# CHAPTER I

# INTRODUCTION

## I.1. Introduction of the Study

Language is so important. It can help all the living creatures to communicate and to share their ideas. Humans as the unique ones have their own way to deal with it because they do not just have a language, they can learn two, three, maybe more during their life. Anyone attempts to learn a second language when he enters a new environment that speaks a language different from his first one, which is called native language. Nevertheless, we have to be aware that not every person in this universe can easily learn a new language. We may be extremely fluent in our first language, as in composition and writing beautiful poetry, but still we can hardly be able to learn another language.

There are two ways for adult second language learners to approach learning a second language. As proposed by Krashen (Lightbown, P.M. and Spada, N., 1993), learners acquire as they engage in meaningful interaction in the second language, in much the same way that children pick up their first language—with no attention to form. Learners learn, on the other hand, via a conscious process of study and attention to form and error correction, most typically in formal language classrooms. Furthermore, he asserts that learning cannot turn into acquisition. Many speakers are quite competent without ever having learned rules, while others may 'know' rules but continue breaking them

when they are focusing their attention on meaningful interaction rather than on application of grammatical rules for accurate performance.

According to Anderson (1995: 323), language studied by linguists tends to be competency based (dealing with some potential of the speaker-listener), while psychologists generally view language in terms of performance, or how humans use language. The discipline that incorporates both approaches to the study of language is called psycholinguistics; psycholinguists have their own opinion about aspects of language. Noam Chomsky argued that humans have an innate scheme for processing information and forming abstract structures of their language. It can be conceptualized that the human brain is a very complex information –processing and storage system. Moreover, with regard to language, it appears that a great deal of information about language is in the form of an abstraction of information, specific semantic entities – that is, words.

According to Solso (2001: 320), language is a system of communication in which thoughts are transmitted by means of sounds (as in speech and music) or symbols (as in written words and gestures). And the study of human language is important for the following reasons:

➢ Human language development represents a unique kind of abstraction, which is basic to cognition.

➢ Language processing is an important component of information processing and storage

➢ Human thinking and problem solving can be conceptualized as processes involving language

➢ Language is the main means of human communication, the way in which most information is exchanged.

➢ Language influences perception, a fundamental aspect of cognition.

➢ The processing of words, speech, and semantics seems to engage specific cerebral areas and thus provide a meaningful link between neuroanatomical structures and language. In addition, the study of the pathology of the brain has frequently shown manifest changes in language functions, as in case of aphasia.

As humans are about to learn a new language, they are working a lot with their memory to remember new words of the target language that have an equivalent meaning in their source language. When they begin to remember new material, they may forget the existing material in the process of learning a new language. What is usually meant by forgetting is that material was once available in the memory, but it is no longer available. This can happen with some possibilities. First, the information might not come to mind because it has vanished from memory. In this case, forgetting would involve a genuine loss of information from memory. Second, perhaps there is no actual loss. There is no actual loss from the memory; once the material is received, it will stay in. The information is still in storage, humans are just suffering a retrieval failure, an inability to find the sought-after material. This condition can be a problem for learners to remember important material from the target language.
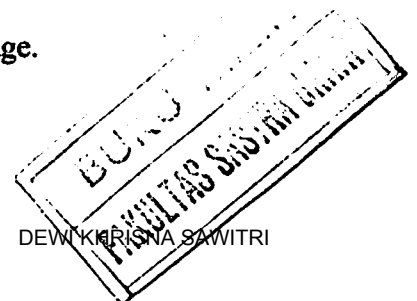
Considering the above explanation, the writer is interested in studying forgetting. With a background of a new language learner, the writer has been in the same condition of any other new language learners have. She can understand the difficulties that happen during the learning process. How the existing material can be forgotten by the time new materials are about to be remembered. Understanding this phenomenon, she has become curious to know aspects related to forgetting, especially types of information that can be found in forgetting.

## I.2. Statement of the Problem

What are the types of information in forgetting experienced by learners of English as a second language?

## I.3. Objective of the Study

The objective of the study is to find out the types of information in forgetting that may occur to learners while learning English as a second language.

## 1.4. Significance of the Study

This study is expected to give a meaningful contribution to the psycholinguistic study especially that of forgetting in the process of learning English as a second language. It may provide a useful information for the English Department students, in particular, and for psycholinguistics and linguistics researchers who conduct further research about language phenomena. This study is also expected to be able to give contribution to language teachers

. In addition, the result of the study may encourage any individuals interested in studying English so they can find some ways to learn it effectively.

## I.5. Theoretical Framework

Before talking about forgetting experienced by new language learners, we have to understand about how does the language is processed in human brain. It has been described before that language processing is an important component of information processing and storage. Current theories of memory reflect the technological advances of the 20$^{th}$ century. Many modern theories draw an analogy between information storage by computers and information storage in human memory.

Information-processing theories emphasize how information flows through a series of separate memory stores. The most prominent information-processing model of memory holds that there are three memory stores: a sensory store, a short-term store, and a long-term store. According to Atkinson and Shiffrin (1996: 186-196), incoming information must pass through two temporary storage buffers (the sensory and short-term stores) before it can be transferred into the long-term storage. And forgetting occurs only because people sometimes cannot retrieve needed information from Long Term Store (LTS).

Talking about forgetting means discussing cognitive analysis of language. Cognitive psychologists have investigated a phenomenon called 'restructuring' (Lightbown, P.M. and Spada, N., 1993). It is based on the interaction of knowledge that has already been had, or on the acquisition of a new language,

which – without extensive practice – somehow 'fits' into an existing system and may, in fact, 'restructure' this system.

