

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Assessing one respective language is an important thing that people need to be acquired of as a communication. Moreover, the emergence of speaking more than one language has been a common phenomenon in today's society. As a matter of fact, English is spoken by many different speakers throughout the world to fulfill the idea that learning English is considerably needed. The fact that learning English as a foreign language is important is proven by the existence of international-based curriculum in public schools. The phenomenon has encouraged people to acquire English as their second language. Consequently, one of the effects is that many parents from non-English speaking countries, like Indonesia, want their children to be fluent in speaking English.

According to Saville-Troike (2006) second language acquisition (SLA) is a term refers to any languages which are learned subsequently to a person's first language. In second language acquisition, there are two competences namely linguistic and communicative competence. A linguistic competence is coined in terms of sensing the underlying grammatical knowledge and communicative competence refers to cultural knowledge used to make an appropriate notion (Saville-Troike 2012). In addition, the scope of SLA includes informal L2 learning that occurs in naturalistic contexts, formal L2 learning that happens in classrooms, and this also involves a mixture of these settings and circumstances (Saville-Troike

2012). Then, in the acquisition of first language is similar to the acquisition of second language because the process involved imitation, repetition, and reinforcement of grammatical structures (W. Klein 1988).

Regarding to the reinforcement of grammatical structure, L2 learners may have some difficulties in making appropriate sentences. In this case, L2 child learners may experience more errors than that of adult learners. It is due to the fact that child learners' linguistic competence has not matured yet. According to Ellis (1994) second language child learners visually use an existing knowledge of the mother tongue, general learning strategies or the universal properties of language to incorporate the knowledge of L2. In addition, Corder (1981) suggests that mother tongue influence acts as a prior transfer to L2 knowledge. Regarding to the transfer, Ellis (1994) points out that L2 learners use a variety of process to learn an L2 as in a cognitive in nature. They attempt to produce the mental process to work on input and general knowledge systems are constructed and manifested as the output. To elaborate it, this phenomenon must be influenced by the learners' interlingual interference.

The term interlanguage, which was coined by Selinker (1972), indicates the provisional grammars which learners construct on their way to target the language competence completely. In cases where the source language differed from the L2, this would result in interference or negative transfer and if there is no language difference, then there will be positive transfer or no interference (Ellis 1994). Thus, language transfer is a phenomenon that occurs in the performance of a target language (L1) in or after the process of acquiring the target language (L2).

Moreover, Corder (1981) states that interlingual interference occurs when the learner's habits as in patterns, system, or rules prevent the learner from acquiring patterns and rules of the second language. According to some behaviorists, errors were treated as the consequences of the L1's habits in terms of negative transfer (Ellis, *The Study of Second Language Acquisition* 1994). The idea of these errors is also known as L1 interference, linguistic interference, and cross-linguistic influence (Amin 2017).

The maturity of language in children's development, in both first and second language acquisitions, evokes the success of language outputs. The idea that English is treated as a second language acquisition can be related to the stage where input hypothesis takes into account. According to Krashen (1981), it is that acquired by "going for meaning" first, and as a result, the learners acquire structure. Moreover, Indonesian parents who concern about higher education usually pay more attention to English as their children's first foreign language to communicate. This notion has encouraged the parents to make their children expert in English and able to compete with other children as a consequence of globalization.

Thus, this phenomenon gains an intensity in which English is highly demanded. There are many courses that customize their learning materials in order to fulfil the need of today's society. According to Brown (2007) acquiring English as a second language could also happen in the context where English is used by every person to communicate completely with native speakers of English. This context can be seen as in Kumon EFL course which is a setting of informal L2 learning.

The aims of Kumon EFL course are to improve students' reading comprehension skills and encourage an interest in reading. Unlike the formal institution, the non-formal institution or the course is started by enriching students' vocabulary and developing their basic reading skills (Kumon 2012). Besides, Kumon has embraced a student-centered method i.e. self-learning and implemented the method into its curriculum (Kumon 2012). According to Jones (2007), a student-centered approach assists the students to develop a *can-do* attitude. This strategy is regarded to the effectiveness, motivation, and enjoyment. It means that in the class, students are not expected to rely on their teacher, wait for the proper instructions, or enhance the words of approval, correction, advice, or praise.

Moreover, the children who assign themselves in Kumon EFL course have to do the worksheets in each level. The G to I level is where they have dealt with grammatical aspect in order to understand context, point out the relevant points, and rewrite it in a simple form, precise and to the point (Vannak 2014). This phase has led the children to study grammar based on their English knowledge as their second language (Pradeep 2013). Nevertheless, based on linguists, the phenomenon where the children failed to do the worksheets, in terms of rewriting, can be considered as negative transfer in L1 interference (Amin 2017). In fact, there are two major types of interference namely interlingual and intralingual (Kaweera 2013). Nevertheless, the writer only focuses on interlingual interference due to her assumption that child learners in learning L2 have not matured the second language acquisition completely.

