THE EFFECTS OF LANGUAGE INPUT, LEARNING ENVIRONMENT, AND MOTIVATION TOWARD SECOND LANGUAGE ACQUISITION

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ABSTRACT

In L2 learning process, the role of language input has been of foremost importance in much SLA research and theory. Second language acquisition is influenced by several aspects. Three of them are language input, learning environment and motivation. This study aims to find out the effects of language input, learning environment, and motivation toward second language acquisition. The subject is a fresh graduate of senior high school. The data was collected through interview and questionairre. This study discovered that each of them has effects in learner language, specifically in English speaking proficiency, in terms of fluency and accuracy.

Keywords: language input, learning environment, motivation and second language acquisition.

INTRODUCTION

Second language acquisition can be defined as a study of the way in which people learn a language other than their mother tongue, inside or outside of the classroom. Thus, the scope of SLA includes not only the informal L2 learning which takes place in informal contexts but also the formal L2 learning which takes place in classroom (Ellis, 2000). The scope of SLA also includes a mixture of the settings and circumstances. It is strengthened by Krashen (1982) who stated that the L2 learning process can take place in a natural setting or through formal classroom instruction.

In L2 learning process, the role of language input has been of foremost importance in much SLA research and theory. In fact, the review of the related literature on the role of input in developing SLA is indicative of the fact that the majority of the studies have been concerned with the role, the importance, and the processing of linguistic input. In many approaches to SLA, input is considered as being a highly essential factor while in other approaches it has been neglected to a secondary role (Ellis, 2000). However, it has been widely accepted that language input provides the linguistic data necessary for the development of the linguistic system. The concept of language input is one of the essential concepts of SLA. Additionally, no individual can learn a second language without language input of some sort (Gass, 1997).

Environment also plays important role in determining the second language acquisition of language learner. It includes everything the language learner hears and sees in the new language. Environment can be varied in terms of the situations, such as conversation with friends or parents, watching television, reading street sign and magazines, as well as classroom activities. Dulay et al. (1982) stated that the quality of the language environment is of paramount important to success in learning new language. If a learner is exposed to an environment with a very limited exposure of the second language, of course no learning can take place.

Motivation is another factor affecting second language acquisition. Studies on motivation show that motivated learners are more successful in second language acquisition. It is very difficult to teach a second language in a learning environment if the learner does not have a motivation to learn a language. Reece & Walker (1997), express that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated.

From the theories and facts above, thus, the purpose of the present study is to investigate the effects of three aspects, namely language input, environment, and motivation for the learner in acquiring the second language, especially in Indonesia context. The effects will be seen in form of language proficiency of the learners in speaking English. Each aspect will be investigated and analyzed based on its contribution to the learner's level of English speaking proficiency.

LANGUAGE INPUT
Input is a central aspect in learning second language. Increased input, or exposure, of the target language will contribute to lasting better English skills. Input as an important factor in language learning can be seen especially in the cases where the language learner has the opportunity of natural immersion through living in the language community (Sivertzen, 2013).

Input may be operationally defined as oral and/or written corpus of the target language (TL) to which L2 learners are exposed through various sources, and recognized by them as language input (Kumaravadivelu, 2006:26)**.** Input has to be made available to learners or they have to seek it themselves. There are three types of input attributable to three different sources from which learners are likely to get/seek input, namely: *interlanguage input* (the still-developing language of the learners and of their peers with all its linguistically well-formed as well as deviant utterances); *simplified input*

(the grammatically and lexically simplified language that teachers, textbook writers, and other competent speakers use in and outside the classroom while addressing language learners); and *nonsimplified input* (the language of competent speakers without any characteristic features of simplification, that is, the language generally used in the media (TV, radio, and newspapers), and also the language used by competent speakers to speak and write to one another). Each of these three sources of input can manifest itself in various forms: spoken and written, formal and informal, and so on. Learners are exposed to input from these sources at different points in their learning experience and in varying degrees. Input has to be recognized by learners as language input, and accepted by them as something with which they can cope. In other words, input should be linguistically and cognitively accessible to them. The language input that is available, but not accessible, is no more than noise (Kumaravadivelu, 2006).

More input will necessarily lead to more frequent encounters with certain words and language constructions. Nick Ellis (2002) emphasizes the importance of such frequency in language processing. Ellis stresses that "learners have to *figure* language out", and that the way they can do this is by frequent exposure to the target language. Through this exposure, the learner frequently encounters the linguistic features of which the language is composed. According to Ellis, the more frequently the construction has been encountered, the more readily the learner will recognize or produce it.

