



How Psycholinguistics and Social Factors Influence SLA on Elementary and Secondary Students in Indonesia

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Abstrak

Faktor psikolinguistik merupakan bagian dari faktor internal yang berhubungan dengan proses intelektual. Faktor sosial merupakan bagian dari faktor eksternal yang berhubungan dengan interaksi sosial. Penelitian ini bertujuan untuk mengungkap faktor psikologis dan sosial dalam pemerolehan bahasa kedua siswa SD dan SMP di Indonesia. Penelitian ini menggunakan metodologi kualitatif yang berfokus pada penelitian kepustakaan. Teknik pengumpulan data menggunakan teknik dokumentasi untuk mengumpulkan dan menganalisis data melalui pendekatan deskriptif. Data dokumentasi mengungkapkan bahwa ada lima faktor psikolinguistik seperti (1) sikap, (2) bakat, (3) motivasi, (4) kualitas kepribadian, dan (5) proses biologis. Selain itu, penelitian ini menemukan delapan faktor sosial yaitu (1) jenis kelamin, (2) usia, (3) kelas sosial, (4) motivasi, (5) sikap, (6) proses budaya, (7) karakter dan situasi siswa, dan (8) status ekonomi. Tidak ada faktor tertentu yang dapat dinyatakan dominan di antara faktor psikolinguistik dan sosial. Oleh karena itu, penelitian ini mengungkapkan unsur yang sama yang terjadi pada faktor psikolinguistik dan sosial: motivasi dan sikap. Studi ini menyarankan bahwa guru harus memberi perhatian ekstra pada motivasi dan sikap siswa karena ini berkaitan dengan faktor psikologis dan sosial, yang dapat mendukung pemerolehan bahasa kedua mereka.

Kata Kunci: Faktor psikolinguistik, faktor sosial, pemerolehan bahasa kedua

Abstract

Psycholinguistic factors are part of internal factors which connect to the intellectual process. Social factors are part of external factors which connect to social interactions. This study aims to reveal the psychological and social factors in second language acquisition of elementary and secondary students in Indonesia. The research employs a qualitative methodology focused on library research. The data used documentation techniques to gather and analyze the data through the descriptive approach. Documentation data reveal that there are five psycholinguistic factors such as (1) attitude, (2) aptitude, (3) motivation, (4) personality qualities, and (5) biological processes. Also, this research found eight social factors such as (1) gender, (2) age, (3) social class, (4) motivation, (5) attitude, (6) cultural process, (7) students' characters and situation, and (8) economic status. No particular factor can be stated as dominant among psycholinguistic and social factors. Therefore, this research reveals the same element that occurred in psycholinguistic and social factors: motivation and attitude. This study suggests that teachers should pay extra attention to students' motivation and attitude since it relates to psychological and social factors, which could support their second language acquisition.

Keywords: Psycholinguistic factors, social factors, second language acquisition

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INTRODUCTION

The phenomenon of mastering every country in the world has a first language and other languages. People nowadays are proclivity to master two, if not three, languages simultaneously due to the advances in information and communication between nations. Indonesians, on the whole, are bilingual. That is, native languages such as Sundanese or Javanese are the first or mother tongue, while Indonesian is the second language. Therefore, there are opportunities for the students to use both languages. However, children mastering two languages simultaneously can also have an effect, such as the students' skills loss, especially in vocabulary mastery, if someone has lived a relatively long time in a community that uses another language. On the other hand, according to Prasetyowati (2020), *language acquisition* is defined as the period in which an individual acquires a new language or vocabulary. Language acquisition has a sudden unconscious starting point when one-year-old children begin to use words from linguistic. The situation above showed that language acquisition has a gradual beginning that emerges from society through a long process. Furthermore, in language acquisition, children acquire and learn at least one language, except for physically impaired or disabled children. According to experts, children will reach the level of adult language mastery in approximately 25 years (Sarath Jayasundara, 2020). A child does not suddenly have an L1 grammar in his brain and is complete with all the rules. L1 is obtained in several stages, and each subsequent stage is closer to the grammar of the adult language.

