DESCRIPTIVE ANALYSIS OF ACQUIRING ENGLISH AS SECOND LANGUAGE
(A CASE STUDY ON AFGHANISTAN IMMIGRANT STUDENTS IN AUSTRALIA YEAR 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiner as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) In the English Department of Education Faculty

By:

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SALATIGA
2015
DECLARATION

"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other people's ideas except the information from the references.

The writer is capable to be responsible for her graduating paper if in the future it can be proved of containing others' idea or in fact, the writer imitates the others' graduating paper.

Likewise, the declaration is made by the writer to be understood well.

Salatiga, February 13th, 2015

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Attentive counselor’s note
Case: Kharis Subkhan’s Graduating Paper

Dear
The Head of State Institute for Islamic Studies Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Masita Amalia’s graduating paper entitled:
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Case: Masita Amalia’s Graduating Paper

Dear
The Head of State Institute for
Islamic Studies Salatiga

Assalamu’alaikum Wr. Wb.

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GRADUATING PAPER

DESCRIPTIVE ANALYSIS OF ACQUIRING ENGLISH AS SECOND LANGUAGE (A CASE STUDY ON AFGHANISTAN IMMIGRANT STUDENTS IN AUSTRALIA YEAR 2014/2015)

MASITA AMALIA
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Salatiga, 2nd April 2015

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Head of STAIN Salatiga
MOTTO

“Live your life with smile, you can pass everything”

(Masita Amalia)
Dedication

To

Allah Subhanahu Wata’ala

My beloved mom and dad...

Ibu Sri Wihartini and Bapak Sri Wasono Widodo

My lovely husband and my son...

Khalid Amir and Waleed Amir

My dearest sister and brother...

Meuthya Fitramadhani and Yazidan Dixtra Anamta

My Father and mom in law...

Wazir Ahmad Amir and Mina Amir

And my great sister and brothers in law...

Nealufar Amir, Jahid Amir, Hamid Amir, Wahid Amir

and Wahab Amir
ACKNOWLEDGMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan in English Department of Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2015.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “DESCRIPTIVE ANALYSIS OF ACQUIRING ENGLISH AS SECOND LANGUAGE (A CASE STUDY ON AFGHANISTAN IMMIGRANT STUDENTS IN AUSTRALIA YEAR 2014/2015)” is presented to Educational Faculty of State Institute of Islamic Studies (IAIN) Salatiga as one of the requirement for Sarjana Pendidikan Islam at English Department.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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4. Noor Maliahah, Ph.D as the recent director of International Class Program.
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recommendations for this thesis from beginning until the end. Thanks for your patience and guidance

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11. My lovely husband Khalid Amiri, who always supports me in all happy and hard times.

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14. My beloved uncle and aunty (Sri Kartika Adi and Sri Sulasstri), who always help me to pass all difficulties, thanks for your kindness.

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18. All of my friends, especially the English Department batch 2010.
19. Those who cannot be mentioned one by one.

Thanks for the supports, advices, suggestions, and other helps that you all gives.
The writer hopes this research will be useful for everyone.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, 2nd 2015

The Writer

Masita Amalia

113 10 138
ABSTRACT


Keyword: Second Language Acquisition

This paper aims to talk about exploring immigrant students’s steps and strategies in acquiring and learning English as second language in Australia. The objective of this research are (1) to explore the immigrant students steps in Australia to acquire English in their learning process (2) to describe the immigrant students strategies in applying English as second language in their new daily life (3) to find out the general difficulties found by immigrant students in their learning process to acquire English as their second language (4) to discover the immigrant students’ motivation in learning English as second language

This is the descriptive qualitative research. The data are taken through documents, recording, transcript of an interview. Data is conducted since Saturday, January 11, 2014. There are three students as respondents. The collected data is analyzed by presenting the data findings. The researcher analyzes the finding of acquisition and learning process of immigrant students achieved from the result of an interview.

Based upon the analysis and discussion of the research results, the researcher concludes into four phases: first, immigrant students’ steps in acquiring and learning English as second language in Australia are various such as watching movies, memorising vocabularies, reading books and newspaper, communication with people, using dictionary as learning resources. Second is the immigrant students in Australia also have some strategies to apply their language ability in the daily life, those strategies are communication and memory strategies. Third, there are different kinds of difficulties for each learner and they have their own way to solve their own problems. Fourth, motivations affected much in achieving success in target language.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE CONSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>CERTIFICATION PAGE</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of Study ........................................ 1

B. Problem Statement ........................................... 3

C. Objective of the Research ................................. 4

D. The Benefits of the Research ......................... 4

E. Clarification of Keyterms ................................. 5
   1. Immigrants ............................................. 5
   2. Language .............................................. 6
   3. Second Language Acquisition ..................... 7

F. Scope of the Research ...................................... 8

G. Review of Previous Researches ....................... 8

H. Graduating Paper Outline ............................... 10
CHAPTER II THEORETICAL FOUNDATION
  A. Second Language Acquisition ...................................................... 12
  B. Immigrants and Learning English as Second Language ............ 17

CHAPTER III RESEARCH METHOD AND DATA PRESENTATION
  A. Research Method ................................................................. 25
     1. Research Design ............................................................. 25
     2. Respondents .................................................................... 26
     3. Data Collection ............................................................... 27
     4. Validity of the Research .................................................... 30
     5. Data Analysis .................................................................. 30
     6. Research Procedure .......................................................... 33
  B. Data Presentation ................................................................. 33

CHAPTER IV DATA ANALYSIS
  A. Students’ Steps ................................................................. 41
  B. Students’s Strategies in Applying English in Their Daily Life ...... 46
  C. Students’ Difficulties ........................................................... 48
  D. Students’ Motivation ............................................................ 50

CHAPTER V CLOSURE
  A. Conclusion ................................................................. 53
  B. Suggestions ............................................................... 56

REFERENCES

APENDIXES
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>Components of Interactive Analysis Models</th>
<th>Page 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.2</td>
<td>List of Respondents</td>
<td>Page 35</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Respondent I Identity</td>
<td>Page 35</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Respondent II Identity</td>
<td>Page 36</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>Respondent III Identity</td>
<td>Page 36</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>Interview Guideline</td>
<td>Page 37</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A. Background of Study

English language is the most important tool in communication among countries all over the world. As an international language, it is very important to learn. In Australia, English is considered as the national language or first language for the Australian citizens. On the other case, it becomes the second language for those newcomers who immigrated from other countries.

Almost 6 million people have migrated to Australia since 1945 (Chiswick et al. 2002, p. 2). Australia is known as the wealthy country, so that many immigrants family choose it as the destination to live for the better life after their evacuation in safe countries as refugees for couple of years. Many of them come from the conflict countries such as: Afghanistan, Syria, Iran, Palestine and others. Therefore, immigrants family have to learn English and use it as the social communication in Australia. Especially for children, they have to go to schools and some other places using English as their tool of communication. In this case, second language acquisition become important for those immigrant students.

Language acquisition is defined as a process of gaining communication using a language. Human being requires a linguistic competence in order to communicate to each other. Learning English as second language is exactly important as what Heather McKay and Abigail
Tom (1999, p.1) said, “whether they are immigrants or visitors, most of these people have one thing in common: They must learn a new language in order to survive and thrive in their new environment.”

Due to the case above, the writer is very excited to conduct the research about how the ways and steps of immigrant children or students in acquiring English as their second language. This is very interesting study when the students faced some difficulties in learning English as second language through their first language. The problems come when the learner has a tendency to transfer his or her old habits to a new task of learning a second language. Lado (1957, p.2 as cited in Marysia Johnson 2004, p.22) writes: “Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings, of their native language and culture to the foreign language and culture.” In addition, Marysia Johnson (2004, p. 22) states: “When both languages, first and second, possess the same structures, language transfer will be positive, and the process of learning a second will be facilitated and accelerated. On the other hand, the transfer of old habits will be negative when both languages do not possess the same grammatical structure. In such cases, the transfer of old habits will interfere with learning a second language.”

Acquiring English as second language for the immigrant students is not simple process and activity. Some problems and difficulties will come up during their learning process about English. For this reason, the writer is very fascinated to conduct a research related with the cases above entitled
“Descriptive Analysis of Acquiring English Language as Second Language (A Case Study on Afghanistan Immigrant Students in Australia Year 2014/2015).”

B. Problem Statements

In this research, the writer formulates some problems which are based on the background of the study. Hopefully, in the last part of this research paper will answer these three questions below:

1. What are the steps taken by immigrant students in Australia to acquire English in their learning process?
2. What are the immigrant students strategies in applying English as second language in their new daily life?
3. What are the general difficulties found by immigrant students in their learning process to acquire English as their second language?
4. What are the immigrant students’ motivation to learn English as second language?

C. Objective of the Research

The purposes of this study are expected to give the big contribution in the English educational world. The writer intends to list some of the research purposes as follows:

1. To explore the immigrant students steps in Australia to acquire English in their learning process.
2. To describe the immigrant students strategies in applying English as second language in their new daily life

3. To find out the general difficulties found by immigrant students in their learning process to acquire English as their second language.

4. To discover the immigrant students’ motivation in learning English as second language

D. The Benefits of the Research

1. For the researchers

   The result of the study can be used as the reference for those who want to conduct a research in English as second language learning process.

