
**CULTURAL BACKGROUND AND FIRST LANGUAGE ACQUISITION AS THE
ERRORS INTERFERE IN SECOND LANGUAGE ACQUISITION : A CASE
INDONESIAN EFL WRITING**

Savira Cesarandari

English Education / Postgraduate University Of Surabaya, Surabaya

saviracesa@gmail.com

ABSTRACT

Error Analysis is the major topics in the field of second language acquisition research among other topics related to language acquisition. The learner of English as a second language is neglected of the existence the particular system or rule in English language. The learner's errors has been interested for second and foreign language researchers. Some factors contributes in error of second language acquisition are habit formation relates to cultural background which bound their background in education and another aspects. This paper attempts to investigate the notion of cultural background as the factors of errors in SLA which is the result of interference L1. The method that the researcher used is case study qualitative research, in which studying a phenomenon in natural setting without numerical result analysis. The result of the study indicates that cultural background, the society and education takes the big role in second language acquisition. The students with some English experiences even not native language, more adequate in comprehend the written form.

Keywords: Error analysis, interference, second language acquisition, cultural background

Introduction

Psychologists determine the term "psycholinguistic" as the activity of language and its relationship to human brain (Caron, 1992). It engages how individuals comprehend, produce, and acquire language (Carrol, 2008). This identify that language is not made up of a random assortment of speech symbols of language form a meshing set of relation and patterns. It has been said that language is the key to make people being unique and species. Language allows us to stimulus-free meanings (Renzo Titone, Marcel Danesi, 1946). There are many definitions of language proposes by several experts. Those underlined that language operates in a speech community and its culturally transmitted by the

society. Bottom in line, people acquire language from their culture (Renzo Titone, Marcel Danesi, 1946).

There are three primary processes in psycholinguistics. Firstly, aspect as language acquisition (L1 and L2). It describes the human process in acquiring the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate with society. Secondly, language comprehension, dealing with what person does when he listens to speech and understand it then it follows when he stores and remember it. Last, after the process of acquisition, and comprehension, people will product a language. Based on Carrol (2008), language production describes all the stages between having a concept and translating that concept into linguistic form (Carrol, 2008).

The role of language are varieties, it can be simply know language as pattern. Language strcuturally pattern and organized well in order to make other people aware of that utterances. Additionally, language use as an open-ended system, which other jnown as creativity. This ability merely to produce and understand an infinite varieties of utterances. Another important abilty suggested by linguist is the apsects of speech community which is to formulate new words in designiting new concept. Moreover, the significant develop of language is designed by scientific linguistic dicover by linguistic form such as phonology, morphology, syntax, semantic and pragmatic (Renzo Titone, Marcel Danesi, 1946).

The phonological system includes standards for discriminating the differences in sound, intonation and stress with differences meaning. Phonological system perceive the disticction among speakers. These discriminations are the distinctive features of phonological system. Moreover, the combinations between language's phonemes that carry specific language called as morphs. In describing language, we consider several variant of morphs with the same meaning of varian forms of the same thing called as morpheme. Otherwise, syntactic system involves word ordered into clauses and sentences. Besides, semantic sytem takes important role for people in selecting particular words to be expressed (Goodenough, 1981)

Thus, that explanation above, the study of how language proceeds reminds us that one thing to be able to construct utterances are phonologically and grammatically pattern acceptable. It is the best way to receive communicate

meaningfully. In addition, language acquisition and language learning are different, especially in particular, the former is automatic, but the latter is controlled. The language teacher can intervene primarily to facilitate the learning process, but the goal should always be acquisition (Renzo Titone, Marcel Danesi, 1946). Second language acquisition covers in contrast to first language acquisition. According to several experts, SLA is the study of how learners learn additional language after they have acquired their first language (mother tongue). Language learners began to study by studying the first language (L1) acquisition. Other words, learning English language is acknowledged as Second Language Acquisition. The role of L1 in terms of theory and is closely linked to behaviorism, which is SLA as a process of habit formation. Then, errors are the result of interference from the cultural habit of L1.

