

CHAPTER II

REVIEW OF RELATED LITERATURE

In accordance with the problem and the purpose of study, this chapter provides to Previous Study, Definition of Role, Formal, and Environment, Role of Informal Environment, Role of Formal Environment, Vocabulary, Social and Interaction of Communication, Student's Vocabulary Acquisition, The Nature of Language Learning, and Frame of Thinking.

A. Previous Studies

There are some studies related with The Role of Formal Environment (English Lecturers and Peers) in Student's English Vocabulary Acquisition in English Education Study Program in Academic Year 2014/2015. *First*, according to Shima Kameli et al. The results of the study showed that some strategies which the students are using are related to the ways that they are trained by their teachers. These results are consistent with those of other studies such as who suggested that the role of formal instruction on second language acquisition is undoubtedly important.

Jamal mentioned that although there is lack of support by his parents to learn the English language, he is encouraged and given confidence by his teachers in the school. Jim described his drama class and his teacher as the important aspects which assist him to learn new vocabulary in the language. These findings are consistent with Gao noticed that "these mediating agents directly or indirectly caused the learners to adopt certain strategies". Moreover, the present findings seem to be consistent with Ohta who found that

teacher–learners communication facilitates learners to increase their knowledge in classroom and with those of Hall and Verplaetse which indicated that “teachers and students work together to create the intellectual and practical activities shape both the form and the content of the target language as well as the processes and outcomes of individual development. “In this study, the classroom was found to cause the learners” choice of vocabulary learning strategies.

Another important finding was that the learners tried to learn new words by doing their assignments in class. For instance Jim, Rose and, Jamal’s ways of vocabulary learning strategies are adopted from their teachers. Some subjects reported that they had learned new words from their friends in school. Jim indicated that he had got some words from his friends. Jasmine describes her friends in secondary school as the people who corrected her wrong pronunciation of new words and spoke to her in English. On the other hand, Eva assisted her classmates to learn new words by clarifying them or spelling the meaning. In short, the main point of dealing with peers in order to learn new words in the current study is that students can promote their new learned vocabulary through participating in conversation with their peers. Noteworthy, when students lived and studied in closer proximity to each other they can examine themselves freely. Unfortunately the concepts of peer

learning for some subjects of this study had a negative impact on their strategies.¹

Second, the role of mediating agents. Mediating agents, or significant others, include language teachers, language learning experts, classmates, celebrities, family members, friends, or print materials, from whom language learners try to find support for their language learning process, and that often have an impact on learners' strategy use. These mediating agents directly or indirectly help out the learners to implement certain strategies.

In the current study, the data showed that parents' views of the importance of English are factors that elevate the process of learning vocabulary in all ten interviews. However, the information collected from the interviews revealed that their parents had different perceptions on the learning of the English language due to their education level.

None of Sarah's family members are legally educated, so home environment was not supportive for her in any way to enhance her in learning new words. Jamal's parents are aware of the value of the English language, but they do not push their son to learn it. On the other hand, the other parents sent their children to private English institutions and urged them to learn the English language, encouraged them and supported them to learn the language in general and new English words in particular at the early stage. Jim and Jasmine have indicated several times that because of their home environment and their parents' awareness of the need to learn the English language, they themselves

¹ Shima Kameli et al. *The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies*. (Malaysia: Academy Publisher, Vol. 3, No. 1, January 2012). P.4-5

go further to learn the new English word by attending English tuition classes. In addition, there are similarities between the attitudes expressed by participants in this study and those described by which discover that informal factors such as parents and environment can have strong influence over one's mastery of a second or foreign language.

In order to the significance of mediating agents, parent's passive or active factors play an important role in the second language acquisition. However, language teachers have an effect on the students' beliefs, behaviors, and their choice of Vocabulary Learning Strategies. Other contributors are affecting the vocabulary learning strategies were classroom and peers².

Third, Classroom interaction is considered a productive teaching technique. According to Allright, it is the process whereby classroom language learning is managed. In the language classroom the process of negotiation involved in interaction is itself to be identified with the process of language learning. As far as the writer is concerned, interaction facilitates not only language development but also learners' development. L2 learners acquire linguistic knowledge and ability through the interaction. In the classroom interaction, both the teachers and students can create the learning opportunities, which motivate the students' interest and potential to communicate with others.

Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. However, not all the

² Azedah Asgari et al. *The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies*. (Malaysia: www.ccsenet.org. Vol. 1, No. 1; June 2011). P.3-6

forms of classroom interaction are equally productive for language development. For this reason, interaction must be seriously meaningful about matters of serious concern to the participants and therefore conducive to a serious attempt to communicate, not merely to simulate communication.

The similarities of this study to previous studies above is the influence of environment (lecturers and peers) in student's learning activity and also this study wants to describe the role of formal environment. The differences of this study with the previous study is the object, previous study focus to student's vocabulary learning strategies and this study focus to student's vocabulary acquisition and also the place where the research is conducted, the research in previous study is conducted in ESL environment and this study is conducted in EFL environment.

The Sociocultural theory by Lev Vygotsky states "learning is a social process", this study supports to assume that acquisition not only happening in naturalistic environment but also in instructed environment that requires an interaction. Student not only acquire the language by his/her ability but also because of peers or people around that support them by the way of interaction in the classroom. Writer assumed that peers and lecturers play an important role in acquisition.

B. Role and Formal Environment

Role is an actor's part in a play, film, etc or a function that a person or thing typically has or is expected to have³. Standard definitions of role emphasize the differentiating "set" of tasks or activities expected of those in social or organizational positions⁴. In this study mean of *Role* is lecturer and peer as facilitator and helper for the student in acquire language. *Formal* is correct and suitable for official or important occasions⁵. In this study mean of Formal is in official classroom situation in English education study program related with the material, time, and tutor. *Environment* is the conditions, circumstances, etc affecting person's life or physical conditions that somebody or something exists in⁶. In this study mean of *Environment* is a place where student studies inside related with the building.

In this study *formal environment* "in term of education" means the place or physical conditions where the student or somebody study in official situation follow by rule in institution.

C. Role of Informal Environment

The Role of Mediating Agents (teachers and parents) Mediating agents, or significant others, include language teachers, language learning experts, classmates, celebrities, family members, friends, or print materials, from whom language learners try to find support for their language learning process, and

³ A S Hornby. *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press: 1995). P. 1018

⁴ Linda Vallie et al., *The Changing Roles of Teachers in an Era of High-Stakes Accountability*. (American Educational Research Journal September 2007, Vol. 44, No. 3). P. 522

⁵ Ibid, A S Hornby. P.464

⁶ Victoria Bull. *Oxford Learner's Pocket Dictionary: Forth Edition*. (China: 2008). P. 149

that often have an impact on learners' strategy use. These mediating agents directly or indirectly help out the learners to implement certain strategies⁷.

According to Gardner⁸ has identified two important roles of parents in their children's second language learning process which known as both an active role and passive role. When parents encourage and support their children to learn L2 parallel monitoring their performances towards their language learning are called active role. On the other hand, passive role entails parent's aptitude and attitudes towards the second language community. Parent's passive and active roles play an important role on the improvement of attitudes and motivation in the child that could manipulate second language acquisition.

Informal learning is not supported by an educational or training institution. It is controlled primarily by the learner, does not have a predefined structured curriculum, and does not result in receiving a certificate. Informal learning can also be achieved through every-day or social activities, nevertheless the learner needs to consciously recognize, even if in retrospect, that (s) he was involved in learning⁹.

D. Role of Formal Environment

The role of teachers, Teachers are considered as a dynamic force of the school. A school without its teachers is just like a body without the soul. A teacher carries a big responsibility to her/his classroom. One reason is that all

⁷ Azedah Asgari et al. *The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies*. (Malaysia: www.ccsenet.org. Vol. 1, No. 1; June 2011). P. 3

⁸ Ibid.

⁹ Ariella Levenberg et al. *Comparing Perceived Formal and Informal Learning in Face-to-Face versus Online Environments*. (Israel, IJELLO. Volume 6, 2010). P. 2

students depend on her/him for their academic pursuit. Everything the teacher says will have an impact on his/her students. In this regard, the majority of those who interviewed indicated that they acquired vocabulary learning strategies from their teachers in schools. *The role of peers*, some subjects reported that they had learned new words from their friends in school. the main point of dealing with peers in order to learn new words in the current study is that students can promote their new learned vocabulary through participating in conversation with their peers¹⁰. Peers have an important role for the student to help them acquire new word in classroom.