2. For Teachers

   The finding of the research can produce a better solution for teachers to prepare immigrant students to be able in practicing their English.

3. For Students

   a. Helps immigrant students to learn English as their second language in different ways and steps.

   b. Increase the pleasure and motivation for immigrant students in their learning process.
4. For School

The result of this research can be used for schools as a starting point to prepare the better ways and strategies for immigrant students in their learning process.

E. Clarification of Key Terms

1. Immigrants

Immigrants are known well as the people who are moving from one country to another. Those people come to a new country for a variety of reasons (McKay and Tom: 1999, p. 1). Some come in order to accompany or join family or friends and others to escape from difficult circumstances at their homes. And some others come for staying and taking in marriage with the overseas partner.

Those immigrants need to increase their language skills in order to keep or advance in their jobs or school demands. Other newcomers need to be able to go shop, to bank, to uses buses, to work, to school, to communicate with neighbours, or even to get acquainted with new friends. McKay and Tom (1999, p. 2) states “to function successfully in the new environment they need to be able to speak to and understand the people around them.

For the immigrants students mostly they gain the second language to go to the school or making friends. But in Australia most of students who are attain 19 years old they have to work for themselves or helping family. The Australian government having their own policy that students
allowed for work only for less than 12 hours per week. For those reasons the immigrant students have to learn English for surviving their life.

2. Language

According to Brown, H. Douglas (2007, p. 384), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Steven Pinker 1994, p. 6).

On the other hand, according to Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in “nicely packaged units” and that it certainly is “a multiple, complex, and kaleidoscopic phenomenon.”

In a social sense, using a new language represents a tremendous risk: of being misunderstood, of being corrected, of being laughed at, of feeling embarrassed, and even in some cases of being rejected by one’s own compatriots (McKay and Tom 1999, p. 2). On the other hand, the need and desire to communicate with others in the new language provides strong motivation for most newcomers.
3. Second Language Acquisition

Language acquisition (LA) means the capability to acquire language without any qualifications to acquire the language knowledge. And second language acquisition (SLA) the capability to acquire the second language after the first language. The difference between the first and second language acquisition is that the first language acquisition must always succeed and that must not always happen in the second language acquisition process.

The first language children acquire differs from others because it depends on some factors such as the place where he lives, culture, economics, family’s background, life style, etc. Those factors influence the language. The children who are able to interact with their friends in a society or joining schools or educated institution will obtain vocabularies more various, even the peculiar words those never hear before. Therefore, children are not enough if they acquire only for the first language. Any language learned later in life and usually means at least some of learning is aided by construction or schooling as called second language acquisition (Goh and Silver 2004, p. 29). Second language refers to any language learned in addition to a person’s first language. In this research, the SLA is only focused on the cases of English language.
F. Scope of the Research

The problem of this research is focused on the second language acquisition of immigrant students in Australia. And English is the main substance of second language in this research paper.

The writer chooses the immigrant students who have big expectation and enthusiasm in learning English as their second language. The consideration of taking the students as the research subject is covering the students who has rate between primary till university students.

Seeing the facts above, the writer believes that this subject is fulfilling the requirement of this research.

G. Review of Previous Researches

In hence of English as second language is becoming an interesting discussion and the cultural condition showed by the destination countries are various, immigrant students should know better the ways and strategies to acquire English individually and gain the appropriate techniques in their learning English. In this paper the writer tries to describe the immigrant students strategies and their difficulties in gaining English as their second language. To enrich the information related to English as second language (ESL) for immigrant students, the writer takes reviews from the following investigation reports.

The first investigation conducted by Jovie Pangsiw Edvarson on 2010 which focused on what characterizes on second language vocabulary (Norwegian) among 19 Filipino children of first generation immigrants
within their first two years in Norway and its comparison with English language. Jovie states that those immigrant children acquired Norwegian language better than English (Jovie 2010, p.36). This researcher emphasized that acquiring second language deeply influenced by some factors such as; cognitive skill, interaction at home and among social network (Jovie 2010, p.61).

Other researcher named Garret and Holcomb (2005) examined some of the Chinese students with limited English ability who migrated in United States about their experiences and performances in classroom. These students cannot hide their diverse language backgrounds and some are mocked because of their differences. In many instances they make every effort to avoid speaking their native tongue. Garret and Holcomb referred to Krashen’s theory. As cited by Garret and Holcomb (2005, p. 52), Krashen derived an affective filter theory to explain the anxiety levels and pedagogical problems that frequently emerge as a result of language barriers in instructional experiences of immigrant students with limited English ability. According to Krashen, the affective filter is activated when students experience high stress. Language attainment occurs more quickly and proficiently when the affective filter is not activated. A couple of components that stimulate the affective filter are lack of motivation and lack of self-esteem, the results of which impede students from learning a new language. School principles must provide leadership in creating an instructional learning environment where stress levels and anxiety levels are minimized,
and student motivation and self-esteem levels are maximized in immigrant students.

To enrich all the investigations before about second language acquisition, the writer chose to conduct a research on English second language acquisition for immigrants students in Australia that will be focused on students’ strategies and difficulties in acquiring their second language through descriptive analysis explanation.

**H. Graduating Paper Outline**

In arranging this research paper, the writer divides the research outline into five chapters. The first chapter contains the introduction part and comprehensive explanation about the background of the research why the writer wants to discuss and analyze the second language acquisition for students in Australia. In addition, this chapter also reveals the problem statements, objectives of the research, benefits of the research, clarification of key terms, scope of the research, and organization of graduating paper. Moving on the chapter II, the writer clarifies the theoretical framework of this research and it will be the main discussion in this chapter. Then the third chapter, explains the research methodology which shows the required aspect in the qualitative research. It contains research design, sites and respondents, data collection and data analysis. Next, chapter IV reports the findings of the research. It presents the result of the analysis of collected data. The last chapter is closed by chapter V, the writer presents the closure which is devided into two parts, conclusion of the research and suggestion for the
development of second language acquisition learning process. And the last part of research paper is bibliography and appendix
A. Second Language Acquisition (SLA)

Second language is any language you learn later in life after learning your first language (Christine C.M Goh, Rita Elaine Silver : 2004, p. 29). Rod Ellis (1986, p.6) defined ‘second language acquisition’ refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting.

Acquiring a second language can be gained in a variety of ways, at any age, for different purposes, and to varying degrees. Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term ‘acquisition’ is used to refer to picking up a second language through exposure, whereas the term ‘learning’ is used to refer to the conscious study of a second language (Rod Ellis 1986, p.6). However, the researcher had a notion that second language acquisition can be acquired by learning.

There are two models of language acquisition or learning as Wolfgang Klein (1986, pp. 16-21) mentioned as follows:
1. **Spontaneous Language Acquisition or Learning**

   The term ‘spontaneous learning is used to denote the acquisition of a second language in everyday communication, in a natural fashion, free from systematic guidance.

2. **Guided Language Acquisition or Learning**

   The term ‘guided’ (as opposed to ‘spontaneous’) refers here to learning that is open to systematic and intentional influence. Typically, this takes the form of regular language instruction in school.

Theories in Second Language Acquisition:

The Sociocultural Theory by Lev Vygotsky in application to second language acquisition involves two kinds of processes – social and cognitive. As quoted by Reilly (2012, p.4), Vygotsky focused on the connection between people and the sociocultural context in which they act and interact in shared experiences thus obtaining new knowledge. According to Vygotsky, social interaction plays a fundamental role in the process of cognitive development, yet, social and cognitive processes are inseparable: “Every function in the child’s cultural development appears twice: first, on the social level and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)”. One of the main concepts of Vygotsky’s theory is the Zone of Proximal Development (ZPD). According to Vygotsky, the ZPD is the difference between the child’s developmental level as determined by independent problem solving and the higher level of
potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (As cited in Reilly, 2012, p.7)

So the ZPD means the zone where learning occurs. It explains the condition of the process of human learning. In second language acquisition, the learning process happened only when the external processes of social interaction with the more knowledgeable ones are transformed into internal (cognitive) processes and function. Anton et al.,1999 as quoted by Reilly (2012, p.7) states “The transfer of functions from the social (interpsychological) domain to the cognitive (intrapsychological) plane occurs within the zone of proximal development (ZPD).

The Sociocultural theory by Lev Vygotsky above is enriched by the next theorist named Brown (1980, p.129) who defined the acculturation model as ‘the process of becoming adapted to a new culture’. The acquisition of a new language is seen as tied to the way in which the learner’s community and the target language community view each other. According to Rod Ellis (1986, p.252)

Acculturation and hence SLA, is determined by the degree of social and psychological distance between the learner and the target language culture. Social distance is the result of a number of factors which affect the learner as a member of a social group in contact with the target language group. Psychological distance is the result of various affective factors which concern the learner as an individual. The social factors are primary. The psychological factors come into play in cases where the social distance is indeterminant (i.e. where social factors constitute neither a clearly positive nor a clearly negative influence on acculturation).
As cited by Rod Ellis (1986, p.252), on 1978 Schumann lists the various factors which determine social and psychological distance. The social variables govern whether the overall learning situation is ‘good’ or ‘bad’. An example of a ‘good’ learning situation is when:

a. the target language and second language (L2) groups view each other as social equal.

b. the target language and L2 groups are both desirous that the L2 group will assimilate.

c. both the target language and and L2 groups expect the L2 group to share social facilities with the target language group.

d. the L2 group is small and not very cohesive.

e. the L2 group’s culture is congruent with that of the target language group;

f. both groups have positive attitudes to each other.

g. the L2 group envisages staying in the target language area for an extended period.