Learning a second language is not like learning a first language. In first language acquisition, children are in the position of not thoroughly learning any language before. Meanwhile, second language acquisition is connected to children's physical and psychological development (Octaviana, 2017). Moreover, learning a second language is encouraged by several factors which stimulate someone to learn a second language. According to Steinberg (2003), There are two factors in the acceptance of a second language: psychological and social factors. Psychological factors refer to intellectual processes related to structure and grammar rules, memory, which plays a critical role in learning, and action, which involves using an articulator to speak (Ryeo, 2019). Meanwhile, Sayama Malabar (2015) depicted that sociolinguistics concerns actual language use, such as descriptions of language/dialect usage patterns. This pattern is commonly applied in different cultures, speaker preferences for specific languages/dialects, topics, and the conversation context. Using the mother tongue or specific regional languages involves the behavior and acquisition of the second language. The formal educational process and the surroundings are then used to begin the second language learning process.

To begin the second language learning process, Krashen (1982) explained that language acquisition entangles a subconscious process that could direct someone to have competencies as a product of language acquisition. Based on this information, it can be concluded that second language acquisition (SLA) refers to how someone subconsciously can understand, utter, and use the language in communication. Second language acquisition (SLA) entangles informal and formal learning processes to achieve the target language goals (Saville-Troike, 2006). In line, Ellis (2015) stated that language is used to interact extensively, such as informal and formal learning activities that do not have enormous effort to understand the language. Thus, a second language can be acquired by someone easily to have better communication. Hence, humans must acquire a second language to build relationships and interactions. Furthermore, second language acquisition (SLA) also substantially impacts other educational programs (Fahriany, 2018). It means the function of second language acquisition becomes necessary for learners in every age circle. The second language acquisition students could be young or adult people based on their purpose in comprehending the language. At the same time, this paper focus on young learners, particularly in the Indonesian context.

Second Language Acquisition is recently connected with the terms interdisciplinary. Specifically, Ellis (2015) mentioned that second language acquisition is not only drawn from interdisciplinary fields from psychology but also the sociology field. Based on that reason, psycholinguistic terms have occurred. Das (2020)

stated that psycholinguistics is concerned not only with the human language brain but also examines the brain process while it produces and receives a spoken and written language. Based on that reason, many researchers focused on the research language input of second language acquisition that affects the psychological side. To be sure, Jacob Robert Kantor was the first person who coined the "psycholinguistics" term in his book about grammar psychology, was stated that psycholinguistics and science become a great match to understand the human brain process or human way of thinking (Kantor, 1936). Furthermore, Das (2020) also stated that psycholinguistics also field works to understand children's first and second language acquisition. In addition, Kasper & Kellerman (2014) depicted that Interdisciplinary in this psycholinguistics context means a field that incorporates two different terms: psychology and linguistics. However, it also corporates with other specific fields to understand the mechanism of human language acquisition expansion, such as neuroscience, cognitive science and sociology, and language acquisition speech. To sum up, psycholinguistics as an interdisciplinary approach allows researchers to understand the technique and the mechanism of language acquisition. Moreover, the technique and mechanism rely not only on comprehension but also on the production of language acquisition.

There are many aspects of second language acquisition that could be an issue for research, one of them related to psycholinguistic and social factors that influence second language acquisition. The previous studies related to this present study are as the following: First, the study was conducted by Tarone (2007). The research employs a deep-comprehension discussion related to the sociolinguistics process from 1997 until 2007. This research discovers that social context and second language acquisition (SLA) has a substantial connection that could influence second language learners. Next, the research was conducted by Meem (2021). The research objective is to know social factors in second language acquisition (SLA). Next, the research was conducted by Farayola (2019). The research objective is to know whether children's first language acquisition is influenced by television based on psycholinguistic' views. In addition, research was conducted by Wilson (2018). The research employs a deep-comprehension discussion related to Taiwanese elementary school students' English learning motivation and attitude influence SLA. Also, Spolsky (2013) conducted library research that discussed some psycholinguistic conditions for second language learning based on linguistics preference. Last, the research was conducted by Lumentut & Lengkoan (2021). The research objective is to find out the role of psycholinguistics in language acquisition. To sum up, this research gap emphasizes psycholinguistic and social factors that influence SLA in elementary and secondary students in Indonesia.

