

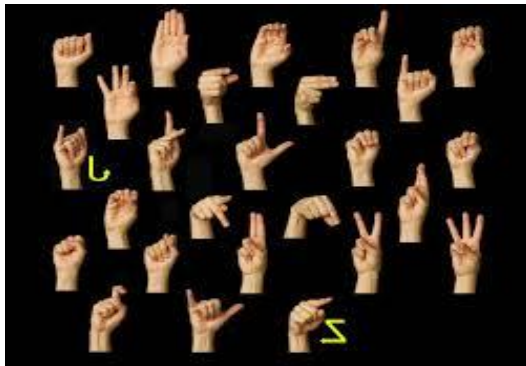
Research on Psycholinguistics

(Language, mind, and brain)

Some Current Research of Teaching

English as a Foreign Language in

Indonesia



Written by: Students of English Education Department (2011 A)
Faculty of Tarbiyah and Teachers Training
Antasari State Institute for Islamic Studies Banjarmasin

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PREFACE

In the name of Allah, most Gracious, most Merciful. The praise to Allah, the Lord of the worlds, and the sequel is for those who keep their duty unto Him, further, here will be no hostility except against wrong doers.

Blessing and solution be upon the most honorable prophet and messenger, His family all His disciples, and those who follow them in goodness till the Day of Judgment.

We offer our expression of gratitude to Allah, due to His favor and charity and we thank to our Dean of Faculty of Tarbiyah and Teachers Training, DR. Hidayat Ma'ruf, M.Pd for the guidance and advices so, we have finished making this book with the title “**Research on Psycholinguistics (Language, mind, and brain) Some Current Research of Teaching English as a Foreign Language in Indonesia.**”

Finally, the writers hope that this book will be useful not only for the writers themselves but also for the readers.

Banjarmasin, 30 June 2014

Writers

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RESEARCH ON PSYCHOLINGUISTICS

Cognitive Strategies Used by English Department Students in Learning English At Faculty of Tarbiyah and Teachers Training IAIN Banjarmasin

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A. Background of Study

There are various ways learners use to develop their skills in a second or foreign language. They apply different kinds of language learning strategies or specific actions and behavior to help them learn. According to Wenden and Rubin (1987), students who are good at languages might deal with second or foreign language learning in different ways from those who are less good. To understand the processes and the potential strategies, the research on language learning strategies has increasingly attracted educators. Numerous studies have investigated and explored language learning strategies use since the mid seventies (Oxford & Nyikos, 1989; Oxford, 1990; Green & Oxford, 1995; Goh & Foong, 1996; Kaylani 1996; Lee, 2003; Lee & Oxford, 2008). These studies have been conducted primarily to find out what strategies learners use, as well as what factors (such as nationality, age, gender, motivation) affect these choices. The investigation of language learning strategies is very essential since it has improved our understanding of the processes students use to develop their skills in a second or foreign language.

Despite the increasing number of research on learning strategies, there have been few studies on the use of learning strategies among Indonesian students, especially Undergraduate students in Banjarmasin. It is a fact that teachers are generally not aware of their students' language learning strategies (O'Malley and Chamot, 1990). They pay less attention to how their students learn and how they can guide the students to learn well. They just tend to focus on students' results in final without taking into account learning strategies as part of their instruction. Consequently, students are asked to do many tasks in the classrooms to perform better in the exams. Therefore, there is a need to conduct research on language

learning strategies to help teachers learn and understand how strategies of their students are applied in learning a second or foreign language.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the type and frequency of language learning strategies used by English Education Department students Faculty of Tarbiyah and Teachers Training and to determine how the strategies are influenced by the learners' proficiency. Through this study, it is hoped that teachers might acquire better understanding of how students learn a second or foreign language, so that they can assist their students in the language learning process by promoting awareness of the strategies and encourage the students to use the strategies effectively.

B. Problem Statements

This study aims to identify the types and the frequency of language learning strategies used by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin. The research questions are determined as follows:

1. What Cognitive strategies are used by English Education Department students in learning English at Faculty of Tarbiyah and Teachers Training
2. How is the frequency of Cognitive strategies used by English Education Department students in learning English?

C. Definition of Key Terms

1. English Proficiency: Linguistics proficiency of English in which an individual has the ability to perform and demonstrate English both accuracy and fluency, and use a variety of discourse strategies. The students' English proficiency in this study is determined based on their National Examination.
2. Language Learning Strategies: Steps taken by students to enhance their own learning. These learning strategies are applied by students to improve their progress in comprehending, internalizing and using the target language. These strategies include Memory, Cognitive, Compensation, Meta-cognitive, Affective and Social strategies in language learning.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students' learning
2. It will develop awareness for English Lecturers about the importance Language Learning Strategies. As lecturers play important role students' academic achievement, knowing students' language strategies will affect the quality of the students, and in a wider scope may contribute to the better image of English Education Department in the community.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions)

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

3. Subject

The subjects of this study is a group of Education Department students who are in the first semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin. The students' English proficiency in this study is determined based on their National Examination.

4. Data

The data needed are the types and the frequency of language learning strategies used by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin.

5. Technique of Data collection

The techniques of data collection will be used in this study are questionnaire, interview, and documentation.

a. Questionnaire

This is used to gain the data about the types and the frequency of language learning strategies used by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin. To collect the data for this study, the Strategy Inventory of Language Learning (SILL, version 7.0) for speakers of other languages learning English designed by Oxford (1990) is used. In this case, short explanations and examples to particular statements in the questionnaire were given in order to make the participants easier to understand.

b. Interview

Basically, this technique is used to cross check the data gained from questionnaire and to dig more detail information about the strategies used by the students

c. Documentation

This is used to get the information about students' English proficiency based on their National Examination

6. Data Analysis

After the data are collected, the researchers will classify them based on the problem statement and then analyse them qualitatively so that all data can be used to answer the probing questions systematically. Oxford's criteria (1990) used for evaluating the degree of strategy use frequency are: low frequency use (1.0-2.49), moderate frequency use (2.5-3.49), and high frequency use (3.5-5.0). SILL data were analysed to report the types and the frequency of strategies used by the subjects through descriptive statistics such as means, standard deviations and t-test.

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**Listening Ability and Learning Styles owned by English Department Students at
IAIN Banjarmasin
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A. Background of Study

The students apply different kinds of learning styles to help them learn. Pritchard (2009:41) gives some definitions for learning styles which are: (1) a particular way in which an individual learns; (2) a mode of learning; (3) an individual's preferred or best manner (s) in which to think, process information and demonstrate learning; (4) an individual's preferred means of acquiring knowledge and skills; (5) habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays. Numerous studies have investigated and explored learning styles use. These studies have been conducted primarily to find out what learning styles use, as well as what factors (such as nationality, age, gender, motivation) affect these choices. The investigation of language learning strategies is very essential since it has improved our understanding of the processes students' uses to develop their skills in a second or foreign language.

Despite the increasing number of research on learning styles, there have been few studies on the use of learning styles among Indonesian students, especially Undergraduate students in Banjarmasin. It is a fact that teachers are generally not aware of their students' learning styles (O'Malley and Chamot, 1990). They pay less attention to how their students learn and how they can guide the students to learn well. They just tend to focus on students' results in final without taking into account learning styles as part of their instruction. Consequently, students are asked to do many tasks in the classrooms to perform better in the exams. Therefore, there is a need to conduct research on learning styles to help teachers learn and understand how strategies of their students are applied in learning a second or foreign language.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the type of learning styles owned by English Education Department students Faculty of Tarbiyah and Teachers Training and how the learning styles are influenced by the learners' listening ability. Through this study, it is hoped that teachers might acquire better understanding of how students learn a

second or foreign language, so that they can assist their students in the language learning process by promoting awareness of the learning styles and encourage the students to use the learning styles effectively.

B. Problem Statements

This study aims to identify the types of learning styles owned by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin and to determine how they are influenced by the learners' listening ability. The research questions are determined as follows:

1. What learning styles are used by English Education Department students Faculty of Tarbiyah and Teachers Training?
2. Is there a significant difference in learners' listening ability of different kinds of learning styles?

C. Definition of Key Terms

1. Listening ability: Students proficiency of Listening in which an individual has the ability to perform and demonstrate English both accuracy and fluency, and use a variety of discourse strategies. The learners' listening ability in this study is determined based on their Final Test examination score.
2. Learning styles refer to the variations in ability to accumulate as well as assimilate information. Basically, learning style is the method that best allows the students to gather and use knowledge in a specific manner.

D. Significance of Research

The result of this research is expected to have advantages, such as

3. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students' learning.
4. It will develop awareness for English Lecturers about the importance Learning Styles. As lecturers play important role students' academic achievement, knowing students' learning styles will affect the quality of the students and in a wider scope may contribute to the better image of English Education Department in the community.

E. Research Method

6. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*,

where, when. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

7. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

8. Subject

The subject of this study is a group of Education Department students who are in the third semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

9. Data

The data needed are the types of learning styles owned by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin.

10. Technique of Data collection

The techniques of data collection will be used in this study are test, questionnaire, and documentation.

d. Test

This is used to obtain the data about Students' English Proficiency. The test used is Listening Comprehension test.

e. Questionnaire

This is used to gain the data about the types of learning styles owned by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin. To collect the data for this study, the questionnaire are given in order to know the learning styles of the students.

f. Documentation

This is used to get the information about students' English proficiency based on their Listening Comprehension Test.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analyse them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the types of learning styles owned by the subjects through descriptive statistics such as means, standard deviations and t-test.

F. References

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The Influences of Cartoon On Second Language Acquisition

Aqilatul Munawarah

A. Background of Study

A Second language is typically an official or social dominant language needed for education, employment and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. Second language Acquisition (SLA) involves a wide range of language learning settings and learner characteristics and circumstances.

There are some factors affecting on second language learning such as intelligence, Aptitude, personality, motivation, learner beliefs and learning style. Researcher will focus on the learning style with the visual style.

Everyone loves Cartoon. The old, the young, men and women love to watch cartoon. Cartoon has a funny and images, stories and words that become the “things” in it. Mostly children love to watch it and they can not to be separated with cartoon. The words that can be heard many times or repetition, this is helpful because it practices listening to and answering questions and offers many vocabularies of the language. As a first language acquisition, language is acquired from the behavior and imitation that influenced how people acquire language.

There is a need to conduct research on cartoon to help people acquire their second language and understand how cartoon influences their second language acquisition.

This study will be conducted to people who speak second language at Antasari State Institute for Islamic Studies Banjarmasin, it aims to identify the learning styles owned by the second language speakers and how cartoon influences the second language speakers. Through this study, it is a hoped for the people might acquire their second language better and correct as possible.

B. Problem Statements

This study aims to identify the learning styles owned by the second language speakers and how cartoon influences the second language speakers.

The research questions are determined as follows:

1. What learning styles that used by the second language speakers?
2. How the second language speakers are influenced by cartoon?

C. Definition of Key Terms

1. Second language: an official or social dominant language needed for education, employment and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively
2. Learning styles refer to the variations in ability to accumulate as well as assimilate information. Basically, learning style is the method that best allows people to gather and use knowledge in a specific manner.
3. Cartoon is a set of visual and audio program, the cartoon is simple with the funny image, music, story, and abundant vocabularies of the target language that can be repeated.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. For the second language speakers to be able to understanding, communicate and respond from the other in a good language
2. It will serve as information, consideration and input for people who try to have their second language.
3. To add the writers knowledge and experience especially about second language and its influence.

E. Research Method

1. Research design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such a behavior. The qualitative method investigates the *why* and *how* of decision making not just *what*, *where* *when*. Qualitative methods produce information only on particular cases studied, and any more general conclusions are only propositions (informed assertions)

2. Research location

This research is conducted at Antasari State Institute for Islamic Studies Banjarmasin

3. Subject

The subject of this study is st second language students at Antasari State Institute for Islamic Studies Banjarmasin

4. Data

The data needed are the types of learning styles owned by students (who speak second language) at Antasari State Institute for Islamic Studies Banjarmasin

5. Technique of data collection

The techniques of data collection will be used in this study are interview, questionnaire and observation.

a. Interview

This is used to obtain the data about second language speakers' proficiency of the second language, the learning style, the factors that affect and the development of the second language.

b. Questionnaire

This is used to gain the data about second language speaker's learning style, the factors and the development of the second language.

c. Observation

This is used to get the information about second language speakers' proficiency based on their watching cartoon.

6. Data Analysis

After data are collected, the researcher then classified them based on the problem statements, and analyze them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the influence of cartoon in second language acquisition by speakers that are owned by Antasari State Institute for Islamic Studies Banjarmasin through descriptive statistics such as means standard deviation and t-test.

F. References

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Students Ability About Several Stages In The Acquisition Process

Maulida Hajriyani

A. Background of Study

Language acquisition is the process of developing the ability to speak and understand the words, phrases, sentences and more of a language. It is learning and using a complex set of sounds and symbols. Literacy development refers to the ability to read and write using the literacy systems of the specific language. Both first and second language are acquired, yet they are acquired through different stages. First language acquisition is remarkable for the speed with which it takes place. Long before a child starts school, he or she has become an extremely sophisticated language-user, operating a system for self-expression and communication that no other creature, or computer, comes close to matching. In addition to the speed of acquisition, the fact that it generally occurs, without overt instruction, for all children, regardless of great differences in their circumstances, provide strong support for the idea that there is an innate predisposition in the human infant to acquire language.

There are several stages in the acquisition process, they are: (1) cooing and babbling, (2) gurgling, (3) the one words stages, (4) the two-word stages, and (5) telegraphic speech. These studies have been conducted primarily to find out how the students ability about several stages in the acquisition process. In nearly cases, children's language development follows a predictable sequence. However, there is a great deal of variation in the age at which children reach a given milestone. Furthermore, each child's development is usually characterized by gradual acquisition of particular abilities.

Do children learn language by imitating? Close observation of babies acquiring their first language show that children do not imitate and that also children do not hear the corrections. Children behave as efficient linguistics; they form linguistic rules and apply them by generalization. The over-generalization process doesn't occur in adult's speech and this is another proof against the hypothesis of imitation.

B. Problem Statements

This study aims to identify students ability about several stages in the acquisition process by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin and to determine how they are influenced by the students ability.

The research question is determined as follows: How the students ability about several stages in the acquisition process by English Education Department students Faculty of Tarbiyah and Teachers Training?

C. Definition of Key Terms

1. Students' ability: Students proficiency of several stages in the acquisition process in which an individual has the ability to perform and demonstrate English both accuracy and fluency, and use variety of discourse strategies.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information, consideration and input for English Education Department in increasing educational quality.
2. It will develop awareness for English students about the important to know several stages in the acquisition process.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions.

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is a group of Education Department students who are in the six semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

4. Data

The data needed are the students ability about several stages in the acquisition process by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin.

5. Technique of Data Collection

The techniques of data collection will be used in this study are test and questionnaire.

a. Test

This is used to obtain the data about students' English ability.

b. Questionnaire

This is used to gain the data about several stages in the acquisition process by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin. To collect the data for this study, the questionnaire are given in order to know the students ability.

6. Data Analysis

After the data collected, the researches classified them based on the problem statement and then analysis them qualitatively so that all data can be used to answer the probing question systematically.

F. References

Yule, George, 2006. *The Study of Language: An Introduction (Third Edition)*. Cambridge. Cambridge University Press page 149

http://emedia.leeward.hawaii.edu/hurley/Ling102web_Llearning/5mod5.3-acquisition.htm

[http://en.wikiversity.org/wiki/psycholinguistics/Development of speech](http://en.wikiversity.org/wiki/psycholinguistics/Development_of_speech)

Production on March, 13 2014

**Multiple Intelligence that influence English as Foreign Language by English
Department Students at IAIN Banjarmasin**

Rahmawati Ulfah

A. .Background of Study

Second language acquisition is the process of learning a new language after the acquisition of the native language. Acquisition of a second language takes place when the learners already have learned one or two languages. The target language that is learned is called the second language. In terms of second language learning it has been observed that in the same classroom setting some students progress rapidly whereas some of them struggle a lot making very slow progress. This happens because the characteristics of different individuals are not the same.

There are many factors related to these individual differences that affect individual's second language learning. Some of these factors are motivation, aptitude, intelligence, attitude, age and so on. Among these factors, intelligence is one on which comparatively little research has been conducted. This paper deals with this issue of intelligence and tries to find out how strongly intelligence affects the acquisition of a second language.

Learners of second language possess different characteristics that make them different from each other. Intelligence is one of these characteristics, which is considered to affect the acquisition of formal structure of a second language when taught in a formal setting. However, it is thought to not affect the development of communicative competence of the language. The research aims at finding out whether this claim is true or not. In order to do so, 20 English Department students learning English as a second language were tested in terms of their intelligence, grammatical proficiency and communicative competence.

B. Problem Statements

The reason behind choosing this topic is that the researcher was interested to know:

1. Is intelligence really has any effect on second language acquisition? And if yes, how strongly it affects the acquisition?
2. Is there any relation between these two variables?
3. If there exists any how strong the relationship is?

C. Definition of Key Term

1. Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behavior or a term that is difficult to define, and it can mean many different things to different people.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students` learning

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reason that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, and when.

2. Research Location

The research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

3. Subject

The subject of this study is a group of Education Department students who are in the second semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

4. Technique of Data collection

a. Test

This is used to obtain the data about students` English proficiency.

b. Questionnaire

This is used to gain the data about personal intelligence by English Education Department students Faculty of Tarbiyah and teachers Training in Banjarmasin

5. References

http://en.wikipedia.org/wiki/Quantitative_research

<http://dSPACE.bracu.ac.bd/handle/10361/779>

The Relationship between Speech Production and Speech Comprehension and Thought A case of Rajab's Language Development

Dini Indriani

A. Background of Study

Speech comprehension necessarily precedes speech production that produced through the thought as the basis of Speech Comprehension. In learning languages, children must be able to comprehend the meaning of the language before they themselves can produce it. Since meaning is the basis of all languages to produce speech meaningfully. Children first need to be exposed to utterances with a clear connection to physical objects, events and situations before they can begin to say such utterances. Without a sound-meaning, the mere utterance of the sound form is of little communicative significance. Meaningful context and appropriate usage of speech sounds are the basis for imputing language knowledge to the children/utterance. Speech comprehension precedes and is the basis of speech production: (1) a learner must first hear speech sounds before the person knows what sounds to make. (2) a learner must hear the speech sounds in coordination with the environment or the mind before the person can assign a meaning to the speech sounds.

Thought is as the Basis of Speech Comprehension. Thought necessarily precedes language is the contents of thought are provided by the child's experience of the environment and the child's experience of its own feelings, emotions, desires and conceptual constructions. The basic language principle is that a combination of speech sounds represents something other than itself, i.e. has a meaning which is rooted in non-language experience. One must hear sentences in conjunction with related events in the world in order to learn that a language has an Agent-Action-Object sequence to learn the meaning of syntactic structures. Language is a system which allows for the labeling of thoughts in terms of physical sound so that the thoughts may be communicated to others. Thought provides the basis for speech comprehension, which in turn provides the basis for speech production.

The subject of this study was a young child named Rajab. The aim of this study is to describe and to explain how language inputs influence a child language

development during the age 1- 1.9 years old and the relation of speech production, comprehension, and thought, in this case, Rajab's language development.

B. Problem Statements

This study aims to identify the language development of Rajab. The analysis and discussion of this article are intended to answer the questions:

1. How language inputs influence Rajab's language development during the age of 1-1.9 years old?
2. What is the relation between speech production, speech comprehension and thought?

C. Definition of Key Terms

1. Language development is a process starting early in human life. Infants start without language, yet by 4 months of age, babies can discriminate speech sounds and engage in babbling. Some research has shown that the earliest learning begins in utero when the fetus starts to recognize the sounds and speech patterns of its mother's voice.
2. Speech production is the process by which spoken words are selected to be produced, have their phonetics formulated and then finally are articulated by the motor system in the vocal apparatus. Speech production can be spontaneous such as when a person creates the words of a conversation, reaction such as when they name a picture or read aloud a written word, or a vocal imitation such as in speech repetition.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for parents to support their children's language development.
2. It will develop awareness for Parents about the importance language development of the children.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just

what, where, when. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions.