An example of a ‘bad’ learning situation is when the conditions are opposite to the ones described above. While the psychological factors are affective in nature. They include:

a. language shock (i.e. the learner experiences doubt and possible confusion when using the L2.
b. culture shock (i.e. the learner experiences disorientation, stress, fear, etc. as a result of differences between his or her own culture and that of the target language community).

c. motivation.

d. ego boundaries.

Second language learning was also viewed as the process of habit formation. The difficulties in learning a new habit was associated with interference from the old habit or the learner’s first language. Charles Fries, in his foreword to Robert Lado’s Linguistic Across Cultures as cited by Marysia Johnson (2004, p. 22), writes: “Learning a second language, therefore, constitutes a very different task from learning the first language. The basic problems arise not out of any essential difficulty in the features of the new language themselves but primarily out of the special ‘set’ created by the first language habits”.

According to Lado, the problems in second language learning come when the learner has a tendency to transfer his or her old habits to a new task of learning a second language. Lado (1957, p.2 as cited in Marysia Johnson 2004, p.22) writes: “Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings, of their native language and culture to the foreign language and culture.” In addition, Marysia Johnson (2004, p.22) states: “When both languages, first and second, possess the same structures, language transfer will be positive, and the process of learning a second will be facilitated and
accelerated. On the other hand, the transfer of old habits will be negative when both languages do not possess the same grammatical structure. In such cases, the transfer of old habits will interfere with learning a second language.”

B. Immigrants and Learning English as Second Language

Learning process of second language also requires to understand the purpose of language study. The purposes can be seen from the students reasons why they learn the second language. According to Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman (2005, p.4) the reasons can be found among these particular purposes:

1. Gaining skills for a job
2. Gaining access to foreign bodies of knowledge
3. Travelling abroad
4. Studying abroad
5. Working abroad
6. School requirement
7. Personal edification
8. Interest in linguistic
9. Parental influence
10. Becoming familiar with your heritage
11. Understanding people in your neighborhood
12. Maintaining knowledge
While the specific purpose for immigrants children as stated by June Derrick (1966, p.24) that immigrants need to learn English for the purpose of communication and they need to be able to understand and to speak the English they hear about them everyday.

Learning and acquiring English as second language for immigrant students needs the contributions of their learning strategies and learning styles. There is a close relationship between styles and strategies. Individuals with one set of styles, probably use very different strategies from those with another set of styles.

Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman (2005, p.65) had a notion about the definition of learning strategies and learning style as follows:

1. Learning strategies are the specific actions one takes and/or techniques one uses in order to learn. (The activities and techniques you use to learn. For example: remembering events by putting them into chronological order/ sequential)

2. Learning styles are habitual patterns of perceiving, processing or reacting to information. (The convenient shortcuts for talking about patterns of what an individual is likely to prefer as a learner. For example: some people like to follow a syllabus or textbook chapter by chapter when they learn.)
According to Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman (2005, p.65), there are three categories of learning styles and four categories of learning strategies:

1. Kinds of Learning Styles:
   a. Sensory Preferences

      Sensory preferences styles are physical accesses through which students take in and perceive new information: eyes, ears and touch. This kind of learning style covers the KAV (kinesthetic, auditory, and visual learning). Examples: working on a new alphabet by sandpaper letters or forming letters with clay (Betty Lou Leaver et al, p.67)

   b. Cognitive Styles

      Cognitive styles are habitual patterns of processing information, or specific forms of activity with information processing (Betty Lou Leaver et al, p.65). This kind of style talks about thought process as opposed to perceptual one as in sensory preference or emotional or personality types. (Betty Lou Leaver et al, p.65). Example: deductive and inductive way in processing new information in academic speaking.

   c. Personality Types

      Personality types are closely related to what we pay attention to and remember, how we prefer to learn, what makes us anxious, what motivates us, or what we confident at. (Betty Lou Leaver et al. p.113).
Example: rising self learning motivation by making friends (Betty Lou Leaver et al, p.111)

2. Kinds of Learning Strategies:

a. Memory Strategies

The way of learning to help brain function more effectively through the storage of information or memory (Betty Lou Leaver et al, p.50).

b. Communication Strategies

Those actions that help you manage when you do not understand something or do not know how to express something, i.e. to cope with new and unfamiliar linguistic situations (Canale and Swain 1980; chapter 10 as cited in Betty Lou Leaver et al, p.83). The researcher draw a conclusion that communication strategy is the way of learning through interaction with others, through giving and asking information, or it can be said for those actions that help you manage when you do not understand something either in oral and written communication. Examples: in oral communication if you do not understand something, you can use the words “Sorry, I don’t understand you, can you repeat what you just said but differently, please” or “Speak slowly, please” (Betty Lou Leaver et al, p.222). While in written communication, if you do not know how to give information correctly, you can use the authentic guide, comparing your handwriting style of several native speakers, adopting the kind of
penmanship that works for you or you can check with a native speaker (Betty Lou Leaver et al, p.229-230).

c. Deep and Surface Strategies

Deep strategy is the way of learning through the activities to make more of something than what you initially received. Example: When you get the words “The white house” you try to turn it into “The white house with the green fence is in the corner of Osamaliki street” to keep it in your mind. Surface strategy is the opposite of deep strategy that defined as the way of learning in which the activities are enough to be received when you get something new, do not need much thinking, and it may not make use of connections to other things (Betty Lou Leaver et al, p.84).

d. Comprehension Strategies

The way of learning that are used when you need to understand something that has been said or written. Example: When you find there are new expression in a text, you can guess their meaning from context or by applying background knowledge of the topic to determine what the limits on the range of possible definitions of these words would be (Betty Lou Leaver et al, p.85).

e. Production Strategies

The way of learning that are used when you need to say or write something, or how to communicate when you do not have the words to express what you need to be able to say. Example: If you want to buy a
nail cutter you may ask for “The sharp things to remove the nails”
(Betty Lou Leaver et al, p.85)

There are also some factors affecting learners in second language learning which cannot be ignored include age, aptitude, aspirations, and needs, motivation, native language, socio-economic status, previous language experiences, personality, and intelligence (Djoko Susanto 2009, pp. 41-42).

Motivation as stated by Stavrou (2008, p.2), there are three different types of motivation namely intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation denotes a person’s engagement in an activity for the inherent satisfaction and enjoyment derived from the participant itself. And extrinsic motivation refers to behaviours aiming to attain a reward or benefit rather than for the enjoyment of the activity itself. Finally, amotivation is characterized by the absence of both intrinsic and extrinsic motivation (Stavrou 2008, p.3).

While according Brown (1981) as cited by Rod Ellis (1986, p.117) identifies three types of motivation: (1) global motivation, which consists of a general orientation to the goal of learning a L2; (2) situational motivation, which varies according to the situation in which learning takes place (the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning); (3) task motivation, which is the motivation for performing particular learning tasks.

There have been a number of attempts to specify the qualities of the ‘good language learner’, based on studies of personal and general learner
factors (Rubin 1975; Naiman et al. 1978), Rod Ellis (1986, p.122) drawn the characteristics of good language learning.

The good language learner will:

1. Be able to respond to the group dynamics of the learning situation so as not to develop negative anxiety and inhibitions;
2. Seek out all opportunities to use the target language.
3. Make maximum use of the opportunities afforded to practise listening to and responding to speech in the L2 addressed to him and to others—this will involve attending to meaning rather than to form;
4. Supplement the learning that derives from direct contact with speakers of the L2 with learning derived from the use of study techniques (such as making vocabulary lists) – this is likely to involve attention to form;
5. Be an adolescent or an adult rather than a young child, at least as far as the early stages of grammatical development are concerned;
6. Possess sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2, and also to monitor errors;
7. Possess a strong reason for learning the L2 (which may reflect an integrative or an instrumental motivation) and also develop a strong ‘task motivation’ (i.e. respond positively to the learning tasks chosen or provided);
8. Be prepared to experiment by tasking risks, even if this makes the learner appear foolish;

9. Be capable of adapting to different learning conditions.
CHAPTER III

RESEARCH METHOD AND DATA PRESENTATION

A. RESEARCH METHOD

1. Research Design

This is a case study of detailed investigation on group of Afghanistan immigrant students. Case studies can be qualitative or quantitative in nature. The writer considers to use descriptive qualitative approach in case to find out the immigrant students difficulties and strategies in acquiring or even applying their English as second language.

According to Bodgan and Taylor (as cited in Moleong 2009, p. 4), “qualitative research is a research that presents written or oral descriptive data of observed people and behaviour”). This research approach is intended to see the individual background holistically. For that reason, it should not isolate individuals or groups into some variables or hypothesis. It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion. The gained data in this research is obtained from behaviour, activities and experiences of people. It is also called naturalistic research because the research is conducted in natural setting (Zuriah 2007, p. 83). Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative one. It is a descriptive because
the objectives of this study are analyzing and finding information as many as possible of the phenomenon. As Burns and Grove (2003, p.19) describe a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning.

