

FIRST LANGUAGE CONTRIBUTION TO SECOND LANGUAGE LEARNING AND FOREIGN LANGUAGE DEVELOPMENT IN THE TOWN OF LHOKSEUMAWE

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KEYWORDS

language; learn; teachers

ABSTRACT

Teachers recognize that different language teaching methods are appropriate for different situations. The social context and desire of immigrant adults to learn English as a Second Language (ESL) requires that the educational approach be different from that of other students. who must pass the school exams. SFL's contributions to language teaching focus on providing descriptions of the language as it is actually used and suggesting ways to help learners understand its usage. In other words, they tend to focus on the expected learning outcome rather than the learning process. This helps researchers find contextual features that influence the grammatical features of the language under study. We analyze the ups and downs of language use in cultural and situational contexts and how language function development responds to the functional demands of the situation. Here are some facts that can be used as evidence of conversational behavior development and change. The context of the spoken language is relatively stable, making it easier for non-fluent speakers to share information. Fluent speakers are more free or flexible than non-fluent speakers when introducing context, and the use of dynamic speech by NS and NNS has been shown to help maintain conversational flow. I'm here. At the lower level, acknowledgments and repairs are often used as dynamic functions. These two types of functionality have more limited functionality than the prompt and instruction types that occur at higher levels. This opens the opportunity for tender negotiations

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1. Introduction

Everyone needs to learn their first language, including many who are learning a second language. The second most-learned language is English. Languages such as English, German and Chinese, which are formally taught for educational purposes or as a hobby, are also cultivated through linguistic contact with travelers and immigrants (Bahana, 2021). Teachers recognize that different language teaching methods are appropriate for different situations. The social context and desire of immigrant adults to learn English as a Second Language (ESL) requires that the educational approach be different from that of other students, who must pass the school exams (Ahyar, 2021).

While research on differences in teaching methods and situations is certainly important, what this Pele study proposes is how SFL (Second and Foreign Language) can contribute to the development of SLD (Second Language Development) as a second language (Ratnaningsih, 2017). can contribute to First of all, from various perspectives he shows the differences in the school's approach to SLD linguistics, and he questions why the SFL is so rarely used as a basis for her SLD research. In this study, Perrette focuses on her SFL/SLD research efforts in the form of methodologies related to topics and further research areas (Juni, 2019).

This is especially true for effective teaching, by enhancing the combination of training and development to help learners understand what is really going on when they learn and to understand the preparation and use of the target language. considered to be a sensible approach. In most linguistics departments, except SFL, the study of SLD is commonly referred to as Second Language Acquisition (SLA) (Budiyono, 2012). SFL prefers the term SLD because the definitional boundary between "acquisition" and "development" is clearer. "Acquire" means to incorporate your strengths into yourself. "Development" is preferred by SFL professionals because it connotes the social nature of language learning. The SFL has contributed to a consistent functional view of first language development and literacy at home and school. This perspective has influenced the development of curriculum materials and approaches (Alamsyah, 2017).

There are several reasons why SFL is compared to SLD. SLD tends to lag behind the development of the native language. SFL is no exception. The techniques used for mother tongue research in SFL are difficult to apply to learners who are not continuously observable (Chaer & Muliastuti, 2019). SFL's contributions to language teaching focus on providing descriptions of the language as it is actually used and suggesting ways to help learners understand its use. In other words, they tend to focus on the expected learning outcome rather than the learning process (Dardjowidjojo, 2020).

2. Materials and Methods

Research on Second Language Acquisition

SLA is currently proceeding at the basic level of linguistics. That is, the target language is compared to the mother tongue and difficult areas are identified (contrastive analysis). A comparison between the learner's language and the target language (error analysis). Alternatively, the learner's interactive language is tested as a standalone development system (language skill analysis).