2. Research Location

This research is conducted in Pangkalan Bun, Central Kalimantan

3. Subject

The subject of this study was a young toddler named Rajab Nur Hadi; he was born on September 15th 2013. Therefore, Rajab is not the only one who was considered as the subject of this study, but his parents and other closest people around his environment were also the participants of this study.

4. Data

The data needed are the language inputs, and how Rajab acquires the language

5. Technique of Data Collection

The techniques used in collecting the data were direct verbal interaction, voice-recorded, video-recorded and note taking. In accordance with this, the instruments used in this study were handphone as recorder, note taking equipment and the writer herself. The single uses and/or combination of the techniques were considered in such a way that the data of the study were reasonably obtained. The recorded data were transcribed phonetically and orthographically. The data in the forms of orthography were directly used as the written data.

6. Data Analysis

After the data are collected, the researchers classified them based on the problems statement and then analyze them qualitatively so that all data can be used to answer the question systematically.

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Motivation and Attitude Factor in Affecting Students' learning English as Foreign Language by English Department Students at IAIN Antasari

Banjarmasin

Rachmad Riyadi

A. Background Knowledge

There are many various of factors for learners to develop their ability in learning English as Foreign Language to be better. Those Factors that used to develop or improve their motivation, wishes, interest and especially for their ability in learning English as Foreign Language. There are some definition of factor which are (1) something that helps produce or influence a result, (2) one of the things that cause something to happen, (3) A constituent or element that brings about certain effects or results, or indicates a specific multiple, number, or quantity.

In Psycholinguistic lecture, there are many factors that related to improve or develop students' ability in learning English as foreign language, that include Motivation, Attitude, Aptitude, intelligence, learning styles, learner belief, personality, learner preferences, age of acquisition, etc.

Those Factors that related to improve or develop students' ability and interest in learning English as Foreign language in the classroom. For those factors can improve students' motivation in learning English as Foreign language, those can develop their wish or interest in learning English, and develop students' ability for especially in basic skill of English (Speaking, Reading, Listening, and Writing).

And this research will talk about two of factors that related to improve and develop students' ability, interest, motivation, in learning English as foreign language. There are motivation factor and attitude factor. Where those factor are very important to develop or improve students' ability, interest, motivation, in learning English as foreign language. Then, the definition of motivation factor is that drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Motivating factors include achievement, advancement, autonomy, personal growth, recognition, responsibility, and the work itself. And the definition of attitude that According to Sarnoff (in Sarwono, 2000) identifies the attitude of willingness to respond (disposition to react) positively (Favorably) or negatively (unfavorably) to the

object - a particular object. D.Krech and RS Crutchfield (in Sears, 1999) found that the attitude of the organization that is settled from the motivational, emotional, perceptual, and cognitive aspects of the world of the individual.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the factors affect to students' ability and interest in learning English as Foreign Language, how the factors affect to improve or develop students' ability. So that they can assist their students' in learning process.

B. Problem Statement

This study aims to identify the factors affect to students' ability and interest in learning English as Foreign Language, how they are influenced to improve or develop students' ability by English Education Department students Faculty of Tarbiyah and Teachers Training in Banjarmasin.

The research questions are determined as follows:

1. How important are those factors in increasing students' ability and interest by English Education Depart students' Faculty of Tarbiyah and Teach Training?
2. Is there a significant effect of the factors to students' ability and interest on English Language learning?

C. Definition of Key Terms

1. Motivation: is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.
2. Attitude: According to Sarnoff (in Sarwono, 2000) identifies the attitude of willingness to respond (disposition to react) positively (Favorably) or negatively (unfavorably) to the object - a particular object. D.Krech and RS Crutchfield (in Sears, 1999) found that the attitude of the organization that is settled from the motivational, emotional, perceptual, and cognitive aspects of the world of the individual.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students' ability and interest.
2. It will improve or develop students' ability and interest by English Education Department students' Faculty of Tarbiyah and Teach Training.
3. It will improve awareness for English Lectures about the importance motivation and attitude factors in improve and develop for by English Education Departmentt students' Faculty of Tarbiyah and Teachers Training.

E. Research Method

1. Research Design

This is qualitative research. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfill a given quota. And in other definition is Qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts.^[1] Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Hence, smaller but focused samples are more often used than large samples.

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study are some group of Education Department students who are in the third semester by English Education Departmen Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

4. Data

The data needed are motivation and interest in learning English as Foreign Language by English Education Departmen Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

5. Technique of Data Collection

The technique of data collection will be used in this study are test, interview, and Documentation.

a. Test

This are used to obtain the data about students' English ability. The test used is multiple choice and essay test.

b. Interview

This are gain the data about students' English interest in learning English as Foreign Language. To collect the data for this study, the interview will do with one by one or more.

c. Documentation

This are used to get the information about students' English ability and interest based on their multiple choice test, essay test, and interview.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and the analysis them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the students' ability and interest by subjects through descriptive statistics such as means, standard deviations and t-test.

F. References

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The Differences of Reading Comprehension Ability Between IPA Students and IPS Students at MA. Hidayatullah Martapura

Mariah Olfah

A. Background Of Study

According to predefined curriculum by the government especially the Ministry of Education and Culture in Indonesia, students at grade XI and XII in senior high school divided into majors which are IPA, Bahasa, IPS and Religion. This cross-division are given based on students ability and ineteresting. This is also aims to prepare students to continue their education to college. In all majors students have to learn English because English is one of the obligation subject besides Bahasa Indonesia and Mathematics.

This study focus on IPA students and IPS students. For IPA students are hoped will continue their study in Physics, Chemistry, and Biology or in applied science majors from those subject. While for IPA students are hoped will continue their study in History, Sociology, Economics, and Geographics or in study program that more specific than those subjects. Although they are (IPA students and IPS students) in different majors, they both are learned English even by different teacher.

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply pleasure (Harmer, 2001). In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written text serve various pedagogical purposes (Richards and Renandya, 2002) .

Comprehension involves the construction and application of an integrated mental representation of the described events. Those events can be read, heard, seen trough some presentation, or even experienced firsthand. Comprehension requires building connections between those events and existing representations in

memory. Comprehenders invoke various types of background knowledge to understand described situations. In fact, the use of background knowledge is necessary for discourse comprehension (Traxler and Gernsbacher, 2006).

This study has been conducted primarily to find out how the differences reading comprehension ability between students in two majors which are different as well as factors (such as schemata, motivation, learning style, time allocation) affect these choices. The investigation is very important since it can add information for teachers to know and understand about their students ability especially in reading skill which are they are not in Bahasa majors.

This study will be conducted at MA. Hidayatullah Martapura. It aims to identify the differences of speaking ability between student in IPA major and they are who in IPS major and what factors that affect the differences between them. Through this study, it is hoped that teachers might acquire understanding of how students learn English especially in Reading skill, so that they can assist their students in the English learning by promoting awareness of the learning styles and motivating them so that the students want to learn English well and have good ability in this subject.

B. Problem Statements

This research aims to identify reading ability between IPA Students and IPS Students at MA. Hidayatullah Martapura and what factors that influenced the differences.

The research questions are:

1. How are the differences of reading ability between IPA students and IPS students at MA. Hidayatullah Martapura?
2. What factors that affect the differences between them?

C. Definition Of Key Terms

1. Reading Comprehension Ability: Reading refers to understanding a message from a writer; Reading Comprehension Ability is students proficiency of Reading in which an individual has the ability to comprehend the text.

2. IPA students: senior high school students at grade XI and XII who are in majoring IPA with basic subjects are Biology, Physics, and Chemistry.
3. IPS students: senior high school students at grade XI and XII who are in majoring IPS with basic subjects are History, Geography, Economics and Sociology.

D. Significance Of Research

The result of this study is expected to have advantages, such as:

1. It will serve as information, consideration and input for MA. Hidayatullah especially for IPA and IPS major in increasing educational quality and establishing too support students' learning in reading English text.
2. It will develop awareness for English teacher about the importance reading skill for IPA and IPS students. As teachers play important role students' academic achievement, knowing students' schemata, motivation and learning styles will affect the quality of students and in wider scope may contribute to the better image of IPA and IPS students in the community that they are also competent in English field.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

2. Research Location

This research is conducted at MA. Hidayatullah Martapura

3. Subject

The subject of this study are IPA students and IPS students at grade XI and XII at MA. Hidayatullah Martapura.

4. Data

The data needed are the differences of speaking ability between IPA students and IPS student at MA. Hidayatullah Martapura.

5. Technique of Data Collection

The techniques of data collection will be used in this study are test, questionnaire, documentation and interview.

a. Test

This is used to obtain the data IPA and IPS students' reading proficiency. The test used is Reading Comprehension test.

b. Questionnaire

This is used to gain the data about the differences of Reading Ability Between IPA Students and IPS Students at MA. Hidayatullah Martapura. To collect the data for this, the questionnaire are given in order to know the differences of Reading Ability Between IPA Students and IPS Students.

c. Documentation

This is used to to get the information about the differences of Reading Ability Between IPA Students and IPS Students based on their Reading Comprehension Test.

6. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer probing questions systematically. The data are analyzed to report the differences of Reading Ability between IPA Students and IPS Students through descriptive statistics such as means, standard derivations and i-test.

F. References

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Traxler, Matthew J. and Morton A. Gernsbacher.(2006). *Handbook of Psycholinguistics 2nd Edition*. USA: Elsevier

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Parents' Misunderstanding in Baby's First Language at Panyipatan

Lia Agustina

A. Background of Study

We might understand that language form is in the written and spoken language, but have we ever thought how language produced. Through the psycholinguistic we can understand how language is produced. In our minds, we have the means for producing (making) and comprehending (understanding) speech. Meanwhile butter-worth is the output of the comprehension – speech or writing – is more concrete or more easily analyzed.

Speech production is an important part of the way we communicate. We indicate intonation through stress and pitch while communicating our thoughts, ideas, requests or demands, and while maintaining grammatically correct sentences. However, we rarely consider how this ability develops. We know infants often begin producing one-word utterances, such as “mama”, eventually move to two-word utterances, such as “gimme toy” and finally sound like an adult. However, the process itself involves development not only of the vocal sounds (phonology), but also semantics (meaning of words), morphology and syntax (rules and structure).

First language acquisition is remarkable for the speed with which it takes place. Long before a child starts to school, he or she has become an extremely sophisticated language-user, operating a system for self-expression and communication that no other creature, or computer, comes close to matching. In addition to the speed of acquisition, the fact that it generally occurs, without overt instruction, for all children, regardless of great differences in their circumstances, provides strong support for the idea that there is an innate predisposition in the human infant to acquire language.

In the process of baby's growth, sometimes we find parents or adults who talk with unusual language to babies. Most adult change their language style, when they talk to babies until a certain point babies will try to imitate what adults usually say.

In language learning, usually children begin with the concrete such as physical object, direct activities, followed mental experience and feeling, then, in the process also needed memory and logic.

This study will be conducted at my village in Panyipatan. It aims to identify the cause of the baby's cry loudly except of hungry and how the way their parent solve this problem and how they can make their child calm down.

B. Problem Statement

This study aims to identify the types of misunderstanding baby's first language by parent at Panyipatan.

The research questions are determined as follows:

1. What is the cause of the baby's cry except of hungry?
2. It is possible for baby to cry not only cause of hungry?

C. Definition of Key Terms

Baby's first language is the language that assumed to be languages which are acquire during early childhood – normally beginning before the age of about three years and that they are learned as part of growing up among people who interact and speak to them.

Parent misunderstanding is a failure to understand something correctly, mistake as to meaning or intent or misunderstanding is a situation where something is not understood properly, or a quarrel or disagreement.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. To find out the misunderstanding between parents and their baby when they cry, it is not because of them hungry, it can be they sick or afraid with something that they see or anything.
2. To know what the cause of the baby's problem when she or he cry except of hungry.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior.

The qualitative method investigates the why and how of decision making, not

just what, where, and when. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (information assertions).

2. Research Location

This research is conducted at my village in Panyipatan.

3. Subject

The subject of this study is some parents who have a baby that their age is seven or eight month.

4. Data

The data needed are the types of misunderstanding by parent in baby's first language.

5. Technique of Data Collection

The technique of data collection will be used in this study are observation and interview.

1. Observation

This is used to get information about the cause of baby's cry except of hungry.

2. Interview

This is used to gain the data about the parents misunderstanding about their baby's when she or he cry loudly.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analyze them qualitatively, so that all the data can be used to answer the problem questions systematically. The data are analyze to report the types of parents misunderstanding in baby's first language especially when she or he cry loudly.

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Deaf Children's Development in Sign Language

Nurul Fitriyah

A. Background Of Sign Language

Many readers will be unfamiliar with the Deaf community, although they will be familiar with people who have a hearing loss. Often, when people come to About Deafness for the first time, they are seeking information on sign language. Or, they may have already learned sign language and want to know what they can do with it.

Sign language is not an universal language, and different sign languages are used in different countries, like the many spoken languages all over the world. Some countries such as Belgium, the UK, the USA or India may have more than one sign language. Hundreds of sign languages are in used around the world, for instance, Japanese Sign Language, (or Nihon Shuwa, JSL), British Sign Language (BSL), Spanish Sign Language (Lengua de signos o señasespañola, or LSE), Turkish Sign Language (or TürkİşaretDili, TID).

Sign Languages are organized like sign languages, and can be analysed at the phonological, morphological, grammatical and lexical levels, and there are differences at each of these levels between the many different sign languages.

Signed Languages are processed dominantly in the left hemisphere of the brain, just as all other (spoken) languages are, in the Broca's and Wernicke's areas, and so they are natural languages.

Having access to a signed language is central to any deaf person, child or adult for their cognitive, social, emotional and linguistic growth. Signed Languages are acquired by children in the same timeframe as spoken languages and this acquisition process shows similar patterns and milestones as a spoken language acquisition process. It is important that deaf children at early ages have access to a sign language – it should be understood as their first language, their education can be achieved bilingually in the national sign language and the national written/spoken language.

B. Problem Statement

This study aims to identify the development of children in sign language at Yayasan Pendidikan Sekolah Luar Biasa Banjarmasin and to determine how they are influenced by their environment.

The research questions are determined as follows:

1. How do most children learn sign language?
2. What is the best way to encourage deaf children's development in sign language?

C. Definition of Key Terms

1. A sign language (also signed language or simply signing) is a language which uses manual communication and body language to convey meaning, as opposed to acoustically conveyed sound patterns. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to fluidly express a speaker's thoughts.
2. Children: Biologically, a child (plural: children) is generally a human between the stages of birth and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority. Child may also describe a relationship with a parent (such as sons and daughters of any age).

D. Significance of Research

- The result of this research is expected to have advantage, as it will serve as information, input and knowledge for us to know.
- And also, can investigate the factors that are associated with and/or directly influence the social interactions between deaf children and their hearing peers. By exploring these factors, parents, professionals, and policy makers are best informed to support and develop interventions to help deaf children enjoy positive social interactions, peer acceptance, and deep and meaningful friendships with their hearing peers.

E. Research Method

1. Research Design

This research is both descriptive qualitative and quantitative research. Descriptive research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists at the time of study.

2. Research location

This research is conducted at Yayasan Pendidikan Luar Biasa Banjarmasin.

3. Subject

Subject of this research are all of the students of Elementary school at Yayasan Pendidikan Luar Biasa Banjarmasin.

4. Research Instrument

For analyzing the data, the researcher feels necessary to determine design instrument used to collect data, then, the design measurement the main instrument is test.

Those data consist of 2 categories that will be measured, such as:

a. Observation

This used to obtain the data about Development of Deaf Children. The observation do in school to students (children) and teachers.

b. Documentation

This is used to get the information about development of deaf children in using sign language based on their daily.

c. Another relevant area of research was identified which investigated sign language development in deaf children who are late learners' in comparison with children (typically those with deaf parents) who have early access to sign language (Galvan 1989; Mayberry 1993)

F. Data Analysis

After the data collected, the researcher classified them based on the problem statement and then analyze them qualitatively and quantitatively can be used to answer the problem's question systemically. The data are analyse to report the development of deaf children in using sign language..

G. References

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**Transfer Effect of Indonesian Language to Students' English Language's
Pronunciation at Third Semester of English Education Department of
Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin
Academic Year 2014/2015**

Uswatun Hasanah

A. Background of Study

Every person in the world has a language. Language is universal and all human being in a community understand and speak well their language to carry out every activity. Language is important thing because it is a tool of communication. There are many kinds of nation and tribes in the world, which need a communication tool to know one another (Aisyah: 2013).

Related to this case English is an international language that had the widest use. The first is that English has the largest number of users all over the world. In international and in regional events, English often plays an important role as the official language. Secondly, as a consequence of its role, English become the language most frequently used in modern science and technology, so there are many books written in English. English not only viewed as the style of language in daily communication, but also almost always needed for conversing bargaining, trading and education or studying.

In Indonesia, using English in communication has become something familiar, especially in academic field. Almost every senior and junior high schools in Indonesia teach English to the students, and there are many people who want to be English teachers too. However, they occurred some problems when study English, especially in pronunciation. Even though English language uses alphabet system like Indonesian language, the way to read it is completely different. Consequently, students have some difficulty when they talk or read English because there is transfer effect of Indonesian language to their English language.

According to Odlin (1989) transfer has been defined as some influence (either facilitation or, more often, interference) of the first language (L1) on the second language (L2) due to similarities and differences between these two languages. Jiang (2007) suggested that during sentence comprehension, L2 readers are insensitive to certain types of morphological marking that are required in the L2

but not in the first language (L1) Therefore, there is need to conduct research on transfer effect of Indonesian to English to help teacher learn and understand their students better in learning a second or second language, especially English.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the significance correlation between the student's pronunciation in Indonesia language and students' pronunciation in English language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training.

B. Problem Statements

This study aims to identify the influence of Indonesian language to students' English language's pronunciation at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015.

The research questions are determined as follows:

1. How is students' pronunciation in Indonesian language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015?
2. How is students' pronunciation in English language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015?
3. Is there any significance correlation between the student's pronunciation in Indonesia language and students' pronunciation in English language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015?

C. Assumption

There is correlation between the student's pronunciation in Indonesia language and students' pronunciation in English language

D. Hypothesis

Hypothesis is a temporary answer oral supposition that is not yet knowledge as true one hundred percent until researcher will be investigation in bearing on the problem that is supposed.

1. Alternative Hypothesis (H_a)

Student's pronunciation in Indonesia language influences students' pronunciation in English language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015

2. Null Hypothesis (Ho)

Student's pronunciation in Indonesia language does not influence students' pronunciation in English language at third semester of English Education Department of Faculty of Tarbiyah and Teachers Training at IAIN Antasari Banjarmasin academic year 2014/2015

E. Definition of Key Terms

1. Transfer Effect: speakers or writers applying knowledge from their native language to a second language. It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.
2. Pronunciation: means the way a word or a language is spoken, or the manner in which someone utters a word.

F. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will give information for English lecturer and educators to take appropriate strategies and construction and improving students' interest in English. It will be useful as an additional reference.
2. It will develop awareness for English lecturers about the significance transfer effect. As lecturers play important role of students' academic achievement, knowing how transfer effect of first language toward foreign language will affect the quality of the students and in a wider scope may contribute to the better image of English Education Department in the community.
3. It will enrich the writer knowledge and experience in this specific research.
4. Providing information and consideration for the future researchers who want to continue this research in the future.

G. Research Method

1. Research Design

This is a quantitative research, which relies on quantitative data based on computation and measurement, operational variables and statistics. The data measured are in the form of numbers. Quantitative research focuses on numerical data that is analyzed using statistic method. Quantitative research basically is used for testing hypothesis and concluding the result to know the answer. By using it, the difference or the relation between the variables will be gotten. In doing so, the writer intend to use quantitative research to complete this study.

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teacher's Training IAIN Antasari Banjarmasin.

3. Population and Sample

a. Population

The subject of this study is a group of Education Department Students who are in third semester Faculty of Tarbiyah and Teacher's Training IAIN Antasari Banjarmasin. The numbers of population are 200 students.

b. Sample

In this research, the writer needs to take sample by using proportional stratified random sampling technique. The sample is taken from 10% of population. So the numbers of sample in this study are 20 students.