This study focuses on the steps and strategies of immigrants students in Australia in acquiring their second language.

The other consideration in using qualitative research is its ability to adjust with general realities moderately. This kind of research also presents relations between researchers and their respondents directly. It is more sensitive and adjustable to changes in pattern of values faced by researcher (Moleong 2010, p.10)

2. Respondents

The selection of respondents was based on certain features in accordance with the subject of the study. As for the characteristics of the respondents are students from a country with a national language other than English who migrated to Australia both women and men.

The reason to include respondents with the above characteristics is to trace the experiences of these students in the process of acquiring English as a second language in Australia. Which includes steps and ways of learning, the difficulties or obstacles in learning and also their motivation to learn English. Therefore researcher included respondents with characteristics as described above.
According to Patton (as written by Poerwandari 2007, p.4), qualitative design has a flexible nature, therefore no definite rules in a number of samples to be taken for qualitative research. The number of samples is highly dependent on what is considered to be helpful and can be done with available time, place and resources. The number of respondents of this study are three students. The main reason making the number of respondents is the availability of both the researcher’s own time, cost, distance, place, and the ability of the researchers themselves.

The writer chose immigrants students who are located in Perth, Western Australia. And the respondents taken in this research are named Nealufar Amiri, Wahab Amiri, Hamid Amiri. The three respondents are siblings and came from Afghanistan. Due to the researcher’s visa is still in the process, so that the researcher could not conduct the research in Australia directly and take more respondents from other countries.

3. Data Collection

Data collection is considered as the most prominent step in a research. There are various methods of data collection in qualitative research due to the open-ended and flexible characteristic of this research which is suited by the problems, aims of study and the characteristic of the object. The most preferred method that has been used in qualitative research is the interview. So that the researcher use the same method. The reason for choosing the interview method for this
research is due to the required informations is kind of words that expressed experiences by the subject directly.

Based on the reason above, the methods that were utilized in the process of gathering the research data could be categorized as follow:

a. Interview

Sugiyono (2006, p.317) defines interviews as the meeting of two persons who exchange information and ideas through question and answer in order to find meanings in a certain topic.

The kind of interview that the writer used in collecting the data was a semi-structured interview. It is an interview that utilizes a question list, but allows for greater flexibility for the interviewer in asking for clarification and elaboration. This kind of interview also known as in depth interview, wherein technically is more flexible than the structured one (Sugiyono 2006, p.320). Through this kind of interview, the interviewees are expected to express their experiences and ideas so the issues can be explored more openly and widely.

The interviewees of the research were the elementary school, junior high school and also college students of 2014. The process of interview itself took only once and placed in the writer’s hometown Rembang, Central Java Indonesia on 11th Januari 2014 at the time of respondent’s family visit to Indonesia and also through video call online named Skype.
In addition, the recording device is used in this research as a tool so that no missing data information available and during the interview the researcher can be concentrate on what to be asked without taking notes. Recording device also allows the researcher to repeat the results of the interview in order to obtain an intact data information. It is useful to minimize the bias that often occurs due to the limitations of the researcher. The recording device is used with the respondent’s permission.

The researcher used mobile phone as instrument to record the data from interviewees. Note taking technique also used as other instrument to get addition information during the interview.

b. Documentation

According to Arikunto (2002, p.206), documentation study is searching for data of things or variables in forms of notes, transcripts, book, letters, magazines, agendas, etc. Meanwhile, Sugiyono (2006, p.329) asserts document is a record of events in the past in the forms of handwriting, pictures, or even literature works. To complete the data, the writer search and use the the immigrant students’ personal data to find out their education and living backgrounds.

4. Validity of the Research Data

The fundamental step in a qualitative research is examining the validity of research data.
Sugiyono (2006, p.330) recognizes triangulation as a useful way to check data validation. He defined that triangulation can be interpreted as a technique of data collection that combines data from various techniques of data collection and the existing data.

The resource triangulation conducted by the researcher was by combining the techniques of data collections, i.e. documentation and interview.

5. Research Procedure

The research moves on through several steps as explained below:

a. Observing Respondents Background

    Observing respondents background was conducted to obtain pre-information about respondent’s experiences. This step useful for the researcher to do preparation before collecting the data and interview.

b. Collecting Data

    To collect the needed data, the existing documentation was gathered to be the starting point of the research. The documentation were the respondents’ identity card such as travel documents, passports, etc that used by the researcher to gain information about respondents’ background before learning English for the first time. These documents supported the researcher to figure out some more
informations about the respondents’ living background and homeland before going to deeper information by conducting the interview.

c. Interview

The main data of this research was the result of the interview with the all the respondents who directly took a part in this research. Then the data from the interviews was analyzed to reveal the answer of this research questions.

d. Presenting the Result Descriptively

All results of the research eventually concluded and presented descriptively in the form of this research report.

6. Method of Data Analysis

A qualitative data analysis is an approach that operates data, organizes them, categorizes them, synthesizes them, finds their pattern, and eventually presents them as a research report (Moleong 2010, p.248). Meanwhile Sugiyono (2006, p.335) states that a qualitative data analysis is a process of searching and arranging systematically the obtained data from interviews, field notes, and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusions in order to be comprehended by the research or the readers.

From the two similar definitions above, there are two common things in the process of analyzing the data such as categorizing, synthesizing, arranging the pattern, and presenting the result.
In addition, Miles and Huberman (1992, p.18-20) divide qualitative data analysis into two approaches, i.e. flow analysis models and interactive analysis model. However, the researcher focuses on the second approach which is appropriate with this research.

In the interactive analysis model, data reduction and data presentation are processed along with data collection. Those analysis components are then interacted after all needed data are gathered. The figure below presents the steps of this model:

Table 3.1 Components of Interactive Analysis Models

The interactive analysis models applied in this research can be explained with some steps as follows:

a. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the imroptant ones,
focusing on the stated topics, and deleting unnecessary spam (Sugiyono 2006, p.338). Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify the following searchers.

In this research, the process of data reduction was started by separating unnecessary data from the interview. Then categorizing data was done to make it easy in presenting the findings of the research.

b. Data Presentation

In qualitative research, data presentation might be arranged in the form of essay, charts, flowcharts, categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended.

The data presentation in this research was arranged into categorization based on the theories.

c. Data Analysis

For data analysis, the writer refers all information to the result of interviews. After sorting the important data, the researcher drawing conclusions and arrange them to be comprehended patterns by all readers.
d. Conclusion

Withdrawing some conclusions is the final step after data presentation. The initial conclusions remained temporary. It possibly changes if there are other valid evidences supporting for another data collection. However, the initial conclusions which are supported by valid and consistent evidences make the conclusions are strongly believed to be incredible.

B. Data Presentation

From the biography documents of this research, it could be presented as the followings information. There were 3 immigrant students who were interviewed in this study. The following table presents list of students’ name who were interviewed:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nealufar Amiri</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>Wahab Amiri</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>Hamid Amiri</td>
<td>M</td>
</tr>
</tbody>
</table>

Table 3.2 List of Respondents

The information above will be completed by respondents’ identity that will be presented in the table below:
**Tabel 3.3 Respondent I Identity**

<table>
<thead>
<tr>
<th>Respondent Identity</th>
<th>Respondent I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Nealufar Amiri</td>
</tr>
<tr>
<td>Age</td>
<td>16 years old</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Nationality</td>
<td>Australian</td>
</tr>
<tr>
<td>Mother Language</td>
<td>Dari/Farsi</td>
</tr>
<tr>
<td>Home Living</td>
<td>Perth, Australia</td>
</tr>
<tr>
<td>Year start living in Australia</td>
<td>2007</td>
</tr>
<tr>
<td>Occupation</td>
<td>Junior High School Student</td>
</tr>
<tr>
<td>School / University</td>
<td>Eden Hill Islamic Primary School, Australia</td>
</tr>
<tr>
<td>Religion</td>
<td>Islam</td>
</tr>
<tr>
<td>Respondent Identity</td>
<td>Respondent II</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Name</td>
<td>Wahab Amiri</td>
</tr>
<tr>
<td>Age</td>
<td>12 years old</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Nationality</td>
<td>Afghanistan</td>
</tr>
<tr>
<td>Mother Language</td>
<td>Dari/Farsi</td>
</tr>
<tr>
<td>Home Living</td>
<td>Perth, Australia</td>
</tr>
<tr>
<td>Year start living in Australia:</td>
<td>2007</td>
</tr>
<tr>
<td>Occupation</td>
<td>Elementary School Student</td>
</tr>
<tr>
<td>School / University</td>
<td>Eden Hill Islamic Primary School, Australia</td>
</tr>
<tr>
<td>Religion</td>
<td>Islam</td>
</tr>
</tbody>
</table>
### Tabel 3.5 Respondent III Identity

<table>
<thead>
<tr>
<th>Respondent Identity</th>
<th>Respondent III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Hamid Amiri</td>
</tr>
<tr>
<td>Age</td>
<td>25 years old</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Nationality</td>
<td>Afghanistan</td>
</tr>
<tr>
<td>Mother Language</td>
<td>Dari/Farsi</td>
</tr>
<tr>
<td>Home Living</td>
<td>Perth, Australia</td>
</tr>
<tr>
<td>Year start living in Australia</td>
<td>2007</td>
</tr>
<tr>
<td>Occupation</td>
<td>College Student</td>
</tr>
<tr>
<td>School / University</td>
<td>ECU Joondalup, Western Australia</td>
</tr>
<tr>
<td>Religion</td>
<td>Islam</td>
</tr>
</tbody>
</table>
Second, as the main data, the result of students’ interviews revealed many things, from the students’ background, student’s steps and strategies, their difficulties and motivation in second language acquisition or learning process. These points are elaborated descriptively in paragraphs.

