

KALANGWAN

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- **I Made Suweta**
Aksara Modre Dalam Khasanah Linguistik Budaya
(penggunaan *Aksara Modre* Dalam Sistem Religi Hindu Di Bali)
- **Gusti Ayu Mastini**
Campur Kode Penggunaan Bahasa Bali Warga Banjar Tegai Gundul, Desa Tibubeneng, Kecamatan Kuta Utara
- **I Made Wiradnyana**
Fungsi Wacana Sapuh Leger Bagi Masyarakat Hindu Bali
- **I Made Dian Saputra**
Sustra Dan Nilai Kehidupan Dalam Lakisan Tautri Carita Pada Bangunan Kertha Gosa Klungkung
- **Gek Diah Desy Sentana**
Dekonstruksi Uang Kepeng Aksara Bali Dalam Masyarakat Hindu Bali
- **I Gusti Ngurah Wijaya Mahardika**
The Role Of The First Language In Second Language Acquisition
- **Kadek Aria Prima Dewi PF**
Kekerasan Remaja Pada Dunia Pendidikan (kajian Psikologis Dan Sosiologis)
- **I Gede Sedana Suci**
Pola Asuh Keluarga Hindu Di Desa Gunungsari Kecamatan Seririt Buleleng

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PENGANTAR REDAKSI

Om Swastyastu

Puji syukur kami panjatkan kehadiran Tuhan Yang Maha Esa/Ida Sang Hyang Widhi Wasa karena berkat *asung wara nugraha* Nyalah jurnal Kalangwan untuk penerbitan kedua ini dapat diselesaikan dan terbit tepat pada waktunya.

Kalangwan, Jurnal Pendidikan Agama, Bahasa dan Sastra Jurusan Pendidikan Bahasa dan Sastra Agama Fakultas Dharma Acarya IHDN Denpasar hadir kembali menyapa pembaca sekalian dengan mengemban amanat suci yang akan membuat pembacanya terpesona akan keindahan ilmu pengetahuan. Kalangwan memiliki misi menghidupkan atau mengoptimalkan kesadaran keindahan ilmu pengetahuan yang ada dalam diri setiap orang. Dengan kesadaran akan indahnya ilmu pengetahuan, akan membuat setiap insan tergerak untuk terus merimba, menambah dan memperdalam pengetahuannya demi kemajuan dan peningkatan kualitas SDM kampus. Keindahan ilmu pengetahuan akan membuka sisi-sisi estetika dan kelembutan menuju manusia yang ramah, rendah hati, jujur dan terbuka.

Pada jurnal Kalangwan volume IV No. 2 ini, secara filosofis-epistemologis akan menyajikan beragam tulisan yang terkait dengan agama, pendidikan, bahasa, sastra dan budaya diantaranya : 1) Aksara Modre dalam Khasanah Linguistik Budaya (Penggunaan *Aksara Modre dalam Sistem Religi Hindu di Bali*, oleh I Made Suweta; 2) Campur Kode Penggunaan Bahasa Bali Warga Banjar Tegalgundul, Desa Tibubeneng, Kecamatan Kuta Utara, oleh : Gusti Ayu Mastini; 3) Fungsi Wacana Sapuh Leger Bagi Masyarakat Hindu Bali, oleh: I Made Wiradnyana; 4) Sastra dan Nilai Kehidupan dalam Lukisan Tantri Carita pada Bangunan Kertha Gosa Klungkung, oleh I Made Dian Saputra; 5) Dekonstruksi Uang Kepeng Aksara Bali dalam Masyarakat Hindu Bali, oleh: Gek Diah Desy Sentana; 6) The Role of The First Language in Second Language Acquisition, oleh I Gusti Ngurah Wijaya Mahardika; 7) Kekerasan Remaja Pada Dunia Pendidikan (Kajian Psikologis Dan Sosiologis), oleh Kadek Aria Prima Dewi PF; 8) Pola Asuh Keluarga Hindu Di Desa Gunungsari Kecamatan Seririt Buleleng, oleh : I Gede Sedana Suci.