4. Data

The data needed are:

- a. Data about students' pronunciation in Indonesian language
- b. Data about students' pronunciation in English language

5. Technique of data collection

The technique of data collection will be used on this study are test, questionnaire and documentation.

a. Test

This is used to obtain the data about students' English proficiency. The test used is reading comprehension test.

b. Questionnaire

This is used to gain the data about the influence of transfer effect of Indonesian language to English Language by third semester of English Education Department Students Faculty of Tarbiyah and Teachers Training in Banjarmasin.

c. Documentation

This technique is supposed to look for all written report or document that perhaps keep any detailed documents.

H. Data analysis

Before reporting all of the collected data, the writer analyses them quantitatively. The analysis helps the writer to highlight some important conclusion from this research. The conclusion is met in an inductive way.

After the data are collected, the researcher classified them based on the problem statement and then analyze then quantitatively so that all data can be used to answer the problem questions systematically. The data are analyzed to report the transfer effect of Indonesian language to students' pronunciation in English language through descriptive statistics such as means, medians and standard derivations.

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The influence of using sign language and oral approach to study English language for young learners with disabilities in SLB Dharma Wanita

Persatuan.

Cahyaning Fristiara

A. Background of Study

Ever since sign language was brought over from France in the early nineteenth century, there has been a controversy between deaf students learning through American Sign Language or by the oral approach. The disagreement all started when Thomas Hopkins Gallaudet traveled to Britain in hopes of finding a method to teach deaf children. He found his answer in France with Abbe´ Laurent Clerc. Clerc was the first instructor of the deaf in America at the Hartford Asylum for the Education and Instruction of the Deaf and Dumb (now the American School for the Deaf) in 1817 (Miller 227).

Everything was going extremely well with the teaching of sign language, so well they called this period the Golden Ages of Deafness (Miller 228). However, some did not like the idea of deaf people not being taught an oral language. Alexander Gram Bell was one of those. He and his supporters of the oral approach felt “that sign language was a form of savagery that kept its users isolated from the rest of humanity.” This idea ultimately won the vote of the International Congress of Educators of the Deaf and from 1880 until 1960, deaf students were taught by the oral approach. They were not allowed to use sign language for any reason, and if they were caught doing so, they would be punished (Bollag 3).

Then in 1965, a man named Dr. William Stoke introduced the world’s first American Sign Language dictionary. Up until this turning point in deaf history, sign language “was widely considered to be a form of pantomime or a system of broken English, even among deaf people” (Miller 229). Dr. Stoke published various scholarly works which identified ASL as a true language, consisting of its own grammatical structures and rules. Scholars, as well as deaf fluent in ASL and oral English believed that American Sign Language is just as good of standard as English when it comes to communicating with others (Bollag 3).

Nowadays, American Sign Language is not only considered a first and second language, but also an instructional and foreign language (fulfills foreign language requirement at U of I). It contains the same elements as other languages, and is also organized in the same way as others are organized (Miller 229). Also, there have been advances in technologies, such as digital hearing aids and cochlear implants, which make oral methods more appealing, but numerous scholars do not agree. They believe that it would highly benefit deaf children to be fluent in both ASL as well as oral English because it is common that many of the parts of the world are now bilingual, even multilingual (Bollag 4).

When it comes to normal student's perspectives, many seem to feel that ASL is the best route to go. However, this does depend on the person, as shown in Merv Hyde's article "The experiences of deaf and hard of hearing students at a Queensland University: 1985–2005." According to the article, students she interviewed said that ASL, as well as interpreter/note-taking combinations were a "huge plus." It allowed their students to be able to really interact with the lecture and take in all the information. They said the notes were a good tool to refer to after the lecture and they also allowed them to watch the interpreter and fully comprehend what the student's instructor was saying. They did however have downfalls. An interpreter was not always available when needed, and other times note-takers did not take good-quality notes and didn't write down all vital information (Merv 91-92).

Some students, who are more accustomed to the oral approach, felt that they got the most knowledge out of hearing aids and FM devices saying that "were vital to my success in understanding lectures" and that they are lost in lectures without their FM system. Sometimes these devices did not work, and then students felt lost throughout the entire lecture. Other students had problems hearing when professor's talked indistinctly, even with the help of hearing aids and sitting in the front of the room. Also if a lecturer was showing slides, having the lights off made it difficult to lip-read (Merv 92).

In contrast to liking the oral approach more than American Sign Language, Ruth Ann Schornstein feels that ASL is the only way to go. Being deaf herself, she believes that students were always missing out on vital information because

they were stuck learning how to pronounce correctly because speech classes took precedence over all other classes. She states that “Teachers would brag that it took seven years, but finally “little Johnny” could say his name.” Teachers of deaf students seemed to maintain low expectations, and Schornstein also felt that these low expectations impacted not only how she viewed herself, but others, too (Schornstein 398).

Overall, this study would like to know how the usage of sign language and oral approach to support the teaching and learning process in SLB Dharma Wanita Persatuan Banjarmasin.

B. Problem Statements

This study aims to identify the influence of sign language and oral approach in the learning English language in young learners with disabilities in SLB Dharma Wanita Persatuan and to know the best method that used to teach English between sign language and oral approach. The research questions are determined as follows:

1. What are the influences of using sign language in English language learning?
2. What are the influences of using oral approach in English language learning?
3. Which one better for using in English language learning, using the sign language or oral approach?

C. Definition of Key Terms

1. Sign Language: Sign language (also signed language or simply signing) is a language which uses manual communication and body language to convey meaning, as opposed to acoustically conveyed sound patterns.
2. Oral Approach: Oral approach is an approach that trains the deaf child to use residual hearing, lip reading, and contextual cues to comprehend and use spoken language.

D. Significance of Research

The result of this research is expected to have advantages such as:

1. It will serve as information, to English department student, English teacher or English lecturer to know how to teach English language in young learners with disabilities.

2. It will remove confusion of teacher or lecturer in English to teach English language in young learners with disabilities.

E. Research Method

1. Research Design

This is a quantitative research. Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)'. The quantitative method emphasize on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys.

2. Research Location

This research is conducted at SLB Persatuan Dharma Wanita Banjarmasin.

3. Subject

The subject of this study is the students from SLB Persatuan Dharma Wanita Banjarmasin third grade.

4. Data

The data needed are the usage of sign language and oral approach in SLB Persatuan Dharma Wanita Banjarmasin.

5. Technique of Data Collection

The technique of data collection will be used in this study are test, questionnaire, and documentation.

a. Test

This is to know student ability in English language. The test used is writing test.

b. Questionnaire

This is to gain the data about sign language and oral approach that often used in the teaching and learning process.

c. Documentation

This is used to know student ability and knowledge in using sign language and oral approach to support their understanding in English language.

F. Data Analysis

After collecting the data, I get some information that the usage of sign language and oral approach in SLB Persatuan Dharma Wanita Banjarmasin is

balance. And it can support and help student understanding to study English language.

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Accent Effect of The Mother Tongue of English Department Students at IAIN Banjarmasin on Speaking Skill

Fauzan Nurrahim

A. Background of Study

Nowadays, English is an important language that used by most of all people in this world, so English language study most taught to every person in every country from earlier and in English language there are four skill that must acquire by student to master English language. Speaking, listening, reading, and writing skill. And in this research i will concern to speaking skill, speaking is a productive skill like writing. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. As a teacher teaching speaking harder than listening and reading because it is productive skill. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

When human speak, they also show their accent based on their vernacular. Indonesia has about 700 vernacular, the word vernacular was originally a linguistic term that referred to the language that was spoken or written in an area. It is derived from the Latin word "vernaculus," meaning "native". Beside vernacular Indonesia also has many accents, in oxford dictionary accents means is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside (a regional or

geographical accent), the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent), or influence from their first language (a foreign accent). Need research to find out the impact of accent in speaking.

This research will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training of State Institute for Islamic Studies Antasari , Banjarmasin. The purpose of this research to find out if the students bring their accent when they learn English especially speaking.

B. Problem Statement

This research aims to identify the effect of accent of English Education Department students Faculty of Tarbiyah and Teachers Training of State Institute for Islamic Studies Antasari Banjarmasin.

The research questions are determined as follows :

1. Is there any effect of students' accent when they learn speaking?
2. Does their accent affect some problems when they are speak English?

C. Definition of Key Terms

1. Accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside (a regional or geographical accent), the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent), or influence from their first language (a foreign accent).
2. Mother tongue: The language which a person has grown up speaking from early childhood.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. it will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students' learning.
2. it will be an awareness for students to avoid mistakes when they learn speaking that caused by accent.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Qualitative method produce information only on the particular cases studied, and any more general conclusions are only proportions (informed assertions).

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is a group of Education Department students who are in the first semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

4. Data

The data needed are the students who has unique accent e.g.hulusungai and their improvement in speaking.

5. Technique of Data collection

The techniques of data collection will be used in this study are interview, questionnaire, and documentation.

A. test

This is used to obtain the data about students speaking skill and little bit about their accent. The test used is conversation.

B. Interview

This is used to gain more data about students' accent.

C. Documentation

This is used to get the information about students' speaking skill and their accent based on their conversation and interview.

F. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the problem question systematically. The data are analyzed to report the

accent effect of the mother tongue by the subjects through descriptive statistics such as means, standard deviations, and t-test.

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Psychological Factor Affecting the most on Second Language Learning

Lisa Rezqina Azmi

A. Background of Study

Most of the countries around the world have two basic languages, there are native language or first language and second language. Children who were raised in a family that use native language as their daily language, will be accustomed to talk in native language, but naturally the kids also learn and naturally understand the second language in their countries. For example, a the kids who live in Banjarmasin (one of the cities in Indonesia which as Banjarese as the first language) master the first language but the more they take education and the higher level they are, they naturally learn and understand and be able to use Bahasa as their second language.

Lightbown and Spada (1982) and Stenberg, Nagata, and Aline (2001) explained on their books that there are some factors which affect the children second language mastery. They are *Intelligence, Motivation, Personality, Aptitude, Attitude, Learning Style, and Learner Beliefs*. From all of the factors, there are some factors which affect more on second language acquisition.

To find out which factor affecting the most on second language learning, the writer did a research. The research used 10 students from 30 students in grade 4 SDN Rantau Kanan Rantau as the samples. The students' first language is Banjarese while their second language is Bahasa. However, the psychological reason which takes role the most on how they overcome Bahasa as their second language is still questioned.

In the research, the writer came directly on SDN Rantau kanan, did some interviews with the headmaster, the Fourth grade classroom teacher and the Bahasa teacher which teach Bahasa in the grade 4 and observed the students' Bahasa Indonesia class which in this study it is called second language class to analyze how the class was done. Besides being observed, the students were given test and questionnaire to find out many things related to second language learning, and the data will be analyzed to get the final result that is what factor which affecting the most on second language learning.

B. Problem Statement

This research intends to find out what factor which affecting the most on second language learning in Grade 4 SDN Rantau Kanan. The study's questions related to the problem are:

1. What psychological factors which affecting second language learning in grade 4 SDN Rantau Kanan
2. Which psychological factor that affecting the most on second language learning in grade 4 SND Rantau Kanan

C. Definition of Key Term

The word *Psychological* is derived from the word Psychology, Psychology is the scientific study of mental functions and behaviors. These functions include perception, cognition, attention, behavior, interpersonal relationships emotion, motivation, brain functioning, and personality. Psychological is an adjective relating to psychology. While *factor* is one that actively contribute to a process. Furthermore, *affect* means to have an influence on something. along with the word *most* which is a superlative degree word has the meaning of the greatest in number or degree. Moreover Second language is a language other than the mother tongue or native language that a person or a community uses for public communication. In addition, learning is the progressive form of learn which means to gain knowledge through experience or study.

D. Significant of Research

The final result of this study is estimated will be a reference for the other studies in the future. It will give more information and a new fact related to psycholinguistics subject. It will help people's curiosity about what psychological factor takes the most roles on second language learning.

E. Research Method

1. Research design

This research is a qualitative research. This research is more focused on the reasons and the facts, so the main questions word which comes in this research is *how* and *why*.

2. Research Location

The research took place in SDN Rantau Kanan Rantau Regency. The research itself is focused on the fourth grade in this elementary school.

3. Subject

The subject of the research is the fourth graders in SDN Rantau Kanan.

4. Data

The data is from the class's Bahasa subject scores, and the Bahasa teacher, Classroom teacher, Tata Usaha/School Administration Office, Headmaster's documents.

5. Techniques of Data collection

The techniques which were used in the study are test, questionnaire, observation, and interview.

a. Test

Test is utilized to measure the students' second language mastery

b. Questionnaire

It is used to find out the students' opinion and view about themselves and about their second language learning

c. Observation

It is being done to analyze the everyday life on the students, how they use the second language in their daily life, and how they improve their second language mastery.

d. Interview

The writer did it because, she needed to find more information about the school environment, the students' conditions, and so on.

The Critical Period For Second Language Learning Of Children At Sdit Al-Futuwah Barabai

Laily Husna

A. Background of Study

A critical period really is a specific time during which an organism has to experience stimuli in order to progress through developmental stages properly. Have you ever taken a language class in school? Did you find it difficult? One reason is that we, as humans, have a critical period for language development. During that time, we are much more capable of learning a new language than at other, later times -- it just comes much easier during that time. In particular, if children don't start speaking around a certain time, it can become even more difficult for them to pick up their native language. Thus, there are critical periods for learning language. A related term is Sensitive Period.

A critical period is a phase in the life span during which an organism has heightened sensitivity to exogenous stimuli that are compulsory for the development of a particular skill. If the organism does not receive the appropriate stimulus during this "critical period", it may be difficult, ultimately less successful, or even impossible, to develop some functions later in life. The general idea is that failure to learn a particular skill allows the cortical areas normally allocated for that function to fall into disuse; as a result these unused brain areas will eventually adapt to perform a different function and therefore will no longer be available to perform other functions. The concurrence of critical periods for the auditory, visual, and vestibular systems suggests that the time period may be universal for emergent sensory systems.

This is fundamentally different from the sensitive period, which is a more extended period of time during development when an individual is more receptive to specific types of environmental stimuli, usually because nervous system development is especially sensitive to certain sensory stimuli. This makes the individual more predisposed to learning. For example, the critical period for the development of a human child's binocular vision is thought to be between three and eight months, with sensitivity to damage extending up to at least three years of age. Further critical periods have been identified for the development of

hearing and the vestibular system. There are critical periods during early postnatal development in which imprinting can occur, such as when a greylag goose becomes attached to a parent figure within the first 36 hours after hatching. A young chaffinch must hear an adult singing before it sexually matures, or it will never properly learn the highly intricate song. These observations have led some to hypothesise a critical period for certain areas of human learning, particularly language acquisition.

Critical period of second language acquisition

The theory has often been extended to a critical period for second language acquisition, although this is much less widely accepted. Certainly, older learners of a second language rarely achieve the native-like fluency that younger learners display, despite often progressing faster than children in the initial stages. This is generally accepted as evidence supporting the CPH. David Singleton (1995) states that in learning a second language, "younger = better in the long run," but points out that there are many exceptions, noting that five percent of adult bilinguals master a second language even though they begin learning it when they are well into adulthood — long after any critical period has presumably come to a close. "The critical period hypothesis holds that first language acquisition must occur before cerebral lateralization is complete, at about the age of puberty. One prediction of this hypothesis is that second language acquisition will be relatively fast, successful, and qualitatively similar to first language only if it occurs before the age of puberty.

This study will be conducted at SDIT AL- FutuwahBarabai, it aims to identify when is the critical period for second language learning owned by Student at SDIT Al-Futuah and what are the difficulties of student there in getting the second language. Through this study, it is hoped that teacher might acquire better understanding of how student learn the critical period for second language learning.

B. Problem Statements

This study aims to identify when is the critical period for second language learning owned by Student at SDIT Al-Futuah and what are the difficulties of student there in getting the second language.

The research questions are determined as follows:

1. When is the critical period that owned by Student at SDIT Al-Futuah?
2. What are the difficulties of student there in getting the second language?

C. Definition of Key Term

1. **Critical period** is a phase in the life span during which an organism has heightened sensitivity to exogenous stimuli that are compulsory for the development of a particular skill.

2. **Second Language** is a language that is not the mother tongue of, but that is used in the area of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken. Some languages, often called auxiliary languages, are used primarily as second languages or lingua francas.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for teachers of SDIT Al-Futuwah in improving their educational quality to support students' second language learning.

E. Research Method

1. Research Design :

This is a qualitative research. **Qualitative research** is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Hence, smaller but focused samples are more often used than large samples.

In the conventional view, qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

2. Research Location

This research is conducted at **Sdit Al-Futuwah Barabai**.

3. Subject

The subject of this study is a group of SDIT Al-Futuah students who are in the sixth grade.

4. Data

The data needed are the kinds of better age for student in learning second language and the their difficulties in learning the second language.

5. Technique of Data Collection

The technique of data collection will be used in this study are interview, observation.

a. Interview

This is used to gain the data about the better age of student in learning the second language. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

b. Observation

This is used to get the information about their difficulties in learning the second language. Qualitative research uses observation as the data collection method. Observation is the selection and recording of behaviors of people in their environment. Observation is useful for generating in-depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible, and for conducting research when other methods are inadequate.

6. Data Analysis

After the data are collected the research classified the based on the problem statement and then analyse the qualitative so that all the data can be used to answer the probing questions produce information only on the particular cases studied, and any more general conclusions are only prepositions. The data needed are the kinds of better age for student in learning second language and the their difficulties in learning the second language.

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The Influence of Mother Tongue in Pronouncing Second Language at MA NIPI RAKHA Amuntai

Jumiati

A. Background of Study

The mother tongue can influence the usage of second language. The parts of language those can be influenced such as language skills (listening, speaking, writing and reading) and language aspects (vocabulary, grammar, pronunciation, etc.). The influences can be seen clearly in speaking and pronouncing in daily conversation or common conversation every day.

Mother tongue is native language, first language, primary language. Second language is a language that is not the mother tongue of, but that is used in the area of, that person. Any other language learned or acquired is known as the second language. A second language is typically an official or commonly dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. In this more restricted sense, the term is contrasted with other terms in this list. (Muriel Saville-Troike, 2006).

Actually, in our society, the second language is Indonesian language and English is foreign language, but in academic our second language is English. Generally, one of the purposes these studies can give information about the influence of mother tongue in pronouncing second language at MA NIPI RAKHA Amuntai.

This study talks about the influence of our mother tongue (Indonesian language) in pronouncing second language that is English at MA NIPI RAKHA Amuntai. The other purposes of this study is as a way to know how we minimize the errors in pronouncing second language and as teaching material for teachers who teach English as a second language in their city.

This study will be conducted at MA NIPI RAKHA Amuntai all field of study in 12th grade in first semester. It aims to clarify the influence of mother tongue in pronouncing second language at MA NIPI RAKHA Amuntai and **to minimize the error in pronouncing second language**. Through this study, it is hoped as material teaching for teachers who teach English as a second language in their city, so that they can help their students to use second language well and correctly.

B. Problem Statements

This study aims to clarify the influence of mother tongue in pronouncing second language at MA NIPI RAKHA Amuntai and to minimize the error in pronouncing second language. The research questions are determined as follows :

1. Can mother tongue influence the pronouncing in second language?
2. What are the aspects of second language that influenced by mother tongue in pronouncing?

C. Definition of Key Terms

1. The influence: effect that somebody or something has on the way somebody thinks or behave or on the way something develops.
2. Mother tongue: language that you first learn to speak as a child.
3. Second language: A language that is not the mother tongue of, but that is used in the area of, that person.

D. Significance of Research

The result of this research is expected to have advantages, such as :

1. It will give information about the influence of mother tongue in pronouncing second language.
2. It will be a way to minimize the error in pronouncing second language and as teaching material for teachers who teach English as a second language.

E. Research Method

1. Research Design

This is qualitative and quantitative research. The scale that used in this research is TSE test rating scale.