Here is a sample of roles EFL/ESL teachers take on: drama coach, puppet maker, creative writing specialist, folksinger, mime, photographer, cross cultural trainer, public speaker, counselor, film critic, poet, storyteller, discussion leader, team bulider, grammarian, jazz chanter, reading specialist, errot analyst, gaming specialist, values clarifier, computer program specialist, material developer, curriculum planner, curriculum evaluator, interviewer, friend, language authority, interaction manager, cultural informant, needs assessor, language model, joke teller, disciplinarian, language tester, text adapter, parent, strategy trainer, artist¹¹.

Teachers can play roles in the course teaching. Another set of metaphors to describe a spectrum of possibilities of teacher roles, some of which are more conductive to creating an interactive classroom than others. **Teachers as**

¹⁰ Shima Kameli et al. *The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies*. (Malaysia: Academy Publisher, Vol. 3, No. 1, January 2012). P.3-4

¹¹ Jerry G. Gebhard. *Teaching English as a Foreign or Second Language*. (America: The University of Michigan Press. 2000). P. 55

controller, master controllers determine what the students do, when they should speak, and what language forms they should use. **Teacher as director**, teacher is like a conductor of an orchestra or a director of a drama. **Teacher as manager**, this metaphor captures your role as one who plans lessons, modules, and course. **Teacher as facilitator**, facilitating the process of learning, of making learning easier for the student: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. **Teacher as resource** the implication of the resource role is that the student takes the initiative to come to the teacher. Teacher available for advice and counsel when he student seek it¹².

Formal learning is learning supported by an educational or training institution, structured (in terms of learning objectives, learning schedule, or learning support), controlled by a teacher or a guide, resulting in a certificate, or by accreditation in the form of recognition of that training or in receiving points towards a salary reward. Formal learning is not necessarily made intentionally by learners¹³.

E. Vocabulary

1. Nature of Vocabulary

Vocabulary is knowledge of words and meaning. However, vocabulary has a complex definition. First, words come in two forms: spoken and written. Spoken is a vocabulary that recognize and use in listening and speaking. Written is a vocabulary that recognize and use in

¹² H. Douglass Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (San Francisco. Longman, 2000). P. 167

¹³ Ariella Levenberg et al. *Comparing Perceived Formal and Informal Learning in Face-to-Face versus Online Environments*. (Israel, IJELLO. Volume 6, 2010). P. 2

reading and writing. Vocabulary known as a word and Vygotsky states a word is a microcosm as a human consciousness¹⁴.

In Kasanah's thesis, According to manser, vocabulary is the total number of words in a language. While Morales stated that vocabulary is a list of words used in some enterprise. Furthermore, Hidayati stated that vocabulary are the words that are taught in a foreign language¹⁵.

Vocabulary refers to the words should know to communicate effectively. Pieter stated that vocabulary is one of the component of language and there is no language without words. Words are signs or symbol for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively¹⁶.

2. Types of Vocabulary

Writer refer to the four types of vocabulary, those are¹⁷ :

a. Conversational Vocabulary

Words that students learn through everyday conversation with parents, other family members, and peers.

Examples: happy, walk, about

¹⁴ Scott Thornbury. *How To Teach Vocabulary*. (England: Pearson longman, 2007). P. 1

¹⁵ Uswatun kasanah. *The Students Problem In Mastering Vocabulary At The Forth Grade Students Of Integrated Islamic Elementary School Al-Furqan Of Palangka Raya*. (palangka raya: STAIN. 2011). P. 17

¹⁶ Ibid.

¹⁷ Templeton. *The Nature of Vocabulary Development and Instruction*. P. 6

b. Core Academic Vocabulary

Responsibility for teaching: Elementary teachers, middle and secondary English/language arts teachers. Words that students may encounter frequently in their reading and should be able to use in their writing. They probably already have an underlying concept for the word.

Examples: encounter, significant, advantage

c. Academic Language

Responsibility for teaching: Elementary teachers, English/language arts teachers. Words and phrases that indicate logical operations and tasks.

Examples: consequently, evaluate, distinguish between

d. Content-Specific Academic Vocabulary

Responsibility for teaching: Elementary teachers, middle and secondary subject matter teachers. Words that refer to new concepts in a particular content area that are important for students to learn.

Examples: pollution, alliance, papacy, algebraic expression.

3. Kinds of Vocabulary

According to the basis of frequency, vocabulary can be divided into two kinds, namely high frequency vocabulary and low frequency vocabulary.

