

CASE STUDY OF SECOND LANGUAGE ACQUISITION: WHAT CONTRIBUTES TO SPEAKING PROFICIENCY

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Abstract

The purpose of this study is to investigate: what contributes to speaking proficiency in second language acquisition. In this case the researcher intends to investigate how language input, conducive environment, and motivation influence students' speaking proficiency. To develop a deep understanding to the success of speaking proficiency, a qualitative research was conducted. Further, since this study intended to figure out the cause or effect relationship between behavior and outcome, a descriptive qualitative was used to describe the process of succeeding the subjects' speaking proficiency. The learner who is not less than 12 years old is the potential subject. The subject should qualify to have categorized as "good" level of speaking proficiency minimum based on the test. Research instruments used are in-depth interview and questionnaire. From the finding, the result shows that three aspects, language input, conducive learning environment, and motivation, have contribution in deciding the level of English speaking proficiency.

Keywords: *speaking, language input, conducive environment, motivation*

The purpose of teaching language is to prepare learners to be able communicate communicatively and effectively, both in the spoken and written mode. Nunan (2003:590) stated that English as a global language has become an influential factor in many areas, i.e. business, science, technology. Due to this concern, Indonesia put English as one of the essential subjects in its education curriculum.

However, according to Masduki (2014:390), the attempts to make English become a second language in Indonesia have never been successful. The reason is because of the minimal use of English in social interaction. Indonesian people prefer to use their local language in their daily life. Another reason is mentioned by Dardjowidjojo (1996) and Hardjoprawiro (1998) (as cited in Masduki, 2014:390).

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He points out that actually the Indonesian government does not really support the use of English as a second language since they see it as a betrayal to their national language.

Another point to be emphasized is that to learn a language, people need to practice the language. In Indonesia English classes, it is commonly found that teachers, especially in rural areas, seldom communicate entirely in English. Consequently, students become reluctant to use English both in spoken and written language. This affects the low Indonesian students' speaking accuracy and fluency.

In fact, the use of the target language in social interaction is basically a good input for language learners since the language learners can get the real exposure. From this social interaction, the learners can be familiar with the authentic context of interaction and learn from that situation. Besides that, the more opportunities to practice a new language, the better and faster the language learners acquire the new language.

As a consequence of those previous points, it can be assumed that the minimal use of English in social interaction. It includes limited contact with English communities. This point, further, makes Indonesian students lack of background knowledge, i.e. linguistic and general knowledge, and become less motivated to learn this global language communication.

However, some students can successfully achieve the proficiency of second language acquisition, especially in speaking proficiency. What motives behind his/her success in acquiring good speaking proficiency of the second language? and how do they achieve the successful of second language acquisition in speaking proficiency. Those two questions lead to the purpose of this study which investigates the second language learner's key to success in achieving good speaking fluency in second language acquisition.

Acquiring a second language is a long and complex process. Instruction in learning a second language plays an important role for the success of learning. Learners, in the process of receiving instruction, are often influenced by their internal and external factors (Bahrani, 2013). The internal factors include the mental

disposition of a learner, the aptitude, and the ability to handle communication process (Ellis, 1997: 73). On the other hand, the external factor covers the condition in which learners are exposed to operate the target language, in other words, the input.

One of them is Rama Dhanif, a 22-year-old an undergraduate student of English Literature Study Program in Ma Chung University. Since his age is above 12 years old, he has fulfilled the first criteria of becoming the potential subject of this research. Age has become the main consideration of this study because ...

Three aspects, i.e. the availability of language input, conducive environment for learning English and motivation, are considered as influential factors in speaking proficiency. Speaking proficiency depends on what happens during learning process. Brief definition of each aspect are delivered as follows.

Firstly, input is an indispensable component in second language acquisition. It can be either written or oral and obtained in natural setting or in the classroom (Yang, 2007). According to Ellis (1997:46), input is the instructional modification to have that so called as negotiated meaning. The idea about indispensability of input has also been proposed by Kumaravadivelu (2006: 26). He states that input affects students' behavior in learning. Therefore, input plays its role to give exposure to students to make sense of what they hear or see in order to notice the context in which the language is used. Gass and Selinker (1994), also see input as any of the exposures made by teacher for his/her students.

The next factor influencing learning process is motivation. Latham and Pinder (2004) declares that based on the students' needs, students will set their own goal to develop their learning motivation. Three kinds of motivations are mentioned by Gardner and Lambert (1959) as cited in Dulay et al. (1982), i.e. integrative motivation, instrumental motivation, and social group identification. Each of the definition will be described as follows. Integrative motivation refers to the desire to acquire a new language in order to participate in life of a community where the language is used. Here, the learner has personal interest toward the people and culture of the language being learned. Instrumental motivation is the desire to learn

a new language for an utilitarian reasons, e.g. to get a job. In this case, the learner look for a practical value and advantages of learning a new language. Lastly, the social group identification. Social group identification is similar to integrative motivation. What differentiate between them is that in the social group identification, the language learner wants to be part of the group. On the other hand integrative motivation only wants to learn the social and cultural life of the target language.