60	Communication almost always effective : task performed very competently; speech almost never marked by nonnative characteristics Functions performed clearly and effectively Appropriate response to audience/situation Coherent, with effective use of cohesive devices Almost always accurate pronunciation, grammar, fluency, and vocabulary
50	Communication generally effective : task performed

	<p>competently, successful use of compensatory strategies; speech sometimes marked by nonnative characteristics</p> <p>Functions generally performed clearly and effectively</p> <p>Generally appropriate response to audience/situation</p> <p>Coherent, with some effective use of cohesive devices</p> <p>Generally accurate pronunciation, grammar, fluency, and vocabulary</p>
40	<p>Communication somewhat effective : task performed somewhat competently, some successful use of compensatory strategies; speech regularly marked by nonnative characteristics</p> <p>Functions performed somewhat clearly and effectively</p> <p>Somewhat appropriate response to audience/situation</p> <p>Somewhat coherent, with some use of cohesive devices</p> <p>Somewhat accurate pronunciation, grammar, fluency, and vocabulary.</p>
30	<p>Communication generally not effective : task generally performed poorly, ineffective use of compensatory strategies; speech very frequently marked by nonnative characteristics</p> <p>Functions generally performed unclearly and ineffectively</p> <p>Generally inappropriate response to audience/situation</p> <p>Generally incoherent, with little use of cohesive devices</p> <p>Generally inaccurate pronunciation, grammar, fluency, and vocabulary.</p>
20	<p>No effective communication : no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by nonnative characteristics</p> <p>No evidence that functions were performed</p> <p>Incoherent, with no use of cohesive devices</p> <p>No evidence of ability to respond appropriately to audience/situation</p> <p>Almost always inaccurate pronunciation, grammar, fluency, and vocabulary</p>

2. Research Location

This research is conducted at MA NIPI RAKHA Amuntai.

3. Subject

The subjects of this study are 12th grade of all field of study at the first semester in MA NIPI RAKHA Amuntai.

4. Data

The data needed are the aspects of second language those are influenced by mother tongue in pronouncing at MA NIPI RAKHA Amuntai

5. Technique of Data Collection

The techniques of data collection will be used in this study are test, questionnaire, interview and documentation.

a. Test

This is used to obtain the data about students' English proficiency. The test used is spoken test.

b. Questionnaire

This is used to gain the data about the influence of mother tongue in pronouncing second language at MA NIPI RAKHA Amuntai. To collect the data for this study, the questionnaire are given in order to know the influence of mother tongue in pronouncing second language.

c. Interview

This is used to get the information from teachers about the influence mother tongue in pronouncing second language at MA NIPI RAKHA Amuntai.

d. Documentation

This is used to get information about students' English proficiency based on their test.

6. Data Analysis

After data collected, researcher will classify in two groups based on problem statements and then analyze to qualitative and quantitative method. The qualitative stated with form symbols and the quantitative stated with form numbers or scale.

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- <http://www.slideshare.net/shaniza75/22785154-perananpemerolehanbahasapertamaterhadappe-merolehanbahasakedua>
- <http://www.scribd.com/doc/77185503/Pemerolehan-Bahasa-Pertama-Dan-Bahasa-Kedua>
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Comparative Study between Children and Adults in Second Language (Indonesia) Learning

Siti Kholidah

A. Background of Study

Second language is a language that is not the mother tongue of, but that is used in the area of, that person. More informally, a second language or **L2** can be said to be any language learned in addition to one's mother tongues, especially in context of second language acquisition (that is, learning a new foreign language).

Most people believe that children are better than adults when attempting to learn a second language. That seems to be backed up by the common observation that young second-language learners seem to pick up another language quickly, just by exposure and without teaching. Whether this belief is justified is the focus of this chapter. As we shall see, all of our psycholinguistics knowledge (and then some) will be needed in order to provide a reasonable answer to this question. The overall theory is one that was first formulated by Steinberg (1982) and Steinberg (1993).

Factors involved in second language acquisition can be divided into three categories: 1). Psychological, 2). Social situation, and 3). other psychological variables.

Speaking a second language is an important skill for all people, both young and old. It has long been believed that children are better able to learn a second language. In actuality, it is not that children learn language better than adults, but that adults and children learn language differently. By understanding these differences and making adjustments to the learning process, all people can acquire a second language, no matter their age. Children and adults learn in fundamentally different ways. The ways that different people learn is an ongoing interest to educators. By understanding how a particular segment learns, educators can form lessons that will provide valuable instruction in an easier way. One thing is clear, which is that adults and children need to be taught in different ways to optimize the respective group's learning potential.

There are some differences between children and adults in learning and getting second language:

1. In linguistic ability

- Childhood Linguistic Ability

As they enter schooling age, children learn quickly. At this early stage in life, a child's brain is built to absorb information at an accelerated rate and children adapt this knowledge to their environment. Among the tasks that children master quickly is language. Most adults are able to incorporate only a small number of words into their vocabulary each day, but children commit as many as 20 words to their long-term memory every day. The ability to master so many words is a crucial advantage that children have in learning a new language.

- Adult Linguistic Ability

As children grow, their brains become less flexible and more specialized. Compared with children, adults learn far less quickly and with a great deal more effort. The advantage of maturity, however, is that older children and adults have already acquired practice at learning and they know how to efficiently organize information and include it in their mental functioning. Adults have lost the ability to naturally understand a language as they hear it, but develop a stronger ability to learn it from a good teacher.

2. Purpose

- Children find it easy to learn things by rote. They don't have a lifetime of life experience to frame their education, so often the easiest way to teach a child is to simply present them with information in a number of different ways until they memorize it. This is more difficult with adults.

- Adults tend to require a purpose or direction in their studies in order to process the new information within their existing frame of reference.

This study will need to be a research about Comparative Study between Children and Adults in Second Language Learning.

B. Problem Statements

This study aims to know about the differences of children and adults in get and learning second language and to know who is better and faster about get and learn second language. The research questions are determined as follows:

1. How is the children ability in second language learning?
2. How is adult ability in second language learning?

3. Is there any significance difference between children and adults ability in second language learning?

C. Definition of Key Terms

1. Children learners are generally a human between the stages of birth and puberty that learning second language.

2. Adults learners are human being after an age (as 21) specified by law that learning second language.

3. Second language learning is while education research has long suggested that studying second languages in K12 schools boosts student achievement in other content areas, the current testing emphases on mathematics and reading has placed foreign language instruction relatively low on district priority lists. However, a growing body of research indicates that second-language learning should be bumped up significantly, as demonstrated particularly in the following areas.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for English Education Department, SDN Tambak Danau and SMA 3 Banjarmasin in increasing educational quality and establishing conditions to support students' learning.

2. It will increase the knowledge about learning second language for for English Education Department, SDN Tambak Danau and SMA 3 Banjarmasin.

E. Research Method

1. Research Design

This research is quantitative research. Quantitative research is research that uses numerical analysis. In essence, this approach reduces the data into numbers, such as the percent of teenage mothers in Florida. The researcher knows in advance what he/she is looking for and all aspects of the study are carefully designed before the data is collected.

Quantitative Comparative research questions aim to examine the differences between two or more groups on one or more dependent variables (although often just a single dependent variable). Such questions typically start by asking "What is the difference in?" a particular dependent variable (e.g., daily calorific intake) between two or more groups (e.g., American men and American women).

2. Research Location

This research is conducted at SDN Tambak Danau and SMA 3 Banjarmasin.

3. Subject

The subjects of this study are students at SDN Tambak Danau and SMA 3 Banjarmasin that learning second language.

4. Data

The data needed are student ability in learning second language learning.

5. Technique of Data Collection

The techniques of data collection will be used in this study are test, questionnaire and interview

a. Test

This is used to obtain the data about student ability in learning second language. The test used is spoken test.

b. Questionnaire

This is used to gain the data about the student ability in learning second language by students in SDN Tambak Danau and SMA 3 Banjarmasin. To collect the data for this study the questionnaire are given in order to know the ability of the students.

c. Interview

This is used to know the student ability in learning second language.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analysis them quantitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the ability of learning second language by the subjects through descriptive statistics such as means, standard deviations and t-test.

F. References

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The Effect of Bilingualism on English Pronunciation Ability for English
Language Learners

M.Rizal Nashrullah

A. Background of Study

Indonesia has many different vernacular languages, there are about 700 vernacular languages in Indonesia. Every vernacular languages has their own accent and dialect. Based on this situation, there are many possibilities that an English language learner has bilingual language even multilingual language. It is caused by their parents and also their environment that make him live in bilingual or multilingual environment. For example, there is a child that live in South Kalimantan that the vernacular language is Banjar but their parents are from Sunda and they teach their child to speak Sunda also because in their environment people speak Sunda, it is caused by most of people there are Sundanese. As the result, he can speak Sunda and Banjar simultaneously.

There are two overarching reasons for studying language development in English language learners who live in bilingual environments. One is that environmental bilingualism is a fact of life for many English language learners, with consequences that are less than fully understood. Because environmental bilingualism covers with many other variables that influence language development, it is difficult to isolate the effect of bilingualism especially for their pronunciation ability. In some cases exposure to multiple languages results in learners achieving native-like competence in two (or more) languages, but in many cases it does not. We do not yet have good information on average effects of bilingualism on the development of each language nor good information on why some learners are more successful at bilingual development than others.

A second reason to study language development in English language learners who live in bilingual environments is that exposure to two languages provides a test of the human language learning ability. It is of scientific interest to ask, "Can the brain acquire two languages as easily as one, or if not, how does bilingualism affect the course of development in each language?" The goals of the present study were to address these questions by (1) comparing the development of English in English language learners who are learning English in bilingual and

monolingual environments and (2) investigating factors that account for individual differences in the rate of their pronunciation of English among the learners in bilingual environments.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the effect of bilingualism on language proficiency abilities for English language learners how it influences to their pronunciation ability of English. Through this study, it is hoped that teachers might acquire better understanding of how students learn an English, so that they can give the students better treatment teaching of English to make students increasing their achievement in English especially in English pronunciation.

B. Problem Statements

This study aims to identify the effect of bilingualism on English pronunciation ability of English Education Department students Faculty of Tarbiyah and Teachers training in Banjarmasin.

The research questions are determined as follows:

1. Is there a significant effect of bilingualism on English pronunciation ability of English Education Department students Faculty of Tarbiyah and Teachers Training?
2. Is there a significant difference of bilingualism's effect on English pronunciation ability of English Education Department students Faculty of Tarbiyah and Teachers Training?

C. Definition of Key Terms

1. Bilingualism: The ability of a speaker that range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages.
2. Pronunciation ability: The proficiency of the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

D. Significance of Research

The results of this research is expected to have advantages, such as:

1. It will develop awareness for English lecturers about the ability of their students in pronunciation of English, so that they can give them treatments that appropriate for them to increasing their competence in English pronunciation.
2. It will give information and suggestion for students to know how it influences to their ability of English pronunciation.
3. It will provide English lecturers a suggestion, information, and consideration to give their students better teaching of English in pronunciation to them who get effects of bilingualism on their ability in pronouncing English words.

E. Research Method

1. Research Design

This is a quantitative research. Quantitative research aims to quantify data and generalize results from a sample to the population of interest and to measure the incidence of various views and opinions in a chosen sample.

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari

3. Subject

The subject of this study is a group of Education Department students who are in the third semester Faculty of Tarbiyah and Teachers Training IAIN Antasari.

4. Data

The data needed are the results of the pronunciation ability of students based on their bilingualism factor.

5. Technique of Data Collection

The techniques of data collection will be used in this study are oral test, questionnaire, and documentation.

a. Oral Test

This is used to get the data about the pronunciation ability of students. The test used is speaking test.

b. Questionnaire

This is used to obtain the data about the information of students' bilingual environment, what is the language that they use in their daily life and what is the language that they use when they speak with their parents/family.

c. Documentation

This is used to gain the data about their pronunciation ability based on their oral test by using transcriptions.

6. Data Analysis

The researcher classifies the data that have been collected based on the problem of their pronunciation ability and then analyzes them to make a conclusion according to the sample that used.. Descriptive Statistics is used to describe the sample data and not to conclude for the population. Through descriptive statistics, the data are analyzed that aimed to inform the result of the effect of bilingualism on English pronunciation ability of English language learners.

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The Ability to Understand Sign Language on 6th Semester Students' at the English
Education Department Faculty of IAIN Antasari Banjarmasin

Nur Faizah Hayati

A. Background of Study

There are many languages in the world and many various. Even one country can have more than 10 or more languages, such as Indonesia. Language is a tool to interact or tools to communicate, in the sense of a tool to carry on thoughts, ideas, concepts or feelings. In the study of sociolinguistics, language is defined as a system of symbols, in the form of sound, is a dynamic, productive, diverse and humanism. And as we know a language is not just a verbal language but there is also a sign language. Sign language is a true language without speech. Sign language use hand, face or other body movements in a three dimensional space the physical means of communicative. Principally, there are two types of sign language: speech-based sign languages and independent sign language (ISLs) (Danny 2001).

As social beings, we not only interacting with normal people, but we will also meet with people who do not have such capabilities. For example, in interacting, of course we will do something to make it was happening that such interaction, like talk with someone. We'll talk with the spoken language when we talk to normal people, but when we meet with the deaf or mute person then the language we use is sign language.

This study, I would like to know, how does a person's ability to understand sign language, especially 6th semester students' in English Department at IAIN Antasari Banjarmasin who has studied the sign language when they were in the 6th Grade.

B. Problem Statement

It is a tool to know the ability of students to understand what that sign language. The research questions are determined as follows:

1. Does the student can understand what that sign language?
2. How the students ' ability to read sign language in the form of pictures and visual sign language?

3. Does the student while studying sign language just for the requirement to pass the course or they really consider it important to learn sign language to be armed when socializing?

C. Definition of Key Term

Sign language : a language which uses manual communication and body language to convey meaning, as opposed to acoustically conveyed sound patterns.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, that the students of English department can understand about sign language
2. It will develop the ability to understand sign language and importance to learn sign language more.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior. The qualitative method investigates the what and how.

2. Research Location

The research conducted at English Department Faculty of Tarbiyah and Teacher Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is a group of Education Department Student Who Are In The Third Semester Faculty Of Tarbiyah And Teacher Training IAIN Antasari Banjarmasin.

4. Data

The data needed are the types of learning styles owned by English Education Department Student Faculty Of Tarbiyah And Teacher Training In Banjarmasin.

5. Technique Of Data Collection

The technique of data collection will be used in this study are test and interview.

a. Test

This is used to obtain the data about Student ability to read sign language through hand and picture

b. Interview

This is used to get information about sign language from the knowledge of student.

F. Data Analysis

After collecting the data, we will know the extent of what the student's ability to know sign language and understand how sign language.

G. Reference

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**Peer effects on children's language development at fourth grade students of
international primary school of Banjar regency**

Nur aprianti

A. Background of Study

In this time, children and peer have a strong relationship that can influence each other. Peer occupies the important role in children's life. They can support young children in many field, such as emotional, social, and also language. Peer itself can determine the children characteristic, if a child has a good peer, likely she/he will be good, too and vice versa. Children also very good in imitating something, include the language. Like Andrew J. Mashburn, Laura M. Justice, Jason T. Downer, and Robert C. Pianta (2009) said that peer language skills make a small but significant contribution to children's language skills and suggest that the language abilities of children within a classroom and the opportunities for peers to interact with one another may also contribute to the success of language learning.

The research that done in Ohio university also find that language growth was associated with the average level of language skills shown by their classmates. It also found that relatively less-skilled pupils seemed to be more affected by their classmates' skills than highly skilled pupils. That's indicated how peer can affect the children language development. In the journal Peer Effects on Children's Language Achievement during Pre-kindergarten found that Peers make a strong contribution to children's early development of receptive and expressive language. Therefore, there is need to know is there any effect of peer in children language and how it affect them in order to help teachers and parents in children language development because everyday children always interact with their peer, especially in school society.

This study will be conducted at fourth grade of international primary school of Banjar Regency. It aims to identify the effect of peer on children's language development and how the children's languages are influenced by their peer. By this study, hopefully the teachers and parents can understand how important to save children's environment especially in their peer society so that children can acquire the good model around them.

B. Problem's Statements

This study aims to identify the effect of peer on children's language development and how the children's languages are influenced by their peer language at fourth grade students of international primary school of Banjar Regency. The research questions are determined as follows:

1. Is there any effect of peer language toward children's language development at fourth grade students of international primary school of Banjar Regency?
2. How is the peer language influence children's language development at fourth grade students of international primary school of Banjar Regency?

C. Definition of Key Terms

1. Peer: a person who is the equal of another in abilities, qualifications, age, background, or status.
2. Children's language development: the process by which children come to understand and communicate language during early childhood.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will provide information, consideration and input for International Primary School of Banjar Regency in increasing educational quality and establishing conditions to support children's language development.
2. It will develop awareness for teachers and parents about the important of peer in children's language development. Peer plays the important role in children's language development, knowing the effect of peer language and how it is influence children's language may contribute to the better treatment from teacher and parents in children's language learning.

E. Research Method

1. Research Design

This is a qualitative research. It aims to gather in depth understanding of human behavior and the reasons that govern such behavior. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions.

2. Research Place

This research is conducted at International Primary School of Banjar Regency.

3. Research Subject

The subject of this study is the fourth students of International Primary School of Banjar Regency.

4. Data

The data needed are the effects of peer on children's language development at the fourth students of International Primary School of Banjar Regency.

5. Technique of Data Collection

The technique of data collection that will be used in this study are observation, interview, questionnaire, and documentation.

a. Observation

This is used to observe the students' interaction with their peer when they use the language. The writer provides some holistic scoring scale for collecting the data.

b. Interview

This is used to get the data by interview the children about their peer language and how it is affect them.

c. Questionnaire

This is used to collect the data about peer effect on children's language development at the fourth students of International Primary School of Banjar Regency. The questionnaires are given in order to know the peer effect on children's language.

d. Documentation

This is used to get the information about peer effect on children's language development at the fourth students of International Primary School of Banjar Regency.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statements and analyze them qualitatively so that all data can be used to answer the problem systematically. The data are analyzed to report the peer effect on children's language development at the fourth students of International Primary School of Banjar Regency.

F. References

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Andrew J. Mashburn, Laura M. Justice, Jason T. Downer, and Robert C. Pianta,
Peer Effects on Preschool Children's Language Development.

A Psycholinguistics Analysis of Universal Grammar and Innateness by Noam
Chomsky

Aulia Noviana

A. Background of Study

The relationship of language, thought, and culture is a topic that is central of psycholinguistic. People throughout the ages have wondered a whether speech or language is necessary for thought. During the first half of the 20th century, linguists who theorized about the human ability to speak did so from the behaviorist perspective that prevailed at that time. They therefore held that language learning, like any other kind of learning, could be explained by a succession of trials, errors, and rewards for success. In other words, children learned their mother tongue by simple imitation, listening to and repeating what adults said.

The study of nature and origin of knowledge is a branch of philosophy called ‘epistemology’. In psycholinguistic, we too are interested in epistemology since we are concerned with how a certain kind of knowledge, language knowledge, is acquired. Does the human infant use intelligence or innate language ideas, or both? If it is the use of intelligence, are infants then born with this intelligence or do they have to develop it? And if it is the use of innate language ideas, what are those ideas and how are they activated so as to enable the infant to learn language? Or is it the case that neither is relevant on a study of behavior conditioning or functions can provide the explanation?

So, Chomsky and other generative linguists like him developed several different of theory about linguistics. Chomsky him-self developed one theory about it. This linguists theory believe that human brain has a “universal grammar” or basic structural rules that govern language that all humans know without having to learn them. This is one way to explain how humans acquire language — if the brain is already primed to understand certain sentence structures, it explains how children can understand and speak sentences that they've never heard before. Supporters of this theory point to the elements that are common in different languages as evidence. So, the writer wants to conduct a research about this theory.

This research aims to know the detail about Universal Grammar and Innateness by Noam Chomsky and to determine whether it is right theory or it is needed to be criticized.

B. Problem Statement

This research aims to know the detail about Universal Grammar and Innateness by Noam Chomsky and to determine whether it is right theory or it is needed to be criticized.