(Purba, 2013) Explanation of language data is based on SLA research. A good approach gives you facts about what learners actually do when learning a second language. The trick is to take a sample of language learners and study it. One of the goals of the SLA is to describe and account for second language acquisition, that is, to identify the external and internal factors that explain how learners acquire a second language in their use.

Learn a second language

Melrose (1991) states that SFL is based on "Thematic Interactive Courses", a curriculum-based approach focused on specifying language learning processes and tasks/practices that enable learners to remain active and productive. claims to drive the process of The educational unit provided uses dialogue to demonstrate the process of social interaction. those related to the environment. He concluded that interaction exercises put more emphasis on the process of language use than on the process of language learning. They were developed on the premise of language learning, which involves learning to manipulate text in different contexts. It is emphasized that the text-based curriculum can be coordinated with other curriculum approaches used in ELT.

SFL and second and foreign language learning

Teaching adult learners the way parents do their children is impractical because it can lead to blatant invasions of privacy. Planning your child's language learning includes: Children learn languages easily and quickly, and many conversations can be easily recorded, so you can be confident that you'll have developmental evidence in just months or even weeks. On the other hand, research plans for adult language learning are full of uncertainties. For this (Dardjowidjojo, 2013).

When collecting data on adult language development, there is a risk of losing important data. In first language development, there is a transition from the child's verbal formal system, normally used to understand the individual adult system, which children use to develop emotional, interpersonal, introspective and Learn to form two sentences and meanings in action (Halliday, 2014). Real-world languages have different structures, with slightly different taxonomies of phenomena. Learners still need to figure out exactly what idealistic and interpersonal intentions are possible in a second language. For most learners, thoughts grow faster than actions. Some learners develop a repertoire of ideas that is more comprehensive than interpersonal grammar, while others do the opposite. The type of learning environment and the teaching methods used are as influential as the personal characteristics of the learner. Some aspects of self-propelled artillery required for SLD research are: • System Concept Ability "Delicacy (smoothness)".

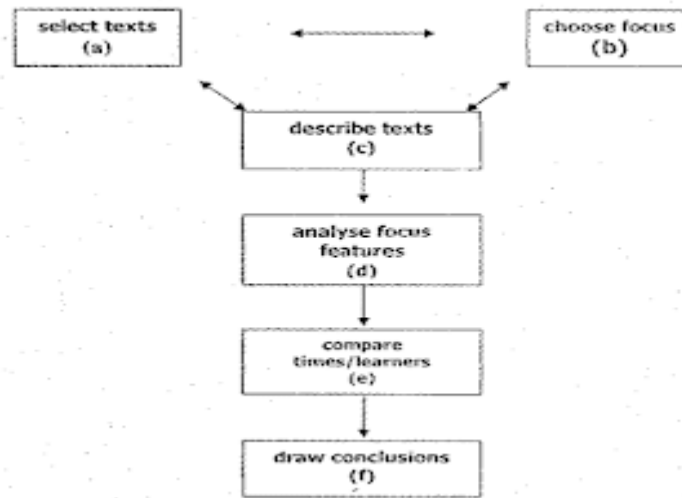
A clear distinction or association with metafunctions: Ideal, interpersonal, and textual. Ability to contextualize text through the notion of registered names and genres. D. SLD Research Methodology The rationale for the SLD research method is as follows (Salnita, Atmazaki, & Abdurrahman, 2019).

