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PENGANTAR REDAKSI

Segala puji bagi Allah yang karena nikmatnya, sempurnalah kebaikan. Dialah yang telah menunjukkan kita untuk melakukan semua ini.

Lahirnya JPS: Jurnal Riset dan Pengembangan Ilmu Pengetahuan hadir di hadapan pembaca budiman sebagai tuntutan dari berbagai pihak. JPS diterbitkan oleh Pascasarjana Universitas Negeri Gorontalo. Terbit tiga kali setahun. Dewan Redaksi mengundang pakar, pemerhati, dan pelaksana pendidikan untuk menyampaikan gagasan atau hasil-hasil pengalaman/penelitian empiris di bidang peningkatan mutu pendidikan. Gagasan atau pengalaman/penelitian hendaknya dituangkan dalam bentuk tulisan ilmiah seperti dipersyaratkan pada Petunjuk Penulisan Naskah pada halaman akhir Jurnal ini.

Akhirnya kepada semua pihak yang membantu terselesaikannya jurnal ini kami haturkan terima kasih semoga amal kita semua langsung maupun tidak, dibalas setimpal oleh Allah Swt.

Redaksi menyadari bahwa diperlukan elaborasi eksistensi dan konsistensi dalam pengembangan edisi yang akan datang, dengan rasa keterbatasan dan kemampuan, penulis berharap tegur sapa dan kritik dari segenap pembaca demi perbaikan selanjutnya.

Gorontalo, Maret 2017

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**MENINGKATKAN KETERAMPILAN BERBICARA MELALUI
LINGKUNGAN SEBAGAI SUMBER BELAJAR**

(Penelitian di Kelas V Madrasah Ibtidaiyah Al Ikhlas Payunga)

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Revised back: Fossilization and Second Language Learning (SLA)

Muziatun

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Abstract

The issue of fossilization is well established since the early of 70th when Selinker wrote about it in his book entitled "Interlanguage". Later, Selinker and some scholars have been discussed about it in many different contexts. Fossilization itself occurs in almost all linguistics fields, such as grammatical, semantic, phonological etc. The purpose of this paper is to recall back the issue of fossilization in Second Language Acquisition to gain a better understanding about it in academic situation. This paper covers some explanations, such as a brief definition of fossilization, the relationship between fossilization and Second Language Acquisition (SLA), and some solutions to fossilization.

Keywords: Fossilization, language fossilization, and Second Language Acquisition (SLA).

Introduction

As a second language learner, we should determine the factors that can support our success in Second Language Acquisition (SLA). There have been many researches on Second Language Acquisition (SLA) have been done, and in general, these studies lead to an understanding of what is acquired and what is not acquired that is indeed the mechanism of its acquisition (Gass; 1988). One problem that always becomes the most interesting question for the researchers of Second Language Acquisition (SLA) is a question of whether adults are able to acquire second language competences just like the ability of native speakers of these languages. Once this question has been answered, the next question will lead to an idea in which it is possible for an adult who is already able to acquire second language competences to lose their ability. At most second language learners are very rare to achieve the level of the abilities of native speakers, especially when compared with their first language acquisition. Of course, it is impressed by the very conspicuous gaps between first language acquisition and second language acquisition. Sluggishness of the second language acquisition will be further exacerbated by the age factor, although there are also some other factors that might contribute during the process.

Just like we learned something, it is easier to understand and absorb information if we are still young, but on the contrary, if we are not considered a young age and more productive to think, then we will experience sluggishness and difficulty in absorbing the information that we obtain. Such a situation is known as fossilization.

Fossilization

In principle, fossilization is a process when second language learners have forgot a state of matters relating to the second language. It was firstly introduced by Selinker in 1972. Later, many experts argue that fossilization is a natural phenomenon experienced by second language learners. There is a certain phase in which a learner language gets difficulties to progress in learning a second language, experiencing even lags to obtain the ability of native-speaker. This can happen at any second language learner though on

a very talented language learner. Selinker (1972) argues that fossilization is a "stopping short." Selinker (1972, 1993, 1996) also assumes that fossilization could be recognized from formal errors which persistency occurred in several levels of languages, such as grammatical, semantic, phonological etc. in non-native speakers.