Semoga tulisan dalam jurnal ini dapat menambah wawasan dan pengetahuan kita semua.

Om Santih, Santih, Santih Om.

Redaksi

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THE ROLE OF THE FIRST LANGUAGE IN SECOND LANGUAGE ACQUISITION

Oleh:

I Gusti Ngurah Wijaya Mahardika

ABSTRAK

Penguasaan bahasa kedua adalah sebuah usaha yang kompleks dan merupakan sinergi dari berbagai kegiatan. Ada banyak hal yang mempengaruhi keberhasilan penguasaan bahasa kedua. Salah satu faktor yang paling banyak mendapat penekanan adalah peran atau lebih tepatnya pengaruh bahasa pertama terhadap usaha dan keberhasilan penguasaan bahasa kedua. Ada perubahan paradigma yang terjadi belakangan ini, yang mengubah sudut pandang yang menyatakan bahwa bahasa pertama memberikan pengaruh buruk terhadap penguasaan bahasa kedua. Artikel ini akan membahas mengenai beberapa penelitian yang membuktikan bahwa teori yang menyatakan mengenai pengaruh buruk dari bahasa pertama terhadap penguasaan bahasa kedua tidaklah tepat yang secara tidak langsung membantah kebenaran teori dimaksud. Lebih jauh lagi, kita juga akan membicarakan mengenai penyebab dari *interlingual errors*, dan juga bentuk bentuk interaksi antara bahasa pertama dan kedua dari seorang dwibahasawan (bilingual).

Kata Kunci: *SLA, Bahasa Pertama, interlingual errors*

I. Introduction

The first language (L1) has been considered as the major cause of the learners' problems in second language (L2) learning. However in recent years, data have accumulated that place the first language of the second language learners in more respectable, sometimes even valuable, place. The first language is not anymore considered having negative interference in the learners' attempt to acquire the second language. Moreover when a person finally becomes a bilingual,

the existence of both the first and the second language enriches individual's communicative repertoire. Present research results suggest that the major impact of the first language towards the acquisition of the second one may have to do with accent, not with grammar or syntax.

In order to obtain clear and convincing ideas about the role and influences of the first language to the acquisition of the second language, the following section will discuss the phenomena as well as some

evidences regarding researches on related issue stated above.

II. DISCUSSION

2.1 The Contrastive Analysis Hypothesis

Contrastive analysis (CA) took the position that learners' first language "interferes" with their acquisition of a second language, and that it reflects the major obstacle to successful mastery of the new language. This hypothesis suggested that when the structures of the learners' first language differed from those in the second language, errors that reflected the structure of the learners' first language would be produced. It is said that errors was due to the influence of the learners' L1 habits on L2 production. For example, the modifier in Indonesian morphological rule is usually placed after a noun which is being modified; according to the CA hypothesis, therefore, Indonesian-speaking learners should tend to say *a view beautiful* instead of *a beautiful view* when they try to communicate in English, as a second language. In psychological literature, this process is considered as "negative transfer".

On the contrary, "positive transfer" refers to the automatic use of L1 structure in the production of L2 when the structures in both languages are the same, so that correct utterances can be produced. For instance if positive transfer is operating, Chinese-speaking learners would be able to use their L1 phrasal structure in the

production of L2 since the rules are the same, a head is usually placed after modifiers. The English of *wo de shuben* is *my book*. As we can see, the heads for both languages are *shuben* and *book*. Meanwhile *wo de* and *my* modify the heads.

The truth of this hypothesis, however, should be further researched in order to obtain a convincing data and results. Examination of the available empirical data addressing the CA hypothesis has revealed that:

- a. In neither child nor adult L2 performance do the majority of the grammatical errors reflect the learners' L1
- b. L2 learners make many errors in areas of grammar that are comparable in both the L1 and L2—errors that should not be made if "positive transfer" is operating.
- c. L2 learners' judgments of the grammatical correctness of L2 sentences are more related to L2 sentence type than to their own L1 structure.
- d. Phonological errors show more L1 influence than do grammatical errors, although a substantial number of the L2 phonological errors children make are similar to those made by monolingual L1 learners, and only small proportion of phonological errors in reading are found to the learners' L1.