- a. High frequency vocabulary consists of words that are used very often in normal language use in all four skills and across the full range of situation of use. It consists of most of the function words of English and the most of content words. High frequency vocabulary consists of 2000 words

families, which are about 87 % of the running words in formal written text and more than 95% of the words in informal spoken text.

- b. The Low Frequency Vocabulary on the other hand, covers only small Proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families. Besides, Evelyn Hatch and Cheryl Brown divides the vocabulary into ;

1) Active Vocabulary

Active vocabulary is words which the students understand, can Pronounce correctly, and uses constructively in speaking and writing

2) Passive Vocabulary

Passive vocabulary is words that students recognize and understand When they occur in a context, but which he can not produce correctly himself. Meanwhile, I.S.P. Nation distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing Learners to new words and thus starting their learning. Establishing vocabulary means building on strengthening this initial knowledge, that is, encouraging the knowledge of particular words to develop and expand¹⁸.

¹⁸ Afif fauzi. *The Correlation Between Students' Vocabulary Achievement And Speaking Ability*. (Jakarta: unpublished media. 2012). P. 7

4. Source of the Vocabulary

a. List

Vocabulary learning requires a rich of nourishing diet, some of these words will be learned actively. Others will be picked up incidentally. So this diet will need to consist of word that have been selected for active study and it will also need to be a source for incidental learning through exposure. Where are learners going to find these words and in sufficient quantity and with sufficient frequency. Traditionally, word targeted for active study were supplied to learners in the form of list¹⁹.

b. Coursebooks

Coursebooks treatment of vocabulary varies considerably. What factors determine the choice of words for inclusion in the lexical strand of a coursebook syllabus. Briefly they are: usefulness, frequency, learnability, and teachability.

Words are useful if they can be put to immediate use – a case for teaching classroom vocabulary (*pen, board, door, notebook, etc*) very early in an elementary course. The relative frequency of word is another key factor in determining its inclusion in a syllabus. Factors that make some word easier to learn than others, this is a good indicator of how

¹⁹ Scott Thornbury. *How To Teach Vocabulary*. (England: Pearson longman, 2007). P. 32

learnable words. Words are more easily teachable if they can be demonstrated or illustrated by the use of picture or real object²⁰.

c. Vocabulary Books

There is a wide selection of supplementary vocabulary books now available. Sometimes vocabulary books are targeted at specific needs such as business or technical English, or are designed as preparation for public examinations. Vocabulary books cover a wide range of general English needs²¹.

d. The Teacher

The teacher is a highly productive – although often undervalued source of vocabulary input. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes²².

e. Other Students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the coursebook or their teacher²³.

F. Social and Interaction of Communication

1. Social Interaction

Social is concerning the organization of and relations between people and communities²⁴. In this study, the meaning of *Social* is informal

²⁰ Scott Thornbury. *How To Teach Vocabulary*. (England: Pearson Longman, 2007). P. 34-

²¹ Ibid. P. 44

²² Ibid. P. 48

²³ Ibid. P. 49

communication. *Interaction* is communication between somebody, communicate or work together or have an effect on each other²⁵. According to Masjono “Interaction is the oral exchange of thoughts, feelings, or ideas between teacher and learners or learner and learner resulting in a reciprocal effect on each other”²⁶. In this study mean of *Interaction* is verbal communication between *lecturer and student* or *peer and student* that use English as a main language (lecturer or peer talk and questions).

In this study *Social Interaction* means communication between someone in a group or organization of people or relation among *person to people* or *people to people* that share about knowledge, beliefs, culture, habits, costumes, language and etc.

2. Cyber Interaction

Cyber is involving, using or relating to computers, especially the Internet²⁷. In this study mean of cyber is social network that used by the student. For example facebook, BBM, what’s app, line, etc. *Interaction* is communication between somebody, communicate or work together or have an effect on each other²⁸.

In this study *Cyber Interaction* means communication between someone in a group or organization of people or relation among *person to person* in social network that share about everything using internet.

²⁴ Ibid, A S Hornby. P.1127

²⁵ Ibid, Victoria Bull. P. 232

²⁶ Zaida Ulfah. *The Communicative Interaction Performance in The Classroom Setting at The English Education Department of STAIN Palangka Raya*. (Palangka Raya: unpublished media. 2012). P. 11

²⁷ Ibid.