In fact, several studies on interlingual interference have been researched by many authors throughout the world. They attempted to examine whether the L1 interference affected the L2 learners's linguistic competence or not. Regarding to Indonesian interference, a study conducted by Dewi (2007) entitled "*Interlingual Errors in MGMP English Workbook for Junior High School Students in Surabaya*", pointed that the influence of L1 knowledge affects the word-to-word equivalent in terms of L2 learning in the English workbook of junior high school students produced by workbook writers. One of the sentences resulted use "where" instead of "what" as in "where* is your address?" In fact, English has no concept of using "where" to indicate certain place but to ask for information about place.

Kaweera (2013) stated that Thai students used the word "play" for all writing contexts to indicate doing something with fun. In contrast, English has certain appropriate words to portray the meaning of performing something in a pleasure way, browsing the internet, or tricking somebody for fun. In addition, Solano (2014) found that Spanish learners have misused the term article because the rule for using the article associates with "the" states is not appropriated with countries' names in the English's singular form context. However, in Spanish, the definite article can be used with names of countries.

Besides, Moqimipour and Shahrokhi (2015) found that Iranian students made subject-verb agreement errors since singular or plural form is absent in their L1 i.e., Persian. Because inflection in English is indicating the third person singular is nowhere to be found in Persian, the students might have the redundancy on it. As a matter of fact, in the work of Alkhateeb (2016), Arab students in EFL learning

tend to produce a written text with an absence of the infinitive (to + base form of verb) since Arabic has no such a rule governed.

To be more specific, the types of interlingual interference were analyzed by using the theory from Weinreich (1953) and Smith (1994). The writer chose to have more insight on children because of the idea that children with bilingualism tend to have certain pattern to acquire language within their neurobiological development as well as social factors. Thus, the writer would like to know whether the language interference found in the writing of child learners is likely to be more lexical, grammatical, or semantic. These ideas are related to the bilingualism in children. In addition, according to McLaughlin (1978), the bilingualism in childhood is divided into two type's i.e. simultaneous and successive bilingual acquisition.

The L1 interference has always been an interesting phenomenon to be investigated. It is considerably important for those who want to learn the possible language errors in the writing of L2 learners' despite of the basic knowledge in their mother language. Therefore, this study was aimed to help the English Teaching Assistant to acknowledge the interlingual interference in writing produced by L2 child learners in Kumon EFL context on Kumon Kinibalu Surabaya. The reason why the writer chose Kumon Kinibalu Surabaya is the fact that there is Kumon EFL as an appropriate subject besides Kumon Mathematics. In short, the notion of this study is to identify the interlingual interference in the writing of L2 child learners in Kumon EFL context.

1.2. Statement of the Problems

This research is conducted to analyze the interlingual interference in writing obtained by the second language child learners in Kumon EFL context on Kumon Kinibalu Surabaya. There are two statements focused in this study which are:

- a) What are the types of interlingual interference found in the writing of L2 learners in Kumon EFL context?
- b) Which type of interlingual interference is the most frequently found in the writing of L2 learners in Kumon EFL context?

1.3 Objectives of the Study

This research is conducted to analyze the interlingual interference in writing obtained by the second language child learners in Kumon EFL context on Kumon Kinibalu Surabaya. There are three objectives focused in this study which are:

- a) Describing and examining the types of interlingual interference found in the writing of L2 child learners in Kumon EFL context on Kumon Kinibalu Surabaya.
- b) Determining which types of interlingual interference is the most frequent in the writing of L2 child learners in Kumon EFL context on Kumon Kinibalu Surabaya.

1.4 Significance of the Study

The writer lays some interests on how this study can contribute to both theoretical and practical significances. Theoretically, this study may contribute to

the field of Second Language Acquisition that there is interlingual interference found in the writing of child learners in learning L2 in Kumon EFL context. Practically, the English Teaching Assistant of Kumon EFL is expected to understand the possibility of errors in the students' writing performance by looking at interlingual errors in order to help them do their worksheets in class.

1.5 Definition of Key Terms

Kumon EFL: One of English courses in Indonesia where students can learn English at beyond their competence level aside from their academic environment (Kumon 2012).

Interlingual Interference: It is analyzed most effectively in structural terms that the basic units of expression and content are defined within each language by oppositions to other phonemes and semantemes of that language (Weinreich 1953).

Lexical Interference: The ways in which one vocabulary can interfere with one another as in two languages, A and B, morphemes may be transferred from A into B or vice versa (Weinreich 1953).

Grammatical Interference: The ways in which one structure of language can interfere with one another as in two languages, A and B. The syntactic aspect of language may be transferred from A into B or B is in designative functions of A (Weinreich 1953).

Semantic Interference: The fact that every language user has the psychological idea of knowledge which resembles to the type of mental organization which is closely related to semantic or meaning. This notion can differ within each person regarding to transfer (Smith 1994).