REVIEW LITERATURE

The definition of second language acquisition and what aspects which embedded in the notion of SLA.

SLA is the result of many factors contacting to the learner. The term of second language acquisition used to refer to distinction between L1 and L2. SLA refers to all aspects that language learner needs to be mastered. However, the focus is located on the way L2 learners acquire grammatical morpheme which following other linguistic forms. The book by Rod Ellis identifies that competence includes of mental representation of linguistic rules which constitute the speaker-hearer's internalized grammar (Ellis, 1985). Performance covers of comprehension and production of language.

1. Acquisition vs learning

Second language acquisition is not similar with the term second language learning. The processes are not similar, in which, 'acquisition' refers to pick up second language, whereas 'learning' refers to conscious study of second language. SLA refers to subconscious or conscious processes which language other and mother language learnt in natural setting. It discovers the term of linguistic form, such as phonology, lexis, grammar and etc. This study attempts to account at learners'

competence , but in order to do so, the consideration is should be investigate how learners' performs when he/she uses a second language (Ellis, 1985).

2. The role of formal instruction

At this case, the role of teacher are highly recommended, the role of formal instruction in SLA is a central importance. Ellis (1983) stated that, the role of it has been pointed out that learners may pass through invariable route in acquiring linguistic competence in L2. Some few studies relates to the effect of formal instruction on the developmentntal route suggest 'natural' route cannot be changed. In brief, 'narural' route ferlects a particular type of language use, free word, spontaneous conversation (Ellis, 1985).

3. Interrelated factors in investigating SLA

There are several factors of components in investigating SLA, such as, situational factor which affects in both nature of linguistic input and strategies used by the learner, then it adds by linguistic input, learner differences, learner processess and linguistic output. To account the complexity of SLA, it has to consider all factors in investigating SLA. They are all interrelated, to show how input, internal processing, and linguistic output are related (Ellis, 1985).

Generally, some studies overview that the role of L1 in SLA is a negative effect. Which is, L1 gets the way or interferes with learning L2, for example, commonly the features of L1 transferred into L2. Thus, the fact is L1 influence over the features in SLA, which is limited to standardize of target language as native-speaker speech. Accordingly, there lots of contributing factors of L1 interfere L2, such as SLA is a process of habit-formation, thus when people tend to have Indonesian language since their first habit, it takes the role of their mother tongue in interfere L2. Other word, culture react to the comprehension of SLA (L2). Then, errors is the result of interference from the habits.

4. The interrelationship between language and culture

Language and culture are complex. This complex in part of difficulty in understanding people's cognitive processes when they are communicate. Culture defines as the distinctive body customs, beliefs, and social institutions which cover

in society (Goodenough, 1981). It is a product of human learning, which is the way people have organized their experience of the real world, the system of cause and effect relationship, indeed the effort to accomplish recurring purposes into operational procedures involves a set of grammatical action. Whereas, Wardhaugh (2002, p. 2) defines language as a knowledge of rules and principles of the ways which relates the things with sounds, words, and sentences.

Indeed, there are several issues of language and culture. Language is set to respond to perceptions in a specific way. Then the thoughts of those who employ that language would seemingly also be restricted. However, when extending this claim to languages that are, for example, structured to reflect social hierarchy such as with Japanese and its numerous levels of politeness, the issue of whether the language actually controls the thoughts of the user is difficult to confirm (Elmes, 2013).

Thus, culture and language are bound in a set of communication. It takes the role of implication for learner to comprehend L2 acquisition. Commonly, learner did several errors interfere their culture. Learner are making errors is the most natural thing in the world and it is evidently attached to the human being. Learners make errors in both comprehension and production level. Children learning their first language (L1), adult native speakers, and second language learners. Accordingly, errors occur as a result of interference when the learners transfer their mother tongue into the L2. It was also believed that interference takes place whenever there is a difference between mother tongue and the target language (Ellis, 1985).