A schema theory by Sir Frederic Bartlett provides an outline of the abstract cognitive structures of language. Bartlett who studied language processing and memory in a natural context described several experiments in which brief stories, prose passages, pictures, and Native American picture writings were used to study the remembering and forgetting of meaningful material (Solso, 2001: 333). He conducted another experiment on a subject with about four times reproductions of retelling. And in making analyses, he used the concept of schema to account for the results (His accounts written more than half a century ago appear as fresh as the latest theory). Schema in his view refers to an active organization of past reactions or past experiences.

## 1.6. Method of the study

The writer used Qualitative-Descriptive Approach to carry out the study. She organized the raw data into categories on the basis of themes, concepts, or similar features so that types of information in forgetting can be identified from the written and recorded data. In addition, in doing this research, she was directly involved because she focused on interactive processes.

### 1.6.1. Respondents

The writer conducted a study of four people who joined a private English course taught by the writer herself. She chose university students as her respondents with an assumption that they had some English lessons during

their study time from the elementary until university level. However, she still classified the participants' language competence into beginning level considering their real language skill at the present time.

Moreover, the writer determined some criteria in order to support her research:

1. Normal adults

2. Aged above 21 and under 30 years old

3. University students

4. Learning English as a second language

5. Motivated to learn English

6. Having the same level of language learning: the false beginners

7. Family characteristics:

    a. Middle to upper socio-economic class

    b. Indonesian family

In this research, respondents were limited to four people that got the same treatments including the teaching lesson with the same material and test (written and oral).

**1st Respondent**

Name                : YS

Date of birth        : May 15th, 1974

Formal Education     : -SDN Kendangsari III, year 1981-1987

                           -SMP Tenggilis Jaya, year 1987-1990

-SMA Mahardhika, year 1990-1993

-ITATS Faculty of Industrial Engineering

year 1993 until now

## 2<sup>nd</sup> Respondent

Name                  : BAS

Date of birth         : July 12th, 1979

Formal Education      : -SD Wadungsari, year 1986-1992

-SMPN 17, year 1992-1995

- SMA 17 Agustus , year 1995-1999

-Unversity of 17 Agustus Faculty of Architecture,

year 1999 until now

## 3<sup>rd</sup> Respondent

Name                  : EK

Date of Birth         : February 15th, 1978

Formal Education      : -SDN Kendangsari III Surabaya, year 1984-1990

-SMPN 23 Surabaya, year 1990-1993

-SMU IPIEMS Surabaya, year 1993-1998

-University of 17 Agustus, Faculty of Economy,

year 1998 until now.

**4<sup>th</sup> Respondent**

Name                    : RR

Date of Birth           : January 29<sup>th</sup>, 1980

Formal Education        :    -SD Hangtuah VII, year 1986-1988

                             -SDN Kendangsari III Surabaya, year 1988-

                             1989

                             - SMPN 17  Surabaya, year 1989-1992

                             - SMAN 17 Surabaya, year 1992-1995

                             - ITATS Faculty of Mechanical Engineering,

                             year 1998 until now

## 1.6.2. Definition of Key Term

*Omission:*

The process of dropping out specific information

*Rationalization:*

The process of explaining certain incongruous passages by adding

some information.

*Dominant theme:*

The prominent theme that is part of the popular folk history of a

subject, it is certainly not in the original version.

*Transformation of information:*

The transformation of unfamiliar words to more familiar ones.

*Transformation of sequence:*

Some events that are characterized as appearing earlier in the story, others later.

*Subject attitude:*

The attitude of a subject toward the material determines the degree of recollection.

*Second Language Learners*

People who learn a new language through a conscious process of study and attention to form and error correction, most typically in formal language classrooms

### 1.6.3. Technique of Data Collection

The writer did some techniques in doing the research. First, she tried to get the expected four respondents that qualified the stated criteria. Then she conducted an English Course twice a week for three months. Four respondents were taught st the same time and condition. They received the same treatment during the course.

In the beginning of the course, respondents were given a reading passage "The War of the Ghosts". Then they were asked to rewrite the story (in a format of paragraphs) and to retell it orally (in a format of recording) for the first time. Each subject was asked to do all.

Next, the writer gave lessons to the respondents using Fundamentals of English Grammar by Betty Schrampfer Azar. She taught the

materials based on the reading passage. The materials were linguistic aspects that are dominant in the passage:

$1^{st}$ month → Present Tenses (Progressive and Simple)

Past Tenses (Progressive and  Simple)

Passive Form

$2^{nd}$ month → Future tense (will and to be going to),

Present Perfect

$3^{rd}$ month → Modals

Conjunction

Wh Questions.

Respondents received different materials every month. Then they were tested to rewrite and to retell the reading passage per month until the $3^{rd}$ month of the course

During the research, the writer observed and interacted directly with the respondents. Shortly, these were steps of data collection:

1. Conducting a test (written and oral) in the beginning of the course

2. Giving a course that lasts for three months with different materials per month.

3. Conducting a test (written and oral) every month.

### 1.6.4.  Technique of Data Analysis

To begin the analysis, the writer grouped the data of observation that she collected during the tests. Then, she interpreted the collected data. Several procedures were required to analyze the data.

$1^{st}$ → Grouping the data of each participant

$2^{nd}$ → Classifying the data into types of information in the schema theory

$3^{rd}$ → Making a conclusion of the interpreted data

## I.7. Organisation of the Paper

This paper contains four chapters. The first chapter is introduction. This chapter contains 7 (eight) subchapters. They are background of the study, the statement of the problem, objective of the study, significance of the study, theoretical framework, method of the study and the organisation of the paper. The second chapter, Literature Review, contains 3 (three)) subchapters. They are information processing, the possible causes of forgetting, and schema theory. The third chapter is data Presentation and data Analysis. And the last chapter is Conclusion.

# CHAPTER II

# LITERATURE REVIEW