²⁸ Victoria Bull. *Oxford Learner’s Pocket Dictionary: Forth Edition*. (China: 2008). P. 149

3. Social Interaction in Second Language Acquisition

Language input to the learner is absolutely necessary for either L1 or L2 learning to take place. Children usually require interaction with other people for L1 learning to occur. In contrast, while reciprocal social interaction generally facilitates SLA, it is not a necessary condition. It is possible for some individuals to reach a fairly high level of proficiency in L2 even if they have input only from commonly non-reciprocal sources such as radio, television, or written text²⁹.

In ulfah's thesis, According to Masjono "Interaction is the oral exchange of thoughts, feelings, or ideas between teacher and learners or learner and learner resulting in a reciprocal effect on each other"³⁰. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of comprehension. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)". This applies equally to voluntary attention, to logical memory, and to the

²⁹ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 20

³⁰ Zaida Ulfah. *The Communicative Interaction Performance in The Classroom Setting at The English Education Department of STAIN Palangka Raya*. (Palangka Raya: unpublished media. 2012). P. 11

formation of concepts. All the higher functions originate as actual relationships between individuals.

4. Social Interaction in The Classroom

According to rivers Language learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet all over the world, one still finds classrooms, where language learning is a tedious, dry as dust process, devoid of contact with the real world in which language use is as a natural breathing³¹.

Interaction is an important word for language teachers. According to Brown, H.D. states “In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about”. Rivers states that through interaction, students can increase their language store as they listen to read ‘authentic linguistic material’, or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals³². In a classroom, especially in a foreign formal setting, second language development (SLD) depends much and only on how meaningful and contextual the target language is exposed to present to, and used with the learners. A language classroom, in which the teacher, at least, is always in need of communicating something to the learner, may facilitate learner’s language acquisition and development. And the learner, who also

³¹ Jerry G. Gebhard. *Teaching English as a Foreign or Second Language*. (America: The University of Michigan Press. 2000). P. 49

³² Shaheena Choudhury. *Interaction in Second Language Classrooms*. (Bangladesh: BRAC University Journal, Vol. II, No. 1, 2005, pp. 77-82). P. 1

needs to react verbally to the teacher and to other learners in class, also plays a contributing role. When properly stimulated, the whole learners in the classroom may create a facilitative condition³³.

In classroom interaction, the L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors. As Aljaafren and Lantolf claims, "The learner becomes more consistent in using the target structure correctly in all contexts. In most cases, the individual's use of the correct target form is automatized. Whenever aberrant performance does arises, however, noticing and correcting of errors does not require intervention from someone else. Thus, the individual is fully self-regulated". The ability of constructing second language acquisition develops through classroom interaction³⁴.

5. Zone of Proximal Development (ZPD)

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting

³³ Zaida Ulfah. *The Communicative Interaction Performance in The Classroom Setting at The English Education Department of STAIN Palangka Raya*. (Palangka Raya: unpublished media. 2012). P. 26-27

³⁴ Runmei Yu. *Interaction in EFL Classes*. (China: CCSE. Vol 4, No 4. April 2008). P. 2

the intellectual knowledge and skills of learners and facilitating intentional learning³⁵.

From the explanation above in short learners have a zone, inside of the zone learners meet and interact with other person or people, learners try to understand what happen on their environment and try to discover what environment has given to him/her. During that interaction learners acquire language, because language need an interaction so everything or everyone around the learners support him/her to develop their language skill. In here not only learners natural ability that can play a role but also their peers or people around them play a role more important than that.

G. Student's Vocabulary Acquisition

1. Second Language Acquisition

The theory from Stephan D. Krashen said there are five hypotheses in second language acquisition one of them is *Acquisition-Learning Hypothesis*, Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated. Other ways of

³⁵ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 195

describing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, acquisition is "picking-up" a language³⁶.

The second way to develop competence in a second language is by language learning. We will use the term "learning" hence forth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning. Some second language theorists have assumed that children acquire, while adults can only learn. The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to "pick-up" languages does not disappear at puberty. This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural "language acquisition device" that children use. Acquisition is a very powerful process in the adult³⁷.

