English as a Second Language Acquisution in Muhammadiyah Bodon Boarding School

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Article Info	Abstract
	This research aims to analyze the acquisition of a second language at the Muhammadiyah Bodon boarding school. This research was conducted because we wanted to know the second language acquisition of Muhammadiyah Bodon boarding school students in the form of word classes. The data source for this research is students' second language acquisition in the form of a word class of eight students. The data for this research are students Muhammadiyah Bodon boarding school. The method used in this research is a descriptive method with a qualitative approach, namely describing the description of the form of second language acquisition in the form of word classes at the Muhammadiyah Bodon boarding school. The instruments in this research are documentation and observation by analyzing second language acquisition in the form of word classes mastered by students. The data analysis technique, namely data reduction, can be interpreted as reducing data. Next, the process of collecting information is arranged based on the groupings that have been made, then the researcher can draw conclusions. The results of this research indicate that students' second language acquisition can be conveyed well because they are able to express second language acquisition in the form of word classes with proficient responses.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk menganalisis pemerolehan bahasa kedua di pondok pesantren Muhammadiyah Bodon. Penelitian ini dilakukan karena ingin mengetahui pemerolehan bahasa kedua santri pondok pesantren Muhammadiyah Bodon berupa kelas kata. Sumber data penelitian ini adalah pemerolehan bahasa kedua santri berupa kelas kata yang berjumlah delapan santri. Data penelitian ini adalah santri pondok pesantren Muhammadiyah Bodon. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif yaitu memaparkan gambaran bentuk pemerolehan bahasa kedua berupa kelas kata di pondok pesantren Muhammadiyah Bodon. Instrumen dalam penelitian ini adalah dokumentasi dan observasi dengan cara menganalisis pemerolehan bahasa kedua berupa kelas kata yang dikuasai santri. Teknik analisis data yaitu reduksi data dapat diartikan sebagai mereduksi data. Selanjutnya dilakukan proses pengumpulan informasi yang disusun berdasarkan pengelompokan yang telah dibuat, selanjutnya peneliti dapat menarik kesimpulan. Hasil penelitian ini menunjukkan bahwa pemerolehan bahasa kedua santri dapat tersampaikan dengan baik karena mampu mengungkapkan pemerolehan bahasa kedua berupa kelas kata dengan respon yang mahir.

I. INTRODUCTION

Language is a communication tool used by humans to interact with each other. With language, humans can share knowledge, share ideas, exchange information and understand other people. In other words, humans will be able to master or acquire language while they live, grow and develop. Efforts to master language can be done in two ways, namely language teaching and language acquisition. Language teaching is the process of mastering a person's language which is carried out in formal situations and is limited to the level of meaning or linguistic rules. Language teaching refers to the conscious mastery of language. Meanwhile, language acquisition is the process of mastering a person's language carried out in non-formal situations which seeks to understand the language at the level of meaning by relate it to context. Language acquisition is a language acquisition strategy that attempts to master language in a complex manner. Acquisition refers to mastery of language unconsciously and is not influenced by teaching about linguistic rules and structures as well as formal environments (Dewaele et al., 2020).

Language learning is focused on mastering the language in written form. The aim is for students

to understand the structure and rules of language, dissect and analyze them, apart from that it requires intellectual effort and deductive reasoning for students. The approach in the form of learning has characteristics(Johnson et al., 2020). First, putting aside communication, communication is considered not that important. Second, teaching and learning techniques only rely on the syllabus, this will give the impression of being rigid and less imaginative. Third, a lot dwelling only on theory, linguistic rules and not accompanied by practice. Fourth, the teacher has the main authority, students are only participants, moving passively. Fifth, students almost never master the use of structure in conversation (Poláková & Klímová, 2019).