The other factor relates to what encompassing everything the learners hears and sees around them which becomes the paramount to the success of learning a new language (Dulay, Burt and Krashen, 1982:13). This is what they call as a language environment. Dulay et al. further suggest that the stakeholders of language learning (e.g. students, lecturers, curriculum developers, policy makers and community) needs to create a part or all their new language environment. In line with Dulay et al., Govender (1997), further, points out that all the environments should be conducive in such a way to enhance the learning process.

METHOD

To develop a deep understanding to the success of speaking proficiency, a qualitative research was conducted. Further, since this study intended to figure out the cause or effect relationship between behavior and outcome, a descriptive qualitative was used to describe the process of succeeding the subjects' speaking proficiency. A hypothesize about the subject was drawn and described in form of sentences.

The detailed information was collected by conducting an in-depth interview. The in-depth interview was to gather information about the process of the availability of language input and conducive learning environment. On the other hand questionnaire was addressed to see the subject's second language learning motivation. A rubric for measuring speaking fluency was also developed. Several points, i.e. grammar, pronunciation, vocabulary, comprehension, background

knowledge and fluency, determine good or bad someone's speaking proficiency level.

This data in this study were gained by following this research procedure. First step is choosing a potential subject of second language learner who is not less than 12 years old. The second step is to determine whether their speaking proficiency is good or not. If the subject speaking proficiency is considered good, the researcher will do an in-depth interview. The questionnaire about the subject language learning motivation is also administered to him/her. Getting sufficient information, the next step is to interpret the finding of the data analysis is. The last step is to draw a conclusion of the study being conducted.

FINDING AND DISCUSSION

Speaking proficiency

After the test (interview test) that has been adapted from IELTS and converted to the speaking rubric, the results show that the speaking proficiency test is quite high (22 out of 24). He uttered his idea in proper structures, pronunciation was clear. He also spoke using rich vocabularies and background knowledge that support his speaking performance. Speaking rubric which include some aspects to assess the subject's language proficiency, as follows:

Category	Inadequate	Needs Improvement	Meets Expectations	Exceeds Expectations
	1	2	3	4
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.

Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background Knowledge	Student was lacking in background knowledge which hindered his/her responses to the questions regarding the materials.	Student showed decent background knowledge of topic, making his/her responses incomplete.	Student displayed well knowledge of topics.	Student presented excellent background knowledge from topics and was able to add more information in their response.
Fluency	Speech is very slow, stumbling,	Speech is slow and often hesitant and	Speech is mostly smooth but with some	Speech is effortless and smooth with

	nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	irregular. Sentences may be left uncompleted, but the student is able to continue.	hesitation and unevenness caused primarily by rephrasing and groping for words.	speed that comes close to that of a native speaker.
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There are two aspects which he could not perform perfectly, comprehension and fluency. Results in the in-depth interview that the researcher will explain further, he does not have enough confidence in speaking performance, he also did never look the eyes of the interviewer, as sign of the lack of confidence of the subject. From this result, the researcher can still conclude that the subject's proficiency is quite good, meaning that he is a good model for a good process of English Language acquisition.

Proficient English Learners

The next step is deep interview. In the deep interview was conducted to investigate what aspects that have big effect to the subject to be proficient English learner. The results presented as follows:

a. The availability of language input

Questions in this aspect are intended to discover intentional and unintentional learning. The questions and answers are analyzed as follows:

- Do you take a language course?

He took English Language course when he was an elementary student and when two months ago, only because he was curious about IELTS. When he was still a student, the course focused on grammar lesson. The grammar lesson successfully boosted his confidence in learning English, moreover English Subject in SMP and SMA took grammar lesson as the most important one.

From the data above, the informal education has placed the important position in achieving the target learning of the student. However,

he only focused on one of language components. The effect of policy about the material of English lesson in school also has significant effect to him. Because of the policy, he took English course.

- Do you ever join English competition?

As intentional effort to support the language input, he has been ever a participant in an English-Speaking News Anchor Competition, but he was failed. It makes him to be reluctant to participate in any other English Language competitions.

However he has better proficient English learner than other, it does not mean that he also has competitiveness. It is signed that he becomes reluctant to participate in any other English language competition after he was failed.

- What music do you enjoy?

His first interest in English Language songs was through *My Chemical Romance* and *The Avenged Sevenfold's* reputations in Indonesia. The researcher who are in the same age as the subject remembered how often their songs were played often every day in TV shows, even our friends in schools played their songs while school breaks.

- Do you enjoy English-speaking movies? Why?

He also enjoyed English speaking movies. He even does subtitling for his younger brother. Not only movies, but also cartoons, and TV shows. He does, because he enjoys the activity.

- How about reading English-text? what can you learn from them?

What interesting is he unintentionally develops his interest in English by reading history of mankind. By reading the history and he came to language as mean of people's communication, he knows from what tribe the origin of English Language is. What other languages which are in the same family as English Language, why

they are accents, why even English language has its own different versions in different countries.

