

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents the review of related literature which includes the concepts of language. There are definition of first language, definition of English foreign language, definition of interference and definition of attitude

A. Definition of First Language

Language acquisition is one of the most impressive and fascinating aspects of human development. We listen with pleasure to the sound made by a three-month-old baby. We laugh and answer the conversation ‘ba-ba-ba’ babbling of older babies, and we share in the pride and joy of parents whose one-years-old has uttered the first ‘bye-bye’. Indeed, learning a language is an amazing feat-one that has attracted the attention of linguists and psychologist for generation. One remarkable thing about first language acquisition is the high degree of similarity in the early language children all over the world. Researchers have described developmental sequences for many aspects first language acquisition.¹

There is also sometimes a need to distinguish among the concepts first language, native language, primary language, and mother tongue, although these are usually treated as a roughly synonymous set of terms (generalized as L1 to oppose the set generalized as L2). The distinctions are not always clear-cut. For purposes of SLA concerns, the important features that all shades of L1 share are that they are assumed to be languages which are acquired during

¹Patsy M. Lightbown & Nina S., *How Language are Learned* (Oxford University Press 2013) 5.

early childhood –normally beginning before the age of about three years – and that they are learned as part of growing up among people who speak them. Acquisition of more than one language during early childhood is called simultaneous multilingualism, to be distinguished from sequential multilingualism, or learning additional languages after L1 has already been established. (“Multilingualism” as used here includes bilingualism.) Simultaneous multilingualism results in more than one “native” language for an individual, though it is undoubtedly much less common than sequential multilingualism.² It appears that there are significant differences between the processes and/or results of language acquisition by young children and by older learners, although this is an issue which is still open to debate.

The theory Developmental and cognitive psychologists have focused on the interplay between the innate learning ability of children and the environment in which they develop. They argue that the innatists place too much emphasis on the 'final state' (the competence of adult native speakers) and not enough on the developmental aspects of language acquisition. In their view, language acquisition is but one example of the human child ability to learn from experience, and they see no need to assume that there are specific brain structures devoted to language acquisition. They hypothesize that what children need to know is essentially available in the language they are exposed to as they hear it used in thousand is of hours of interactions with the people and objects around them.

²Muriel Seville-Troike, *Introducing Second Language Acquisition* (Cambridge University Press. 2012) 4.

One of the earliest proponents of view that children's language is build in their cognitive development was the Swiss psychologist/ epistemologist, Jean Piaget. In the early decades of the 20th century, Piaget observed infants and children in their play and their interaction with objects and people.

It is easy to see how children's cognitive development would partly determine how they acquire language. For example, the use of certain terms such as 'bigger' or 'more' depends on the children's understanding of the concept represent. The developing cognitive understanding is building on the interaction between the child and the thing that can be observed or manipulated. For Piaget, language was one of a number of symbol systems that are developed in childhood. Language can be used to represent knowledge that children have acquired through physical interaction with the environment.³

B. Definition of English as a Foreign Language

English as a Foreign language (EFL) is learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a non-native language includes the

³Piaget, *Play Dreams, and Imitation in Childhood* (New York: Norton. 1951) 24.

disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency.

Foreign language education refers to teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.⁴ On the other hand, EFL “implies the use of English in a community where it is not the usual means of communication”.⁵ This describes the situation where L2 learners come from the same linguistic background and share the same L1. In this context, learners only learn English in formal classroom settings, as they do not have much contact with the target language in the outside world. Hence, the difference in nature between EFL and ESL necessitates adopting more effective teaching approaches suitable for each context.

C. Definition of Interference

Language interference has become one of crucial discussions on language learning. Many language scholars have conducted a research on mother tongue interference. It has become one of major issues in learning a second language or foreign language since foreign language learners are highly dependable the structure of second language on the structure of first language.

⁴Aleidine J. Moeller and Theresa Catalano. Foreign Language Teaching and Learning. *International Encyclopedia for Social and Behavioral Sciences 2nd Edition*, vol. 9 2015, 327.

⁵G. Abbott. ‘English as a Foreign Language’, in R. Mesthrie (ed). *Concise encyclopedia of sociolinguistics*.(Oxford: Elsevier Science Ltd, 2001). 467.

There are some definitions of interference promoted by language scholars. The term of interference is firstly used by Weinrich to name the existence of different language system spoken by bilingual speaker in using a language. Interference is the deviation of language norm in usage as the effect of bilingual toward another language.⁶

More specifically, interference is defined as a deviation to the norm of both languages which occurs in the speech of a bilingual speaker. Interference appears on all language levels: phonological, morphological, syntactic, semantic, and lexical.⁷ Many examples can be quoted to show how interference works. It is always present when a bilingual speaker includes elements of another language into the one he is speaking, mostly not being aware of it. The two language systems interfere with one another on the part of the listener this is perceived as a foreign intonation or accent, a wrong inflection, an unusual word order or an unfamiliar metaphor.