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them (Richards, 1971). Some studies under investigation about error analysis of SLA, indicates that learner's errors are seen as a commonly part of language learning which is used in teaching grammar, linguistics, psychology etc. Therefore, an integration of three terms are needed to deal with the complexities of second language acquisition and provide empirical evidence for the

improvement of teaching methodology, syllabus designs and teaching techniques in English language teaching classroom (Khansir, 2012).

RESEARCH METHOD

The researcher investigate the phenomena of cultural background as the factors of errors in SLA which is the result of interference L1. Case research, also called case study, is a method of intensively studying a phenomenon over time within its natural setting in one or a few sites (Bhattacharjee, 2012). The data were collected are the result of students' write task which indicates the erros of L2 acquisition. techniques of data collection should be used in case research study is documentation. As stated by Bhattacharjee (2012), documentation (e.g., internal reports, presentations, and memoranda, as well as external accounts such as newspaper reports), archival records (e.g., organization charts, financial records, etc.)

The case sites of this research are two students at senior high school level with different cultural background. The goal of this research is to analyze whether the cultural background as the error factors in SLA which is interference of L1 or not. The researcher wants to test theroies about applied psycholinguistic in SLA in terms of language learner error as the result of L1. Accordingly, Battacherjee sates that site selection should not be opportunistic or based on convenience, but rather based on the fit with research questions though a process called "theoretical sampling."

RESULT AND DISCUSSION

The researcher helped by teacher gave the task to the students. The task is in the form of writing skill. The topics is in the line of having great holiday, relates to their long holidays last month. They are students in the boarding scholl which schools covers lots of varian cultural backroud, however, this research investigate two different culture. The first one, student who are coming from java, another from kalimantan.

Background of the student

Two participants were selected in this research have different background of education and cultural background. Both of them are students in Islamic Boarding School.

Aisy al-fawwaz

Fawwaz is a male who is in the first grade of senior high school at Islamic boarding school in Sidoarjo. He comes from East Java, Lamongan. Her mother tongue is javanese language. He ever did several English competition, and some won that competition. She rarely speaks English except at classroom setting. He tend to speak unfamiliar vocabularies wto convey his feeling. He can create sentences in good grammatical pattern.

Moh. Salman Al farisi

Salman is a male who is in the second grade of senior high school at Islamic boarding school in Sidoarjo. He comes from Banjarmasin, Kalimantan. He likes to write slank english words in his daily notes. He tend to make a complex sentences even in a usual vocabularies. However, he cannot elaborate his ideas in a good way.

The task

Free topic in terms of holiday

Fawwaz

I felt lonely on this holiday, but I tried to do something that make my time useful.first, i did my holiday task to ask assignment on several times first on yatim mandiri it seems usual, nothing interest and also happened on RT and village office. The second, I triped to Blitr, first destination is "kampung cokelat" and the second is tambakrejo beach. It was beautiful when I saw sunset there.

From that part of his writing, it indicates that his background, especially his education reacts a good way for him to elaborate his ideas. He is able to write a short essay in cohesively with varieties of vocabulary and good grmmatical pattern. Even,

some complex sentences are untidy and interference their mother tongue, but the sense are good.

Salman

In holiday, I and my mon go to the Darmo Trade Center or DTC mall. In there I and my mom shopping like shirt, t-shirt, dress and we buy barby's because my brother and my sister work in surabay.

A sort of that writing seems untidy and not in appropriate way. It indicates that he is more translate indonesia language into english without take attention on the feature of languages. This is the example of the role of L1 is negative one, in which its interfere second language acquisition.

CONCLUSION

Some theories proposes in SLA theoritically beliefs that FLA take the negative roles in SLA implications. The roles of FLA as a habit formation, seems, indeed to make some errors which interfere the second language acquisition. Nevertheles, it does not diminish the intention to be conveyed toward their writing. In addition, culture and language are part which cannot be separated into communication, they both are related. There is a need for language learners to understand why people think and speak the way they do, and to understand possible agreements that may be in place between a culture and its language. Certainly, its culture sometimes cause negative effectt for L2, in which error in contributing sentences are the result of interfere L2 acquisition. Then, the cause of error is not coming from cultural background, but in both culture and education background.

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APPENDIX

