in second language learners. Language learners produce and understand linguistic element that can be processed at one time by the language processor in the memory. According to Bronwen Dyson, processability theory is a paradigm that focuses on how language learners' develop the grammar of second language.<sup>21</sup> Thus, the study of processability theory is the rule of composing a language, including the composing of a good phrase, sentence, and clause.

Language learners will acquire the rule of second language through many stages. PT predicts that the stage of acquisition cannot be skipped because each stage is beneficial to other stage. The language learners must master five stages and the stages are lemma procedure, category procedure, phrasal procedure, sentence procedure, and subordinate clause procedure.<sup>22</sup>

In lemma procedure, the language learners should be able to produce a single word, such as book, window. This is the simplest stage among others. Thus, in this stage, the language learners do not need to consider any formal rule. The main point of this stage is the language learners can produce a single word in English because a word is the important element of language.

The next stage called category procedure. In this stage, language learners should be able to produce a lexical variation; such as the adding of *-ed* for the

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<sup>21</sup> Dyson, "Understanding trajectories of academic literacy: How could this improve diagnostic assessment?", 54.

<sup>22</sup> Evelyn Doman, "Further Evidence for the Developmental Stages of Language Learning and Processability", (2012), 815 – 816.



verb to indicate past tense and the adding of -s for noun to indicate plural. On the other studies that had been done by Evelyn Doman, in the category procedure language, language learners have to be able to distinguish the categorical information of the single word that have been produced in lemma category, such as flower as noun, walk as verb.<sup>23</sup>

The following stage is phrasal procedure. In this stage, language learners should be able to produce phrasal agreement that is the agreement between head noun and its modifier in noun phrase. The examples are *two cats*, *a book*. Besides understanding the phrasal agreement in noun phrase, language learners also should be able to produce phrasal verb. In this case, the language learners have to be able to assign particular verb forms with auxiliaries, for example *is sleeping*, *has slept*.

The fourth stage is sentence procedure. Regarding with the stage name, language learners have to be able to produce sentence in this stage. They have to be able to produce subject-verb agreement, for example, *I go to school*, *she goes to school*, and *they do not go to school*. The last stage of processability theory is subordinate clause procedure. In the last stage, language learners should be able to understand and produce the diacritic features between elements in different clause; that is the main clause and subordinate clause, for example, *the woman who sits on the corner is my mother*.<sup>24</sup>

As what have stated above, all the stages in processability theory could not be skipped. According to Sugeng Riyanto, there are two reasons why language

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<sup>23</sup> Ibid.

<sup>24</sup> Yamaguchi, "The Acquisition of Complex Structures", 224.

learners could not skip each stage.<sup>25</sup> The first is every procedure is necessary requirement for the next procedure, for example, phrasal could not be assembled without word. The second reason is the hierarchy mirrors the time-course in language generation. For example, if the language learners are in the second stage that is category procedure, they will find difficulty to produce phrase. Since in category procedure the language learners should only be able to produce lexical variation and to understand the category procedure of a language, while in phrasal procedure the language learners should be able to produce phrasal agreement.

From the explanation above, it can be concluded that it is important for language teacher to know their students' stage. According to Siti Awanah, knowing the language learners' level will also be important to decide an appropriate method to improve the level that the language learners have not understood that level yet; because there are several levels and the language learners have to understand all the levels.<sup>26</sup> Therefore, the teacher can make an appropriate method to decrease the students' difficulties in acquiring all the levels that had been mentioned in processability theory.

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<sup>25</sup> Sugeng Riyanto, "The Struggle of Mastering Dutch Sentences by Indonesian Learners", *International Journal of Learning & Development*, 2 (2013), 3.

<sup>26</sup> Siti Awanah, "English syntactic acquisition level of the first grade students of MAN Kediri 1" (Skripsi Sarjana, STAIN Kediri, 2013), 1.

#### **D. Previous Studies**

A previous study is the part of thesis that tells about the source of literature that may encourage the research. The previous study that is used in this research is the thesis written by Siti Awanah entitled "English Syntactic Acquisition Level of The First Grade Students of MAN Kediri I". In this thesis, the researcher uses the processability theory introduced by Pienemann as the criteria to measure the students' syntactic acquisition level. In this research, Siti Awanah takes 25 students as the subject of the research, and she gives a test to the students and the test is in the form of spoken test. The students are given a sequence picture and are asked to make interview with the researcher. The result of the research is the first grade students of MAN Kediri I have acquired stage 4 about copula inversion in syntactic acquisition. She concludes that the students have not acquired all the stages yet.<sup>27</sup>

The next previous study that is used in this research is the thesis written by Hamzah Kuncoro entitled "Syntactic Acquisition of English Department Students of STAIN Kediri". In this thesis, the researcher uses processability theory to measure the second language acquisition of the eight semester students of English Department. In this research, Hamzah Kuncoro takes 30 students as the research subject and the students also are given a spoken test using sequence picture. The result of this research is the framework; the processability theory that is used in the study is not compatible to the collage learners, because many respondents could not acquire all the stages of syntactic structure based on the processability

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<sup>27</sup> Siti Awanah, "English syntactic acquisition level of the first grade students of MAN Kediri I" (Skripsi Sarjana, STAIN Kediri, 2013).

theory. Many of them jumped from the lowest stage to the highest stage, but they missed the third and the fourth stage.<sup>28</sup>

Both of these two researches use different source of the stage of processability theory. The following is the stage that is used by both Siti Awanah and Hamzah Kuncoro:

**Table 1**  
**The Stage of Processability Theory Used in Previous Studies**

Stages	Syntax	Example
6	Cancel inversion	I wonder where he is
5	Do – 2 <sup>nd</sup> Aux – 2 <sup>nd</sup> Neg. – Do 2 <sup>nd</sup>	Seldom do I go there Where have you lost it? He does not like it
4	Y/N Inversion Copula Inversion Particle Sift	Have you seen him? Is she at home? Turn the tap off
3	Topicalisation 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 John eat rice
1	Single word formulae	Yes, doctor, angry

<sup>28</sup> Hamzah Kuncoro, "Syntactic Acquisition of English Department Students of STAIN Kediri" (Skripsi Sarjana, STAIN Kediri, 2013).