Interference as ‘transfer’, which he says is the impact that the learner’s native language exerts over the acquisition of target language.⁸ In EFL class students always transfer their word like Indonesian to English but sometimes students not observe if the structure first language and foreign language is different. Language transfer is when speakers applying knowledge from their first language to a second or foreign language. Transfer is a psychological term that is used to describe a situation where one learned

⁶Uriel Weinreich, *Language in Contact*. (Mouton: The Hague-Paris 1968), 14.

⁷Ibid, 14

⁸ R. Ellis. *The Study of Second Language Acquisition*. (Oxford: Oxford University Press, 1997), 51.

event influences the learning of a subsequent learning event. The influence in this case has two facets; commonly known as interference or negative transfer and positive transfer. Positive transfer or facilitation entails transfer of skill or part of the native language which facilitates the learning of the target language. On the other hand, negative transfer or interference is transfer of a skill which impedes the learning or has negative influence on the command of a skill in the target language.

Transfer is a tool used to account for or explain the errors which actually occur. Transfer is the basis for predicting which patterns in second language (L2) will be learnt more readily and which will prove more troublesome.⁹ The assumptions held under this point of view are: the chance of second language learning problems occurring will increase proportionally to the linguistic differences between first language (L1) and L2- linguistic differences give rise to negative transfer or interference; the second assumption is that the chance of L2 learning problems occurring decreases proportionally to the absence of linguistic differences between L1 and L2- absence of linguistic differences give rise to positive transfer or facilitation. Thus this is important to this study because the researcher endeavored to find out whether the difference in mother tongue influences the performance in English.

Interference as errors in the learner's use of the second language or foreign language which can be traced back to the mother tongue or first language. In other words, language learners use the structure of first language

⁹R. Wardhaugh, The contrastive analysis hypothesis. *TESOL Quarterly*, 4, 1970. 123-130.

in target language.¹⁰ There are three factors that cause language interference as follows:¹¹

1. The interlingual factor

Interlingual transfer is a significant source for language learners. This concept comes from contrastive analysis of behavioristic school of learning. It stresses upon the negative interference of mother tongue as the only source of errors. The construction 'I like to read' is uttered as 'I read to like' by many Hindi speakers. In Hindi, the verb is pre-positioned while in English it is post positioned. This type of error is the result of negative transfer of first language rules to target language system.

Commonly, errors are caused by The Differences Between The First And The Second Language. Such a contrastive analysis hypothesis occurs where structures in the first language which are different from those in the second language produce the errors reflecting the structure of first language. Such errors were said to be due to the influence of learners' first language habits on second language production.¹² Errors are the result of interference in learning a second language from the habits of the first language. Because of the difference in system especially grammar, the students will transfer their first language into the second language by using their mother tongue system.

¹⁰Lott, D. Analyzing and counteracting interference errors. *ELT Journal*, vol.37 (3), 1983. 256-261.

¹¹Ibid, 258-259.

¹²Dulay, H., Burt, M. and Krashen, S. *Language Two*. (New York: Oxford University Press, 1982) 97.

2. The over extension of analogy

Usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, e.g. the use of cognate words (the same form of word in two languages with different functions or meanings). The example is the using of month and moon. Indonesian learners may make a mistake by using month to say moon in the space.

3. Transfer of structure

There are two types of transfer positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive transfer is the correct utterance, because both the first language and second language have the same structure, while the negative transfer from the native language is called interference.¹³ Interference is the deviation of target language as a result of their familiarity with more than one language.¹⁴ Differentiates interference into two parts there are psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.

¹³Dulay, H., Burt, M. and Krashen, S. *Language Two*. (New York: Oxford University Press, 1982) 101.

¹⁴Ibid, 98.

D. Definition of Attitude

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.¹⁵

Baker described attitudes as follows: attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them), attitudes are dimensional rather than bipolar – they vary in degree of favorability/un-favorability, attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one, attitudes are learnt, not inherited or genetically endowed, attitudes tend to persist but they can be modified by experience.¹⁶

Points out the attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal."¹⁷ Gardner's argument led to present a comprehensive definition of the attitude concept. He classified the term

¹⁵ Montano, D. E. & Kasprzyk, D. Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice*. (San Francisco, CA: Jossey-Bass, 2008), 71.

¹⁶ Ellis, R. *The Study of Second Language Acquisition*. (Oxford: Oxford University Press, 1994), 199.