This research questions are determined as follows:

1. What is Universal Grammar and Innateness?
2. Is there any other arguments that against this theory?

C. Definition of Key Terms

1. Universal Grammar: a theory in linguistics, usually credited to Noam Chomsky, proposing that the ability to learn grammar is hard-wired into the brain. The theory suggests that linguistic ability manifests itself without being taught (see the poverty of the stimulus argument), and that there are properties that all natural human languages share. It is a matter of observation and experimentation to determine precisely what abilities are innate and what properties are shared by all languages.

2. Innateness: a linguistic theory of language acquisition which holds that at least some linguistic knowledge exists in humans at birth.^[1] Facts about the complexity of human language systems, the universality of language acquisition, the facility that children demonstrate in acquiring these systems and the comparative performance of adults in attempting the same task are all commonly invoked in support. The idea that there may be an age by which this learning must be accomplished is known as the critical period hypothesis

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information to all the reader in field of psycholinguistics.
2. It will develop the awareness about where is the right or appropriate theory in psycholinguistics or not, in case it will need criticism.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-dept understanding of Universal Grammar and Innateness. The qualitative methods produce information only on the particular cases studied and any more general conclusion are only proposition (informed assertions).

2. Research Location

3. Subject

The subject of this study is a Universal Grammar and Innateness theory of Noam Chomsky.

4. Data

The data needed are many sources in the website that related to this research.

5. Technique of Data Collection

The technique of data collection will be used in this study is documentation. Documentation is used to get the information about the theory of Noam Chomsky, Universal Grammar and Innateness

6. Data Analysis

After the data are collected, the writer classified them based on the problem statement and then analyze them qualitately so that all data can be used to answer the probing questions systematically. The data are analyzed to report the deeply explanation about Universal Grammar and Innateness that is developed by the linguist Noam Chomsky.

F. References

The paper of Ten Group: Language, Mind and Brain, Where does Language come from?

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The Influence of Students' Ability on Indonesian toward the Students'

Ability on English

Noor Latifah

A. Background of Study.

Language is the human process for acquiring and using complex systems of communication. Definition of language is large. In general, language is a tool of communication, but in specific, language is about many things that have meaning, body language, sign and oral comprehension.

As we know, every nation and tribes has their language, so it's important to learn other language, it makes us possible and easier to know each other and understand what the people are saying.

There are many languages that uses in the word, but, these days, English is the international language, based on the statement, we have to study and learn English for communication all over the word.

In Indonesia, we have a lot of languages of the region, however, the language we use is our unifying language is Indonesian language. Indonesian is official language as the language of instruction in education, in government, and used in everyday conversation, it called Indonesian is our second language.

Meanwhile, English is foreign language. English only learned Schools and private tutoring, it's almost rare to encounter English on TV or in everyday life. Therefore, English is not used in everyday conversation.

English and Indonesian is different, English is foreign language meanwhile Indonesian is second language, so, in teaching, we have different techniques and method for teach it, not only Indonesian, but also English. For teaching Indonesian, it seems easier, because based on our background, we use Indonesian in everyday communication, included on instruction in education. So it looks that every students will understand easily because it's their second language.

In the meantime, this is particularly different in English. As we know that English is a foreign language for us, automatically, in teaching English is quite difficult, because that is not our first or second language. As a result, students get some trouble when their learning English.

According to the Chomsky, in Universal Grammar Theory, every human have their ability for learning language, because as he said that every human have the setting of grammar in the brain when their born to the word. So, every person in the word have their own ability on learning language.

Based on the theory, we know that learning language is not difficult, because we have the grammatical setting in our brain every language in the world. Therefore, there is a need to conduct research for seeing how influence the students' mastery in Indonesian toward the mastery of English.

This study will be conducted at MAN 2 MODEL Banjarmasin. Its aims to know the influenced on mastery of Indonesian for mastery of English. Through this research, we can find out what are the influences in mastering Indonesian toward English language and how big the influence.

B. Problem Statement

The research aims to know the influenced on mastery of Indonesian for mastery of English that will conduct in MAN 2 Model Banjarmasin.

The research question are determined as follows:

1. Is there has influence on ability of Indonesian toward ability on English?
2. What kind of the influence in mastering Indonesian toward mastering English?
3. Is the influence big or small?
4. Does the influence has impact to the students?

C. Definition of Key Terms

1. Influence: the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others. (Oxford Dictionary). ; being able to affect an action. In the other word, Influence means the power that have impact of the person or something to affect an action.

2. Ability: power of capacity to do or act; competence in an activity; ability= talents special skills or aptitudes. In the other word, Ability means the capacity or competences of human to do something.

D. Significance of Research

The result of this research is expected to give contribution as follows:

1. It will be as information. This research will be one of the ingredients of references to another researcher who want to examine the same theme with a different subject.
2. A consider to increasing the ability of mastery on English.
3. It will develop awareness for teacher in Man 2 for their teaching on English.

E. Research Method

1. Research Design

This is the quantitative research. Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. The objectives of quantitative research are to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena, to quantify data and generalize results from a sample to the population of interest, to measure the incidence of various views and opinions in a chosen sample.

The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Quantitative data is any data that is in numerical form such as statistics and percentages.

Usually a small number of non-representative cases. Respondents selected to fulfil a given quota. Usually a large number of case. The use of sampling techniques (such as consumer surveys) whose findings may be expressed numerically, and are amenable to mathematical manipulation enabling the researcher to estimate future events or quantities.

2. Research Location

This research is conducted at MAN 2 MODEL BANJARMASIN, Jalan Pramuka Km. 6, Komplek Semanda.

3. Subject

The subject of this research is a One Class Grade 2 IPA in MAN 2 MODEL BANJARMASIN.

4. Data

The data needed are the influence of students' ability on Indonesian toward ability on English.

5. Techniques of Data Collection

a. Questionnaire

This is used to gain the data about the influence of students' ability on Indonesian toward ability on English. To collect data of this research, the questionnaire are given in order to know the influence of the students.

b. Observation

This technique used in the classroom learning process. It is to know the students activity and the learning during the English lesson. To collect of this research, the researcher just looks and sees the situation and the learning process during the class.

c. Interview

This is used to know deeper about the problem of the research. It will takes more time because the researcher have to interview one by one of the students that being the sample. One person and the other person get the same question related to the problem of the research. That is applicated like conversation in general so that students feel enjoy and comfortable. Make sure that interview doesn't take long time. Not only for the students, but the researcher have to interview other sources, such as the headmaster and the English teacher.

6. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and analyze them quantitatively so that all data can be used to answer the probing question systematically. The data are analyze to report the influence of Students' Ability on Indonesian toward the Students' Ability on English by the subject through the experiment such as questionnaire, observation and interview.

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**Influence of The Critical Age for Second Language Learning Toward
Student Vocabulary Acquisition at The Seven Grade of MTsN 1 Banjarmasin
Academic Year 2013/2014**

Eka

A. Background of Study

Second-language learning is the process by which people learn a second language. Second-language acquisition can be divided up into five stages: The first stage is preproduction,. Learners at this stage have a receptive vocabulary of up to 500 words. For learners that do go through a silent period, it may last around three to six months. The second stage of acquisition is early production. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months. The third stage is speech emergence. Learners' vocabularies increase to around 3000 words. The stage after speech emergence is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words. Learners may make frequent errors with more complicated sentence structures. The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. The popular belief that adults are much worse at learning a second language than children. Lenneberg (1967). Evidence for the Critical Period Hypothesis, which states that adult individuals a certain age are difficult to learn a new language (second language) than younger individuals. According to Lenneberg, bilingual language acquisition can only happen during the critical period (age 2 to puberty). The critical period hypothesis is associated with neurophysiological mechanisms suggesting that in late bilinguals the early and the late acquired languages are represented in spatially separated parts of the brain (Broca's area). In early bilinguals on the other hand a similar activation in Broca's area takes place for both languages. This loss of the brain's plasticity explains why adults may need more time and effort compared to children in second language learning

In other hand, there are many exceptions, many adult be able bilinguals master of a second language even though they begin learning it when they are well into adulthood - long after critical period. Examples, Genie was a young girl who received very little contact with other humans from birth to the age of 14. As a

result, she did, once re-introduced to society, begin to acquire some language, even though she was never able to fully acquire the syntax and morphology of the second language. To support this hypothesis, it posits that children between birth and somewhere around the age when a child enters puberty can more easily acquire language than post-pubescent children. Learners of a second language that begin the learning process after this "critical period" (around age 10 or 12) are indeed still able to acquire a second language. (Brown, 1994).

To resolve this indecision, the researchers do an observation about If the critical age influence toward students ' vocabulary acquisition or not. The observation of critical age is very important thing to open our mind about critical age and its influence, in addition to straighten out difference of opinion from expert.

This research will be conducted at The Seven Grade of MTsN 1 Banjarmasin Academic Year 2013/2014. It aims to identify the Influence of The Critical Age for Second Language Learning Toward Student Vocabulary Acquisition at The Seven Grade of MTsN 1 Banjarmasin Academic Year 2013/2014. After this research, it is hoped can give information to teacher, student and the other researcher about critical age and its influence toward Student Vocabulary Acquisition.

B. Problem Statements

The purpose of this research is to observe if the critical age influence toward students ' vocabulary acquisition at The Seven Grade of MTsN 1 Banjarmasin Academic Year 2013/2014

The research questions are determined as follows :

1. What is the critical period or age?
2. Is the critical age influence toward students ' vocabulary acquisition?

C. Definition of Keys Terms

1. Critical age is a phase in the life span during which an organism has heightened sensitivity to exogenous stimuli that are compulsory for the development of a particular skill. The critical age is the period for acceptance of new language advances. A critical age is a maturational time period during which some crucial experience will have its peak effect on development or learning, resulting in

normal behavior attuned to the particular environment to which the organism has been exposed.

2. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

D. Significant of Research

The result of this research is expected to have advantages, such as

1. For Teachers

Through this research, the teacher will be able to increase teaching vocabulary better, to know the influence of critical age toward students' vocabulary acquisition and how students' develop their vocabulary.

2. For researcher

Through this study, the writer will be able to improve his knowledge in writing good paper, and to improve his knowledge in critical age and vocabulary acquisition

3. For other researcher

The writer hopes that it will become reference for the next researchers who conduct the research related to the field.

E. Research Method

1. Research Design

This is a quantitative research. Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. The goal is to have specific formulas that information can be plugged into to provide the best answer to common management questions.

2. Research Location

This research is conducted at MTsN 1 Banjarmasin.

3. Subject

This subject of this research is Students of MTsN 1 Banjarmasin who are in The Seven Grade 2013/2014

4. Data

The data needed are know if the critical age influence toward students ' vocabulary acquisition

5. Technique of Data collection

a. Test

To obtain the data about students' input to accept new language based on their age. The test used is vocabulary test.

b. Questionnaire

To investigate the Influence Critical Age and Acquiring Vocabulary Students, the researcher will give a questionnaire. The writer will use multiple – choice on Questionnaire method.

c. Interview

To obtain data of this study, the writer uses standardized open ended interviews. According to Turner (2010:756) “Standardized open ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open ended questions, allowing the participants to fully express their viewpoints and experiences”. The data from interview will be analyzed by generalizing of the data.

d. Documentation

To get information about develop students Vocabulary Acquisition at seven grade at MTsN 1 Banjarmasin.

6. Data Analysis

Data analysis is the process of arranging data sequence, organize into a system, category and set of the breakdown of base. In this research, researcher analyzing the data quantitatively. After the data are collected, the researchers classified them based on the problem statement so that all data can used to answer probing questions systematically.

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**Some Factors that Influence Students' Learning English at MTs Assuniyyah
Tambarangan
Jamiatul Ulya**

A. Background Study

English is one of the international language is used in countries throughout the world, including Indonesia. As the first language, English is though as a compulsory subject from the elementary school up to senior school in today's Indonesian educational system.

English in Indonesia is known as the fist foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world.

English is not only use as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide (Susanna, 2007). It is clearly present when a lot of people in a country speak English as the first language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa and others (Braine, 2005; crystal, 2006). The expansion of the English language has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds (Hashemi, 2011; Susanna, 2007). A study carried out by Ton & Pham (2010), identify that the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world.

Some people learn languages very quickly. They are said to have the ear for languages, others spend a long time trying to learn a language without good progress. Children also differ greatly in first language acquisition; some start talking at nine months, others don't say a word by two. Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using

their second language or foreign language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. Therefore, there is a need to conduct research on factors that influence students' learning English.

This study will be conducted at Madrasah Tsanawiyah Assuniyyah Tambarangan. It aims to identify the factors that influence students' learning English and how the factors influence the students. Through this study, it is hoped that students and teacher know the factors that influence them in learning English, so that they can more pay attention with the factors that influence their learning English and make the factors can give positive influence in progressing their learning English in the future.

B. Problem Statement

This study aims to identify and describes some factors that influence students' learning English at MTs Assuniyyah Tambarangan and to determine how the factors influence the students in learning second language.

The research question are determined as follows :

1. What are the factors that influence students at MTs Assuniyyah Tambarangan in learning English?
2. How do the factors influence the students?
3. Do the factors give positive influences or negative influences?

C. Definition of Keys Terms

1. Influence as a noun means power affecting a person, thing, or course of events, especially one that operates without any direct or apparent effort and as a verb is produce an effect on by imperceptible or intangible means.
2. Factor refers to one elements contributing to a particular result or situation.
3. Influence factors: the elements that affect a person, thing, or course of events. Influence factors in this study means factors that give some effects to students in learning English whether the factors are nouns, people, places, or anything.
4. Learning English means gain knowledge or skills in English (listening, speaking, reading and writing) or get to know or become aware of English.

D. Significant of research

The result of this study is expected to have advantages, such as:

1. It will serve as information and knowledge for the writer, students, English teacher and the other readers who want to know about some factors that influence students' learning English.
2. It will develop awareness for students and teacher English about the factors that can influence students' learning English. It will show whether the factors can give positive effects or negative effects as well.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reason that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just what, where and when. Qualitative method produce information only on the particular cases studied, and any more general conclusion are only proposition (informed assertions)

2. Research location

This research is conducted at Madrasah Tsanawiyah (Islamic Junior High School) Assuniyyah Tambarangan.

3. Subject

The subjects of this study are students who are in the second grade at Madrasah Tsanawiyah Assuniyyah Tambarangan.

4. Data

The data needed are some factors that influence students in learning English at Madrasah Tsanawiyah Assuniyyah Tambarangan.

5. Technique of Data Collection

a. Questionnaire

This is used to gain the data about some factors that influence students' learning English at Madrasah Tsanawiyah Assuniyyah Tambarangan. To collect the data for this study, the questionnaire are given in order to know the factors that influence students in learning English.

b. Interview

This is used to know some information (from students, English teacher, possibly Headmaster at Madrasah Assuniyyah Tambarangan) about some factors that influence students' learning English at Madrasah Tsanawiyah Assuniyyah Tambarangan and to know how the factors influenced the students.

c. Documentation

This is used to get information about factors that influence students' learning English through students' information (data) in the school.

6. Data Analysis

After the data are collected, the researches classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the probing question systematically. The data are analyzed to report the some factors that influence students' learning English at Madrasah Tsanawiyah Assuniyyah Tambarangan through descriptive statistics.

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The Students' Ability in Vocabulary at the Class 5 in Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas

Munadia

A. Background of Study

English is an international language which is used for communication all over the world. It used in many fields of life such as in education, tourisms, politics, technology, laws, business, etc. English also has very crucial position and becomes more popular since it is the first language in Indonesia. In addition, it has been studied from elementary until university. In elementary school, English starts in class 3 or 4.

It is important for everyone to have many vocabularies. Without so many vocabularies, someone cannot do more in English. Vocabulary is one of the components of language and no language exists without words. Words are symbols for ideas, means by which people exchange their thought. The more words they learn, the more idea they should have, and so they can communicate the idea more effectively (Pieter, 1991:6)

Vocabulary, which consists of knowledge of meaning, is the main component of a language, in that it should be thought together with reading, structure and conversation. Ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage. In addition, vocabulary has an important role in all aspects of language skills. It is the flesh of the language. Some one cannot express his/her idea without having enough vocabulary.

There are four language skills should be achieved in the study of English as a foreign language. These four language skills are developed from language components: structure, vocabulary, pronunciation and spelling.

B. Problem statements

The problem in this research is focused on the students' ability in vocabulary at Class 5 in Madrasah Ibtidaiyah Negeri. To study this problem directly, the researcher make some question as follows.

1. How is the students' ability in vocabulary at Class 5 in Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas academic year 2014-2015?

2. Where are dominant errors the students have in vocabulary at Class 5 in Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas academic year 2014-2015?

C. Definition of Key Terms

1. According to Martin (2000:1), ability means skill or power. In this research, ability means skill or power of students to understand and to use a word or words.
2. According to Andrianigita (2007), vocabulary is one of aspects of language besides grammar and pronunciation. Vocabulary mastery is crucial to language acquisition. One of the greatest inhibit to communication in the target language is the lack of vocabulary. These, vocabulary means words to master by students.
3. The class V means the level the students who are sitting at Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas.

D. Significance of research

There are some significances of this research as stated in following points

1. For teacher of English, it is hopes that they can use some methods or techniques to improve students' skill in vocabulary.
2. For the students of Madrasah Ibtidaiyah Negeri, it is hoped that they can increase their ability in vocabulary more.
3. Give the information for everyone who wants to research about the problem which is closely related to this research.
4. To enrich the researcher's knowledge and experience in scientific research especially about ability of vocabulary.

E. Research Method

1. Research Design

This research is both descriptive qualitative and quantitative research. Descriptive research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists ass the time of study. The combination of qualitative and quantitative research techniques is especially important because based on Mario and Quentin (2001, cited in Baker, 2008:8) state that qualitative methods allow the depth study of selected issues,

cases, or events and can provide critical insights into beneficiaries' perspectives, or the reasons behind certain results observed in a quantitative analysis.

2. Research Location

The researcher does research at the class V at Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas, on Jalan Tambun Bungai (Islamic Center).

3. Subject

Subject of this research are all Class 5 in Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas academic year 2014-2015

4. Data

The data will be investigated in this research are the types of learning styles owned by Madrasah Ibtidaiyah Negeri Selat Unit II Kuala Kapuas.

5. Technique of data collection

Techniques of data collection in this research as follows:

a. Test

The students are tasted of some vocabulary test. The technique is presented by written test.

b. Observation

This technique is used to observe the object directly to complete they research.

c. Interview

Interview is for collect the data about general information such as location, about teacher and student.

6. Data Analysis

After the data are collected and processed, the the data are analyzed descriptively and qualitatively. The researcher will connect all of the data in written from. Afterwards, the conclusion is taken by inductive way to synthesize the fact from specific into general conclusion.

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The Working of the Brain In Processing The Language By Giving The Words Since Young From The Parentheses

Susilowati

A. Background of Study

Language is one of the important things in communication; we can communicate with people around the world through the language. In getting the language, children do not get it as easy as we know for example they automatically can speak well. God gives us the special thing that we can use, it is for thinking, memory, moves, and understands. In getting the language we have brain to process what people speak and what we hear then how we understand it.

Basically, people have a good brain when they are young and it is good for memorization, that's why the parents should give sounds and the language to children from they are baby or young. From all of it we know that there is a technical term of Golden Age or the age when the brain of the children is open. There are examples of the children that get the language and sounds when their age is not young anymore, like wild children or isolated children, and the result they cannot get the language as full as a normal child. So that it show how important is the attention and participation of parents and parentheses for the children in getting and improving the children language.

This research will be held in Polder, Mantaren 1, Pulang Pisau, Kalimantan Tengah. It aims to identify the types and the way parents and parentheses give language to the children and also how are the children respond in getting input the language from the parentheses. How good is the brain of the children when they are still young?

B. Problem statement

This study aims to identify how the children brain working in processing the language by giving the words from the parents since they are young in Polder, Desa Mantaren 1, Pulang Pisau, Central Borneo and determine how the parents influence the children in learning the language.

The research questions:

1. Why are the children easy in learning language when they are young than older?

2. What is the significant difference between teaching language to children when they are young and teaching language to adult without any input the language before?