Explaining the development of language

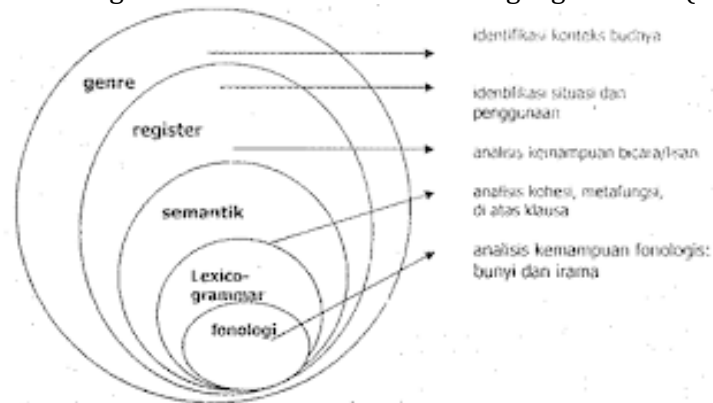
Collect a sample of language learners to find out what learners are actually doing. Such examples are required in full-text, complete examples of socially used language. Language development increases from a general state of communicative use and interaction. It describes the forms of language such as genres, registers, and grammar. This helps researchers find contextual features that influence the grammatical features of the language under study. • Analyze the ups and downs of language use in cultural and situational contexts and how language function development responds to the functional demands of the situation (Sihombing, 2015).

The purpose is not to consider rules. It is a system for selecting meanings and expressions. The system can be extended to more centralized networks at different language levels. Compare network systems at different points in time to determine the course of a learner's language development.

- Network decisions are made by learners at different developmental levels, so they can be compared to determine generality. The 10 points can be simplified with the following sketch (Ghazali, 2013).



- By considering the social system factors that make up the language system as shown below, we will find a different image of the final result for each language learner (Indah, 2018).



3. Result and Discussion

Halliday (1984) mentions four important things related to interpersonal communication.

- Understand the processes discussed by the actors within the process and the elements, causes, and other factors related to the temporal environment (experience).
- Understand the relationship between one process and another, or between one actor and another that occupy the same position in the text (logical).
- Recognize the function of utterances, the types of suggestions, commands, statements or questions, the attitudes and judgments they contain, and the rhetorical features that make a text a symbolic act (interview). And
- Evaluate the newsworthiness and importance of the topics in the message and the consistency between one part of the text and the other (TEXTUAL).

His interpretation involves two questions.

1. What types of interactions are effective in encouraging non-native speakers (NNS) to speak?

2. Do dialogue patterns between the native speaker (NS) and her NNS change as language proficiency increases? Oral interviewing is a structured genre that tends to be less flexible (very limited) in the stages and types of dialogue involved. The purpose of an oral interview is basically to exchange information. This is done using the Summary Language feature (related to Summary/Abbreviation). There is a proportional change between synoptic and dynamic language functions. In relation to the four levels of language proficiency.

Here are some facts that can be used as evidence of conversational behavior development and change.

1. The more fluently you learn NNS, the less often you use dynamic language features.
2. At higher levels (more fluent speakers) not only does the use of dynamic speech features decrease, but also the types of dynamic features used change. Two commonly used types are immediate "suggestion or encouragement". And clarification (clarification).

From the results of the language function analysis, we conclude that:

1. The relatively stable context of spoken language makes it easier for non-fluent speakers to keep sharing information.
2. Fluent speakers are more free or flexible than non-fluent speakers when introducing context.
3. Dynamic language use by NS and NNS has been shown to help keep the conversation going.
4. At a lower level, commonly used dynamic functions are check and repair. These two types of functionality are more limited than the prompt and description types that occur at higher levels.

This opens the opportunity for tender negotiations. Starting from the above four conclusions, several related questions can be formulated.

1. Are strategies that identify transfer of language function types applicable to all levels of language proficiency?
2. How are movement processes (steps) regulated or determined?
3. Has your performance level (ability level) changed?
4. How can learners map grammatical arguments to different types of language features?

The first study, entitled "How Do Learners Answer Questions?", aims to answer her four questions above. Understanding these studies will allow us to build a more comprehensive picture of the interactions between NS and NNS. This is pending for students to speak English

4. Conclusion

The above question cannot be fully answered when looking only at individual data. It is necessary to consider not only the same data, but also a wider range of data and genres. Furthermore, differences in language systems and environments in which the learning process takes place require further research. On the other hand, there is no research on SFL (Systemic Functional Linguistics). Systematic Functional Linguistics) investigates the process of second language development

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