¹⁷ Gardner, R. *Social psychology and second language learning. The role of attitudes and motivation*. (London: Edward Arnold, 1985)

“attitude” into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual’s feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners’ motivation and attitude to learn the target language.¹⁸ Gardner and Lambert have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students’ attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.¹⁹ Gardner believes that the learner’s attitude towards L2 and their integrativeness have the strongest impact on the level of motivation. To Gardner, motivation can be divided into three components: the effort to achieve a goal, the desire to learn a language and satisfaction with the task of learning that same language.²⁰

¹⁸Padwick, A. *Attitudes towards English and Varieties of English in Globalizing India*. (University of Groningen. Newcastle, England, 2010).

¹⁹Gardner, R. & Lambert, W. *Attitudes and motivation in second language learning*. (Rowley, MA: Newbury House, 1972).

²⁰ Gardner, R. C. *Social psychology and second language learning: The role of attitudes and motivation*. (London: Edward Arnold Publishers, 1985).

Baker states that, “In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death.”²¹ Language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners’ attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

Learning process is regarded as a positive change in the individual’s personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one’s beliefs have been distinguished.²² Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioural, cognitive and emotional (affective). These three attitudinal aspects are based on the three theoretical approaches of behaviourism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioural, cognitive, and emotional aspects are briefly described.

²¹Baker, C. *Attitudes and Language*. Clevedon, (England: Multilingual Matters, 1992), 9.

²²A. Kara, The Effect of a ‘Learning Theories’ Unit on Students’ Attitudes towards Learning. *Australian Journal of Teacher Education*, 34(3), 2009. 101.

1. Behavioural Aspect

The behavioural aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.²³

2. Cognitive Aspect

Cognitive aspect of attitude is aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.²⁴

3. Emotional Aspect

Emotional aspect of attitude, learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions

²³Ibid, 102.

²⁴ M. Jafre & Hanan Alzwari. EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science*.8 (2), 2012. 122.

are yield.²⁵ Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language.²⁶

E. Previous Studies

Many studies have been conducted to explore the nature of students' attitudes towards learning foreign language in general and EFL in particular, compared with the studies concerning the attitudes of English first/second language learners during the past three decades.²⁷ For instance, Shams (2008) conducted a study attempting to investigate students' attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life.

In this regard, Schweers (1999) stresses the importance of bringing learners' L1 back to EFL classes as this would lead to positive attitudes toward learning the target language. Limited and judicious use of L1 may be tolerated because of its pedagogical and affective benefits. Burden (2001) emphasizes the value of occasional inclusion of the L1 in L2 classes to meet learners' psychological needs of not portraying their MT as an inferior to the

²⁵Feng, R. & Chen, H. An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition. *English Language Teaching*, 2, 2009. 93-97.

²⁶ Choy, S. C. & Troudi, S. An investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian college. *International Journal of Teaching and Learning in Higher Education*, 18(2), 2006, 120-130.

²⁷ Al-Zahrani, M. Saudi secondary school male students' attitudes towards English: An exploratory study. *J. King Saudi University, Language and translation*, 20, (2008). 25-39.

TL. Tang (2002) claims that “limited and judicious use of the mother tongue in the English classroom does not reduce students’ exposure to English, but rather can assist in the teaching and learning processes”. Sharma (2006) argues that banishing L1 from English classroom would negatively affect students’ progress. Similarly, Al-Nofaie (2010) indicates that both teachers and students are convinced of limited and judicious use of first language. However, excessive use of first language would negatively affect and hinder learning English.

Al-Tamimi and Shuib (2009) also investigated the Petroleum Engineering students’ motivation and attitudes towards learning English revealed that they had positive attitudes towards the use of English in the Yemeni social and educational contexts. They also showed affirmative attitude towards the culture of the English speaking world.

M. Jafre & Hanan Alzwari investigated Libyan secondary school students’ attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study.

The finding of study by Nazary (2008), the Iranian university students’ attitudes towards learning English as a foreign language. The findings showed that the respondents had negative attitudes toward learning English. This is likely due to their teachers' insistence on not using the L1 and

identifying it as a hindrance for language learning. The obtained data reveals the fact that intermediate students, in comparison with the two other groups, have a deeper negative attitude toward the first language use. The variance in their point of views might be due to two reasons: 1: They are not like elementary students who have no choice except using their L1 in the classroom, and second they are not like advanced students who have comprehended the importance of L1 functions for enhancing both their language fluency and accuracy.

Regarding the gender variable, Fakeye (2010) investigated the correlation between attitude and achievement in English among 400 senior secondary students selected randomly from five secondary schools. The findings revealed that there was a significant relationship between attitude and achievement. Additionally, it was explored that students' attitude is not gender-related. Thus, there was not a statistically significant difference in the attitudes of male and female students.