

## CHAPTER II REVIEW OF RELATED LITERATURE

Human being needs to communicate each other. They use language as a tool to communicate. People have to learn in the field of language acquisition in order to communicate with other people with different backgrounds. In this chapter, the writer will explain about L1 Acquisition, Second Language Acquisition, Transfer, Interlanguage, Writing, How to assess writing, Theoretical Framework.

### A. Theoretical Description

#### 1. L1 Acquisition

L1 acquisition is the first language acquired by a child and it is successfully used for communication at that level.<sup>1</sup> It is also describe that first language is a language learned from birth. It means first language is a basic for sociolinguistic identity. Therefore, Mother tongue or L1 is the agent for a child to take part in the knowledge of the social work. Thus, L1 is always express the culture of society.

The functions of L1 are revealed, like helping retrieve words in the L2, expanding ideas, as well as keeping conversations going and so on.<sup>2</sup> On the other hand, L1 is importance to support the process of education. Zhao stated in his research that L1 was an important factors that contributes in learning process to give better understanding of peer feedback in classroom.<sup>3</sup> Therefore, using L1 can emphasize in understanding and helping the produce new languages. Besides that, L1 can play a positive role in the interaction as facilitate and contribute to the undertaking the process of learning other languages. L1 acquisition can be good way to utilized in maximize the effectiveness of L2 learning.

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- 1 Mingcai Sui Ph. D, Mother Tongue Interference On English Language Pronunciation Of Senior Primary School Pupils In Nigeria: Implication For Pedagogy, *Journal of Education and Practice*, Vol. 13 No. 8(2013), 282-29
  - 2 Charly Owu Ewie, L1 Interferemce Errors In L2 Writing:The Case Of Three Junior High School Students In Ghana, *American Jurnal Of Language And Literacy*, Vol.1 No. 1(2016), A1-A18
  - 3 H. Zhao, Investigating Learners' Use And Understanding Of Peer And Teacher Feedback On Writing: A Comparative Study In A Chinese Writing Classroom, *Assessing Writing*, Vol. 15(2010), 3-17

In a new language learning, the learners employ their L1 skills to support their learning. The learners adopt L1 composition to compensate the new language proficiency and as tool to facilitate their writing skill process. In writing, the learners use L1 as the based strategies of metacognitive, cognitive and Affective.<sup>4</sup> Therefore, the learners are often disapprove transfer their skills in the L1 to the L2. The contrastive theory in the 1970s and 1980s that cited by Liu, the language transfer theory postulated that L1 has negative effect on L2 learning.<sup>5</sup> However, this assumption has changed over the years, there has been corrective movement in recent years arguing that L1 can have both positive and negative influence on L2 learning.

Lado strongly believes that the differences between L1 and L2 may enhance or hinder the L2 learning and the four skills will influence by L1, this is what were discussed in his proposed to the constrastive theory.<sup>6</sup> Chelli asserted that L1 will play role as a facilitator in L2 learning if the learners take similar structures from L1 to L2, but if the structures of L2 are different from L1, it will be directly considered an obstacle.<sup>7</sup> Therefore, L1 stands as great role in second language learning. It may improve or hinder second language learning.

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4 Charly Owu Ewie, L1 Interference Errors In L2 Writing: The Case Of Three Junior High School Students In Ghana, *American Jurnal Of Language And Literacy*, Vol.1 No. 1(2016), A1-A18

5 Jinkai Liu, A Study Of L1 Strategy Transfer In L2 Acquisition, *Modern Foreign Language*, Vol. 25 No. 3 (2002), 250-258

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7 S. Chelli, *Interlingual And Intralingual Errors In The Use of Preposition And Articles* (University of M'Sila, 2013),

Consequently, the use of the first language is more useful at certain stages of development. The L1 is most useful to the beginner and low levels, it means that L1 can be used to introduce the L2.<sup>8</sup> As a learner acquire English in the classroom, L1 is important to exposed the situations that require the learner use second language to develop their acquisition. In fact, Vygotsky's theory claimed that the learning development depends on the presence of mediating agents to interaction with the environment. Stern as cited in Ghorbani had demonstrated that the use of the first language is seen as a natural psychological process in language development.<sup>9</sup> It occurs because of during group of activities, the L1 is used to extend the learners in the environment.