C. Definition of Key Terms

1. Brain working is defined as the way our brain working in process and produce the language. It could be children or adults.
2. Parentheses mean people who give attention and participation in giving sounds and language to the baby or children, it can be the parents, siblings, family or people surrounding.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will give some motivation to the parents how important their attention and participation in giving input the language to their children. Actually, they are not only getting a good language but also will be arousing their respect to the parents.
2. It will give some motivation to the parents how important their attention and participation in giving input the language to their children. If we see from the case of isolated children or wild children.

E. Research Method

1. Research Design

This research is qualitative research. Qualitative research aims to gather an in-depth understanding human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, and *when*. Qualitative method produces information only on the particular cases studied, and any more general conclusions are only proposition.

2. Research Location

This research held in Polder, Mantaren 1, Pulang Pisau, Kalimantan Tengah.

3. Subject

The subject of this research is the parents of the baby in Polder, Mantaren 1, Pulang Pisau, Kalimantan Tengah.

4. Data

The data needed are the way parents give the language and the children respond the language they got in Polder, Mantaren 1, Pulang Pisau, Kalimantan Tengah.

5. Techniques of Data Collection

The techniques of data collection in research is using questionnaire and documentation.

a. Questionnaire

This is used to obtain the data about how the parents give the language to the children in Polder, Mantaren 1, PulangPisau, Kalimantan Tengah. This questionnaires are given to the parents in order to know is it working and how is the way parents give the language.

b. Documentation

This is used to get information about the way parents and parentheses give the language and how the children respond the language.

6. Data Analysis

After the data are collected, the researcher will clarified them based on the problem statement and then analyses them qualitatively so that all the data can be used to answer the probing question systematically. The data are analyzed the types and the way parents giving language to the children.

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**The Comparison in Speaking Skill between the Students who accustomed to
and not accustomed to Watch Western Movie of English Department**

Students at IAIN Antasari Banjarmasin

Anna Muliwana

A. Background of Study

Speaking is one of aspect in learning second language, including English. For many students, speaking is a difficult skill to be improved. Watching Western movie movies is one of the strategies which is very good in improving students' speaking skill. Not all students spend their free time for watching western movies.

The writer wants to know whether those movies influence their speaking or not.

Speaking is the ability to deliver (tell) what is on our mind, what we mean to our speaking partner. Speaking is an attractive process of constructing meaning that involving producing and receiving and processing information (Brown 1994: Burns & Joyce, 1997). Speaking is a highly integrative skill. It plays an important role in process of language learning/acquisition, facilitating the emergence of other language skills. For these reasons, an awareness and deployment of effective speaking skill strategies can help students' capitalization on the language input they are receiving.

Due to the fact, that listening skill cannot improve or develop by a short time, it needs much time and patience by the students on their learning process, there are some interesting ways to create students' learning skill to be easier as people expected that it will help teacher and the students themselves enjoy learning English language.

Nowadays, most of teenagers love to watch English or Western movies in their free time. Those movies mat be thriller, horror, romantic, and comedy or action movies. It depends on what movies they like. From those, we may say that consciously or not, it may influence the students; from its story its culture, or any others. It is also could improve their speaking skill as well as they have listened many vocabularies from the native speaker but in fact, not all students love watching movies.

By the case above, the writer is really interested to find out whether there is any differences between students who loves watching movies and not, in their

speaking skill. The writer assumed that students who are accustomed to watch Western movies have good ability in speaking. Therefore, by conducting this research the writer gets the accurate result about a comparison to students who are accustomed to and not accustomed to watch Western movies in their speaking skill.

B. Problem Statements

This study aims to identify the difference in speaking ability between the students who accustomed to and not accustomed to watch Western movie. Concerning with the topic, the problem of this study can be formulated as follows:

1. How is the ability of the student s who is accustomed to watch Western movie in their speaking?
2. How is the ability of the student s who is not accustomed to watch Western movie in their speaking?
3. Is there any difference between students who are and not accustomed to watch Western movies?

C. Definition of Key Terms

1. Speaking is an attractive process of constructing meaning that involving producing and receiving and processing information.
2. Western movies are movies, plays, films, dramas that using English as the whole language to tell the story.

D. Significance of the Research

The results of the study are expected give significance as follows:

1. For the students, they can understand and know whether a western movie might influence their speaking skill or not. Since they can learn many things from the movies, and they might get some information from the movies.
2. For the writer, to enrich the knowledge and experience in specific research especially about the effective strategy in improving the students' speaking skill.

Research Method

1. Research Design

This is quantitative (comparative Research). Quantitative research needs a prediction about the answers of statements of the problem which is known by

hypothesis. Hypothesis is just a prediction about the problem of the research. It must be tested to know the answer empirically. According to Azwar (2001), the purpose of hypothesis is to give direction and also give limit for the variable used. Thus, hypothesis is needed as problem explanation to look for the problem solving.

2. *Research Location*

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

3. *Subject*

The subject of this study is the sixth semester students of English Department Faculty of Tarbiyah and Teacher Training IAIN Antasari Banjarmasin.

4. *Data*

The data needed are the habit of the Sixth semester students of English Education Department students of Tarbiyah Faculty and Teachers Training IAIN Antasari Banjarmasin, whether they accustomed to watch western movies in their daily life or not.

5. *Technique of Data Collection*

The technique of data collection will be used in this study are test, questionnaire and interview.

a. *Test*

This is used to obtain the data about the students' English proficiency. This test used is the speaking oral test.

b. *Questionnaire*

This is used to gain the data about their habit in watching the western movie, whether they accustomed to watch it or not.

c. *Interview*

This is used to get the information about the students 'habit in watching western movie, whether they accustomed to it or not. This interview also used to test the students' speaking ability and to know the comparison in speaking ability between the students who are accustomed to or not accustomed watch western movie.

6. *Data Analysis*

After the data are collected, the researcher classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer probing questions systematically. The data are analyzed to report the comparison in speaking ability between the students who are accustomed to and not accustomed to watch Western movies owned by the subject and make the conclusion for the problem statements.

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The use of bilingualism in Modern Islamic Boarding School

Nurul Fatya Azizah

A. Background of Study

Now science is growing, therefore now we can find modern Islamic boarding schools easily, which most of them use bilingual system?

Arabic and English as two official languages at modern Islamic boarding school, which is where the second language as the language of instruction used for classroom learning and to improve students' language skills, the managers of the modern Islamic boarding school continue to discipline the use of both official languages in daily life at the cottage for the students.

This study will conduct at Darul Hijrah Islamic boarding school. It aims to know how the use of bilingual in Islamic boarding school and to know how effective the use of bilingual for students in the modern Islamic boarding school.

B. Problem Statement

The research questions are determined as follows:

1. How the use of bilingualism in Modern Islamic Boarding School
2. How effective the use of bilingualism in Modern Islamic Boarding School

C. Definition of Key Term

1. Bilingual = Able to speak two languages with the facility of a native speaker.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information about how students of modern Islamic boarding school use bilingual as their daily conversation.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the seasons that govern such behavior. The qualitative method investigated the *why* and *how* of decision making, not just *what*, *where*, *when*. Qualitative methods produce information only in the particular cases studied, and anymore general conclusions are only proportions (informed assertions).

2. Research Location

The research is conducted at Darul Hijrah Islamic Boarding School

3. Subject

The subject of this study are students of Darul Hijrah Islamic Boarding School

4. Data

The data needed are how students of modern Islamic boarding school use bilingual as their daily conversation and how effective the use of bilingual.

5. Technique of data collection

The techniques of data collection will be used in this study are questionnaire, interview and documentation.

a. Questionnaire

This is used to gain the data about the use of bilingual in modern Islamic boarding school.

b. Interview

This is used to get the information about effectiveness of using bilingual

c. Documentation

This is used to get the information about students' of modern Islamic boarding school ability in bilingualism

F. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the probing systematically. The data are analyzed to report how the use of bilingualism in modern Islamic boarding school.

G. References

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Child Language Acquisition Development in Early Childhood

Nadya Meilina

A. Background of Study

Every normal child who is exposed to a particular language comes up with the grammar of that language. The knowledge system that the child has acquired at the end enables him/her to be able to understand and produce an infinite number of sentences which have not been heard or produced before. This is known as the *creative aspect of language acquisition* (Chomsky 1965). It is remarkable that this complexity or richness occurs no matter what kind of input the child gets. It is well-known that there are individual differences among children in terms of their socio-economic environments and linguistic input they experience during the course of language acquisition. Despite these differences, however, all children end up with perfect knowledge of their language.

Research in L1 acquisition has shown that young children seem to know more about their language than what they hear in their linguistic community. For instance, children know that certain constructions are not grammatical or some of them might paraphrase each other or some of them are ambiguous. If the working hypothesis is that children are not informed about these facts, the question arises as to the source of this knowledge.

An old issue which has been repeatedly addressed by language acquisition researchers who work in different theoretical frameworks. For some acquisitionists, the answer lies in the claim that parents speak to their children in a simplified form, language acquisition might be facilitated by "simplified input". This assumption, however, has several shortcomings. First of all, providing children with simplified input does not explain how young children come to know all sorts of complexities and ambiguities in their language. The data that the child hears do not tell the child anything about the grammaticality or ungrammaticality, that is, the input does not come labelled. One might think that parents help children and correct their mistakes, that is, parents provide "negative feedback" to their children. What we mean by negative feedback is simply the information about which sentences are not grammatical in a language. This hypothesis also seems to face a number difficulties. First of all, it is fair to say that there is no

plausible way of knowing to what extent children pay attention to the corrections made by their parents.

Another important fact about child language is that the kinds of errors produced by children seem to be quite limited. Children do not appear to make certain errors which are logically possible. One classic example is concerned with the principle of "Structure-dependency" which holds that linguistic knowledge depends on the internal relations among the constituents in a sentence rather than the linear order of elements. The primary aim of linguistic theory is to be able to explain how children acquire such a complex grammatical system so rapidly, without any training or instruction. Under the assumption that the kind of input the child hears is not perfect, certain aspects of the grammar do not explicitly exist in the input that the child hears. It thus follows that some aspects of language are *underdetermined* by the input available in the environment.

This study will be done in my home environment in Banjarmasin, the aims to find out the first language children aged 2 years, what about child development that interacts with the environment and people who are nearby. Through this study, it is hoped to understand more about the first language of early childhood.

B. Problem Statements

This study aims to identify the first language acquisition development in early childhood in my home environment. The research questions are determined as follows:

1. How does he talk in society (neighborhood)?
2. How did the way he say something in the language?

C. Definition of Key Terms

Acquisition: When children learn a first language, they could build on preexisting notions of what to represent with language as well as prior notions of communication. Or they could start from nothing and discover what is (and isn't) represented in language.

First language: an international peer reviewed journal that publishes the highest quality original research in child language acquisition. Child language research is multidisciplinary and this is reflected in the contents of the journal: research from diverse theoretical and methodological traditions is welcome.

Childhood: Childhood publishes theoretical and empirical articles, reviews and scholarly comments on children's social relations and culture, with an emphasis on their rights and generational position in society.

D. Significance of Research

This research is prepared to give contribution to

1. For the writer's; to enrich the writer's knowledge and experience in this research.
2. For the parents; provides information about how to educate children on the first stage of the language in order to communicate with others and easily understood

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Qualitative methods produce information only propositions (informed assertions).

2. Research Location

This research is conducted at my home environment in Banjarmasin.

3. Subject

The subject of this study is my neighbor's little boy in Banjarmasin.

4. Data

Words:

Bantal	: bantang
Kuning	: uning
Pasar	: pasang
Kai	: ai
Nabila	: Nabiya
Tulak	: tuak
Es krim	: ekim
Menyupir	: nyupin
Mobil	: mobin

Belok : beok

Sentence:

Ai uak nyupin mobin beok-beok.

Kai tulak menyupir mobil belok-belok.

5. Technique of Data Collection

The techniques of data collection will be used in this study are observation, interview, and documentation.

a. Observation

The writer observes the subject of the research directly and makes note properly.

b. Interview

The writer interview the parents of the little boy and give some question to get information.

c. Documentation

This technique is aimed at looking for the data related to this study and for all written reports or documents such as description about research location description and the little boy interact.

6. Data Analysis

After the data has been collected and processed, then the researcher analyzed it by using qualitative analysis. And the researcher connected all of the data in written form. Then the researcher looks conclusion by using oral test to the child.

F. References

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The Challenges of Learning Process toward Hearing Impaired Student In Using
Sign Language

Lily Nur Izzati

A. Background of Study

English as an International language in the world is very important to study and master. In Indonesia, it becomes the first foreign language to be taught since in Junior high School until in University level. English can be taught from the Elementary School as the local content subject. It covers in a special school used to the students with many kinds of Impairments and students with mental retardation. In Indonesia, it can be called as SLB (Sekolah Luar Biasa) or Exceptional School. Generally, in the teaching and learning process, the teachers and the students always faced the problems which are caused by the differences in the system and technique of English teaching. Because of that, the teaching English as the first foreign language is not easy to be taught in the "Impaired students". Based on the reason above, the research tries to dig up and find out the ways to solve the problems faced by the teachers in using sign language in teaching English to hearing impaired students at SMP-LB/B in Banjarmasin. The writer uses the English teacher at SMP-LB/B as the subject of the research. The writer uses the descriptive qualitative research in conducting the research. The instruments used in collecting the data are interview guide and observation checklist. The finding of the research shows that there are some problems faced by the teachers in using sign language to hearing impaired students in teaching English at SMP-LB/B in Banjarmasin. They are concerning with the material, teaching technique, media, and the students. For the problem of students, teachers should pay attention to each of the student's Intelligence (IQ). The teachers can give the English materials that is easier to be learnt by the hearing impaired students. The materials that is taught is concerning with the student's daily needs. For example, the teachers only give the materials about name of days, months, animal, fruits, etc and the teachers will use the grammar like present tense, past tense, and future tense only. The teachers will make and create the media themselves by taking from the other sources. For example, teachers will use the calendar in the class as the media in teaching the name of days and months.

Sometimes, the teachers will use the picture and real thing as the media to explain English materials. Dealing with teaching techniques, the teacher at SMP-LB/B are difficult to use the efficient of teaching techniques and methods in different material and teachers are difficult in applying an appropriate technique every day. The teachers will combine some techniques and some methods in English teaching and learning activity to hearing impaired students at SMP-LB/B in Banjarmasin.

B. Problem Statements

This study aims to identify the problems of teaching English for hearing impaired student in using sign language at SLB in Banjarmasin. The learning process involved by hearing impaired pupils is not different from other pupils. However these pupils face a number of challenges that other students do not face. Due to the hearing problem some of these students require highly specialized equipment to help them learn effectively. In this research an analysis of the challenges that pupils face when learning will be discussed. Since the majority of these pupils are deaf a language that is understood by all pupils has to be used. The complication arises when the level of deafness is not the same. How does the teacher devise a teaching methodology that caters for the needs of all pupils? The research questions are determined as follows:

1. For what extent is language of communication a hindrance to learning?
2. For what extent is sign language understood by all pupils learning?

Objectives of the study:

1. To discuss the impact of teaching in English to pupils who are hearing impaired
2. To explain the difficulties faced by hearing impaired pupils in learning different subjects.
3. To describe the challenges faced by hearing impaired pupils in learning the sign language.

C. Definition of Key Terms

a. Hearing impaired is a deaf person is one who even with a hearing aid cannot understand the spoken language. Deafness is a term used to cover the whole range of hearing loss. The following information is a basic guideline for effective

communication with people with a hearing loss. Deaf and hard of hearing people vary greatly in their chosen communication methods, and the skill with which they do it. However, main communication is likely to be with:

- Facial expression
- Lip-reading
- Gestures
- Speech

b. Sign languages commonly develop in deaf communities, which can include interpreters and friends and families of deaf people as well as people who are deaf or hard of hearing themselves.

c. Hard-of-hearing refers to someone who doesn't hear well. This may be because they were born with a hearing loss or they may have lost some or all of their hearing later in life.

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will attempt to highlight the challenges faced by pupils with hearing loss and to suggest how best teachers can handle this challenge.
2. The teacher will develop empathy towards students with hearing impairment so that they design activities, and strategies that ensure that these students learn the subject under study.

E. Research Method

1. Research Design

This research is qualitative method with data and analysis. This research were taken sampling the participants involved in the study by knowing: vocabulary development, speaking, academic achievement, social functioning,

2. Research Location

This research is conducted at SMP-LB Darma Praja in Banjarmasin.

3. Subject

The subject of this study is hearing impaired student at SMP-LB Darma Praja in Banjarmasin.

4. Data

The data needed are the students of SMP-LB Darma Praja in Banjarmasin.

5. Techniques of Data Collection

a. Observation

This is used direct observe to the field so that the result data will be more accurate.

b. Documentation

This is used to get the information and learning process/ learning activities about hearing impaired students’.

6. Data Analysis

After the data the collected, the researcher classified them based on the problem statement and then analysis based on techniques of data collection such as observation and documentation so that all of data can be used to answer the problem statement.

F. References

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The effect of students' personality on English language learning in IAIN

Antasari Banjarmasin

Muhammad Kifli

A. Background of Study

Developing understanding of personality typology, personality traits, thinking styles and learning styles theories is a very useful way to improve teacher's knowledge of motivation and behavior of student. Motivation, management, communications, relationships are a lot more effective when the teacher understand personality of the student. Understanding personality is also the key to unlocking elusive human qualities, for example leadership, motivation, and empathy. Understanding personality types is helpful for appreciating that while learners are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect. They just behave differently because they are different. There are many different personality and motivational models and theories, and each one offers a different perspective.

There are many other personality models, psychometrics tests and concepts aside from those featured here. Knowing about learner's preferred styles and strengths enables us to provide them with assistance, opportunities, direction and responsibilities that fit well with their needs and motivations. From the other hand, knowing about preferred styles and strengths enables learner to decide how and when to adapt, so as to match her/his behavioural style and communications to best meet the needs of others, and also to see more clearly her/his true potential, and for some, her/his destiny. Our whole personality and emotions are fully involved when learning a second language. learner's personality, i.e. how they handle the feelings that are evoked during the learning process, what kind of motivation the learner brings to the learning task, as well as personal values, beliefs and attitudes related to learning; whether they prefer to work alone or in groups, and the kind of relationship the learner prefers to have with the teacher and other learners. These are all key factors in the learning process. The learner's personality type as well as these various emotional factors form the affective side of a learner's total learning style

Myers-Briggs Type Indicator (MBTI) is an instrument widely used to help people discover the way they tend to take in information, make decisions and relate to people. The Myers-Briggs Type Indicator identifies preferences in four areas: Extroversion vs. Introversion, Sensing (concrete-sequential) vs Intuition, Thinking vs. Feeling, and Judging (closure-oriented) vs. Perceiving (closure-oriented). These 8 types of learners differ in the way they learn the language and they have different learning styles. Each of the mentioned eight preferences that goes to make up a psychological type has its assets and liabilities when it comes to language learning

This Study will be conducted at English Education Department of Faculty of Tarbiyah and Teachers Training. It aims to identify the effect of student's personality on English language and learning in IAIN Antasari Banjarmasin and how the personality influence the learners competence on English language learning. Through this study, it is hoped that teachers might acquire better understanding of how the personality influence students' English learning.

B. Problem Statements

The purpose of this study to identify the effect of students' personality on English language learning in IAIN Antasari Banjarmasin and how the personality influence the learners competence on English language learning.

The research question are determined as follows :

1. Is there a significant effect of the personality factor on English Language Learning ?
2. Is there a relationship between student's achievement to their personality ?

C. Definition of Key Terms

Personality : A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for English Education Department

2. It impacts behaviors and actions personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways. Students' personality will affect the quality of the students' competence.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the Why and how of decision making, not just what, where, when, Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

3. Subject

The subject of this study is a group of Education Department students who are in the fourth semester Faculty of Tarbiyah and Teachers Training in Banjarmasin.

4. Data

The data needed are the personality of students' English department in faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

5. Technique of Data collection

The techniques of data collection will be used in this study are questionnaire, observation, and documentation.

a. questionnaire

This is used to gain the Data about students' personality and general information.

b. observation

This is used to obtain the data about the relationship of students' personality in the process of English learning and teaching.

c. documentation

this is used to get the information about students' English ability based on their own personality.

F. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and the analysis them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the students' ability on English learning through descriptive statistics such as means, standard deviations and test.

G. References

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**The effect of interest and talented students in learning the English language
at IAIN Banjarmasin**

Syarif Anshari

A. Background of study

In any learning when one wants to achieve a success definitely need to desire (interest) it will not be a part of an initial process in determining how to achieve the goals we will achieve, for example in learning English. Currently the lack of interest in students to learn the English language so earnestly will reduce the ability of male and female students who excel in English. Basically we need a generation of better suit the needs of the times we are today. Because English language is a powerful key to advancing our country.

Then we have to consider also the talent of a student in the master studied, usually talents and interests will not be separated, because when certain things the students liked him the possibility to have a certain motivation anyway, and what if the student is able to have a certain expertise to the students most likely 'll love it, we live from a teacher or professor who maintain their interests and talents stability

This study will be Conducted at English education department of faculty of tarbiyah and teachers training It aims to identify The effect of interest and talented students in learning the English language at IAIN Banjarmasin. Though this studies, it is hoped that teachers might acquire better understanding of interest and talented students in learning the English language. So they can assist their student in the language learning process. And can be to be motivator for their students.

B. Problem statements

This study aims to indentify of interest and talented students in learning the English language by education department students' faculty of tarbiyah.

The research questions are determined as follow:

1. What positive factors can the effect students of interest and talented student in study the English language?
2. What negative factors can the effect students of interest and talented student in study the English language?

C. Definition of key terms

Interest

This term describes the attitude characterized by need to give selective attention something that is significant to a person such as an activity, goal or research area.

Talent

Ability to grip over multiple area or subjects is referred as talent, divine gifted ability that is present in a person at the time of birth this may be a subject based or general intelligence

Talent: talent is the innate skill or capability of handing a particular or different activity.

D. Significance of research

1. It will serve as information, consideration and input for English education department in increasing educational quality and establishing condition to support and motivate the students 'learning English will be better.
2. It will develop awareness for English lectures about the importance interest and talent to fix be better quality of students and wider scope may contribute to the better image of English education department in the community

E. Method

1. Research design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Qualitative methods produce information only produce information only particular cases studied, and any more general conclusions are only propositions (informed assertions)

2. Location of research

This research is study is Conducted at English education department faculty of tarbiyah IAIN antasari Banjarmasin.

3. Subject

The subject of this study is students of education department faculty of tarbiyah IAIN antasari Banjarmasin.

4. Data

The data needed are from the factors, The effect of interest and talented students in learning the English language at IAIN Banjarmasin

5. Technique of data collection.

The techniques of data collection will be used this study are test use questionnaire, or interview because this problem about interest (heart). So interview more effective and efficient than questionnaire

- Test interview

This is used to obtain the data about students, more effective used interview

- questionnaire

This is can be used for collection data, problems students, information problems about heart, about something mistake problems inters students.

Speaking ability and How Important Learn Grammar for English Department
Students at IAIN Antasari Banjarmasin

Annita Rahmaniati

A. Background of Study

There are many skills that must be learn in the process of learning English. Grammar is one of the various skills that must be had by English learners besides listening, speaking, reading, vocabulary, and writing. Grammar is the central that influence English speakers to be good in speaking, listening, writing, and reading English.

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning (David Crystal, "In Word and Deed." TES Teacher, April 30, 2004) and "It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test, said William Somerset Maugham, *The Summing Up*, 1938.

In the speaking skill, the first thing as our modal is vocabulary, everyone be able to talk fluently if they have many vocabularies. But it is not a little number of people, that just think about vocabulary and just talk without think about the grammar because there is an assumption that "*if you want to speak English, just speak and don't think about the grammar*" It doesn't mean that I disagree with this statement, but for me it something like considered that grammar is not a very important think in our speaking ability, and it is not completely right.

This study will be conducted at English Education Department of Faculty of Tarbiyah and Students Learning Process. It aims to increase the students' awareness of the importance speaking grammatically. Through this study, it is

hoped that the students will be more serious in learn grammar and can use those grammars when they are speaking English.

B. Problem Statements

This study aims to increase the students awareness of the importance speaks grammatically and to make the students more serious in learn grammar and can use those grammars when they are speaking English.

The research questions are determined as follows:

1. How far is the speaking ability which having by English departments' students?
2. Is there comprehension about grammar is still less?
3. Is there any people who be able to speak grammatically correct?

C. Definition of Key Terms

1. Speaking Ability: Students proficiency of speaking in which an individual has the ability to perform and demonstrate English both accuracy and fluency, and use a variety of discourse strategies. The learners' speaking ability in this study is determined based on the discussion or conversation in daily life with their friends in English departments.
2. Grammatically Speaking: Speaking follows the rules of grammar, in the other hand means we speak and use a correct grammar.

D. Significance of Research

The result of this research is expected to have advantages, such as :

1. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support students' learning and practice of speaking in daily life conversation.
2. It will develop awareness for English Students about the importance learn Grammar. As English learners, grammar play important role in our speaking ability, to speak English we don't only need vocabulary, but also need a correct grammar.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that governs such behavior. The

qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

2. Research Location

This research is conducted at English Education Department Faculty of Tarbiyah IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is all students of English Department Students of IAIN Antasari Banjarmasin

4. Data

The data needed are the way students do conversation in English.

5. Technique of Data Collection

The technique of data collection will be used in this study are interview, questionnaire, and documentation.

a. Interview

This is used to obtain the data about how the students speak English.

b. Questionnaire

This is used to gain the data about students consideration of how importance is grammar and how far they use their grammar in speaking English. To collect the data for this study, the questionnaire are given in order to know the students consideration of how importance is grammar.

c. Documentation

This is used to get the information about students' English proficiency based on their Speaking Comprehension Test.

F. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report speaking ability of English Department students and their practicing of grammar rules.

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**The Oral Approach and Total Communication by Opinions of Students of
English Education Department Student Faculty of Tarbiyah and Teacher
Training**

Fajar Khalid Al Mubarak

A. Background of Study

So many method and techniques to teach English. As a teacher should know about the methods and techniques. Because the method and techniques are needed in the teaching and learning proses. Method and techniques make teaching and learning process to be easier and also effective and efficient.

Many kind of methods has explained by some expert, for example grammar translation method, Communicative Language Teaching, Total Physical Response, task-based approach act. But in this pepper, the writer will explain only about The Oral Approach and Total Communication.

The oral approach was developed from the 1930s to the 1960s by British applied linguists such as Harold Palmer and A.S. Hornsby. They were familiar with the direct method as well as the work of 19th-century applied linguists such as Otto Jespersen and Daniel Jones but attempted to formally develop a more scientifically founded approach to teaching English than was evidenced by the direct method.

Oral approach is a method in which children learn to use whatever hearing they have, in combination with lip-reading and contextual cues (speech reading) to understand and use spoken language. The goal is to give the deaf individual the necessary spoken language skills to be mainstreamed educationally and to function independently in the hearing world. This approach facilitates the development of reading and writing skills because proficiency in the English language is critical to developing good reading ability, and competence in reading is critical to learning in all academic areas. Teachers in these programs are highly trained and provide spoken language instruction throughout the day in all classroom activities.

Total Communication is an approach to Deaf education that aims to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids, depending on the particular needs and abilities of the child.

Total communication is a communication philosophy - not a communication method and not at all a teaching method. Total communication is an approach to create a successful and equal communication between human beings with different language perception and or production. To use Total communication amounts to a willingness to use all available means in order to understand and be understood Hansen, B. *The Center for Total Communication, Copenhagen, Denmark.* (1980). Total communication is a term coined by Roy Holcomb in 1967, is the title of a philosophy of communication, not a method (Scouten, 1984) In this study will be conducted at English Education Department Student Faculty of Tarbiyah and Teacher Training. Purpose of this study was to determine the method to challenge students' choice of oral approach or total communication. Expectation of this study is that students can understand more about learning method of the oral approach and total communication. So that the students can use the method properly when they have become an English teacher in the classroom.

B. Problem statements

This research aims to find out about the interests owned by the students in sixth semester of English Education Department Student Faculty of Tarbiyah and Teacher Training who has studied the TEFL course to the oral approach or total communication method.

1. Is oral approach and total communication easy to do?
2. Which that are more easily between oral and total communication approach?

C. Definition of Key Term

1. The Oral Approach: Oral approach is a method in which children learn to use whatever hearing they have, in combination with lip-reading and contextual cues (speech reading) to understand and use spoken language.
2. Total Communication : An approach to Deaf education that aims to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids, depending on the particular needs and abilities of the child

D. Significance of Research

This study aims to determine only the student's interest.

1. The data will only show on the student's interest on whether the students in sixth semester of English Education Department Student Faculty of Tarbiyah and

Teacher Training who has studied the TEFL course prefer oral approach or total communication.

2. Obtained from the data, just be in the know about the easier method between oral approach and total communication base on opinions by the students in sixth semester of English Education Department Student Faculty of Tarbiyah and Teacher Training who has studied the TEFL course.

E. Research Method

1. Research Design

This study is a qualitative research. Where the qualitative research aims to determine the student's interest to methods of oral approach or total communication. In this study, the writer tried to ask the opinion of students on the method that is easier and better to use in the teaching process.

2. Research location

This research is conducted at English Education Department Student Faculty of Tarbiyah and Teacher Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is 10 of students on sixth semester of English Education Department Student Faculty of Tarbiyah and Teacher Training who has studied the TEFL course.

4. Data

Data obtained in this study is the type of data that is physically in the form of a written opinion by 10 of students on sixth semester of English Education Department Student Faculty of Tarbiyah and Teacher Training who has studied the TEFL course.

5. Techniques of Data Collection

Some techniques that will be used to obtain information in this study dalah interviews and questionnaires.

a. Interview

This technique is used to determine the students' opinions about the oral approach and total communication easy to do or not.

b. Questionnaires

This technique is used to determine what students say about the difference between the levels of oral approach and total communication ease.

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The Communication Ways of Deaf Students in Yayasan Sekolah Luar Biasa Tri
Sakti Banjarmasin
Iki Rizki Ananda

A. Background of Study

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army). Communication is the sum total of directly and indirectly, consciously and unconsciously transmitted feelings, attitudes and wishes (Elliot Jaquer). Communication is a process of transmitting information, thoughts, opinions, messages, facts, ideas or emotions and understanding from one person, place or thing to another person, place or things (Dr. C.B. Memoria). Communication is the essence of human interaction and learning. The nature of communication is dependent on interaction between two or more individuals and understanding is constructed through that interaction.

Communication is a basic human right and essential to our quality of life as a social species. As human beings, we use communication to: relate to others, socially connect, greet, call attention, share feelings, express an opinion, agree, disagree, explain, share information, question, answer, tease, bargain, negotiate, argue, manipulate, compliment, comment, protest, complain, describe, encourage, instruct, provide feedback, show humor, discuss interests, be polite, make friends, express interest or disinterest, etc.

Over the years there have been many debates and studies done on how to communicate and educate the Deaf and Hard-of-hearing child. At first, people believed that Deaf children were (incapable of learning) and so didn't bother trying to communicate or educate them. But, over the years it was proved that Deaf children were (capable) and could learn to communicate and wanted to communicate, just like other people. Today, the issue has become; what is the best way to try and educate and communicate the Deaf? There are three main methods that have been developed and are used in the United States, they include; the Oral method (oralism), the Manual method (manualism), and Total Communication. Each of these methods had various pros and cons; all should be carefully examined by the parents of a deaf child. The ultimate method for

communication should be chosen based on how the child can be empowered and function in society, sadly hearing people don't always consider what is best for the Deaf.

The Oral method is a method for communication and educating deaf and Hard-of-hearing children using only the spoken language, lip reading, and voice training. The goal of this method is for Deaf child to be able to overcome their deafness and learn how to speak and "hear" (whether hearing is from a hearing aid or lip reading or both). Training begins at an early age and begins with children learning to match pictures and objects with a word that is spoken and shown on a printed card.

This method works well for children who have only mild – moderate hearing loss. The explanation for this is that they usually can learn to hear with a hearing aid and it is easier for them to learn how to use the voice. Also, this method works very well for children who for some reason lose their hearing later in their childhood, after they have learned to speak and have heard sounds. Older children are more likely to be able to redevelop the language skills they had before they lost their hearing and so this method can work very suitably. The Oral method is strongly advised by hearing people who don't want children to have to rely on Sign language and/or interpreters to communicate with others. Also, some supporters of the Oral method feel that if a child is allowed to use Sign language that they will stop trying to learn to lip read and speak. It is understandable that hearing parents of Deaf children would consider this method the best for communicating and teaching their child, but there are several cons to this method of communicating/educating.

Children who have moderate – severe hearing loss or are what is known as profoundly deaf tend to struggle with using the Oral method. Since the Oral method is based on only using spoken language, children who have severe hearing loss, might not be able to "hear" even with a hearing aid. Also, it will take a lot of patience, work, training, and time before a child will be able to lip read well enough to understand conversations and even then they might not have developed their vocal skills to be able to be understood. Thomas Spradley in his book "Deaf Like Me" puts the struggles into perspective; "We desperately needed to talk to

Lynn in words she could understand. To have her communicate in words we could understand. The common routines of dressing, taking a bath, cleaning up her room, taking turns in children's games, and a hundred others, were daily struggles to try and communicate with Lynn." (Pg. 209) These thoughts were thoughts that Spradley and his wife had when, Lynn was already five years old, she could only lip read about three hundred words and speak maybe about three words that were barely understandable.

The Manual method or manualism is based totally on Sign language and using the hands or physical ways to communicate. The goal of this method is to provide a way for Deaf people to interact with others without the use of spoken language. Children taught using this method don't need to worry about learning to speak or develop lip reading skills. This method is considered the natural way that deaf children learn to communicate. Furthermore, it encourages a sense of pride in being Deaf.

If a child is moderately – severely deaf the Manual method will probably be the easiest way for the child to learn and communicate. Children who are deaf use their vision to compensate for their lack of hearing, thus making Sign language an easy, visual way to understand and communicate with others. Manualism puts no pressure on a child to struggle to understand sounds and how to form words. The Deaf community uses the Manual method a lot and as a result, provides a sense of belonging, inclusion, plus a feeling of being normal and not being weird just because of not being able to hear.

However, the Manual method does have some severe limitations. For example, a child taught with this method will never be able to participate in a conversation with a hearing person, without the aid of an interpreter. The Manual method tends to exclude hearing people from the Deaf world, and the only way to communicate is either by writing things down on paper or by knowing Sign language. Hearing parents with Deaf children may also find this method of communication frustrating, since they will have to learn Sign language in order to communicate with their child. The Manual method is a very useful way to educate and communicate with Deaf and Hard-of-hearing children, but many people feel it's not the best way.

Total Communication is a fairly new method for educating and communicating with Deaf and Hard-of-hearing children. The goal of this method is to incorporate lip-reading, speech, and Sign language so that a child can communicate effectively in almost any setting. Children taught using this method are given an opportunity to develop their voice as much as possible, as well as allowed to use the more natural, manual/visual way of communicating. The results are amazing, since children are taught how to interact in both the hearing and the Deaf world. Total Communication works well to educate Deaf and Hard-of-hearing children, since it doesn't matter if a child has a mild hearing loss or is profoundly deaf. This method works with the child, the parents, and the educators, so that everyone can learn and communicate to the best of their ability. Children are allowed to be themselves and learn in a way that suits their needs. Total Communication includes everyone -- the hearing world and the Deaf world.

B. Problem Statements

This study aims to identify the communication ways of deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

The research questions are determined as follows:

1. What are the communication ways of deaf students that are used in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin?
2. How the teachers teach the language to deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin?

C. Definition of Key terms

1. The communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.
2. The deaf is not able to hear or not willing to listen to or consider something.
3. The sign language is a formal language employing a system of hand gestures for communication (as by the deaf).

D. Significance of Research

The result of this research is expected to have advantages, such as:

1. It will serve as information for the research and readers about the communication ways of deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

2. It will give information for the research and readers about the teachers' ways in teaching the language to deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

E. Research Method

1. Research Design

This is a qualitative research. Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethno methodology or field research. It generates data about human groups in social settings.

2. Research Location

This research is conducted at Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

3. Subject

The subject of this study is deaf students, the parents and teachers who teach deaf students in elementary school, junior high school, and senior high school Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

4. Data

The data needed are the communication ways of deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

5. Technique of Data Collection

The techniques of data collection that are used in this study are interview and observation.

a. Interview

The interview is used to get the data about the communication ways of deaf students. And the object of interview are teachers and parents of deaf students in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

b. Observation

The observation is used to obtain the information about the communication ways of deaf students and the teachers' ways in teaching the language to them. And the object of observation is students and teachers in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

6. Data Analysis

After the data are collected, the researcher classifies them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the probing questions systematically. The data are analysed to report the communication ways of deaf students that are used in Yayasan Sekolah Luar Biasa Tri Sakti Banjarmasin.

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The role of the first language in foreign language learning by English

Department Student at IAIN Banjarmasin

M.Khairuman

A. Background of Study

Second language use in the foreign language classroom needs to be maximized wherever possible, by encouraging its use and by using it for classroom management. However, research shows that the first language has a small but important role to play in communicating meaning and content. This role is important across all four strands of a course.

Research has shown that the first language of learners can play a useful role in some of these strands and the aim of this article is to look at some of this research and to clearly identify those parts of a language course where there is value in using the L1. Before doing this, let us look briefly at ways of increasing the use of the L2.

Where learners have little opportunity to meet and use the L2 outside the classroom, it is very important that L2 use is maximized in the classroom. One obvious way to do this is carry out classroom management in the L2, English. Classroom management involves things like telling the class what to do (take out your books, turn to page 7), controlling behavior (be quiet), explaining activities (get into pairs). This requires a little bit of careful thought by the teacher so that the vocabulary and structures used in the language of classroom management are also generally useful. If the use of English in classroom management is done in a planned, consistent way, then classroom management can be a very effective opportunity for learning through meaning focused input. A very useful piece of classroom-based research would be to identify through observation the functions and forms of the language of classroom management, and then devise a classified list of useful sentences that make use of generally high frequency words and grammatical structures. In this way the role of the L1 in classroom management can be minimized and the role of the L2 increased.

In classrooms where the learners all share the same L1 or national language, there is a tendency for tasks which should be done in the L2 such as conversation activities, discussion of intensive reading, preparation for writing etc to be done in

the L1. There are many reasons for this L1 use. Firstly it is more natural to use the L1 with others who have the same L1. Secondly, it is easier and more communicatively effective to use the L1, and thirdly, using the L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the L2. Towards the end of this article we will look at a range of options for overcoming this reluctance to use the L2, because as a general policy it is important to have strong strands of L2 meaning focused use and fluency development in a course.

There are however some times when use of the L1 can have very positive effects on learning and we will now look at these in relation to the four strands

B. Problem Statements

The purpose of this research to identify the role of first language in foreign language learning by English Education Department students Faculty of Tarbiyah and Teachers training in Banjarmasin

The research questions are determined as follows:

1. How does first language influence the students in foreign language learning?
2. Is there a significant effect of the use of first language in foreign language learning?

C. Definition of Key terms

1. First Language: A first language is the language a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Children brought up speaking more than one language can have more than one native language, and be bilingual.

2. Foreign Language: A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e., an English speaker living in Japan can say that Japanese is a foreign language to him or her. These two characterizations do not exhaust the possible definitions, however, and the label is occasionally applied in ways that are variously misleading or factually inaccurate.

D. Significance of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for English Education Department in increasing educational quality and establishing conditions to support student's learning
2. It will improve awareness for English student and lectures about the impact the students in foreign language learning

E. Research Method

1. Research Design

This is qualitative research. Qualitative is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfill a given quota.

2. Research Location

This research is conducted at English Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

3. Subject

The subject of this study is group of Education Department student who are in the Fourth semester Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

4. Data

The data needed are students' knowledge that is taught by first language in foreign language learning and students' knowledge that is taught only use foreign language in foreign language learning.