From these findings, we can observe that at the level of performance the CA hypothesis is a weak predictor of learners' performance, measuring only for a small portion of L2 performance data. At the level of process, the phenomena of negative and positive transfers are still being questioned since such processes do not appear much of the time or systematically.

2.1.1 On the Terms "Interference" and "Transfer"

Interference regarding the influence of L1 to L2 is used to refer to two very distinct phenomena, psychological and sociolinguistic. The psychological use of the term refers to the influence of old habits when new ones are being learned. Meanwhile, the sociolinguistic use of the term refers to language interactions, such as linguistic borrowing and language switching, that occur when two or more language communities are in contact.

Weinreich (1953) and Haugen (1953) tried to find out the evidence of CA hypothesis. However upon close examination, it became evident that the phenomenon of "interference" documented by Weinreich, and that of "linguistic borrowing" documented by Haugen are similar linguistic phenomena and they are quite different from "L1 interference" as conceived by CA hypothesis.

Weinreich (1953, p. 1 in Dulay et al, 1982) defines interference as a result of bilinguals familiarity with more than one language, languages in contact. Haugen

(1953, p. 370 in Dulay et al, 1982), on the other hand, states that it is the learners' language that is influenced during the acquisition of a new language, not the language they learn. He also adds that the deliberate use by a bilingual of loan translations for the sake of enriching the learners' language (p. 459 in Dulay et al, 1982).

The CA hypothesis, however, states that interference is because of learners' unfamiliarity to the pattern of the L2. Different patterns of L1 and L2 leads the learners of L2 to difficulty to learn the new language. Moreover the CA notion of interference indicates that the less bilingual speakers are the more interference there will be when they attempt to communicate with the native speakers of target language. The use of interference as stated by Haugen above is quite different from the CA notion of interference structures as unwanted forms which the L2 learners cannot help but use.

The work of Weinreich and Haugen was considered fundamental to language shift research, but it does not give any convincing answer to the phenomenon of L1 interference as defined by the CA analysis.

The same problems with the frequent use of several meanings for "transfer" have created further confusion with CA theoretical accounts of the role of L1. Transfer, as firstly defined by behaviorist psychologists, refers technically to automatic, uncontrolled, and subconscious use of past learned behaviors in the attempt

to produce new responses. In this case, transfer can be classified into "negative" and "positive". "Negative transfer" is a type of transfer which results in error because old habitual behavior is different the new behavior being learned. For example, if someone has accustomed to make use of his right hand as a dominant hand, he will find difficulties to make use his left hand to do most of his daily activities which require the right hand as prominent. "Positive transfer", in contrast, results in correct performances because the new behavior is the same as the old. In the example for "negative transfer" above, correct performances can be achieved by him for some activities requiring the use of left hand to do so.

Transfer can also be used by educational psychologists and educators to describe the use of past knowledge and experience in new situation. As an illustration, someone who is able to recognize written symbols of a particular language can make use of his prior knowledge to learn to read.

Another use of "transfer" refers to a characteristic of the learners' performance. In this case, errors made by learners may be the result of the "negative transfer" process described by behaviorist psychologists, or they may be the result of some other internal process, or some factors in the learners' language environment.

To avoid misinterpretation, the term "transfer" is not anymore used to describe surface characteristics of errors. This term

is only used in the theoretical constructs of "negative" and "positive" transfers. Errors that reflect the learners' L1 structures are called "interlingual errors".

This distinction is essentially between process and product; that is between the process hypothesized to underlie verbal performance (e.g. negative transfer) and the characteristics of errors.