Other characteristics of L1 is acquire communication skills in the new language that will enable the learner to extended their networks of interpersonal relations. Therefore, the learner will use L1 as based for comparison with other cultures. The learner who have a cultural identity, will be easy interact with peer group from different cultures in schools, work places, and society. This argument was supported by other researchers that L1 is not only help the learner to perseve their culture but also to develop their L2 masterly.

## 2. Second Language Acquisition

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8 Mara Salmona, The Use of First Language In the Second Language Classroom: A Support For Second Language Acquisition, *Gist Education and Learning Research Journal*, No. 9(2014), 50-60

9 A. Ghorbani, First Language Use In Foreign Language Classroom Discourse, *Procedia: Social and Behavioral Sciences*, Vol. 29(2011), 1654-1659

Second language acquisition is the language which is acquired after first language. Ipek defined that second language is typically a social dominant language needed for education, employment, and other basic purposes.<sup>10</sup> It is acquired by minority group or immigrants who speak another language. An online dictionary defined second language as a language that different from the mother tongue that the community uses for public communication, especially in trade, higher education and administration. It means that second language is a non-native language offocially recognize and adopted in a multilingual country.

This is due to the fact that second language learners do not come to the classroom with empty minds, but with a experience of how language is used in comunication. Whereas, Cook argued that there was an obvious difference between a person who knows an L2 and a person who knows only know one language.<sup>11</sup> In other words, people who know two languages may think differently from those who only know one language.

L2 learners may be able to transfer their first language to their L2. Therefore, the learners who have already learned how to transfer their writing in their L1 may use the strategies when they are composing in their L2. Uzawa claimed that the composing strategies is used to be successfully carried over to the L2, L2 learners are required to have an adequate level

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10 H. Ipek, Comparing and Contrasting First and Second anguage Acquisition: Implication for Language Teachers, *English Language Teaching*, (2009), 155-160

11 V. Cook, Evidence for Multicompetence, *Language Learning Journal*, Vol. 4 No. 2(1992), 557-591

of proficiency.<sup>12</sup> The lower-level proficiency learners may not be able to success transfer their language to the L2 because they have not yet reached a level of linguistic knowledge.

A number of studies have compared L1 and L2 learning strategies and have found many similarities between the two. Raimes as cited in Cohes investigated L2 writing strategies.<sup>13</sup> The finding from the data demonstrated that the learners used strategies in L2 writing which is very similar with those used by L1 writing skill. However, the study also revealed that ESL students used more editing and correcting strategies in their L2 writing. Furthermore, the kinds of composing strategies students used were found to be more related than their language proficiency to their L2 writing. Thus, their study suggests that L2 writers may also transfer L1 organizational and rethorical patterns when they write in an L2.

### 3. Transfer

Transfer is the general statement that describe some situation to other situation.<sup>14</sup> While, Brahim argued that transfer is an automatic process that the offender never relized using their learning experience and

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12 K. Uzawa, Writing Strategies in Japanese as a Foreign Language: Lowering or Keeping up The Standards, *Canadian Modern Language Reiew*, Vol. 46 (1989), 178-194

13 A. Cohen, Research on Direct Versus Translated Writing Students' Strategies and Their Results, *The Moodern Language Journal*, Vol. 85 No. 2(2001), 169-188

14 H. Douglas Brown, *Principles Of Language Teaching And Learning* (New Jersey: Prentice Hall, 1980), 84

knowledge to get response.<sup>15</sup> Relates to the process of acquiring a second language and the influence of first language. The process of first language was powerful at the early stages of second language learning.

Ellis says that language transfer is the influence that the learners L1 exerts over the acquisition of a L2. Ellis also argued that transfer is governed by learners perception about what is transferable and by stage of development in L2 learning. It means that transfer is the influence from the similarities and differences result between the target language and any other knowledge that has been previously. Dulay claimed that generally, there are two types of transfer, those are possitive and negative transfer.<sup>16</sup>

a. **Positive Transfer**

Positive transfer refers to the autmatic use of the L1 structure in L2 performance when the structures in both languages are the same, resulting in correct utterances. For example, the use of noun pharase that add number in English and in Bahasa Indonesia has same structure.