Conducive Environment
Learning environment includes two factors, macro-environmental factors and micro-environmental factors. Macro-environmental factors deal with the exposure of the target language whether it is natural exposure or formal exposure. Moreover, it is also related with the role of the learner towards the target language, the availability of concrete reference and the model of the target language. Meanwhile, micro-environmental factors are the broad overall characteristics of the language environment; it is the specific structures the learner hears. Dulay et al. (1982) have investigated the effect of micro-environmental factors; they are salience, feedback and frequency.
As the effect of macro-environmental factor is the naturalness of exposure. The focus of exposure determines the quality of the learner' second language acquisition. The exposure can be determined into two types, natural exposure and formal exposure. When the focus of the speaker is on the form of the language, the language environment is formal; when the focus is on the content of communication, the language

environment is natural. Both types of exposure have its own advantages and disadvantages for the process of acquisition.

Apparently, natural exposure to the new language triggers the sub conscious acquisition of communication skill in that language. An ordinary conversation between two people is natural, and so are verbal exchanges at public places such as store, bank, or a party. On the other side, natural exposure has also limitation including a lack of peers who speak the target language natively, incomprehensibility of communication and the lack of silent period. Although research indicates that a formal language learning environment is not the best environment for learning language fluently, it has certain benefits. For those who have interest in the structures they are learning, formal environment are stimulating and useful. Unfortunately based on Dulay et al. (1982) being able to recite rules doesn't guarantee a proficient use of a language.

Another effect of macro-environmental is the role of the learner in communication. We can distinguish three-types of communication in which learners participate: (1) one-way communication where the learner listens to or reads the target language but does not respond, (2) restricted two-way communication where the learner responds orally to someone, but learner does not use the target language, (3) full two-way communication where the learner speaks in the target language, acting as both recipient and sender of verbal message. The third features of macro-environmental that affect successful of language learning is availability of concrete reference. Concrete reference can be defined as subjects or events that can be seen, heard or felt while the language is being used.

Micro-environmental feature is different from macro-environmental feature. Micro-environmental factors may affect second language learning only when learners have reached certain points in their second language development, means that they are ready to internalize given structure. Three micro-environmental features that have been investigated are salience, frequency and correction.

Motivation
Motivation is an important key toward language learning. Its significance becomes the source and reasons why language learners tirelessly study the second language. According to Gardner (2006: 242), motivation is a very complex phenomenon with many facets and it is not possible to define it in one simple definition. This is because the idea of motivation has been viewed differently by different schools of thought. From behaviouristic theory, motivation simply means an anticipation of reward (Brown, 2000). Whereas, from the cognitivist theorist sees motivation as the choice

that people make to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect. However, the constructivist defines motivation as further emphasis on social context as well as individual's decisions. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Students with higher levels of motivation will do better than students with lower levels (Gardner, 2006). Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners. Specifically to L2 motivation, it is the extent to which an individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity.

Several theories about motivation of second language learners usually distinguish between two main types of motivation namely instrumental and integrative motivation. Integrative motivation is learning a language because the learner wishes to identify himself with or become integrated into society of the target language. It can also learn the target language culture. It is believed that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

In contrasts to integrative motivation, instrumental motivation does not aim to learn target language to know the culture or even integrate in target culture society. Instrumental motivation is defined as learning a language because of someone have less clearly perceived utility it might have for the learner. In other words, a learner is instrumentally motivated when s/he wants to learn a language in order to pas examination, to use it in one's job, to use it in holiday in the country, or as a change from watching television. Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Brown, 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, etc.

METHOD

Participant

The participant of this research is a fresh graduate student from senior high school. His name is Muhamad Hussein. He comes from Pasuruan East Java. He is 19 years old and currently pursuing a flight attendant training center in Malang. He has been learning English for several years. The subject was chosen due to his ability to perform English especially in the speaking skill. The researcher assessed him by using rubrics adapted from Heaton (1988). His speaking performance is considerably well and had a high score of English proficiency which is 80. He is extremely good in fluency, but the

pronunciation is slightly affected by his mother tongue and is not being able yet to perform high accuracy in English.

Instrument

In this present study, the researcher applied interview and AMTB questionnaire to gain the data. The interview covers intentional learning and unintentional learning questions. Numbers of questions were addressed to gain information about language input, the subject's macro-environmental factors, micro-environmental factors and motivation. In addition, the type questionnaire in form of AMTB (Attitude/Motivation Test Battery) questionnaires developed by Gardner (1960) and extended by Gardner and Lambert (1972) is also used in this study.

Procedure

This research was conducted through a systematically and carefully designed procedure. The first step was to select participant which has adequate proficiency level of English. Secondly, the researcher set the interview time with participant. After finishing the interview, the participant was given the AMTB questionnaire. The last step was to collect and analyze the data which came from the AMTB questionnaires and the interview.