In L2 acquisition there are three phases just like L1, first is initial state, the initial state for L2 learning, on the other hand, has resources of L1 competence, world knowledge, and established skills for interaction, which

³⁶ Stephan D Krashen, *Principles and Practice in Second Language Acquisition*. (California : Pergamon Press. 2009). P. 10

³⁷ Ibid. P. 10

can be both an asset and an impediment³⁸. Second is for L2 learners occurs at an age when cognitive maturity cannot be considered a significant factor; L2 learners have already reached a level of maturity where they can understand and produce complex utterances in their L1, and level of maturity is not language-specific. Transfer of knowledge and skills to an L2 setting is clearly made easier when L1 support is available as part of L2 learning, and when key terminology is shared across languages, but conceptual transfer occurs in any case³⁹. The final state of L2 development can never be totally native linguistic competence, and the level of proficiency which learners reach is highly variable. Some learners reach “near-native” or “native-like” competence in L2 along with native competence in L1, but many cease at some point to make further progress toward the learning target in response to L2 input, resulting in a final state which still includes instances of L1 interference or creative structures different from any that would be produced by a native speaker of the L2 (a “frozen” state of progress known as fossilization in SLA)⁴⁰.

From the statement above in short there are two ways in getting language those are acquisition and learning. Inside formal situation adult learn language not acquire it different with children, but the ability to acquire language is not completely lose from the adult learner, but it still different depend on the environment. Adult is different with children they

³⁸ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 18

³⁹ Ibid. P. 20

⁴⁰ Ibid. P. 21

need more interaction and suggestion in teaching learning process just like friend not always follow what the teacher says. So, this kind of interaction will be better for the adult because they will feel enjoy and comfortable in the classroom.

2. Vocabulary Acquisition

Student is a person who is studying at a college or university or any person interested in a particular subject⁴¹. In this study mean of *Student* is a person who is studying in the classroom. *Vocabulary* are all the words that a person knows and uses or all the word in a language⁴². vocabulary could be defined as a 'dictionary' or a set of words, McCarthy claims that a word, as a free meaningful unit of language, must contain at least one potentially freestanding morpheme⁴³. In this study mean of *Vocabulary* are all words that will be presented by lecturer and peer in the classroom during interaction. *Acquisition* is gain something by your own ability, efforts, etc; obtain something⁴⁴. Acquisition is a subconscious process⁴⁵. In this study mean of *Acquisition* is subconscious process where the student get vocabulary during interaction.

⁴¹ Ibid, Victoria Bull. *Oxford Learner's Pocket Dictionary: Forth Edition*. (China: 2008) P. 441

⁴² Ibid, Victoria Bull. P. 495

⁴³ Višnja Pavici Taka. *Vocabulary Learning Strategies and Foreign Language Acquisition*. (England: Multilingual Matters. 2008). P. 6

⁴⁴ Ibid, Victoria Bull. P. 4

⁴⁵ Stephan D Krashen, *Principles and Practice in Second Language Acquisition*. (California : Pergamon Press. 2009). P. 10

In this study *Vocabulary Acquisition* means the process where students or learners picking up vocabulary in subconscious condition by his or her own ability/innate capacity.

According to Nation points out that incidental vocabulary acquisition means learners could acquire vocabulary by paying their attention to other things, especially information carried on by the language, and not to learn vocabulary technically. Joe also mentions that incidental/indirect vocabulary acquisition indicates that learners paid their attention to the comprehension of the context, not the vocabulary in the course of their learning. And it is very effective to acquire vocabulary. According to Laufer and Hill define it as the by-product of other activity, such as reading or communication without the learner's conscious intention to learn the words.⁴⁶

There are two kinds of learning those are Implicit (hidden) and explicit (open). Implicit learning can be incidental only, but incidental vocabulary learning can include both implicit and explicit learning since “linking word form to word meaning is an explicit learning which holds that there is some benefit to vocabulary acquisition from the learner noticing novel vocabulary, selectively attending to it, and using a variety of strategies to try to infer its meaning from the context”⁴⁷.

⁴⁶ Xiaohui Xu. *The Effects of Glosses on Incidental Vocabulary Acquisition in Reading*. (China : Academy Publisher. Vol. 1, No. 2, pp. 117-120, March 2010). P. 1-2

⁴⁷ Jianping Xu. *An Experimental Study on the Effects of Different Reading Tasks on L2 Vocabulary Acquisition*. (China: CCSE. Vol 2, No 3. September 2009). P. 1

From the statements above, vocabulary acquisition is a process where student get the vocabulary indirectly by reading or interaction with other students without any attention to the vocabulary itself technically.

