A Case Study of Factors Contributing Successful Second Language Acquisition

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Abstract   This study investigates crucial elements for developing speaking fluency in English as a second language using a case study approach. It identifies internal and external factors influencing language acquisition, focusing on a 16-year-old vocational high school student in Indonesia. The study employs qualitative methods, including interviews and speaking proficiency tests, to examine the subject's learning process and identify macroenvironmental and microenvironmental influences on her language development. The learning environment is influenced by both macro-environmental and micro-environmental factors. Macro-environmental aspects involve exposure to the target language in formal and natural contexts, the learner's role in using the language, access to real-world references, and language models. Micro-environmental factors focus on the specific features of the language environment, such as the particular structures the learner encounters.

Keywords: Second Language Acquisition; Macroenvironmental; Microenvironmental; Second Language, Learning Environment.

Abstrak   Penelitian ini berfokus pada elemen-elemen penting dalam mengembangkan kemampuan berbicara dalam Bahasa inggris sebagai Bahasa kedua, dengan menggunakan metode studi kasus. Penelitian ini mengidentifikasi factor internal dan eksterlan yang memengaruhi pemerolehan Bahasa, dengan fokus pada seorang siswa sekolah menengah kejuruan berusia 16 tahun di Indonesia. Penelitian ini menggunakan metode kualitatif untuk menentukan proses belajar subjek dan mengidentifikasi pengaruh makro dan mikro lingkungan terhadap perkembangan bahasanya. Lingkungan belajar dipengaruhi oleh factor-faktor makro dan mikro lingkungan. Aspek makro lingkungan meliputi paparan terhadap Bahasa target dalam konteks formal dan informal, peran pembelajar dalam menggunakan Bahasa, akses referensi sehari – hari, dan model Bahasa. Faktor-faktor mikro lingkungan berfokus pada fitur spesifik lingkungan Bahasa, seperti struktur tertentu yang ditemui pembelajar.

Kata Kunci: Pemerolehan Bahasa Kedua,; Lingkungan Mikro; Lingkungan Makro; Bahasa Kedua; Lingkungan Belajar.

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INTRODUCTION

The possibility of effectively acquiring a second language is lower than that of a first language. Competencies in second languages also differ greatly, often within the same person, in terms of both type and level. The goal of teaching language is to provide students with the skills necessary for successful oral and written communication. According to (Nunan, 2020), English's status as a universal language has made it a significant influence on a variety of fields, including business, science, and technology. Indonesia included English as one of the core subjects in Indonesian' curriculum. There has never been any progress made in Indonesia toward English becoming a second language. The reason of low usage English in communication is because Indonesian prefer to use their native language rather than English as second language (Daar, 2020).

As language learners can gain real-world experience, using the target language in social interactions is useful input for them. The learners can become familiar with the real-world setting of the engagement and draw lessons from it through this social interaction. In addition, language learners learn a language more effectively and quickly the more opportunities they have to practice it (Daflizar et al., 2022). The aforementioned points lead to the conclusion of low usage English in social interaction. It involves minimum interaction with English-speaking communities. This issue also causes Indonesian learners to lack of background knowledge such as general knowledge and linguistic, which lowers their motivation to learn English as second language (Farhani et al., 2020). Nonetheless, a few students are able to acquire a second language with success, particularly in speaking. What factors contributed to their success in developing good second language speaking skills and how did they manage to acquire second languages successfully. These two questions lead to the objective of the research, what factors second language learners need to succeed in order to acquire good speaking fluency.

Learning a second language is a long and difficult process. The success of learning is significantly influenced by instruction in the acquisition of a second language. Both internal and external factors frequently have an impact on learners while they receive instructions (Adip, 2015). The learner's aptitude, mental attitude, and capacity for handling the communication process are examples of internal factors (Robbins, 1995). The environment in which students are exposed to using the target language, or the input, is covered by the external factor, on the other hand. Speaking competency is thought to be influenced by a variety of factors, including motivation, an encouraging

environment for learning English, and the availability of linguistic input. Speaking ability is based on what is learned during the process of learning (Prayuda, 2021). The following is a brief explanation of each aspect. First and foremost, input is a crucial part of learning a second language. It can be acquired in a natural setting or in a classroom, and it can be written or spoken (Grass & Mackey, 2007). Additionally, (Stowe & Haverkort, 2003) has been proposed the notion of input's importance. According to him, input has an impact on how students behave throughout class. In order children to notice the context in which language is employed, input plays a role in exposing them to what they hear and see. Motivation is the next aspect affecting the learning process.