Acquisition is a natural process that takes place without conscious attention to linguistic forms; the minimum condition for acquisition is participation in a natural communication situation. Meanwhile, language learning is a process that occurs consciously characterized by two characteristics, namely the presence of feedback and the isolation of rules. A person's mastery of a language begins with the acquisition of the first language which is often called the mother tongue. First language acquisition is usually associated with a child's language acquisition which occurs for the first time in the family environment by imitating the language(Wetzel et al., 2020). In this process, the child does not realize that he is learning the language. After mastering the first language, a person in the next process can acquire another language or what is usually called a second language with the aim of expanding knowledge, improving communication skills, being able to adapt to the outside world and developing their life. A person also tries to acquire a second language as a language that can be used in daily life for various purposes. For example, tourism, education, employment, economic, social, cultural and political (Pikhart & Klímová, 2020).

Acquisition of a second language of course it just requires a process. A person's fluency in using a second language really depends on the opportunity to use the second language and other factors that influence the acquisition of a second language, for example the influence of the first and second languages, environment, age, culture and media. To gain an in-depth understanding of second language acquisition and the factors that influence it, this article will explain several things related to language acquisition and the factors that influence second language acquisition.

II. METHOD
A. Design

The method used in this research is a descriptive method with a qualitative approach, namely describing the description of the form of second language acquisition in the form of word classes at the Muhammadiyah Bodon boarding school. The research focused on four subjects: an 11-year-old child named Gibran, Bagas, Afdal, and Geo. The methodologies for data collection encompassed observation, informal interviews, and library research. Information sourced from the library served as secondary data supporting the primary data derived from interviews and observations. Upon gathering data from these varied sources, a qualitative analysis was conducted. Post-analysis, the data underwent identification and classification to address the research inquiries.

B. Data and Source of Data

The data collection methods used in this research are obseravation, interviews and observation. Literature study is used with the aim of reviewing textbooks and information materials from the internet as well as journals that are relevant to the topic being researched. Interview and observation methods are used to obtain data as evidence of factors that influence acquisition second language

C. Data Analysis Technique (how the result is analyzed)

Data analysis techniques used This research uses the data analysis model proposed by data reduction, data presentation, drawing conclusions and data verification.

III. RESULT AND DISCUSSION
A. Result

Table 1. Description of Second Language Acquisition Research Data in the form of classes

No	Name	Second Language Acquisition
1	Gibran	Reseacher: where does Gibran live? Gibran: Near the Coffee house Dummin Researcher: where's that?

		Gibran: near bagas's house Researcher: do you have a brother or sister? Gibran: I have an older sister her name is Angel
2	Bagas	Reseacher: where does Bagas live? Bagas: Soepomo street Researcher: do you have a brother or sister? Bagas: yes, I have brother his name is frans and my sister her name is Selly, she is already working.
3	Afdal	Reseacher: where does Afdal live? Afdal: Near Gibran;s house Researcher: do you have a brother or sister? Afdal: No
4	Geo	Reseacher: where does Geo live? Geo: Giwangan, near the traditional market Researcher: do you have a brother or sister? Geo:yes I have a brother, his already married

Based on the description of the table above, the results can be seen second language acquisition for elementary school students based on word classes mastered by students. It has been found that abilities are acquired by students through acquisition. The second language which has been mastered by students includes: 1) Nouns. 2) Verb. 3) Adjectives 4) Pronouns. 5) Number words. 6) Adverbs. Each student can express word classes well based on the abilities mastered by the student. Among the eight students, each student conveyed the acquisition of a second language in the form of 3-4 types of word classes. students are able to communicate the second language well.

B. Discussion

Children acquire language more quickly and easily compared to adults because children are biologically programmed to learn language, while adults are not. The younger a child is, the more skilled he or she is at acquiring second language. From the opinion, it can be seen that the potential for language acquisition at toddler age is very high. If it is related to second language acquisition, the potential for second language acquisition is faster if it is done at childhood. Acquiring a second language in children can be easier, because the child's brain is still flexible, not yet able to think about many things that will influence the acquisition of a second language. The earlier the age at which second language is learned, the better and more perfect the

pronunciation will be. He stated that the acquisition of second language, especially in terms of pronunciation, would be different if studied before and after the critical age. This early age is before the age of 15 years (Klimova & Zamborova, 2020).