5. Technique of Data collection

The techniques of data collection will be used in this study are test, documentation.

a. Test

This is used to obtain the data about students' ability in all four skills. The test used are multiple choice, essay, listening comprehension test, and interview.

b. documentation

This is used to get the information about students' knowledge based on multiple choice, essay, listening comprehension test, and interview.

F. Data Analysis

After the data are collected, the researcher classified them based on the problem statement and then analysis them qualitatively so that all data can be used to answer the probing questions systematically. The data are analyzed to report the students' knowledge by subject through descriptive statistics such as mean, standard deviations and T-test.

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The Critical Period For Second Language Learning Of Children At SD IT

Al-Futuwah Barabai

M.Lintang Islami Hakim

BACKGROUND OF STUDY

a critical period really is a specific time during which an organism has to experience stimuli in order to progress through developmental stages properly. Have you ever taken a language class in school? Did you find it difficult? One reason is that we, as humans, have a critical period for language development. During that time, we are much more capable of learning a new language than at other, later times -- it just comes much easier during that time. In particular, if children don't start speaking around a certain time, it can become even more difficult for them to pick up their native language. Thus, there are critical periods for learning language. A related term is Sensitive Period.

a critical period is a phase in the life span during which an organism has heightened sensitivity to exogenous stimuli that are compulsory for the development of a particular skill. If the organism does not receive the appropriate stimulus during this "critical period", it may be difficult, ultimately less successful, or even impossible, to develop some functions later in life.^[1] The general idea is that failure to learn a particular skill allows the cortical areas normally allocated for that function to fall into disuse; as a result these unused brain areas will eventually adapt to perform a different function and therefore will no longer be available to perform other functions. The concurrence of critical periods for the auditory, visual, and vestibular systems suggests that the time period may be universal for emergent sensory systems.^[2]

This is fundamentally different from the sensitive period, which is a more extended period of time during development when an individual is more receptive to specific types of environmental stimuli, usually because nervous system development is especially sensitive to certain sensory stimuli. This makes the individual more predisposed to learning. For example, the critical period for the development of a human child's binocular vision is thought to be between three and eight months, with sensitivity to damage extending up to at least three years of age^[1]. Further critical periods have been identified for the development of

hearing and the vestibular system.^[2] There are critical periods during early postnatal development in which imprinting can occur, such as when a greylag goose becomes attached to a parent figure within the first 36 hours after hatching. A young chaffinch must hear an adult singing before it sexually matures, or it will never properly learn the highly intricate song.^[3] These observations have led some to hypothesise a critical period for certain areas of human learning, particularly language acquisition.

Critical period of second language acquisition

The theory has often been extended to a critical period for second language acquisition, although this is much less widely accepted. Certainly, older learners of a second language rarely achieve the native-like fluency that younger learners display, despite often progressing faster than children in the initial stages. This is generally accepted as evidence supporting the CPH. David Singleton (1995) states that in learning a second language, "younger = better in the long run," but points out that there are many exceptions, noting that five percent of adult bilinguals master a second language even though they begin learning it when they are well into adulthood — long after any critical period has presumably come to a close. "The critical period hypothesis holds that first language acquisition must occur before cerebral lateralization is complete, at about the age of puberty. One prediction of this hypothesis is that second language acquisition will be relatively fast, successful, and qualitatively similar to first language only if it occurs before the age of puberty.

This study will be conducted at SDIT AL- FutuwahBarabai, it aims to identify when is the critical period for second language learning owned by Student at SDIT Al-Futuah and what are the difficulties of student there in getting the second language. Through this study, it is hoped that teacher might acquire better understanding of how student learn the critical period for second language learning.

Problem Statements

This study aims to identify when is the critical period for second language learning owned by Student at SDIT Al-Futuah and what are the difficulties of student there in getting the second language.

The research questions are determined as follows:

1. When is the critical period that owned by Student at SDIT Al-Futuah?
2. What are the difficulties of student there in getting the second language?

Definition of Key Term

Critical period is a phase in the life span during which an organism has heightened sensitivity to exogenous stimuli that are compulsory for the development of a particular skill.

Significance of Research

The result of this research is expected to have advantages, such as it will serve as information, consideration and input for teachers of SDIT Al-Futuwah in improving their educational quality to support students' second language learning.

Research Method

Research Design

This is a qualitative reaserch. Qualitative research aims to gether an in-depth understanding of the critical period for second language learning. The qualitative method invistigates the why and how of decision making , not just what, where, when. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only prepositions.

Research Location

This research is conducted at **Sdit Al-Futuwah Barabai**.

Subject

The subject of this study is a group of SDIT Al-Futuah students who are in the sixth grade.

7. Data

The data needed are the kinds of better age for student in learning second language and the their difficulties in learning the second language.

Technique of Data Collection

The technique of data collection will be used in this study are interview, observation.

Interview

This is used to gain the data about the better age of student in learning the second language.

Observation

This is used to get the information about their difficulties in learning the second language.

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<http://www.alleydog.com/glossary/definition.php?term=Critical%20Period#ixzz34VJxhXAb>

Communication Strategies Used by PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English Students to Overcome Their Problem In Speaking English

Rusyidi Mahfuzan

A. Background of Study

In learning English, there are many problems that encounter the students. It is because English in Indonesia is a foreign language that has different structure and pronunciation. Because of that, students will face many problems when they learn English. Most of the problems that the students face are their lacks of vocabulary. But, in order to overcome those problems, there are several strategies that will help them to maintain their English. The strategies are used when they think they cannot continue the conversation in English. There are a lot of strategies that most English learners do as have been observed, such as syntactic avoidance, topic avoidance, phonological avoidance, circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, non-verbal signals, literal translation, foreignizing, code-switching, appeal for assistance, and time-gaining strategies (Dornyei, 1995, cited in Brown, 2000 : 128).

The term communication strategy was introduced by Masoud in 1972, and the first systematic analysis of communication strategies was made by Varadi in 1973. There were various other studies in the studies in the 1970s, but the real boom in communication strategy scholarship came in the 1980s. This decade saw a flurry of papers describing and analyzing communication strategies, and saw Ellen Bialystok link communication strategies to her general theory of second-language acquisition. There was more activity in the 1990s with the collection of papers by Kasper and Kellerman and a review article by Dornyei and Scott, but there has been relatively little research on the subject then. Therefore, in order to provide the latest data about the strategies that English learners do when they produce English sentence in their speaking. This research will be conducted at Antasari State Institute for Islamic Studies, Banjarmasin. The subject of this research is the students on PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English. This research's goal is to find the strategy that they do when find

trouble in speaking English. Hopefully, this research will be useful in psycholinguistics and teaching area because it may be will make a new theory related to the language learning and to make all teachers improve their teaching skill to make the learners less using the strategy to overcome their problems when speaking English.

B. Problem Statements

This study aims to identify the communication strategies used by PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English Students to Overcome Their Problem In Speaking English and determine how the communication strategies influence students understanding of English. The research questions are determined as follows :

1. What are the communication strategies used by PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English Students to Overcome Their Problem in Speaking English?
2. Is the communication strategies influence they understanding of English?

C. Definition of Key Terms

Communication strategies: is strategies used by second language learners to solve a communication problems that has been emerged by applying some kinds of techniques

D. Significance of Research

The result of this research is expected to have advantages, such as

1. This research will be useful in psycholinguistics and teaching area because it may be will make a new theory related to the language learning.
2. It will make all teachers improve their teaching skill to make the learners less using the strategy to overcome their problems when speaking English

E. Research Location

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Qualitative methods produce information only propositions (informed assertions).

2. Research Location

This research will be conducted at Antasari State Institute for Islamic Studies, Banjarmasin, exactly in PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English.

3. Subject

The subject of this research is the students on PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English.

4. Data

The data needed are the communication strategies used by PPB (Pusat Pembelajaran Bahasa/ Language Learning Center) English students.

5. Technique of Data Collection

The techniques of data collection will be used in this research are interview, observation, and questionnaire.

a. Interview/ Oral Test

This is used to gather the data about the students speaking ability and what strategies they are used.

b. Observation

This is used to observe the students activities in classroom and their understanding of English.

c. Questionnaire

This is used to get the information about what are they problem in speaking and how they try to overcome.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the research questions systematically.

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language_acquisition](http://en.wikipedia.org/wiki/communication_strategies_in_second-language_acquisition)

The students' motivation of English Department at Antasari State Institute for Islamic Studies Banjarmasin in Learning English as Second language

Yuspa R.F

A. Background of Study

There are many factors that affecting to learn English as second language. One of them is motivation. It is accepted for more fields of learning that motivation is essential to success. If motivation is so important, therefore, it makes sense to try and develop the learners understanding of something. As H. Douglas Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Brown 2000; 160-166).

The motivation that brings learners to the task of learning English can be affected and influenced by the attitude of a number of people. The sources of motivation can be through the society the learners live in, the teacher, the methods and significant others. Various of study have found that motivation is very strongly related to achievement in language learning. Motivation is also easy in second language learning to require that a learner will be successful with the correct motivation. There is no reason to suppose that some sort of special motivation or purpose is necessary for second language learning.

English is an international language which is use for communicational over the world. It is used in many fields of life such as in education, tourism, politics, technology, laws, business, etc. In many countries, English is used as their second language. For example, An Arabic speaker learning English in the USA or the UK, but not as easily identified where English is already an accepted and widely used language for education or business within the country. According to Nayar (1997), we need to add English context, English in Scandinavia, where English has no official status but occupies such a high profile that virtually every educated person can communicate competently with native speaker of English.

It is important for the learners who learn English as second language to have the motivation. This study will be focused about the motivation of students that leaded at English Education Department of Faculty of Tarbiyah and Teachers

Training. The objective of this study is to know how important the students' motivation in learning English as their second language.

B. Problem Statements

The problem in this research is focused on the students' motivation of English Education Department at Antasari State Institute for Islamic Studies Banjarmasin in Learning English as Second language. To study the problem, the researcher makes some question as follows.

1. What is the motivation of students in English Education Department in learning English as second language?
2. How important is the motivation of students in English Education Department in learning English as second language?

C. Definition of Key Terms

- ❖ Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.
- ❖ Learning English as second language is learning about English within a culture where English is spoken natively.

D. Significance of Research

There are some significances of this research as stated in following points.

1. To give information for English Education Department in extending of educational quality and giving situation to support students' motivation in learning English.
2. It will give the information to everyone who wants to research about this problem which is closely related to this research.
3. As reading material in enriching the treasure of literature for Library in Antasari State Institute for Islamic Studies Banjarmasin.

E. Research Method

1. Research Design

This is a qualitative research. This research is more stressing the analysis in deductive and inductive collecting process and analyzing about the dynamics of connection between the phenomenons that watched with scientific logically.

2. Research Location

This research is located at English Education Department, Faculty of Tarbiyah and Teachers Training in Antasari State Institute for Islamic Studies Banjarmasin.

3. Subject

The subjects of this research are the students of English Education Department, Faculty of Tarbiyah and Teachers Training in Antasari State Institute for Islamic Studies Banjarmasin who learned in the first semester till sixth semester.

4. Data

The data that needed in this research is related with the problem that formulated is the motivation of English Education Department students.

5. Technique of Data collection

The techniques of data collection will be used in this study are questionnaires, interview and observation.

a. Questionnaire

This technique is used to get the data about how important the motivation for their learning in English as their second language.

b. Interview

This technique is used to get the information from the learner about their motivation in learning English as their second language.

c. Observation

This technique is used to monitor directly to the data that will be delved to get the concrete data.

6. Data Analysis

In analyzing this study, descriptive method is method that the writer uses. This method has some stages, those are identification, classification and then interpretation with using qualitative research and analyze the data to get the deeper information of the object that is related.

References

- Brown, H. Douglas. 2000. Principles of Language Learning and Teaching, Fourth Edition. NY: Longman.
- Harmer, Jeremy. The Practice of English Language Teaching, Third Edition. Cambridge: Longman.

Steinberg, Danny D, Nagata, Hiroshi and Aline, David P. 2001. Psycholinguistics: Language, Mind and World Second Edition. UK: Longman Linguistic Library.

UR, Penny. 1996. A Course in Language Teaching: Practice and Theory. UK: Cambridge University Press.

**SYLLABUS OF ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES BANJARMASIN**

Course Name	: Psycholinguistics
Course Code/ Credit	: TBI 2330/2 Credits
Semester	: 6
Status	: Compulsory
Prerequisite	: Introduction to Linguistics
Course Description	: Psycholinguistics is a discipline of linguistics that studies language as a mental phenomenon. This subject will focus on language acquisition, language processing and the mental representation of language and meaning.
General Objectives	: On successfully completing this course, the students are expected to know and understand about language acquisition, language processing and the mental representation of language and meaning and are able to do a small and simple research on one of topics in psycholinguistics.
Teaching and Learning Modes	: Lecture, Discussion, and Discovery Learning
Evaluation and assessment	: Mid test : 30% Assignments and classroom participation : 30 % Final test : 40 %
References	: 1. Steinberg, Danny D, et al. 2001. <i>Psycholinguistics: Language, mind, and world (second edition)</i> . England. Pearson Education Limited. 2. Yule, George, 2006. <i>The study of Language: An Introduction (Third Edition)</i> . Cambridge. Cambridge University Press 3. Troike, Muriel Saville. 2010. <i>Introducing second language acquisition</i> . Cambridge. Cambridge University Press 4. Dulay, Heidi, et.al. 1982. <i>Language Two</i> . New York: Oxford University Press 5. Williams, Marlon, Burden, Robert. 2010. <i>Psychology for Language Teachers</i> . Cambridge: Cambridge University Press 6. Fromkin, Rodman, et.al. 1990. <i>An Introduction to language</i> . Australia: Harcourt Brace and Company 7. Chaer, Abdul. 2003. <i>Psikolinguistik Kajian Teoretik</i> . Jakarta: PT. Rineka Cipta 8. Online sources

Banjarmasin, March 2014

Meeting	Objective	Topics	Indicator of achievement	Presenters	References
1	By the end of the meeting, students understand what the subject about and what they are expected to do during classes	Introduction to the course Short Explanation and Discussion about Psycholinguistics	Students understand what the subject about and what they are expected to do during classes	Lecturer and students (Discussion)	Book 1,2, 3, 4, 5, 6, 7 Online Sources (8)
2	By the end of the meeting, students are expected to understand How children learn a language well (part I)	Part 1: First –Language Learning How children learn a language - the development of speech production and comprehension - the relationship of speech production, speech comprehension and thought	Students can describe, explore, and discuss how children learn a language well (Part I).	Group 1	1. Chapter 1 (Book No.1) 2. Chapter 14 (Book No.2) 3. Chapter 1 and 2 (Book No.3) 4. Chapter 9 (Book No.4) 5. Chapter 10 (Book No.6) 6. Please add online sources
3	By the end of the meeting, students are expected to understand How children learn a language well (Part II)	- Parentese and Baby talk - Imitation, Rule learning and Correction - Learning abstract words - Memory and logic in Language Learning	Students can describe, explore, and discuss how children learn a language well (Part II).	Group 2	1. Chapter 1 (Book No.1) 2. Chapter 14 (Book No.2) 3. Chapter 1 and 2 (Book No.3) 4. Chapter 9 (Book No.4) 5. Chapter 10 (Book No.6) 6. Please add online sources
4	By the end of the meeting, students are expected to be able to describe, discuss and explore the deaf and language: Sign, oral, written (Part I)	The Deaf and Language: Sign, oral written - Sign language: A true language without speech - Speech- Based Sign Languages - Independent Sign Languages (ISLs) such as American Sign Language (ASL)	Students can describe, explore, and discuss The Deaf and Language: Sign, oral and written (Part I)	Group 3	1. Chapter 2 (Book No.1) 2. Chapter 16 (Book No.2) 3. Please add online sources
5	By the end of the meeting, students are expected to be able to describe, discuss and explore the deaf and language: Sign, oral, written (Part II)	- The process of learning ASL - The oral approach and total communication - The sign language vs. Oral Approach Controversy	Students can describe, explore, and discuss The Deaf and Language: Sign, oral and written (Part II)	Group 4	1. Chapter 2 (Book No.1) 2. Chapter 16 (Book No.2) 3. Please add online sources
6	By the end of the meeting, students are expected to be able to describe, discuss and explore Wild and Isolated Children and the Critical	Wild and Isolated Children and the Critical Age Issues for Language Learning - Legends, Evil Kings, and Emperors - A Critical Age for First Language	Students can describe, explore, and discuss Wild and Isolated Children and the Critical Age Issues for	Group 5	1. Chapter 4 (Book No.1) 2. Please add online sources

	Age Issues for Language Learning	Acquisition	Language Learning		
7	By the end of the meeting, students are expected to be able to describe, discuss and explore Children and Adults in Second –Language Learning (Part I)	Part 2: Second Language Learning Children and Adults in Second –Language Learning - Children are better: a common belief - Basic psychological factors affecting Second - Language Learning - Social Situation Affecting Second - Language Learning - Conclusion: Who is better? Adult or children	Students can describe, explore, and discuss Children and Adults in Second –Language Learning (Part I)	Group 6	1. Chapter 6 (Book No.1) 2. Chapter 1 and 2 (Book No.3) 3. Chapter 4, 8, and 9 (Book No.4) 4. Please add online sources
8	By the end of the meeting, students are expected to be able to describe, discuss and explore Children and Adults in Second –Language Learning (Part II)	- Some other influences: ESL or EFL community, context, Motivation, and Attitude - Is there a critical period for Second - Language Learning	Students can describe, explore, and discuss Children and Adults in Second –Language Learning (Part II)	Group 7	1. Chapter 6 (Book No.1) 2. Chapter 15 (Book No.2) 3. Chapter 1 and 2 (Book No.3) 4. Chapter 9 (Book No.4) 5. Chapter 6 (Book No.5) 6. Bab XIV (Book No.7) 7. Please add online sources
9		Mid-Term			Materials are from Group 1-7
10		Time for watching video			
11	By the end of the meeting, students are expected to be able to describe, discuss and explore Second Language Teaching Methods	Second Language Teaching Methods - Characterizing the essentials of Method - Traditional Methods - The Chomskyan revolution (ALM Method) - Contemporary methods (TPR, CLT) - Natural Approach - Krashen’s Theory	Students can describe, explore, and discuss Second Language Teaching Methods	Group 8	1. Chapter 7 (Book No.1) 2. Chapter 15 (Book No.2) 3. Please add online sources
12	By the end of the meeting, students are expected to be able to describe, discuss and explore Bilingualism, Cognition, transfer and Learning	Bilingualism, Cognition, transfer and Learning Strategy - Varieties, Transfer effects, and strategies	Students can describe, explore, and discuss Bilingualism, Cognition, transfer and Learning	Group 9	1. Chapter 8 (Book No.1) 2. Chapter 15 (Book No.2) 3. Please add online sources

	Strategy		Strategy		
13	By the end of the meeting, students are expected to be able to describe, discuss and explore	PART 3: Language, Mind, and Brain Where does language knowledge come from? <ul style="list-style-type: none"> - How do we acquire knowledge - Mentalism vs. Materialism - Behaviorism (B.F Skinner) - Innateness /Universal Grammar (Chomsky) - Cognitive (Piaget) - Interaction (Bruner) 	Students can describe, discuss, and explore the source of language knowledge	Group 10	1. Chapter 10 (Book No.1) 2. Chapter 1 (Book No.2) 3. Chapter 1 (Book No.5) 4. Chapter 11 (Book No.6) 5. Bab IV (Book No.7) 6. Please add online sources
14	By the end of the meeting, students are expected to be able to describe, discuss and explore Language and the brain	Language and the brain <ul style="list-style-type: none"> - General Brain Structure and Function - Hemispheric Structure, Function, and Dominance - Lateralized Hemispheric Functioning - Language Disorder 	Students can describe, explore, and discuss Language and the brain	Group 11	1. Chapter 11 (Book No.1) 2. Chapter 13 (Book No.2) 3. Chapter 4 (Book No.3) 4. Bab VII and VIII (Book No.7) 5. Please add online sources
15	By the end of the meeting, students are expected to be able to answer all questions raised during classes	Review	Students can discuss the questions raised during classes	Lecturer and students (Discussion)	The materials are from the beginning to the end of the course
16		Final Test			Materials are from Group 8-11