For the interview, the researcher also made an interview guideline which consist of twenty four questions about immigrant student’s second language acquisition. The following question will be presented below:

1. At what age did you immigrate to Australia?
2. What languages did you use before you move to Australia?
3. Could you speak English before immigrating in Australia? If yes, how did you learn?
4. Once you live in Australia, how did you begin to learn English?
5. What are the steps that you took to gain English start from the first time you learn till you got enough ability in mastering English language?
6. Who is the most often to assist you in learning English language?
7. Which way do you prefer to learn English vocabularies?
8. Did you use any learning resources? What kind of learning resources did you use?
9. To whom did you oftentry to speak English?
10. When did you often to use or practice your English in your daily life?
11. Where did you often to use and practice your English?
12. What did you do when you have to start the communication with Australian citizens?
13. Why did you choose to take those ways or strategies?
14. To whom did you prefer to practice your English communication ability?
15. Have you ever had to use Unspoken Communication to start the communication with Australian citizens? If yes, please tell the story in detail!
16. How long did you spend time to learn English till you can speak, read and write fluently?
17. When did yourself often motivated to learn English? (when
did you get motivated to learn English)
18. Who is the most frequent to motivate you in learning and mastering English language?
19. Why did u prefer to choose those motivations as a tool to improve your learning spirit?
20. What difficulties that you experienced during your learning English?
21. When and where those difficulties often came to you?
22. Why those difficulties could happen to you?
23. How did you face and solve those difficulties?
24. What is your main purpose to learn English? (For job, school, community survival, etc.)

<table>
<thead>
<tr>
<th>Table 3.6 Interview Guideline</th>
</tr>
</thead>
</table>

Before going to data analysis, the writer found the images of respondents’ background as below:

1. Respondent I

   Name of Respondent I is Nealufar Amiri. She is now 16th years old and 9th years old when she was moving to Australia from her home country Afghanistan.

   (Data 1): “Around the age of 9 years old”. (A2.2)

   Nealufar’s parents and family moved to Australia due to the conflict between Afghanistan and Russia. She spoke Farsi or Dari before learning English and start to be acquainted with English language when she was migrating to Australia by joining school and start everyday communication. She could not speak English language before her learning period in Australia.

   (Data 2): “I spoke Persian/Farsi”. (A2.4)

   (Data 3): “I learnt English through school”. (A2.8)

   (Data 4): “No, I could not”. (A2.6)
Nealufar Amiri took around three years to spend for her learning process until she could speak fluently.

(Data 5): “I had made progress very slowly through years; basically it has taken me 3-4 years to speak fluently”. (A2.32)

The three respondents are siblings as Nealufar Amiri is a sister of the two others respondent.

2. Respondent II

Second respondent named Wahab Amiri. He is now 12th years old. He was 5 years old when he was moving to Australia.

The background family and country is the same with Nealufar Amiri as they are brother and sister. He could not speak English before migrating to Australia until he learned English through school.

(Data 6): “I went to kindergarten and started studying English classes first”. (B2.8)

The same reaction about English ability before migrating was also reflected in B2.6. The second respondent was spending around two years to master English language.

(Data 7): “It took me a while about a year to speak English but after two years I could spook frequently”. (B2.32)

3. Respondent III

The third name of respondent is Hamid Amiri. He is now 25 years old and was 18 years old when he moved to Australia. He had the same family background as the two others respondent. This college student learned English even before migrating to Australia on 2002. And he
improved his second language skill through some courses in Australia on 2007.

(Data 8): “I learned English on 2002 before coming to Australia; once I arrived there I did some courses to improve it that was back on 2007”. (C2.6)

The third respondent was spending less than a year to master English language during his learning in Australia considering he learned the target language before migrating to the destination country.

(Data 9): “Almost a year”. (C2.32)
CHAPTER IV

DATA ANALYSIS

The result of students’ interviews revealed many things, from the students’ background, student’s steps and strategies, their difficulties and motivation in second language acquisition or learning process. These points are elaborated descriptively in paragraphs.

The elaborations of each findings are strengthened by data from the interview process. For the easy way, the researcher uses codes to show the data from the interview process. The first code, such as Data 1, Data 2, Data 3, etc. Comes before the quotes of transcriptions. It shows the numbers of data which is taken to support the findings. The second one is the code in the end of each transcription, such as A2., B2., C2., and so on. These codes are employed to trace the data in the enclosure.

A. Students’ Steps to Acquire English as Second Language

1. Watching Movies

   Based on the interview, the researcher found some immigrant student’s steps during their learning English. One of them is learning by watching movies.

   Watching movies is considered very helpful for these immigrant children in improving their ability to speak English. Movies that are
considered attractive to be used as a medium of learning for pupils children are cartoon movies.

Watching movies is often done during the day after school hours. Besides watching the cartoon to relieve fatigue and tired after school, this is a fun way for children to acquire English Language. The funny cartoon character and unique with pictures colorful background could enhance the spirit of children's learning. They chose this method because it is easier and more enjoyable.

(Data 10): “The steps I took were very basic, every afternoon I used to watch cartoons, play with the neighbors kids and even sometimes i use to read simple books which helped me with my English both verbally and emotionally.” (A2.10)

(Data 11): “I used to watch cartoons after school to learn English and reading story books. The strategies that helped me most were; watching English movies (mainly cartoon) which helped me with understanding and speaking Basic English. Also another good way is to be around with people who speak fluent English, communicating with people is an ideal way of learning a second language”. (B2.10)

2. Memorising Vocabularies

Vocabularies have been known as an important attribute to gain abilities in acquiring language. And apparently it cannot be ignored by some of the immigrant children. They claimed that memorizing vocabularies is one way they have chosen as a bridge in learning English language.
The best way to learn English is memorizing Vocabularies and communicate with others. First thing I did, was memorizing simple words one or two words a day. Day by day I increased the number of words, it comes to points where I memorized more 120 words a day that really help my vocabularies and my speaking.” (C2.10)

In general, there are several ways to acquire vocabularies such as:

- learning through pictures or image, through sounds or music, and
- Learning through modelling or body movements.

And at the end of the interview results obtained information that most of those students like to use pictures and also sounds to be the choosen ways.

(Personally, I think the most convenient and understandable way is to understand through sound and images, they are the two keys that can help a lot.”) (A2.14)

“I prefer through sounds and pictures are the best to learn English” (C2.14)

“I prefer to learn through images” (B2.14).

3. Reading Books and Newspaper

As discussed above, vocabulary is important for acquiring the language. Its not questionable that vocabulary also important for for reading comprehension and vocabulary growth is positively affected by reading.

By reading books or newspaper it can help students to improve their linguistic knowledge. As those childs students were prefer to use the books story to acquired their grammatical skills.

“I used to watch cartoons after school to learn English and reading story books. The strategies that helped me most were; watching
English movies (mainly cartoon) which helped me with understanding and speaking Basic English. Also another good way is to be around with people who speak fluent English, communicating with people is an ideal way of learning a second language” (B2.10)

(Data 17): “The steps I took were very basic, every afternoon I used to watch cartoons, play with the neighbors kids and even sometimes i use to read simple books which helped me with my English both verbally and emotionally” (A2.10)

And for the adult learner, reading newspaper is a good way to improve their ability in English language.

(Data 18): “I applied these strategies by memorizing vocabs, reading newspapers and mainly watching movies in order to increase my understanding of the visual text. And i also learned English by reading books and newspaper most of the time.” (C2.10)

4. Communication with People

Communication with others is the best way for speaking ability improvement. Most of the immigrant students acquired language within the context of interaction with their kids friends. It can be practiced at school or neighbourhood environment.

(Data 19): “I did try to speak with my class mate and neighbour’s kids. Sometimes i used to talk to my sister and brothers.” (B2.18)

(Data 20): “I tried speaking English to my siblings and neighbours” (A2.18)

For adult learner, English can be practiced at work place and also collage. Talk to classmates and work partners is the best way to improve English communication ability.

(Data: 21): “When i go to work, talk with my mates or watch an English TV channel”. (C2.20)
Communication between two or more individuals is accomplished in many ways. Words are only one of these ways. The kids student often found difficulties to speak and understand to the advance English speaker. So that they tried to kept up the communication by using unspoken communication in the form of body language, gestures, and facial expression.

(Data 23): “When I first arrived in Australia my English was very weak, so I had to use hand movement and change my body posture frequently in order for people to understand what I’m saying, mainly this occurred when I first started school and tried to explain situations to my teachers” (A2.30)

(Data 24): “When i went for playing with my friends i had to do hand movement and change my body parts to make them understand”. (B2.30)

For adult immigrant student, unspoken communication is not preferrable way to choose. They more under managable in self management and self correction for speaking with native English speakers.