The term acquisition means the process of language acquisition carried out by children naturally when they learn their mother tongue (native language). This term is different from learning, which is a process carried out at a formal level (studying in class and being taught by a teacher). Thus, the process of children learning to master their mother tongue is acquisition, while the process of adults generally learning in class is learning. Relating to the term acquisition a language usually used by children, this term acquisition can also be used by adults who want to master a second language. Efforts to master a second language by adults are carried out with several objectives, for example to expand knowledge, improve communication skills, be able to adapt to the outside world and to develop their lives. A person also tries to acquire a second language as a language that can be used in daily life for various purposes. For example, tourism, education, employment, economic, social, cultural and political interests. Acquisition of a second language for adults is not immediate, but requires quite a long time and depends on the opportunity to use the second language, as well as factors that influence the acquisition of the second language.

Factors Affecting Second Language Acquisition
1. Age

A child's language acquisition process takes place effectively at the age of under five years (toddlers). This process gradually continues following the development of age and experience. The potential for language acquisition in children under five is high, so this potential needs to be optimized, considering that language mastery greatly influences other mastery processes when children enter school age. So, it can be said that toddler age is the golden age in language acquisition, so that this period must really be optimized so that childresN's language acquisition can be maximized.

2. Environment and Habits

Very important in the process of second language acquisition. A person's habits of using a second language in an environment will have a positive impact on the acquisition of a second language. The acquisition of a second language in a second language user environment is a complex language acquisition phenomenon, meaning that in this language acquisition the learner not only understands the meaning of words or sentences, but more than that a person tries to understand the meaning of a communication event. Error-The mistake of using a second language in a communication event will greatly help the learner in mastering the second language. Because, when the learner makes a mistake in using the second language, the person in the second language environment will immediately correct it with appropriate use according to the context. The success of second language acquisition in an environment is greatly influenced by stimulus and response.

3. Influence of the First Language on the Second Language

The first language structure that has been patterned in the mind of the learner in many cases influences the acquisition of a second language. The natural sequence hypothesis assumes that if there is a similarity in sequence or grammatical structure between L1 learning and L2 learning, young people will acquire a second language more quickly. Examples of cases observed by the author, towards the people of Sumba who communicate daily using a second language. From the author's observations it is known that the structure of the first language greatly influences second language transfer.

4. Motivation

One of the influencing factors second language acquisition is motivation. With strong motivation, second language learners will try to acquire a second language. Motivation refers to the entire process carried out in an effort to master a second language with a specific goal. For example, someone tries to master a second language with the aim of getting self satisfaction, to get praise, appreciation and recognition from others, to improve the economy, to be able to compete in the world of politics, to be able to adapt to a new work environment, to be able to compete according to the demands of the times.

The influence of age factors on second language acquisition. He researched a child named Jason who came from China and at the age of three emigrated to America with his parents. In his early days in America, Jason was not able to use English well, but in his later development Jason became very fluent in English and became an outstanding student at school (Wissam et al., 2020). Theories that are very influential on the acquisition of a second language in an environment are the theory of behaviorism and the theory of cognitivism. According to behaviorist theory, language can be acquired and mastered due to habitual factors. A small child will be able to master language the more often he gets external stimulus which makes him interested in trying to communicate by responding in his own style. The basic concept of behaviorism theory is based on the assumption that after birth a person has nothing, so that in language acquisition the environment plays a very important role. In other words, it is the environment that contributes a lot to a person so that he can gain language(Slim & Hafedh, 2019).