FINDINGS AND DISCUSSION

From the results of interview and questionnaire, the three aspects can be categorized in table below:

Table 1. Aspects of Second Language Acquisition

Aspects	Category			
	Very good	Good	Moderate	Poor
The availability of language input			√	
Language learning environment			√	
Motivation	√			

As already stated previously, the subject current level of English speaking proficiency is very good in fluency, but the pronunciation is slightly affected by his mother tongue and not being able yet to perform good accuracy in in English. This can be influenced by language input, language environment and motivation of the subject in learning

English. The contribution of each aspect toward subject's current level of English speaking proficiency can be discussed as follows:

The Availability of Language Input
Interlanguage input is sought from whether the subject practices or uses English to speak with his colleagues, friends or family who are not native speaker. It is found that the subject rarely has chance to speak English with his friends. He prefers to use L1 to communicate daily inside or outside classroom. However, simplified inputs from teacher or native speaker were considered exist since his teachers tend to explain materials with English and he also has foreign friends and uncle who can speak English with him. The most input was in form of non-simplified input, in which the subject likes to watch foreign movie and listen to the music.

The subject has his own ways to acquire the language. In spending the spare time, the subject stated that he likes listening to western music and watching foreign movies. While listening to music, he tried to find the meaning of every word and imitate the way to pronounce the words. It is similar to the movie; movie usually consists of conversations from which the subject also learns how to produce the target language. He paid attention to every expression used in the movie and imitated it. By doing those activities, the subject can learn receptively but not very effective in productivity. It helps him to know the pronunciation of a word or sentence but in a very limited way since he doesn't have partner for feedback and negotiation of meaning. From the speaking ability, the pronunciation of the subject is considered as good but the vocabulary used is very limited. This is also because the subject stated that doesn't like to read books or sources in English. Thus, it also affects the knowledge of his vocabulary in English.

Language Environment
As the result of the interview, dealing with the language exposure, the researcher found that the subject got a very limited exposure of the target language. The subject got more formal exposure than natural exposure. In the family environment, the subject stated that there isn't any member of his family who can speak English. However, the subject has an aunt who married with a native. Thus, sometimes, he used English to have a chat with his uncle through phone or Facebook.

The following concern of the interview is about the subject's role of communication. As the result of the interview, the subject stated that he is in the position of one-way communication. In classroom environment, his teacher tends to use teacher-centered

approach. He rarely got a chance to have a conversation neither with his teacher nor with his classmates.

Dealing with the availability of concrete referents, from the result of the interview, it indicated that it was difficult for the subject to get a concrete references. As mentioned before the exposure of the target language is limited to formal environment and his hobby of listening music and watching movies in English. It can be concluded that the subjects doesn't get enough concrete reference to help him acquire the target language.

Knowing the fluency of subject's spoken language, the researcher also investigate the target language model of the subject. The subject stated that he learns more about English from music and movies. In addition, the subject also has two friends from another country who speak English as the language model. One of his friends is from Arabic and the other one is from US. The one who comes from Arabic has met and spent a few weeks with him. It helps the subject to implement and use English to communicate. The other one is a friend he knows from social media, therefore he only get limited access to communicate with this friend. Even though the model of target language is limited, the subject always try hard to learn a lot by imitating the model, therefore, his English proficiency keep improving.

Even though micro-environmental factors doesn't seem to have major effect on second language acquisition, the researcher were also gain information from the subject related to this factor. According to the result of the interview, the subject gave a lot of attention to every sources of the target language which makes the degree of salience is high. It is similar to the frequency of the exposure; the subject is highly motivated to learn the target language. As the implication, the frequency of the exposure is high and improves the fluency of his spoken language. Unfortunately, the subject doesn't get enough feedback and correction whether from the teacher in the classroom or his language models. As the results, the subject grammar is still needed to be improved.

Motivation
From the result of the investigation, it is clear that integrative motivation becomes the one that works the most toward subject. As the analysis of the interview, the subject stated that he learns English because he wants to go abroad and live with the native speaker of English. From the subject point of view, the culture of the western people looks cool to be followed and it is really tempting to join their community.
This finding is supported by the result of AMTB (Attitude and Motivation Test Battery). The AMTB test shows that the subject has a great effort to learn English even without assistance from somebody else. The subject also does not believe that

his teacher is the best English source for him to be fluent in English. Therefore, the subject tried to find another way to learn English which is by listening to the English songs. This finding reflects that the subject's motivation was not distracted by the fact that his teacher cannot provide him with the target language properly. However the subject did not think that his English class is boring because it is still an aspect that can help him to learn English better.

His motivation also leads him to practice English without any feeling of anxiety because he believes that practice makes perfect. He has a strong desire to learn and know all aspects of English. Normally, people will get nervous when they have to talk to a tourist. However, the will to know the culture of foreigners help him to decrease the level of the nervousness.

The result of the AMTB test also reveals that his motivation works only on speaking skill. The subject bothered to check his homework if it is related to writing or reading task. From the subject's perspective, the most important part to learn the target language is by using the language in form speaking. Instead of doing his homework, he chose to keep update for any information related to the language use, for instance, watching English news from television.

CONCLUSION

Second language acquisition is influenced by several aspects. Three of them are language input, learning environment and motivation. This study discovered that each of them has effects in learner language, specifically in English speaking proficiency, in terms of fluency and accuracy. Thus, teachers, lecturers and parents should consider each of the aspect to accommodate the process of second language acquisition inside and outside the classroom.

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