- 1) *Satu meja*        one table
- 2) *Tiga tas*        three bags
- 3) *Sepuluh komputer*        ten computers

The structure of the sentence between English and Bahasa Indonesia are similar. In Bahasa Indonesia a sentence consists of subjek –

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15 Theresia Brahim, *Second Language Acquisition* (Jakarta: Depdikbud, 1995), 138

16 Dulay., 97

*predikat – (objek) – keterangan*, while in English the order of one sentence is subject – Aux/Verb – object.

- 1) *Saya bekerja setiap hari.*      I work everyday.
- 2) *Charly memiliki dua kucing*      Charly has two cats.
- 3) *Pak Latief mengelola sebuah perusahaan.*      Mr. Latief  
manages a company.

The other similarities between Bahasa Indonesia and English are the structure of imperative sentence and prohibition. The structure of imperative sentence adds verb in the beginning of the sentence. While, the structure of prohibition at the beginning of the sentence adds *Jangan* for Bahasa Indonesia and Don't for English.

- 1) *Datanglah kemari*      Come here
- 2) *Tutuplah jendela itu*      Close the window
- 3) *Jangan mengganggu saya*      Don't disturb me

With the similarities of the structure both, the learners will transfer their ability arranges imperative sentence and prohibition in Bahasa Indonesia when they will produce those sentence in English.

Based on the explanation above, the positive transfer occurs when both of the languages have the similarities structure. The positive transfer will advocate process second language learning.

#### b. **Negative Transfer or Interference**

Interference is negative transfer which occurs the second language learning process.<sup>17</sup> The process transferring language delayed

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<sup>17</sup> Brown, Principle of Language., 85

the structure of target language. The previous ability was not transfer as the structure of target language. Thus, the transfer process can be claimed as negative transfer or interference when the structure of first language is different from the structure of second language, and the learner produced the structure of second language by adding the structure of first language.

The basic foundation of interference mastery first language on second language learning was found in the process of learning a foreign language. According to Brahim, interference on the foreign language learner often used the form, meaning and distribution of their first language into foreign language.<sup>18</sup> Hence, new language is more potential influenced than first language.

L1 interference is happen when writing in a second language is generally a lifelong experience which needs continues attention, sometimes even up to people the lexical stress patterns of their mother tongue in their second language oral production are not shake off in spite of years.<sup>19</sup> Therefore, many study judge that the first language has long been considered the villain in second language learning, the major cause of a learner's problems with the new language.

Based on *The Role of The First Language* book, Dulay claimed that the role of the first language in second language acquisition have resulted from vague and varying uses of the terms

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18 Brahim, *Second Language*., 149

19 Galina Kavaliauskiene, *Role Inlearning English For Specific Purpose*, Retrieved April 23, 2017 From [Www.Esp-World.info](http://www.Esp-World.info)



interference and transfer.<sup>20</sup> The position that the first language interferes with the acquisition of a second language and that it therefore comprises the major obstacle to successful mastery of the new language. Interference as the transfers which is influence the learners L1 exerts over the acquisition of an L2.<sup>21</sup> Its happens because the structure in the L1 defferent from those in the L2, errors that reflected the structure of the L1 would be produced. Such errors were said to be due to the influence of the learners L1 habits on L2 production.

Paola explains that many of the difficulties foreign language learners have with the lexicon and grammar of the target language are caused by the transfer of linguistic habits from the native language, which leads to errors and mistakes.<sup>22</sup> It is important to highlight that there is a clear distinction between errors and mistakes. The example of interference in the grammatical rules between Bahasa Indonesia and English.