According to (Latham & Locke, 2007), students will establish their own objectives in order to increase their motivation for studying. According to (Gardner & Lambert, 1959) identified three types of motivations: instrumental motivation, social group connection, and integrative motivation. Since integrative motivation entails a comprehensive and enduring interest in the language that beyond instrumental or functional motivations, it is frequently seen as an accurate predictor of success in second language acquisition. Because their motivation is linked to both personal development and meaningful connections, learners who possess integrative motivation are more likely to be persistent, expend more effort, and acquire higher levels of proficiency. The desire to learn a new language for practical purposes, such as getting a job, is known as instrumental motivation (Susanti, 2021). In this instance, the student searches for the benefits and usefulness of acquiring a new language. The environment has a significant impact on a language learner's learning of a second language. It encompasses all of the new language that the learner sees and hears. Situations in the environment can vary, including talking to parents or friends, watching television, reading magazines and street signs, and participating in class activities. The quality of the language environment is crucial for learning a new language, according to (Chen, 2017) Naturally, learning cannot occur if a student is placed in an environment where they are exposed to the second language inadequately.

Finally, the identification with a social group. Integrative motivation and social group identification are similar. The language learner's desire to fit in with the group is what sets them apart when it comes to social group identification (Seven, 2019). Integrative motivation, on the other hand, is limited to learning about the target language's social and cultural context. In addition, this study explores the factor contributing successful second language acquisition and whether the internal and

external factors have significant influence to the second language acquisition (Mahon et al., 2001). This study objective is to examine the factors contributing successful of Second Language Acquisition using the interview question.

METHOD

An in-depth understanding of a current problem or event in a confined system can be produced using the methodical research methodology known as a case study (Creswell John and Creswell David, 2023). To comprehend a real-life occurrence, case study research requires a thorough examination of a person, organization, or event. In the humanities and social sciences, it is frequently employed to investigate complex issues and offer understanding of certain occurrences or circumstances (Ellinger & McWhorter, 2023). The focus of a case study is a bounded system or case, which differentiates it from other research methodologies. The participant used in this study is the vocational high school student in Kediri, the participant was given a pseudonym Kananda. She is one of the best students in class, Kananda is 16 years old. She had sufficient exposure to learn English since she was in grade 1 of primary school, hence she has an adequate English skill amid their classmates. Moreover, her family support her in learning English.

Thus, the participant chosen met the requirement of this study. An in-depth analysis of speaking proficiency success was achieved through qualitative study. Furthermore, the process of improving the respondents' speaking skill was described using a descriptive qualitative approach, as the goal of this study was to determine the relationship between behavior and outcome. An in-depth interview was used to gather the specific information about the factor contributing in a success second language acquisition. The purpose of the in-depth interview was to collect data regarding the process of making linguistic input available and creating a supportive learning environment. This research procedure was followed in order to obtain the data used in this study. Selecting a potential subject for a second language learner who excels academically is the first step. Finding out if their speaking ability is good or not is the second step. The researcher will do an in-depth interview if the subject's speaking ability is considered excellent. Once the data is enough, the following step is to interpret what the data analysis's findings mean. The last step involves formulating a conclusion based on the conducted study.

RESULT AND DISCUSSION

The results of the speaking proficiency test, which was derived from the IELTS and converted to the speaking rubric, indicate that the speaking proficiency score is relatively high (19 out of 24). She articulated her ideas well and in an appropriate direction. In addition, she used a wide vocabulary and background information to enhance her speaking abilities. The speaking rubric is adapted from (Asyhar, 2019) which contains some aspect of language proficiency assessment. Based on the test results, there are two aspects that has been taken into account which are fluency and grammar. She has enough confidence in speaking performance but rarely stuck in the speaking fluency because of the lack knowledge of grammar. Her comprehension and vocabulary were quite good during the test, she also understood about the whole question that has been given by the researcher. The subject's proficiency is still fairly good, according to this finding, making her a good model for a successful English language acquisition process.