(Data 25): “No, i didn’t use any of unspoken communication” (C2.30)

5. Using Dictionary as Learning Resources

Probably the best known resource is the dictionary. Dictionaries can be either monolingual or bilingual. Those immigrant students used Bilingual one considering that monolingual dictionaries are those that native speakers use.
Concerned that those students can’t speak English before they move to Australia, they choose using Bilingual dictionary as their learning resource that can help them to acquire vocabularies.

The immigrant students prefer to use dictionary rather than grammar books or flash card. This because it is easier to understand in using their native languange (Farsi-Dari) to English language dictionary rather than using grammar books and flash card. This is also due to the more available Farsi-English dictionary than Farsi-English grammar books or flash card.

(Data 26): “I used dictionary and taking notes to help me understand and learn”. (A2.16)

(Data 27): “Yes, i used dictionary”. (B2.16)

(Data 28): “I used dictionary as source of language resource” (C2.16)

B. Students’s Strategies in Applying English in Their Daily Life

1. Communication Strategy

Communication is one of many ways to acquire English Language. To communicate become a problem if L2 learner does not have adequate provisions to converse with L2 speaker. And communication strategy could be a solution for those immigrant students in their daily communication.

a. Using Unspoken Communication

Being able to deal with situations where those immigrant students are in over their head is very important for them mainly for the lower
levels of proficiency. Normally, this strategy is preferred by kids student. When they do not know what words to express the feeling then they use their parts of body to make other people understand.

(Data 29): “When I first arrived in Australia my English was very weak, so I had to use hand movement and change my body posture frequently in order for people to understand what I'm saying, mainly this occurred when I first started school and tried to explain situations to my teachers”. (A2.30)

(Data 30): “When i went for playing with my friends i had to do hand movement and change my body parts to make them understand”. (B2.30)

b. Taking Control of Learning and Linguistic Behaviour

This kind of strategic competence is more important at higher levels of foreign-language proficiency. Adult learners tried to keep up in communication using the normal accent style of Australian citizens.

(Data 31): “once i learned English that was normal talking with anyone with English background”. (C2.24)

2. Memory Strategy

Di dalam berkomunikasi ada beberapa frase ataupun utterances yang diucapkan for the L2 learner kepada L2 speaker. Frase tersebut tidak lain diperoleh ketika mereka belajar di sekolah ataupun di sekolah melalui panduan guru ataupun buku. Once the students outside the school or home where they were prosecuted independently without teacher or book guidance, then they should use their memory to produce utterances in communication with others.
Immigrant children use this memory strategy as one of the early attempts to communicate with Australian Citizens. It shows that they used some greetings expressions that they have learned and memorised.

(Data 32): “I use to start conversations with warm greetings that used simple English. And usually used hand and body movements for them to understand”. (A2.24)

This memory strategy was an easy way and convenient to use for the immigrant child student in the communication time.

(Data 33): “Because these ways were most convenient and easy to use”. (A2.26)

And for those adult learner and who were studied English through the course in their early stay in Australia, they used to talk with Australian citizens with all the words, phrases, utterances that they have gained and memorised already from the course as the normal talking in communication.

(Data 34): “once i learned English that was normal talking with anyone with English background”. (C2.24)

C. Learning Difficulties Found by Immigrant Pupils

It is logic that in the learning and teaching process there are some difficulties. Similarly happened with the immigrant children. In every difficulty that they faced is a bridge to find a way out or a solution for themselves.
1. Speaking Problems

The most problems faced by second language learner is speaking problems. Its due to their demand to live around English community so that they have to interact with people as a social human being.

(Data 35): “Speaking and learning. Because I could not speak” (B2.40)

(Data 36): “When I was speaking English and that was when I first started learning English back on 2002” (C2.42)

This problem often came during the school, neighbourhood and shopping time. In these time they met various people from English background. They have to adapt their speaking skills in order to give or ask information through communication.

(Data 37): “At the shops and school”. (B2.42)

(Data 38): “Those difficulties came to me when I was first new at school and in the neighbourhood” (A1.42)

a. Trying to Keep Up During Conversation

Immigrant students have many difficulties dealing with the speaking problems. One of them is trying to keep up during the conversation with others.

It is difficult to try to understand what people says when they speak fast and fluently during the L2 learning process. Moreover, if the study is about a language that has different structural linguistic. Its often came at earliest stage of their learning time to interact with others.

(Data 39): “Those difficulties came to me when I was first new at school and in the neighbourhood”. (A1.42)
b. Practicing English Pronunciation

Pronunciation is one of speaking skill’s elements. The difficulties came when the sounds of second language words are totally different to the learner’s first language.

(Data 40): “The only difficulty I experienced was practicing the pronunciation English sounds and words”. (C2.40)

This obstacle came to the learner because in the respondent’s case, English alphabet is different from farsi alphabet and it caused pronunciation problems which is highly opposite to the way of how to read. This is shown by the statement that English alphabets and words are difficults for the learner seen by calling them symbols.

(Data 41): “Because, there are a lots of symbols for pronunciation”. (C2.44)

D. Students’ Motivation to Learn English as Second Language

Motivation in language learning refers to what purpose you have or why you are studying a language. To those immigrant students they have difference purpose on their language study.

Some of them studied English due to their demands of school requirements, personal edification and community survival needs.

(Data 42): “The main purpose for me is that; I guess that I learnt English because i would like to be able to speak correctly and communicate well with others and hopefully obtain the best possible job in the future. Also because I live in an English-speaking country. I learned English firstly because it is a compulsory subject in school in Australia and secondly because I love to watch television that obtain and use the English language. Also I like to be able to speak English correctly as it is my language. ” (A1.48)
(Data 43): “The main purpose is that I could get along with my friends at school”. (B2.48)

(Data 44): “English is an international language, I learned even before migrating to Australia.” (C2.48)

(Data 45): “I got motivated to learn English due to wanting to understand the most common used language in the world”. (C2.34)

Some of them even did not want to take a foreign language and feel that they are being forced into it because of the survival needs. In this case they have to make themselves interesting to learn English by watching movies and TV programme.

(Data 46): “I didn’t exactly get motivated to learn English at all, but because I’m living in a western country, English is the most common and used language. I got motivated by watching movies and television which made me very interested to learn the language” (A2.34)

Statements above shows that for average rate, immigrant students have to do their second language learning for such outside reasons as school requirements and survival needs which preferred to call as extrinsic motivation.

The difference between child and adult second language learners motivation is based on the people who rules their motivation. Some of the child students had their external motivation which came from family, friends, and teachers as the most frequent people who motivate them.

(Data 47): “The most frequent people would most certainly be my teachers and friends”. (A1.36)

(Data 48): “Friends or family”. (B2.36)
And for the adult learner they had their internal motivation that came from inside themselves.

(Data 49): “Myself”. (C2.36)
CHAPTER V

CLOSURE

A. Conclusion

Based on the data analysis and the results of the study, the researcher drawn the following conclusions:

1. The immigrant students steps in Australia to acquire English in their learning process concluded as follows:
   a. Watching Movies
   b. Memorising Vocabularies
   c. Reading books and Newspaper
   d. Communication with people
   e. Using Dictionary as Learning Resources. This way was formed their language ability especially in speaking skill.

There is no single way in which learners acquire a knowledge of a second language (L2). Different learners in different situations learn a second language in different ways.

The immigrant students’ acquisition model in acquiring their second language mostly obtained by learning through courses and schools which is called as guided language acquisition or learning. Eventhough daily communication and other ways of natural learning fashion also help them in acquiring English language, still they were not free from systematic guidance.
To support their steps in the learning process, they have also some strategies to help them particularly in everyday communication with Australian citizens or professional English speaker. And still the success of second language acquisition cannot be separated from the purposes of learning a language and also motivation to learn.

2. The immigrant students in Australia have some strategies to apply their language ability in the daily life. There are two strategies as written below:

a. Communication Strategy

   The most preferred way to learn English for immigrant students is communication strategy. In this model of strategy, the students have to find out the way to interact with others and solve their difficulties in their own style. To interact with other people and try speak to them in English is a faster strategy to master speaking ability.

b. Memory Strategy

   And the other strategy is memory strategy also helped them to acquire English language. This way of learning helped them through brain function as the storage of information or memory.

3. The general difficulties found by immigrant students in their learning process to acquire English as their second language are various as explained below:
a. Trying to Keep Up During Conversation

The difficulties came more when the immigrant students did not take any English course before migrating. It shown by the long period needed around two untill four years long for no English provisions students. But for the student who had English course before might acquire English easier by less than a year period.

As the respondents’ first language is Farsi or Dari language has different structure to the English language, there were problems faced by immigrant students in their learning process. The most prominent problem is English speaking complications. Some of them felt difficult to keep up the conversation with Australian citizens or professional second language speaker.

b. Practicing English Pronounciation

To transfer the first language to the second language is quite difficult for the immigrant students because their mother language has different structure with the target language. The way around of target language translation became a problem. As a theory by Marysia Johnson (2004, p.22): “When both languages, first and second, possess the same structures, language transfer will be positive, and the process of learning a second will be facilitated and accelerated. That is why some of immigrant students got difficulties to practice their English speaking especially in practicing pronunciation or sounds.
4. The immigrant students’ motivation in learning English as second language are different from one to another. Acquiring and learning English as second language could not be separated with learner motivations. There are two motivations choosen by them as follows:

a. Internal Motivations or Intrinsic Motivations
b. External Motivations or Extrinsic Motivations

Both motivation above could help immigrant students to lift up students’ pretension in learning target language.