<b>Bahasa Indonesia</b>	<b>Negative Transfer / Interference</b>	<b>The true English sentence</b>
<ul style="list-style-type: none"> <li>• <i>Rumah Bagus</i></li> <li>• <i>Pena biru</i></li> <li>• <i>Terlambat datang</i></li> </ul>	<ul style="list-style-type: none"> <li>• House Beautiful</li> <li>• Pen blue</li> <li>• Late too come</li> </ul>	<ul style="list-style-type: none"> <li>• Beautiful House</li> <li>• Blue pen</li> <li>• Coming late</li> </ul>

20 H. Dulay, *Language Two* (New York: Oxford University Press, 1982), 96

21 R. Ellis, *The Study Of Second Language Acquisition* (Oxford: Oxford University Press, 1997), 51

22 Paola Alexandra C. S, Spanish Interference In EFL Writing Skills: A Case Of Ecuadorian Senior High Scholls, *English Language Teaching*, Vol. 7 No. 7(2014), 40-48

The errors above are due to the differences structural related to the D-M (*Diterangkan-Menerangkan*) in Bahasa Indonesia and M-D in English. Another example of interference process that occurs in English learner are:

<b>Bahasa Indonesia</b>	<b>Negative Transfer / Interference</b>	<b>The true English sentence</b>
<ul style="list-style-type: none"> <li>• Berbeda dengan</li> <li>• Kita menghadiri seminar ini</li> <li>• Sama seperti</li> </ul>	<ul style="list-style-type: none"> <li>• Different with</li> <li>• We came the seminar</li> <li>• Same with</li> </ul>	<ul style="list-style-type: none"> <li>• Different from</li> <li>• We came to the seminar</li> <li>• Same as</li> </ul>

The examples above are the part of the errors caused the interference of the first language in the second language. These interference sometimes exists with the communication path but sometimes can cause incorrect passification. For example, the learners want to say *Sebuah kebun bunga* or *langit biru* in English. If they is influenced by their first language, it will say a garden flower or sky blue. There is differences or false sense, because a garden flower does not mean *Sebuah kebun bunga* but *Sekuntum bunga kebun*. Sky blue does not mean *langit biru* but *biru langit*.

#### 4. Writing

Writing is a skill that demands great effort and commitment.<sup>23</sup> For this reason, it is often difficult for students to master this skill even in the first language moreover in a foreign language. József claims that writing is among the most complex human activities because it involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.<sup>24</sup> Meanwhile, writing helps students to express their idea in written form and to achieve a level of communication. In education context, writing in English as a foreign language constitutes a primary concern for the learner because they need this skill in their academic life. However, producing a fluent and extended piece of writing is the most difficult activity to do in language learning, especially in a second language or in this case, a foreign language.

The previous studies have compared some problems in writing skills. Somchai declared that Grammar and vocabulary are perceived to be the principal problems obstructing the effective writing of EFL learners.<sup>25</sup> The cause can be from the different systems between L1 and L2. In fact, L2 writers are dominated by the rules of their first language which eventually leads to committing errors in their written works. The learners make such errors in writing because they do not know grammatical structures in new language.

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23 John Hattie, The Power of Feedback, *American Educational Research Association*, Vol. 77 No. 1 (2007), 81-112

24 C. Kaweera, Writing Error: A Review Of Interlingual And Intralingual Interference In EFL Context, *English Language Teaching*, Vol. 6 No. 7(2013), 9-18.

25 Somchai W., Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language, *Canadian Center of Science and Education*, Vol. 6 No. 1(2013), 67-78

Understanding of structures in target language make the skills of writing success. As Javed said that writing success is an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.<sup>26</sup> Therefore, cognition plays a role where writing is learnt through a process of instruction and comprehension of the written form of the language. According to Khaldieh, difficulty in writing arises from psychological, linguistic and cognitive issues that makes writing become more complex with inadequate teacher feedback concerning process, cohesion and organization. In contrast to the native speaker, the L2 learner must consider the pragmatic values of grammar, vocabulary, and mechanics which can increase levels of writing.<sup>27</sup> Therefore in general statement, written texts is a natural process of communication which combines the grammatical and rhetorical rules on writing.

A few study tried to find out the effect of first language writing ability in L2 writing ability. Lopez investigated the influence L1 written structure has on L2 written structure.<sup>28</sup> Based on the analysis of these written texts, the results indicated that the influence of L1 can be definitely hinder the writing processes in L2.