In the next step, the researcher has been conducted a deep interview to investigate what aspects contribute the participant to be proficient in English. The results presented as follow:

a) The availability language input

This aspect's questions aim to identify both intentional and unintentional learning. The following analysis is carried out on the questions and answers:

1. Do you take English Course?

She took English course since he was in primary school until junior high school. Her mother sent her to non-formal school when she was at early age. According to Hamers and Blanc (2000), children who acquire a language informally before the age of six typically become proficient in it at a level similar to that of a native speaker, but adults who acquire a language later in life rarely become proficient in it at all. Furthermore, Taylor (1990, cited in Hamers and Blanc, 2000) argues that early acquisition of a second language implies the presence of all the favorable conditions for the acquisition of a first language, a situation that is not true for later

acquired languages. We can conclude that informal education took an important place in acquiring language.

2. What music do you enjoy?

   Her first interest in language songs was through Love by Keyshia Cole because her mother played the song all the time and it was her first time fall in love with English songs.

3. Do you enjoy English speaking movie and why?

   She enjoyed watching English speaking tv series because it is fun and mind-blowing. The first English speaking movie that she watched was Stranger Things, she had no difficulty in watching the movie because she is quite understand what the speaker saying in the movie.

From all the answers, it can be concluded that hobby has a crucial role in someone learning language process. This called no simplified input refers to the language used by proficient speakers that does not possess any simplification-specific characteristics (Saville-Troike, 2012). This includes the language commonly seen in media sources including TV, radio, and newspapers, as well as the language proficient speakers use when conversing and writing to one another. A conducive environment for successful second language acquisition (SLA) is one that provides optimal conditions and support for learners to effectively acquire and use the target language. Such an environment includes a combination of factors that address both macro-environmental and micro-environmental aspects (Azhimia & Parnawati, 2023).

b) Conducive Environment

   This aspect's questions are meant to uncover information that aids in the subject's English language learning. The media, which he typically watches on television in her everyday life, and family, particularly parents, are described by the study as favorable environments for learning English.

4. Do you find listening/reading English easily in your daily activity?

   Her mother is working in tourism and hospitality sector, and English is the mandatory language use in office area. Thus, she is

encouraged to speak English and her mother giver her exposure towards English. Her mother gave her a big influence in learning English as in family she is the only person who speaks English fluently.

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

    Her mother speaks English very well, because she speaks English during the working hour. Hence, *kananda* also has the motivation to learn English as well as her mother. Her parents also give her encourage to speak and possess English as second language. Consequently, the supportive environment plays a key role for learner to be success in the process of second language acquisition.

CONCLUSION

This study lies in its specific focus and insights into the interplay between macro-environmental and micro-environmental factors in second language acquisition, particularly through the lens of a case study of a 16-year-old vocational high school student in Indonesia. As this analysis and discussion have shown, it can be concluded that language input and conducive environment are the factors that have a significant role in contributing the process of second language acquisition. Certain elements of second language acquisition, including the learner's interests and abilities, or the length and place of education, are outside of the control of a standard educator. Intensive learning situations, for example, should be prioritized, or social supports can be developed and supported.

The macro-environmental elements and the micro-environmental factors build up the learning environment. Macroenvironmental aspects relate to the target language's exposure, including both formal and natural contexts. Additionally, it has to do with the learner's role in the target language, the availability of real-world references, and the target language model. Microenvironmental factors, on the other hand, refer to the general features of the language environment, i.e., the particular structures that the student hears. The impact of salience, feedback, and frequency. Thus, the participant has been

influenced to the factors of both macroenvironmental and microenvironmental. The detailed integration of macro- and micro-environmental factors, context-specific analysis of an underrepresented demographic (vocational high school students in Indonesia), and its actionable insights for creating conducive environments in second language acquisition. It bridges theoretical concepts with practical applications, contributing both to research and pedagogy.

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