From that answer, the results show that hobby has significant relation with proficient English learner. And interest in reading history of mankind brought to the proficient English because the origin texts use English. Because the text is original and use English, he knows the different characteristic of language use like as Pyles and Algeo stated. Why should we study the history of a language? (Pyles & Algeo, 1993)

“To understand how things are, it is often helpful and sometimes essential to know how they got to be that way. If we are psychologists who want to understand a person’s behavior, we must know something about that person’s origins and development. The same is true of a language.”

b. Conducive environment for learning English

Questions of this aspect are intended to find out things that help the subject learn English. The researcher describes conducive environment for learning English is family especially parents and the media what usually he watch in daily life such as television. Consider the kinds of this aspects, the researcher designed two questions as follows:

- Do you find listening/reading English easily in your daily life?

He and his family subscribe to *Indovision* that serves local and international channels. He easily watches BBC, SBC, and any other English-speaking channels.

- Do your parents/other family members consider English language skill as important and speak in English?

His parents consider English as important. Sometimes, they talk each other use English, but he is shy to answer in English, he answers in Bahasa instead. Being shy, since he considers using English not in academic setting as showing off.

From this one, it can be concluded that he is very supported by his environment for learning English. However, at home he is still shy to practice English with his parents. Every day when he was still a college student, English is a mean of communication. He also got used to speak in English when he ought to speak in English, due to the presentation task given. The environment gives someone chance to learn and practice English immediately.

c. Motivation

In the motivation, the researcher only concerns on integrative and instrumental motivation. To collect the data of motivation the researcher used questioners adopted from Gardner and Lambert. There are some kinds of motivation. The researcher focuses on the integrative motivation. There are 20 questions as follow:

A study of instrumental and integrative motivation

Respondent's Motivation in Learning A second Language

Instruction: Please CIRCLE the number that best reflects your viewpoint about the statement. (For those who answer through E-mail, please HIGHLIGHT the number that best reflects your viewpoint about the statement.)

	I learn English language as my second language because	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	I think it will someday be useful in getting a good job	1	2	3	4	5
Q2	It will allow me to gain good friends more easily among English-speaking people	1	2	3	4	5
Q3	It will enable me to understand the English life style and culture	1	2	3	4	5
Q4	I love the language as it is such a beautiful language	1	2	3	4	5
Q5	Other people will respect me more if I know English	1	2	3	4	5

Q6	I will be able to search for information and materials in English for my assignments on the Internet	1	2	3	4	5
Q7	It will enable me to understand better and appreciate more English art as well as literature	1	2	3	4	5
Q8	I need English language to pass my examination.	1	2	3	4	5
Q9	I need English language is a basic university requirement.	1	2	3	4	5
Q10	I need English language to integrate with western culture.	1	2	3	4	5
Q11	It will enable me to further my education.	1	2	3	4	5
Q12	I am interested in English movies or songs.	1	2	3	4	5
Q13	It will allow me to seek better job opportunities abroad.	1	2	3	4	5
Q14	It will enable me to keep up with development of world economy, science and technology (globalization).	1	2	3	4	5
Q15	I would like to make friends with people from other countries, especially those from English-speaking countries.	1	2	3	4	5
Q16	It will help me on overseas trips.	1	2	3	4	5
Q17	I need the language in order to take a test in future (E.g. TESL, TOIEC, etc.)	1	2	3	4	5
Q18	I enjoy having a conversation with people who speak in English language as well.	1	2	3	4	5
Q19	It will enable me to involve or go into an international business.	1	2	3	4	5

Q20	I will be able to participate more freely in the activities of English culture groups.	1	2	3	4	5
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The result shows that he has high both motivations, integrative and instrumental. He got 99 / 100 points of both motivations. It means that the successful of learning English is high like as stated by Ellis (1994), learners' motivation has been widely accepted as a key factor which influences the rate and success of the second/foreign language learning. According to Yu-mei (2009:6), motivation is one of several important factors that may influence students' English achievement.

In the some points of integrative motivation, those show that he was motivated because he wanted to make friends and having a conversation with native or people who speak English. It means that he also practices with his friends to make fluency in his speaking. However, at home, he did not ever speak English with his parents, because he prefers to practice in academic situation than in his daily life. The other way, to make fluent in speaking, he also practices alone in front mirror. Nevertheless, it cannot build his self-confidence, because it is bad to the social-life. It is showed during speaking proficiency test. While he was being interviewed, he did never look the eyes of the interviewer.

CONCLUSION

There are some causes of the effect of speaking proficiency. This study is case study that looks for what contributions are influence to the speaking proficiency and how far the influence of three aspects to the speaking proficiency level. This study only concerns on language input, conducive learning environment, and motivation.

From the discussion above, the researcher concludes that the aspect which the most influence to the speaking proficiency is learning motivation. From in-depth interview, the researcher knows other aspect may be caused by learning motivation. The subject was motivated when got English material at the first time.

Because of high learning motivation, the subject tried to increase the skill by improving the language input. Although, the learning environment does not support to practice English skill, it makes him less confidence in practicing her skill especially in speaking.

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