The involvement of psycholinguistics aspects in language learning is critical because psycholinguistics allows a teacher to know the learning processes. The second language acquisition learning process involves students' attention while talking, reading, or writing. Therefore, when students face difficulties in English skills, the teacher can look at those difficulties from a psychological aspect. Therefore, the relationship between psycholinguistics and sociolinguistics has a supporting role. Based on research conducted by Peri Syaprizal (2019), several factors influence language acquisition. For instance, biological and cognitive factors, such as age, mother tongue, and environmental factors, particularly family, friends, and community, are crucial factors for language acquisition in children. In line with Prasetyowati (2020), Language acquisition is influenced by heredity, environmental factors, family, and place of residence, and the child is equipped with nature at birth. Therefore, this study aims to determine how psycholinguistics and sociolinguistics factors affect second language acquisition in Indonesia's elementary and junior high schools. Based on the description above, the author can formulate the problem as follows: What psycholinguistic and social factors influence the SLA? The answers to this formulation are crucial in developing psycholinguistics and social factors in Second language Acquisition.

METHODOLOGY

This current research conducted a qualitative design that concentrates on the library research design. Furthermore, this research focuses on several points, such as the study of a problem, a detailed understanding of a phenomenon, a word-based collection of information, a text analysis of the data for description, and an interpretation of the more significant meaning of the results. During the data collection phase, the researcher utilized various documentation strategies. During the data collection phase, the researcher utilized various documentation strategies. Documentation refers to the information compiled from various sources, including but not limited to printed materials, images, literary works, films, or other types of recordings. Therefore, the document used for this research comes from thirty articles discussing psycholinguistics and sociolinguistics subjects.

In the analysis, the researchers used a descriptive technique. One of the objectives of data analysis in qualitative research is to determine the information, data, and process of a social phenomenon (Bungin, 2010). This descriptive technique is oriented to social factors stated by Hou (2015), such as (1) gender, (2) age, (3) social class, (4) motivation, and (5) attitude. Meanwhile, for the psycholinguistic factors, the researchers adopted from Purba (2018), such as (1) attitude, and (2) aptitude. The data used documentation techniques to gather and analyze the data through the descriptive approach. This descriptive technique allows researchers to interpret and understand the text. According to Creswell (2012), detailed description means that the authors describe what they see. He also mentioned that information is provided in the context of the person, place, or event. Furthermore, data analysis included three supported processes: data reduction, data display, and conclusion drawing (Miles, et. al. 2014).

Firstly, data reduction concerns selecting the research articles about psycholinguistic factors and sociolinguistics factors from thirty research papers. Secondly, after re-reading the research paper, the researchers found the same psycholinguistic and sociolinguistic factors that occur in SLA. In this second research stage, the researchers were already processing the raw information documents. Thirdly, the researchers were now concerned about selecting which parts of the theory should be included in the data display. The selected data were presented in this phase in descriptive essays, which showed that the data were intended to help the researcher understand and consider what was going on in the presented data. Data displayed from the articles in this research were submitted in narrative form. Fourthly, at the final stage of this research, the conclusion was drawn and displaying the data based on the research questions. In addition, the data must be verified for credibility and precision. The researcher checked the validation of the data with a strategy of triangulation. Triangulation verifies data from several sources, like various participants, data types, and data collection methods (Creswell, 2012).

FINDINGS AND DISCUSSIONS

Psycholinguistic Factors in SLA

According to the literature, psycholinguistics studies the mind and language. It investigates the processes in the brain when creating and comprehending language and is concerned with the link between the human mind and language. This study mentions several psycholinguistic aspects, such as language ability and motivation (Ellis, 2015). Purba (2018) defines *aptitude* as "a set of specific abilities deemed to predict success in language learning." According to research, *aptitude* is defined as the capacity to learn rapidly. Thus, we may assume that a student with high aptitude would learn more easily and quickly but that other learners will succeed if they continue. Meanwhile, motivation is determined by learners' communicative demands and attitudes toward the second language. Suppose learners need to speak the second language in a variety of social circumstances or to pursue professional goals. In that case, they will recognize the communicative value of the second language and will be driven to study it. These psycholinguistic aspects are important in learners' success in learning and