H. The Nature of Language Learning

Much of L1 acquisition was completed before came to school, and this development normally takes place without any conscious effort. By the age of six months an infant has produced all of the vowel sounds and most of the consonant sounds of any language in the world, including some that do not occur in the language(s) their parents speak. When children hear English spoken around them, they will learn to discriminate among those sounds that make a difference in the meaning of English words (the phonemes), and they will learn to disregard those that do not. When the children hear Spanish spoken around them, they will learn to discriminate among some sounds the English speaker learns to ignore⁴⁸.

On average children have mastered most of the distinctive sounds of their first language before they are three years old, and an awareness of basic discourse patterns such as conversational turn-taking appear at an even earlier age. Children control most of the basic L1 grammatical patterns before they are five or six, although complex grammatical patterns continue to develop through the school years. The same natural and generally effortless learning processes take place when there is significant exposure to more than one language in early childhood. When young children hear and respond to two (or

⁴⁸ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 12

more) languages in their environment, the result will be simultaneous multilingualism (multiple L1s acquired by about three years of age)⁴⁹.

1. Role of Natural Ability

Humans are born with a natural ability or innate capacity to learn language. Such a predisposition must be assumed in order to explain several facts⁵⁰:

- a. Children begin to learn their L1 at the same age, and in much the same way, whether it is English, Bengali, Korean, Swahili, or any other language in the world.
- b. Children master the basic phonological and grammatical operations in their L1 by the age of about five or six.
- c. Children can understand and create novel utterances; they are not limited to repeating what they have heard, and indeed the utterances that children produce are often systematically different from those of the adults around them.
- d. There is a cut-off age for L1 acquisition, beyond which it can never be complete.
- e. Acquisition of L1 is not simply a facet of general intelligence.

2. Role of Social Experience

Not all of L1 acquisition can be attributed to innate ability, for language specific learning also plays a crucial role. Even if the universal properties of language are preprogrammed in children, they must learn all of

⁴⁹ Ibid. P. 13

⁵⁰ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 13-14

those features which distinguish their L1 from all other possible human languages. Children will never acquire such language-specific knowledge unless that language is used with them and around them, and they will learn to use only the language(s) used around them, no matter what their linguistic heritage. American-born children of Korean or Greek ancestry will never learn the language of their grandparents if only English surrounds them, for instance, and they will find their ancestral language just as hard to learn as any other English speakers do if they attempt to learn it as an adult. Appropriate social experience, including L1 input and interaction, is thus a necessary condition for acquisition⁵¹.

Sources of L1 input and interaction vary depending on cultural and social factors. Mothers' talk is often assumed to be the most important source of early language input to children, but fathers or older siblings have major childrearing responsibilities in many societies and may be the dominant source of input, and many social classes in many cultures delegate most of the childrearing responsibilities to nannies or servants. The relative importance of input from other young children also varies in different cultures, as does the importance of social institutions such as nursery schools⁵².

As long as children are experiencing adequate L1 input and interaction from people around them, the rate and sequence of their phonological and grammatical development does not appear to vary systematically according