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26 Mohammad Javed, A Study of Students' Assessment in Writing Skill of The English Language, *International Journal of Instruction*, Vol. 6 No. 2 (2013), 129-144

27 A. S. Khaldieh, Learning Strategies and Writing Processes of Proficient vs Less Prficient Learners of Arabic, *Foreign Language Annals*, Vol. 33 (2000), 522-534

28 J. Lopez, Spanish-English Writing Structure Interference in Second Language Learners, *Gist Education and Learning Research Journal*, Vol. 5 (2011), 158-179

a. **How to assess writing**

Assessing writing is a large and complex part of the administration of a writing program.<sup>29</sup> Brown stated that writing assessment should evaluate more aspects of writing than just mechanic and grammar, it should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects the writing process of students are having different.<sup>30</sup> The two important components in the assessment of writing are the nature task or prompt and the scoring rubric. Cumming stated that a writing assessment can be used most effectively with instruction when the criteria for scoring written products are to the students and when the students see an obvious relationship between what they have written and the scores they have received.<sup>31</sup> Writing process in action assignment can be evaluated by using the general rubrics.

In addition, annotated above-average, average, and low-average models of each writing process in action assignment are provided. Each model includes a summary that indentifies the piece strengths and weaknesses, presents revision strategies and suggests the holistic and analytic scores.

## B. Theoretical Framework

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29 Ellen Schendel, Defining Assessment as Research: Moving From Obligations Opportunies, *WPA*, Vol. 1 No. 2 (2002), 10-26

30 D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2007), 105

31 A. Cumming, Learning to Write in a Second Language: Two Decades of Research, *International Journal of English Studies*, Vol. 2 (2001), 1-23

The similarities between L1 and L2 acquisition is seen in the Behaviorism Theory which tries to explain learning in general. The famous psychologist Skinner tried to explain learning in terms of conditioning and habit formation. Following Skinner, the learner imitate a piece of language they hear and if they receive positive reinforcement they continue to imitate and practice that piece of language then turns into habit.<sup>32</sup> Similarly, based on the Behavioristics Approach it is assumed that a person learning a second language starts from the habits associated of their first language. Therefore, behaviorist think that for second language, there is interference from the first language habits.

The behaviorist theory which states that properties of the L1 are thought to exercise an influence on the rule of L2 learning, learner transfer sounds, structures, and usage from one language to other. Behaviorism is linked with Constrative Analysis Hypothesis (CAH). CAH was proposed to account for the role of the L1 in L2 learning. If the first language and target language are similar, the learner will be successful in learning. While, if there are differences between L1 and L2 the learner will have difficulty and will make mistakes.<sup>33</sup> It means when the L2 structures different from L1 structures, reinforcement is needed. However, some errors become permanent and resistant to change if not corrected. Thus, error correction is important.

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32 B. F. Skinner, Are Theories of Learning Necessary, *Psychological Review*, Vol. 54 No. 4 (1950), 193-216

33 Patsy M. Lightbown and Nina Spada, *How Languages are Learned* (New York: Oxford University Press, 2013), 79

The Behavioristic Approach holds that language acquisition is environmentally determined, that the environment provides the language learner with language, which acts as a stimulus to the language learner respons.<sup>34</sup> Thus, the appearance of the first language in the second language may occur when the structures are similar, because two things exist in a place may influence or give the interrelationship among them.

Carl James in Brahim stated that the theory of interference predicts that second language learner will make mistakes when they are not yet fully mastered.<sup>35</sup> This statement is adopton from behaviorist psychological Theory. The psychologists found verbal learning and memory, those was suggest that if the studies got new respons with similar structure, it will disappear or mixture between their stucture to other. However, the mixing will disapper if the learner has mastered the task of acquiring the new language.

In addition, all of the skills in the first or second language help entire cognitive to develop. However, if the people use a language that is not well developed, the cognitive system will not function effectively. That is why it is important to constantly refer to the first language to complete cognitive development.

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34 Hulya IPEK, Comparing And Contrasting First And Second Language Acquisition: Implications For Language Teachers, *English Language Teaching*, Vol. 2 No. 2(2009), 155-163

35 Brahim, *Second Language Acquisition.*, 150