Being motivated also depend on the learning purposes. There are various purposes type for each students such as:

a. School Requirements
b. Personal Edification

B. Suggestion

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for other immigrant students or the students who want to migrate into Australia or teachers and parents who involve to help the immigrant students to learn their English as second language:

1. To learn second language in English speaker community is so much easier to take daily communication practice to master the target language quicker especially in speaking ability.
2. Watching movies, reading story books and playing around with second language speaker peer is good choices for those kid students. And reading newspaper, hang out with professional peers is more suitable to take for those immigrant adult students.

3. Making control of self correction during everyday communication is a quick way to push ourselves to understand a second language quicker and it is as problem solving for difficulties during the learning period.

4. The guidance and motivations from teachers or parents can help students to improve their external motivations in learning second language process.

And the last suggestion is pointed to the future researchers:

1. Though this research is incomplete, so that the writer count on the next researcher complete all aspects of the research that has not been achieved by the researcher as occured in taking the respondents problems which only covered the immigrants from Afghanistan, it will be better for the next research to take the respondents from various country of the immigrant students to take part of the research, so that the research report can be more valid and has many more data to be analyze and discuss.
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Goh, Christine C.M; Silver, Rita Elaine (2004). *Language Acquisition and Development*. Pearson Education South Asia Pte Ltd. ISBN 981-244-716-4


Reilly, Natalia (2012). *Vygotsky’s Socio-Cultural Theory in Terms of Application to SLA*. Copyright© Natalia Reilly. Pdf


Curriculum Vitae

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2010-2015: STAIN Salatiga

February, 10th 2015

Masita Amalia
Transcription

Saturday, 3 January 2015 at 12.30-13.00 p.m.

A1 = interviewer, A2 = interviewee

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<tr>
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<tbody>
<tr>
<td>A1.1</td>
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<td>A2.2</td>
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<td>A2.10</td>
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<tr>
<td>A1.11</td>
</tr>
<tr>
<td>A2.12</td>
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</tbody>
</table>
| A1.13         | Which way do you prefer to learn English vocabularies?  
|               | a. Learn through pictures or images  
|               | b. Learn through sounds or music  
<p>|               | c. Learn through modelling or body movements |
| A2.14         | Personally, I think the most convenient and understandable way is to understand through sound and images, they are the two keys that can help a lot. |
| A1.15         | Did you use any learning resources? What kind of learning resources did you use: dictionary, notes or flashcard? |
| A2.16         | I used dictionary and taking notes to help me understand and learn |
| A1.17         | To whom did you often try to speak English? |
| A2.18         | I tried speaking English to my siblings and neighbours |
| A1.19         | When did you often to use or practice your English in your daily life? |</p>
<table>
<thead>
<tr>
<th>A1.21</th>
<th>Where did you often to use and practice your English?</th>
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<tbody>
<tr>
<td>A2.22</td>
<td>I used and practiced English at home, with my friends and mainly at school</td>
</tr>
<tr>
<td>A1.23</td>
<td>What did you do when you have to start the communication with Australian citizens (neighbors, friends, shopkeepers, teachers etc)?</td>
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<tr>
<td>A2.24</td>
<td>I use to start conversations with warm greetings that used simple English. And usually used hand and body movements for them to understand</td>
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<tr>
<td>A1.25</td>
<td>Why did you choose to take those ways or strategies?</td>
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<tr>
<td>A2.26</td>
<td>Because these ways were most convenient and easy to use</td>
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<tr>
<td>A1.27</td>
<td>To whom did you prefer to practice your English communication ability?</td>
</tr>
<tr>
<td>A2.28</td>
<td>I preferred to speak English with my family, siblings, friends and neighbours</td>
</tr>
<tr>
<td>A1.29</td>
<td>Have you ever had to use Unspoken Communication to start the communication with Australian citizens? If yes, please tell the story in detail</td>
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<tr>
<td>A2.30</td>
<td>When I first arrived in Australia my English was very weak, so I had to use hand movement and change my body posture frequently in order for people to understand what I'm saying, mainly this occurred when I first started school and tried to explain situations to my teachers</td>
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<tr>
<td>A1.31</td>
<td>How long did you spend time to learn English till you can speak, read and write fluently?</td>
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<tr>
<td>A2.32</td>
<td>I had made progress very slowly through years; basically it has taken me 3-4 years to speak fluently</td>
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<tr>
<td>A1.33</td>
<td>When did yourself often motivated to learn English? (when did you get motivated to learn English)</td>
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<td>A2.34</td>
<td>I didn’t exactly get motivated to learn English at all, but because I’m living in a western country, English is the most common and used language. I got motivated by watching movies and television which made me very interested to learn the language</td>
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<tr>
<td>A1.35</td>
<td>Who is the most frequent to motivate you in learning and mastering English language?</td>
</tr>
<tr>
<td>A1.36</td>
<td>The most frequent people would most certainly be my teachers and friends</td>
</tr>
<tr>
<td>A1.37</td>
<td>Why did u prefer to choose those motivations as a tool to improve your learning spirit?</td>
</tr>
<tr>
<td>A1.38</td>
<td>Because without the use of books, television, and help from friends and family, I wouldn’t have been able to conquer and learn English</td>
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<tr>
<td>A1.39</td>
<td>What difficulties that you experienced during your learning English?</td>
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<tr>
<td>A1.40</td>
<td>My difficulties were trying to keep up when people are speaking</td>
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<td>A1.41</td>
<td>When and where those difficulties often came to you?</td>
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<tr>
<td>A1.42</td>
<td>Those difficulties came to me when I was first new at school and in the neighbourhood</td>
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<td>Q</td>
<td>Answer</td>
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<tr>
<td>A1.43</td>
<td>Why those difficulties could happen to you?</td>
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<tr>
<td>A1.44</td>
<td>Because I hadn’t still mastered the English language</td>
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<tr>
<td>A1.45</td>
<td>How did you face and solve those difficulties?</td>
</tr>
<tr>
<td>A1.46</td>
<td>I personally solved it by watching TV shows, trying to speak with friends and doing a lot of homework</td>
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<tr>
<td>A1.47</td>
<td>What is your main purpose to learn English? (For job, school, community survival, etc.)</td>
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<tr>
<td>A1.48</td>
<td>The main purpose for me is that; I guess that I learnt English because I would like to be able to speak correctly and communicate well with others and hopefully obtain the best possible job in the future. Also because I live in an English-speaking country. I learned English firstly because it is a compulsory subject in school in Australia and secondly because I love to watch television that obtain and use the English language. Also I like to be able to speak English correctly as it is my language.</td>
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</table>
**Transcription**

Saturday, 3 January 2015 at 14.00-14.30 p.m.