Still in relation to the definition of fossilization, Schachter (1990) suggested that fossilization is incompleteness. Although some researchers, particularly in the field of second language acquisition provide definition of fossilization, but not infrequently also researchers who believe that fossilization is extremely difficult to define with certainty and detailed.

While, according to Trillo (2002), fossilization might occur in pragmatics which is known as "Pragmatic Fossilization". It can be defined as a situation in which an English non-native speaker keeps on using inappropriate foreign forms at the communication level of pragmatics. This pragmatics fossilization is considered as a main problem facing by English non-native speakers in the process of learning English. It is because pragmatic fossilization does not happen in a situation in which the language learners are having lack of linguistics competence. Pragmatic fossilization happens because pragmatic variation presents a little bit late in terms of communication competence of mother tongue.

The idea behind Selinker's opinion (1972) is that second language learners will never gain the ability in a second language equivalent to their ability in the first language. Selinker (1992) in Huang (p. 75) then argued that "Fossilization is linguistic items, rules, and subsystems which native speakers of a particular language will tend to keep in on their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation or instruction he receives in the target language". This indicates that, fossilization is a phenomenon in which language learners are not progressing further in the development of a second language or target language. These circumstances trigger permanent fossilization in language learners. If permanent fossilization happened and can be overcome by a language learner, it would be possible for the learners to make progress in the target language in the future. But if this condition is not being able to overcome, then the opposite will happen. This situation will lead to permanent fossilization.

Furthermore, Han (2004) has an alternative definition of fossilization. He divided it into two alternative definitions of a different understanding. The first alternative understanding associated with the cognitive level and the second alternative understanding associated with the empirical level. In terms of cognitive level, fossilization always involves cognitive processes, and the basic mechanism that always leads to an interlanguage permanent form. While the notion of alternative in cognitive level; fossilization is never influenced by the input or all things made by language learners. At this level, fossilization is relatively stable, particularly on the ability of second language learners in the writing and speaking (Han, 2004).

Fossilization and Second Language Acquisition (SLA)

Fossilization in relation to Second Language Acquisition (SLA) has been proposed by Selinker in 1972. Selinker (1972) and Long (2003) stated that fossilization regarding Second Language Acquisition (SLA) consists of two different forms. According to Selinker (1972), they are fossilization as a product, and fossilization as a process. Fossilization as a product relates to "the permanent non-native like state" (Selinker, 1972). On the contrary, Selinker (1972, 1993, 1996) continues that

fossilization as a process happens during transferring the L1 which is considered as a failure of psychological structure and putative cognitive mechanism. From Selinker explanations, it could be seen that both types of fossilizations arise in the process of learning language(s). On the other hand, fossilization and Second Language Acquisition (SLA) are inter related.

Additionally, Selinker (1996) also describes that fossilization regarding interlanguage learning could be categorized into two, which are individual fossilization and group fossilization. Individual fossilization has been understood as a development of an interlanguage individual learner' persistency. Whereas, group fossilization has been known as a community language' diachronic development of the plateau.

Huang (2009) argued that fossilization can be divided into two types; temporary fossilization and permanent fossilization. It is in line with Han' opinion in the previous section about alternative definition of fossilization. One example of the temporary fossilization is fossilization that occurs in foreign language learners who were studying in college. When they learn a second language at the college, they will experience significant advancement in the early two years of their learning, but after that they will experience temporary fossilization which causes stagnant in their second language ability (Huang, 2009). However, temporary fossilization, according to Xu (2009), is the prelude of permanent fossilization.

Talking about the causes of fossilization, Huang (2009) also discussed about it in his article. He stated that there are two factors that lead to fossilization. These underlying factors are external factors and internal factors. Things those are included into external factors such as language environment, language environment, teaching methods, and textbooks. The internal factors are relating to the learners' physiology, psychology, cognitive manner, cultural differences, and cognitive emotions.