⁵¹ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 15

⁵² Ibid. P. 16

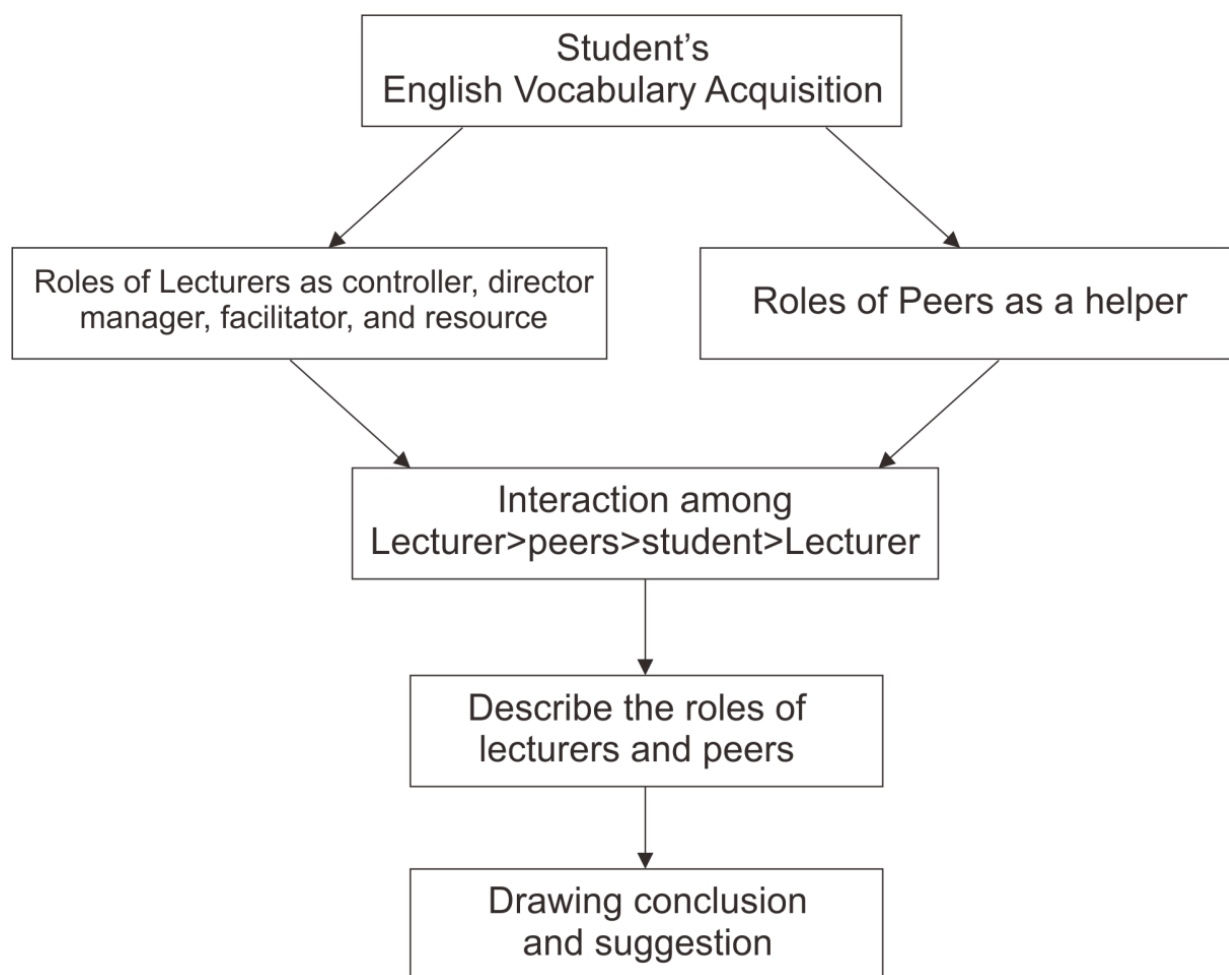
to its source, although children's pronunciation is naturally influenced by the regional and social varieties or styles of the L1 which they hear. There is considerable variance in vocabulary knowledge depending on social context, however, because vocabulary is typically learned in conjunction with social experiences. There is also variation to some extent in what functions of speaking children learn to use at an early age depending on social experience. When young children's social experience includes people around them using two or more languages, they have the same innate capacity to learn both or all of them, along with the same ability to learn the language specific features of each without instruction⁵³.

I. Frame of Thinking

Classroom is a place where student, peers, and teacher meet and play an important roles. Inside it there is an interaction between them, and that interaction is required in the classroom. Interaction contribute more language input and it makes classroom more fun and meaningful to the students. From the theory of Sociocultural by Lev Vygotsky stated that "learning is a social process". In acquisition an interaction is very important for the student, because language need interaction to develop, without any interaction the development will be stuck and student get nothing in the classroom. That is why in many condition classroom requires more interaction between teacher and student or peer and student. According to Donato, current perspectives on the role of input and interaction maintain that social interaction supplies

⁵³ Muriel Saville Troike. *Introduction Second Language Acquisition*. (New York: Cambridge University Press, 2006). P. 16

linguistic input to the learner⁵⁴. Teacher as a controller, director, manager, facilitator, and resource, and peer as a helper they bring language to the student in the classroom, they create some interactions each other, student acquire language from them. If the student get little or nothing from the peer, student still has a lecturer as a facilitator that can help them and for several meetings they will build good interaction and help each other. In here formal environment is a scaffolding (ZPD) to get the language.



Frame of Thinking

⁵⁴ Marysia Johnson. *A Philosophy of Second Language Acquisition*. (New York: Yale University Press. 2004). P. 130