The empirical research available on the role of the first language constitutes different aspects of L2 learners' verbal performance. These aspects include:

- a. Grammatical errors
- b. Non-use of L1 rules similar in L2
- c. Judgments of grammatical correctness
- d. Avoidance

2.1.2.1 Grammatical Errors

The changing perception on the role of L1 occurred with the observation that the number of errors in L2 productions that could be related to L1 influence was far smaller than had been imagined before.

In the area of grammar, including syntax and morphology, the occurrence of errors made in L2 acquisition, as the influence of L1, is relatively low—around 4% to 12% for children, and from 8% to 23% for adults. Most of the occurrence shows errors limitedly in word order, not in the morphology of the language. The followings show us several related research results.

Dullay and Burt (1974) had conducted a study of the natural speech of children, an analysis over 500 grammatical errors made by 179 children

learning English in the United States schools (in New York and Northern California). They found that less than 5% of the errors observed reflected the children's first language, Spanish. Other studies conducted to children learning English as L2 in the United States (Milon, 1974; Gillis and Weber, 1976; Gonzalez and Elijah, 1979; Venable, 1974) show that the actual incidence of interlingual errors is negligible. The evidence of the researches above shows a very low incidence of interlingual errors. Most of the errors, on the other hand, appears to be developmental—might be made by children learning those languages as their first language.

Similar conclusion is made from studies conducted on the speech and writing of adults learning English as L2 that the majority of non-phonological errors observed does not reflect L1. The proportion of errors that reflects L1, however, is larger than that which has been observed for children, 8% to 23% may be classified as interlingual errors for adults. This figure represents a minority of the total errors adult make. Some researchers conducted studies on adults learning L2 were White (1977) studying speech of adults learning English in the United States; LoCoco (1975, 1976) studying the compositions of English native adults enrolled in German and Spanish foreign university classes in the U.S.; Hanania and Gradman (1977) observing an Arabic speaker learning English in U.S.; and Scot and Tucker (1974) studying Arabic-

speaking students learning English at the American University of Beirut.

The adult studies were conducted in both host and foreign language environment. It seems likely that a foreign environment should be more conducive to L1 influence than a host environment because of the lack of sufficient natural exposure. Unfortunately, the available data do not permit such a generalization to be made.

2.1.2.2. Non-Use of L1 Rules Similar in L2 (Lack of Positive Transfer)

The results shown above indicate some grammatical errors made by learners of L2. They would not have made errors if they had used the same rules they already using in their L1. In line with this, LoCoco (1975) conducting a study to monolingual English-speaking university students learning Spanish and German in U.S. found out that 5% to 18% errors would not have been made if they had used the rules of their native language.

Some other examples of the limited use of L1 are proven in the learning of plural allomorphs conducted by Natalicio and Natalicio (1958) which shows that English allomorph rules are the same as Spanish. Chavez (1972) observing a Spanish-speaking subject Guero omitting the plural /-s/ and /-es/ endings in the early stage of English acquisition, though Guero used the same rules productively in his native.

The findings above provide additional evidence for L2 learners' lack of reliance on the specific grammatical rules and structures of their L1.

2.1.2.3. Judgments of Grammatical Correctness

Another kind of study that attempt to explore the role of L1 in L2 performance focuses on judgment of grammatical correctness. The main point of this study is to find out whether judgments of grammatical correctness are affected by the differences between one's L1 and L2 or not. The method was by giving the subjects of the study, monolinguals of Arabic, Persian, Japanese, Chinese, and Spanish learning English as L2, misformed English sentences. Then they were asked to identify the English grammatical as well ungrammatical sentences based on their own language rule judgments (Tyson and Dillbey, 1976; Ioup and Kruse, 1977).

A number of analyses performed on these data revealed no significant relationship between the students' group and their judgments about the correctness of English sentence type. Ioup and Kruse state that sentence type rather than native language background is the most reliable predictor of error (p. 165 in Dulay et al, 1982), in contrary to CA analysis.

These two studies do not much support to the notion of L1 influence. Where judgments of grammatical correctness are concerned, factors other than the structures and rules of the L1 seem to be operating.