If Huang (2009) commented on the causes of fossilization in Second Language Learning (SLA), Birdsong (2006) came up with an idea related to particular stage in which the fossilization might take place. Birdsong (2006) also brings up the issue of certain variables that perhaps interfere with the outcome of learning target languages. Birdsong (2006) introduced the idea of *Age of Acquisition (AoA)* and *Age of First Exposure (AoE)*. *Age of Acquisition (AoA)* could be understood as a certain period of time where language learners are exposed into the context of target language, for example as in the case of immigrants. On the contrary, *Age of First Exposure (AoE)* could be defined as something totally different from *Age of Acquisition (AoA)*. *Age of First Exposure (AoE)* has been associated with a situation occurs in an environment of formal schooling where someone visits target language country. Contact with relatives who speak target language might cause this. These two conditions are representing of fossilization occurs in Second Language Acquisition (SLA).

Solutions for Fossilization

Huang (2009) asserted his opinion that the main cause of fossilization is intimately associated with using inappropriate teaching technique to a particular educational level. Therefore, he suggested a few things that can anticipate fossilization, especially the temporary fossilization. In principle, the suggestions proposed by Huang are related to the relationship between learners and teachers. The first suggestion is related to the learning outcomes. He suggested improving the quality of language learners' output. The second suggestion is related to the learning process. He suggested that language teachers should pay attention to cognition of feedback, including

emotional feedback. The third suggestion is relating to the culture. He suggested that language learners to do not only learn second language but also learn about the culture associated with the target language. Last suggestion is related to the self-recognition. He advised teachers to always improve the self-recognition of the students' competence in a positive and correct way.

In line with Huang (2009), Qian and Xiao (2010) also mentioned about several strategies that might be useful to overcome fossilization in their paper, especially temporary fossilization. Qian and Xiao (2010) have listed at least six strategies to combat fossilization in Second Language Acquisition (SLA). First strategy is very closed connected to teachers of second language. In this first strategy, Qian and Xiao (2010) gave a recommendation to teachers of second language to take a right attitude regarding students' mistakes. Qian and Xiao (2010) have assumed that mistakes that the second language learners produce is not an indication of a failure of learning. Instead, teachers of second language should see the phenomenon as a process of learning, and so it must be respected and acknowledged. Qian and Xiao later suggest that it is even better if the teachers of second language facilitate the errors made by the second language learners by correcting the errors and mistakes. This attitude can encourage the self-confidence of second language learners, so that they can overcome their psychological fears of learning.

Second strategy proposed by Qian and Xiao (2010) is still related to second language teachers' attitude. The strategy is to stimulate motivation of second language learners to study. They way to stimulate the learning motivation is by using various methods and skills. By doing so, it has been expected that the second language learners will continue to have a positive attitude toward the target languages.

The third strategy is to grasp the relationship between accuracy and fluency, as well as to pay attentions to verbal output. Qian and Xiao (2010) have emphasized that sometimes, some second language teachers do not pay attention to both accuracy and fluency, especially when it comes to oral output. They just focus only on the fluency and sometimes ignore the accuracy, which is not supposed to happen.

The fourth strategy is dealing with giving feedback. It suggests that second language teachers should be aware of how to design feedback to students. By awareness of giving the feedback, the process of fossilization can be avoided effectively. It would be great if the feedback arranged by second language teachers every time students have completed their tasks. Such activity will elevate second language learners' desire in studying. The next strategy is to stimulate second language learners' creativity and imagination. As the second language learners' brain has been constructed by a cognitive structure, it is necessary for second language teachers to stimulate such construction. Therefore, students' creativity and imagination could be developed throughout creative thinking process. The last strategy proposed is to encourage second language learners from many different aspects that might make them survive during the process of learning. These different aspects such as seeking opportunity to exercise and practice their ability in target language. Also, being able to adapt to different learning conditions.

Conclusion

As a final conclusion of this whole article, it can be explained that fossilization is a general phenomenon that hit most second language learners. It is believed as a phase in which second language learners do not produce any progress in second language learning. External factors and internal factors can affect this. In principle,

there are several things can do to anticipate the fossilization, which are intimately associated with harmonious relations between teachers and second language learners in the language learning process.

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