utilizing a second language. Every person has distinct personality qualities that allow him to perform in various ways. Individual variations in language learners, according to psycholinguists, can predict success or failure in language acquisition. For example, no students fail to acquire a native language, and it is mainly learned before the age of five. Children are not formally taught language, yet by the time they start school, they all have the same degree of ability in utilizing their native speech. As a result, the psycholinguistics approach supports the premise that language learning is inherently determined and rewired by birth because language acquisition and improvement are biological processes. Acquiring a language necessitates perceptive skills, cognitive abilities, and other language-related mechanisms. Students are defined as those who consistently incorporate the three domains of psychology – cognitive, emotional, and psychomotor – into their daily actions. The capacity to employ both receptive (hearing and reading) and productive (speaking and writing) language involving the three previously mentioned domains. Language forms are organized in human minds through the interdependence of memory, perception, thinking, meaning, and emotion.

Social Factors in SLA

Social factor has an essential role in students acquiring a second language because they can influence the learners' development progress. The social factors that are usually mentioned for students to acquire a second language were stated by (Hou, 2015), such as (1) gender, (2) age, (3) social class, (4) motivation, and (5) attitude. As similar to the social factors that are stated before, cultural factors also have an important role in second language acquisition, starting from the subjects. Therefore, there is a relationship between cultural factors and second language acquisition (Lai et al., 2016). Each factor has a different effect that influences the students for acquiring a second language. Hence, there is no particular factor that can be stated as dominant for students to acquire a second language because every student may have different conditions and situations based on internal factors and external factors.

The internal factors for acquiring a second language can be different due to students' characteristics. Despite, (Burstall, 1975 as cited in Hou, 2015) stating that female learners have more significant progress in acquiring the second language compared to male learners, the external factors may change the situation for acquiring the second language. The socio-economic status of each student is also different and it can give impact the process and progress of acquiring a second language. Next, age is also stated by (Larsen-Freeman & Long, 2014) as one of the social factors that influence second language acquisition and they stated that the younger learners may have higher quality in the context of acquiring the language compared to the older learners. However, the quality of results in the context of acquiring the language from older people may be better than younger people. Another factor is social class as stated by Burstall (1975) as cited in Hou (2015) that low socioeconomic and high socioeconomic of students have a big influence on the process of acquiring a second language. People who are of higher socioeconomic may have significant opportunities to develop their second language through the facilities that they had, instead of the people who are from low socioeconomic status. The motivation and attitude factors also influence the students to acquire a second language (Gardner & Lambert, 1959 as cited in Hou, 2015). The differences in motivation and attitude that are owned by the students will also affect the result of acquiring a second language. Furthermore, whatever the external and internal factors in the context of social context that is owned by the students, all those factors will influence the students in a different way based on the students' characters and situation, either in economic status or environment.

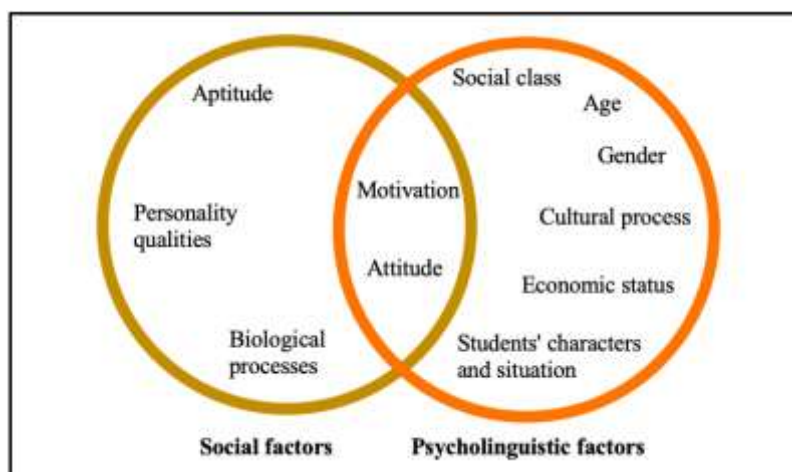


Figure 1. Psycholinguistic factors and Social factors

Figure 1 demonstrates the findings of this research, where psycholinguistic factors occur from the research articles. This current studies analysis showed that motivation and attitude are considered the social and psycholinguistics factors influencing the second language acquisition of elementary and secondary students in Indonesia. This research showed other social factors such as aptitude, personality qualities, and biological processes, and other psycholinguistic factors such as social class, age, gender, cultural process, economic status, students' characters, and situation. However, among social and psycholinguistic factors, motivation and attitude are considered to be the influenced factors among those two social factors and psycholinguistic factors.