2.1.2.4. Avoidance

An interesting area of L1 influence to L2 study is the fact that some L2 learners tend to show avoidance of certain L2 rules. A study in analyzing relative clause

production in university-level students of ESL conducted by Schachter (1974) found out that Persian and Arabic Speakers produced twice as many relative clauses in their composition, though they made nearly twice as many errors in the relative clauses, as did Japanese- and Chinese-speaking students. Schachter believes that CA hypothesis helps to explain this result. "Positive transfer" has happened for Persian and Arabic speakers since their L1 relative clause rules are quite similar to those of English, while Japanese and Chinese have the opposite structures. Schachter concludes that the students, Japanese and Chinese students, may have had so much trouble with these constructions that they refused or avoided to produce them.

Kleinman (1978) supports schachter's theory by conducting similar study to students of Arabic, Spanish, Portuguese, and American. He also adds that personality factors, such as anxiety, confidence, and willingness to take risks, are taken as considerations on which students are likely to avoid various structures. In accordance with the two studies mentioned above, Madden, Bailey, Eisenstein, Anderson (1978) distinguish "avoiders" and "guessers". "Avoiders" are those who usually avoid to response to items they do not know well and are willing to imitate a sentence only they feel the likelihood of making errors is small. Meanwhile, "guessers" are willing to try... even when there is little likelihood of being correct (p. 112 Dulay et al, 1982).

We have seen that CA hypothesis has received little empirical confirmation in the area of L2 syntax and morphology. The CA hypothesis can also be seriously questioned on purely theoretical foundation in relation to habit formation theory. Moreover, general psychological interference theory derived from verbal learning and memory research is being seriously questioned by psychologists themselves.

2.2 The Source of Interlingual Errors

The term "interlingual Errors" refers to errors that are made by second language learner, which reflects the structure of the learner's L¹. Even though, as stated previously, these errors occur in relatively small numbers, still they are worth studying. Unfortunately, virtually no work has been done to probe under which conditions interlingual errors are made.

Dulay, Burt, and Krashen, however, proposed several sources of interlingual errors, namely: (1) conditions which result in premature use of L¹, and (2) Certain elicitation Task. (3) Monitor Use and the Use of the L¹, (4) and Phonological performance. These are the topics we are going to elaborate in the next part of this paper.

2.2.1. Conditions that result in premature use of the L²

When an L² learner is faced with a condition where he or she has to use the new language to an extent beyond his or her knowledge of the new language, it is likely that he or she will fall back to his or

her L¹. For example, an adult who possesses little English, arrives in an English speaking country, and because of some factors, he is forced to use his patchy English to communicate. This premature use of the target language is caused by the need to communicate, before one has been exposed to enough of it for meaningful processing.

Although this may happen to both adult and young learners, observation proposed that it happens more in adult learner compared to young learner. Dulay, Burt, and Krashen stated that this is because adults often have to produce the new language long before they have mastered it. Suppose the adult lives in a foreign country, which uses the L² as the major languages of communication, many jobs and social activities will require sophisticated verbal interaction in the new language.

Children on the other hand, are not usually subjected to such pressures to perform in the second language as adult are. Children, as has been observed, in a natural host, usually go through a silent period for more or less two or three months. During this silent period child limit their speech to brief imitation and few routines. It is believed that this silent period is used by the children to fully develop their understanding of the L² through listening.

2.2.2. Limited L² Environment.

Environmental factors that apparently limit the scope and quality of the second language are: (1) the absence of peer who

speaks the language natively, (2) severely limited and often artificial condition under which the language may be learned.

The unfortunate conditions are often inevitable, however, in foreign language learning context because the target language is not the language used for communication in such situations. The total burden to provide a target language environment falls on the teacher in the often difficult environment of the classroom. Under these conditions learners have little recourse but to fill the vacuum of second language knowledge with the structures of their first language. In the classroom student have to resort to their proficient- or supposed to be so- foreign language teacher, and other not-so-proficient class mate.