**B1 = interviewer, B2 = interviewee**

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<thead>
<tr>
<th>Transcription</th>
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<tbody>
<tr>
<td><strong>B1.1</strong> At what age did you immigrate to Australia?</td>
<td></td>
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<tr>
<td><strong>B2.2</strong> I was around 5 years old when I immigrated to Australia</td>
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<tr>
<td><strong>B1.3</strong> What languages did you use before you move to Australia?</td>
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<td><strong>B2.4</strong> I was speaking Persian/Farsi</td>
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<tr>
<td><strong>B1.5</strong> Could you speak English before immigrating in Australia? If yes, how did you learn?</td>
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<tr>
<td><strong>B2.6</strong> No I could not</td>
<td></td>
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<tr>
<td><strong>B1.7</strong> Once you live in Australia, did you begin to learn English through a course or learn by yourself?</td>
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<tr>
<td><strong>B2.8</strong> I went to kindergarten and started studying English classes first</td>
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<tr>
<td><strong>B1.9</strong> What are the steps that you took to gain English start from the first time you learn till you got enough ability in mastering English language?</td>
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<tr>
<td><strong>B2.10</strong> I used to watch cartoons after school to learn English and reading story books. The strategies that helped me most were: watching English movies (mainly cartoon) which helped me with understanding and speaking Basic English. Also another good way is to be around with people who speak fluent English, communicating with people is an ideal way of learning a second language</td>
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<tr>
<td><strong>B1.11</strong> Who is the most often to assist you in learning English language?</td>
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<td><strong>B2.12</strong> My family would be the number one priority whom have helped me</td>
<td></td>
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<tr>
<td><strong>B1.13</strong> Which way do you prefer to learn English vocabularies?</td>
<td></td>
</tr>
<tr>
<td>a. Learn through pictures or images</td>
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<td></td>
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<tr>
<td>c. Learn through modelling or body movements</td>
<td></td>
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<tr>
<td><strong>B2.14</strong> I prefer to learn through images</td>
<td></td>
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<tr>
<td><strong>B1.15</strong> Did you use any learning resources? What kind of learning resources did you use? Dictionary, notes or flashcard?</td>
<td></td>
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<tr>
<td><strong>B2.16</strong> Yes, I used dictionary</td>
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<tr>
<td><strong>B1.17</strong> To whom did you often try to speak English?</td>
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<tr>
<td><strong>B2.18</strong> I did try to speak with my classmate and neighbour’s kids</td>
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<tr>
<td><strong>B1.19</strong> When did you often to use or practice your English in your daily life?</td>
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<tr>
<td><strong>B2.20</strong> I used to talk to my sister and brothers.</td>
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<tr>
<td><strong>B1.21</strong> Where did you often to use and practice your English?</td>
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<tr>
<td><strong>B2.22</strong> At school and home</td>
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<tr>
<td><strong>B1.23</strong> What did you do when you have to start the communication with Australian citizens (neighbors, friends, shopkeepers, teachers etc)?</td>
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<tr>
<td><strong>B2.24</strong> I would usually use hand signal or body movement</td>
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<tr>
<td>B1.25</td>
<td>Why did you choose to take those ways or strategies?</td>
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<tr>
<td>B2.26</td>
<td>It was the only way</td>
</tr>
<tr>
<td>B1.27</td>
<td>To whom did you prefer to practice your English communication ability?</td>
</tr>
<tr>
<td>B2.28</td>
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<td>B1.29</td>
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</tr>
<tr>
<td>B2.30</td>
<td>When I went for playing with my friends I had to do hand movement and change my body parts to make them understand</td>
</tr>
<tr>
<td>B1.31</td>
<td>How long did you spend time to learn English till you can speak, read and write fluently?</td>
</tr>
<tr>
<td>B2.32</td>
<td>It took me a while about a year to speak English but after two years I could spook frequently</td>
</tr>
<tr>
<td>B1.33</td>
<td>When did yourself often motivated to learn English? (when did you get motivated to learn English)</td>
</tr>
<tr>
<td>B2.34</td>
<td>When I'm at school and home</td>
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<tr>
<td>B1.35</td>
<td>Who is the most frequent to motivate you in learning and mastering English language?</td>
</tr>
<tr>
<td>B2.36</td>
<td>Friends or family</td>
</tr>
<tr>
<td>B1.37</td>
<td>Why did u prefer to choose those motivations as a tool to improve your learning spirit?</td>
</tr>
<tr>
<td>B2.38</td>
<td>There was no other way</td>
</tr>
<tr>
<td>B1.39</td>
<td>What difficulties that you experienced during your learning English?</td>
</tr>
<tr>
<td>B2.40</td>
<td>Speaking and learning. Because I could not speak</td>
</tr>
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<td>Why those difficulties could happen to you?</td>
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<td>B2.44</td>
<td>Because I could not speak</td>
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<tr>
<td>B1.45</td>
<td>How did you face and solve those difficulties?</td>
</tr>
<tr>
<td>B2.46</td>
<td>I would use my hand and body</td>
</tr>
<tr>
<td>B1.47</td>
<td>What is your main purpose to learn English? (For job, school, community survival, etc.)</td>
</tr>
<tr>
<td>B2.48</td>
<td>The main purpose is that I could get along with my friends at school</td>
</tr>
</tbody>
</table>
### Transcription

Saturday, 3 January 2015 at 15.30-16.00 p.m.

C1 = interviewer, C2 = interviewee

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<tr>
<td>C1.1 At what age did you immigrate to Australia?</td>
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<tr>
<td>C2.2 18 years old</td>
</tr>
<tr>
<td>C1.3 What languages did you use before you move to Australia?</td>
</tr>
<tr>
<td>C2.4 I was speaking Dari before coming to Australia</td>
</tr>
<tr>
<td>C1.5 Could you speak English before immigrating in Australia? If yes, how did you learn?</td>
</tr>
<tr>
<td>C2.6 I learned English on 2002 before coming to Australia; once I arrived there I did some courses to improve it that was back on 2007</td>
</tr>
<tr>
<td>C1.7 Once you live in Australia, did you begin to learn English through a course or learn by yourself?</td>
</tr>
<tr>
<td>C2.8 I started learning English from basic and took year and half to finish it</td>
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<tr>
<td>C1.9 What are the steps that you took to gain English start from the first time you learn till you got enough ability in mastering English language?</td>
</tr>
<tr>
<td>C2.10 The best way to learn English is memorizing Vocabularies and communicate with others. First thing I did, was memorizing simple words one or two words a day. Day by day I increased the number of words, it comes to points where I memorized more 120 words a day that really help my vocabularies and my speaking. I applied these strategies by memorizing vocabs, reading newspapers and mainly watching movies in order to increase my understanding of the visual text. And I also learned English by reading books and newspaper most of the time.</td>
</tr>
<tr>
<td>C1.11 Who is the most often to assist you in learning English language?</td>
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<tr>
<td>C2.12 The most who assist me in learning English was my teacher and myself (my struggling)</td>
</tr>
<tr>
<td>C1.13 Which way do you prefer to learn English vocabularies?</td>
</tr>
<tr>
<td>a. Learn through pictures or images</td>
</tr>
<tr>
<td>b. Learn through sounds or music</td>
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<tr>
<td>c. Learn through modelling or body movements</td>
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<td>C2.14 I prefer through sounds and pictures are the best to learn English</td>
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<td>C1.15 Did you use any learning resources? What kind of learning resources did you use? dictionary, notes or flashcard?</td>
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<td>C2.16 I used dictionary as source of language resource.</td>
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<td>C1.17 To whom did you often try to speak English?</td>
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<td>C2.18 I spoke with my classmate and my teachers</td>
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<td>C1.19 When did you often to use or practice your English in your daily life?</td>
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<td>C2.20</td>
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Document for travel to Australia

This document is valid for single travel to Australia only.

PERSONAL DETAILS OF HOLDER

Family Name: AMIRI
Christian or Given Name: NAJAFI
Date of Birth: 11 Sep 1974
Place of Birth: AFGHANISTAN
Travel Document/Passport Number: 0000000000
Nationality: AFGHAN
Marital Status: SIGNED OF HOLDER

This document includes the photograph of the person whose details and photograph appear below. (Cross out unused)

Name: NAJAFI
Date of Birth: 11 Apr 1982
Place of Birth: AFGHANISTAN
Relationship to Holder: BROTHER

Photograph
(Cross out unused)

Photograph
(Cross out unused)

Photograph
(Cross out unused)

(Official Use - On Arrival)
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 322706 Fax322433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : Sti.24/ K-1/ PP.00.9/ I-2.1. .. /2015
Lamp. : Proposal Skripsi
Hal : Pembimbing

Salatiga, 27 Januari 2015

Yth. Dr. H. Sa’adi, M.Ag.
Rifqi Aulia Erlangga, M.Hum
Dosen Pembimbing Skripsi

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1) Saudara ditunjuk sebagai
Dosen Pembimbing mahasiswa :

Nama : Masita Amalia
NIM : 11310138
Jurusan : TBI
Judul Skripsi : DESCRIPTIVE ANALYSIS OF ACQUIRING ENGLISH
LANGUAGE AS SECOND LANGUAGE FOR IMMIGRANT
STUDENTS IN AUSTRALIA 2014

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

[Signature]

[Stamp: Dr. H. Agus Waluyo, M.Ag.]
NIP. 19750211 200003 1 001

[Signature]

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
### LEMBAR KONSULTASI SKRIPSI

**NAMA MAHASISWA**: Masita Amalia

**NIM**: 111.101.18

**PEMBIMBING**: Dr. Sa'adi, M.A.

**JUDUL**: Descriptive Analysis of Acquiring English as Second Language for Immigrant Students in Australia

### TANGGAL | ISI KONSULTASI | CATATAN PEMBIMBING | PARAF
---|---|---|---
1 6/6/05| Proposal | To be reviewed | \[\]
2 6/6/14| Proposal | To be revised | \[\]
3 8/6/14| Chapter I | To be revised | \[\]
4 2/6/14| Chapter II | To be revised | \[\]
5 2/6/14| Chapter III | To be revised | \[\]
6 2/6/14| Chapter IV | To be revised | \[\]
7 2/6/14| Chapter V | To be revised | \[\]
8 2/6/14| Chapter VI | To be revised | \[\]
9 2/6/14| Chapter VII | To be revised | \[\]
10 2/6/14| Chapter VIII | To be revised | \[\]
11 2/6/14| Chapter IX | To be revised | \[\]
12 2/6/14| Chapter X | To be revised | \[\]
13 2/6/14| Chapter XI | To be revised | \[\]
14 2/6/14| Chapter XII | To be revised | \[\]
15 2/6/14| Chapter XIII | To be revised | \[\]
16 2/6/14| Chapter XIV | To be revised | \[\]
17 2/6/14| Chapter XV | To be revised | \[\]
18 2/6/14| Chapter XVI | To be revised | \[\]
19 2/6/14| Chapter XVII | To be revised | \[\]
20 2/6/14| Chapter XVIII | To be revised | \[\]
21 2/6/14| Chapter XIX | To be revised | \[\]
22 2/6/14| Chapter XX | To be revised | \[\]

**CATATAN:**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

**PEMBIMBING**

---

\[\]
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Masika Amalia  
**NIM:** 11310138  
**Pembimbing:** Rizqi Aulia Erlangga, M.Hum  
**Judul:** Descriptive Analysis of Acquiring English as Second Language for Immigrant Students in Australia Year 2014/2015

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**Catatan:**  
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Salatiga, 18 September 2014

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