In the study of language behavior, including visible and unseen actions, such as receptions, perceptions, language learning, language productivity, and the processes that occur in these areas. This study offers some findings relating to psycholinguistic aspects such as aptitude and motivation (Ellis, 2015). These elements are critical, particularly for students learning a second language. Lumentut and Lengkoan (2021) discovered that psychology could teach us about students' attitudes and actions when acquiring and learning languages, whereas linguistics can teach us about language concepts and structures. Aptitude refers to a learner's remarkable capacity to acquire a second language (Ellis, 1986). According to Richards et al. (1985) study, aptitude is the innate capacity to learn a language. They stated that language aptitude is regarded as a mix of several talents, such as the ability to distinguish sound patterns in a new language, and the ability to understand the various grammatical roles of words in sentences. Students require aptitude, certain unique qualities that are responsible for language learning. Meanwhile, motivation is a multidimensional concept that is defined in various ways by academics in psychology and other social science areas. According to the research performed by Azar and Tanggaraju (2020), motivation refers to the combination of effort and hunger to attain the objective of language learning with positive attitudes about language learning. Motivation to learn a second language denotes the extent to which a person tries to learn the language because of a strong desire to do so, as well as the joy they derive from completing a job.

Moreover, there are also several results of research that have a correlation with social factors in second language acquisition. According to the research that was conducted by Yen-JuHou (2015), (1) motivation and (2) attitude have an important role in students' English learning process and it is also compared with the impact of social factors like (1) age, (2) gender, (3) social factors. Therefore, there will be a better understanding of unlocking the potential students for learning English. Almost similar to previous research, (Suliman, 2015) also conducted the research by focusing on the individual differences between being an extrovert and an introvert and how the impact of each character on acquiring a second language.

This research only focused on the internal factors of students based on their characteristics, which did not involve any external factors. The result of the research showed that introversion has a more significant impact

on the process of second language acquisition in the context of producing grammatically correct native-like accents or habits. However, extroversion also tends to socialize more. It can be seen by their ability to communicate, despite the fact that the output may not also be accurate and correct. By focusing on the social factors of second language acquisition, motivation can also play an essential role in influencing students to acquire a second language. It is similar to the research conducted by Azar & Tanggaraju (2020), which focused on students' motivation for learning English as their second language and the level of motivation that can influence the progress of acquiring the second language. The finding of this research showed that the students had a pretty high level of instrumental motivation in order to learn English as a second language. It refers to integrative, resultative, and intrinsic motivation that can affect the process and progress of acquiring a second language. Not limited to students' motivation, age also plays a role in second language acquisition. It is supported by the research by Thomson Ho (2019), which focuses on the relationship between age and language learning in the context of second language acquisition. The finding of this research showed differences in quality results and the process of acquiring among older people and younger people.

On the other hand, the L1 factor may correlate with people's second language acquisition process, and it affects learning progress. However, it will not give significant differences in the progress and result of second language acquisition. Therefore, future research that discusses social and psycholinguistic factors in second language acquisition could try to discover the external factors that might influence it. Furthermore, considering that this research was only conducted with a focus on elementary and secondary students, future research could focus on finding the influences factors in higher education background.

CONCLUSION

This current study has addressed that no particular factor can be stated as dominant among those psycholinguistic and social factors. However, two of the same factors occurred in the psycholinguistic and social factors of elementary and secondary students, such as motivation and attitude. As a result, motivation and attitude represent elementary and secondary students' psychological and social factors. Consider that several teachers were still only focused on the students' learning achievement rather than students' attitude and motivation. Indonesian teachers are expected to pay more attention to students' psychological and social factors while they are in class.

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