The influence of the environment on second language acquisition is very large. This can be seen from the example of the case in New Zealand, where a foreign student is now no longer required to have a TOEFL test score, but the students are not boarded to avoid them gathering with friends from the same country or who speak the same language as themselves. They were mixed into the local community which forced the students to inevitably have to communicate in English which is used in New Zealand as an everyday language (Egbert, 2020). Due to continuous good habits on campus, home, markets, amusement parks, stations, terminals and other places, in the end these students can master English perfectly. This indicates that habitual factors and environmental factors have a big influence on a person's success in acquiring and mastering a second language(Li & Croucher, 2020).

There is an environmental influence on second language acquisition. In this study, it was discovered that a seven-year-old child of

Japanese descent who migrated to Hawaii was quicker to understand Hawaiian Creole English that he acquired from his peers, when compared with standard English which he learned from teachers at school(Broad & Columbia, 2020). The results of the author's interview with a mother who comes from Java, is married to a Sumbanese and lived in Kupang for some time. When he moved to Sumba, his son quickly mastered the Sumbanese language. At home they do not speak Sumbanese. This language is acquired by children through their playmates. This mother spends her time in the office, so she doesn't interact with the surrounding community. This mother's Sumba language is only about welcoming guests or inviting guests to come to her house (Hajimia et al., 2020). Another case example that the author observed is the mastery of the Sumbanese language for Javanese or Bimaan people who sell at the market. Bima and Javanese people who sell at the market have never specifically studied Sumbanese, but through interactions with buyers they easily master Sumbanese. From several studies and examples In the case above, it can be concluded that if someone wants to master a second language, then that person must live, communicate and interact directly with people who use the second language in their daily communication. Learners also have to use the second language continuously for a long time.

In theory of second language acquisition (second language acquisition), motivation is usually understood as a series of factors, including the aspiration to achieve a particular goal through learning a language, the willingness to make and maintain effort in order to achieve the goal, as well as attitudes towards language acquisition and integration (learning a language in order to be able to participate in the lives of people who speak that language)(Lanfeng & IpKin, Anthony Wong Yuangang, 2021). For example, communicative needs (purpose of language learning), attitude (subjective orientation towards the language being studied and the people who use it), and education (learning a foreign language as part of the concept of mandatory education in a particular society). The differentiation between social integration and communicative needs is associated with the division proposed by Gardner.

Integrative attitude is assumed to creating a positive relationship between the language being studied and the people who use the language. This means a person's desire not only to be a competent speaker but also to experience the culture connected with the language, to understand various aspects, to meet people and interact with them, or even want to join the life of their community(Marian, 2023). This kind of attitude is also related to the aspiration to achieve not only a state of relative bilingualism, but also a state of relative biculturalism. Second language learners with an integrative attitude try to turn their second language and culture into elements of their identity formation(KRISTER, 2021).

Language Aquisition is the process of mastering a person's language which occurs naturally or unconsciously and is not influenced by teaching about linguistic rules and structures as well as a formal environment. The term language acquisition is usually used for children who have never learned any language and are starting to learn a language for the first time. During language acquisition, children focus more on the function of communication rather than the form of language. A child's language acquisition does not happen suddenly. This means that language acquisition occurs continuously and has a series of elements, which move from simple one-word utterances to more complex word and complex combinations.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

A second language is a language learned by a child after receiving and learning the language taught by his mother or a language acquired after getting to know and mastering the first language used in the family. In another sense, a second language is a language acquired from an environment outside the home, such as a school environment or a place play, and social environment. Second language acquisition does not occur immediately, meaning that acquiring a second language takes quite a long time, especially if the person learning the second language is an adult. Language acquisition is greatly influenced by several factors, namely age (children who are still in their golden age will easily master a second

language), environment and habits (continuous use of language in social interactions greatly influences the acquisition of a second language).

B. Suggestion

Based on the results can be seen second language acquisition for elementary school students based on word classes mastered by students. It has been found that abilities are acquired by students through acquisition. Each student can express word classes well based on the abilities mastered by the student. Among the eight students, each student conveyed the acquisition of a second language in the form of 3-4 types of word classes. students are able to communicate the second language well.

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