2.2.2. The Elicitation Task

Elicitation task refer to the manner in which spoken or written performance is elicited from the second language learner. For example we could ask a student to describe a set of pictures, or to translate a paragraph written in the students' native language.

Lado (1987) asked 15 Spanish-speaking university student learning English to translate a 150-words text, while another 15 such students were asked to interpret the text after a day's delay. Student who performed the translation task made a significantly greater number of interlingual errors than those who performed the "delayed interpretation" task.

The translation tasks artificially increase the L² learner reliance on first language structures, masking processes the learner otherwise uses for natural communication.

2.3. Monitor Use and the Use of the L¹

When learners use first language structures in second language performance, they in effect plug lexical items (vocabulary) of the second language into the surface structure of the first language. In other word, student think with first language and uses words from second language. In situation where structure of the first language is similar with the structure of the second language, this is not a problem. However, if the structure of the second language is different from that of the first language, than this may become a problem.

2.4. Phonological performance

The L¹ apparently has significant influence to the pronunciation of the learner, especially in adult learner. Studies conducted on children acquiring a second language have suggested that for a time, children processes the sound system of the new language through that of the first language. Gradually however, children begin to rely more and more only on the L², which resulted in the disappearance of the Accent. Adult, however, process the L² sound system through their L¹ system throughout most of their lives. The mechanism underlying this singular influence of the L¹ on the L² are not yet known.

In other words, a child who has not fully mastered the phonological system of the L¹ will compromise their sound system with the phonological system of L² which resulted in a "neutral" accent, or to be appropriate, no distinct accent in both L¹ and L². Adults who have mastered the sound system of L¹, will have to build their L² phonological system based on their firm, established L¹ sound system, which resulted in L² utterances with distinct L¹ accent.

Observation proposed that accent is a separated language feature from other features, such as grammar, lexicon and others. In fact, persons have been known to develop an accent or maintain one for various social reason, and their communication are not impended by it.

2.3. The Interaction of a Bilingual's First and Second Languages

There is one other area where the L₁ and L₂ clearly interact. The cultural and linguistic contact inherent in societal bilingualism gives rise to two major phenomena that are sometimes subject to misinterpretation: "borrowing" and "code switching" (also called "language switching" or "code alteration"). These are often erroneously believed to symphonize serious language abnormalities or, at the very least, to signal a linguistic and mental confusion or interference that is deleterious to learning. A description of the linguistic and sociolinguistic processes involved in this phenomena.

3.1. Borrowing

Linguistic borrowing is the incorporation of linguistic material from one language into another. It is a normal consequence of the natural contact of languages in multilingual societies. Borrowing is extremely widespread in social groups around the world and is characteristic of socially and economically subordinate linguistic minorities in the United States (Weinreich, 1953; Haugen, 1953, 1956; Vildomes, 1963, among others).

Borrowing involves single words - mainly nouns - and its motivated by lexical need. It is very different from switching where speakers have a genuine choice about which words or phrase they will use in which language.

Borrowings often differ from code switches in form too. Borrowed words are words are usually adapted to the speaker's first language. They are pronounced and used grammatically as if they were part of the speaker's first language.

The following are the examples of some words which are borrowed from other languages into Indonesian language: agenda, sofa, program, sandal, pot, photo, TV, jus, printer, computer.

3.2. Code Switching

Code switching, too, is an active, creative process of incorporating material from both of a bilingual's languages into communicative acts. It involves the rapid and momentary shifting from one language

into another. This alternation may occur many times within a single conversation and is not uncommon within single sentences.

The rapidity and automaticity with which the alternations take place often give the impression that the speaker lacks control of the structural systems of the two languages and is mixing them indiscriminately. However, quite the contrary is true. Code switching is most often engaged in by those bilingual speakers who are the most proficient in both their languages. Moreover, as we shall see, code switching itself obeys rather strict structural rules in addition to the grammatical rules of each of the component languages.

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