

Convergence Theory Related to The Language Ambassador Speaking English Ability

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Abstract

This study examines the convergence theory's applicability in the language acquisition process of two language ambassadors who possess excellent English speaking abilities. The research utilizes a qualitative method, employing in-depth interviews as the primary data collection tool. The respondents, Vina and Rafli, were selected based on their outstanding English proficiency demonstrated through language tests and academic achievements. Findings reveal that both internal factors (such as interest and talent) and external factors (such as supportive environments and learning facilities) significantly contribute to the respondents' language proficiency. The study concludes that the convergence theory accurately explains the language acquisition process in the cases of Vina and Rafli.

Keywords: Language Acquisition, Convergence Theory, Speaking English Ability

Abstrak

Penelitian ini mengkaji penerapan teori konvergensi dalam proses pemerolehan bahasa dari dua duta bahasa yang memiliki kemampuan berbahasa Inggris yang sangat baik. Penelitian ini menggunakan metode kualitatif, menggunakan wawancara mendalam sebagai alat pengumpulan data primer. Para responden, Vina dan Rafli, dipilih berdasarkan kemampuan bahasa Inggris mereka yang luar biasa yang ditunjukkan melalui tes bahasa dan prestasi akademik. Temuan mengungkapkan bahwa faktor internal (seperti minat dan bakat) dan faktor eksternal (seperti lingkungan yang mendukung dan fasilitas belajar) secara signifikan berkontribusi terhadap kemampuan bahasa responden. Studi ini menyimpulkan bahwa teori konvergensi secara akurat menjelaskan proses pemerolehan bahasa dalam kasus Vina dan Rafli.

Kata Kunci: Pemerolehan Bahasa, Teori Konvergensi, Kemampuan Berbahasa Inggris

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INTRODUCTION

Education plays an important role in improving the quality of human resources. Education and language are closely related. Language plays a crucial role in life because it serves as the main means of communication in the learning process (King, 2018). Through the use of language, a person can interact, convey their ideas, ideas, and thoughts (Renaldi et al., 2023). Language is not just a tool for communication, it is a gateway to understanding and embracing diverse cultures. The ability to speak English fluently has become an important asset for individuals who want to actively participate in the global community (David Crystal, 2016).

English is a global and international language that functions as a means of communication between various countries. Learning English has become a necessity and understanding that cannot be ignored. Understanding English is a must for all of us. By mastering this language, a person will have a broad view and knowledge, both on a national and international scale (Hamdani & Ouwang, 2021).

Communication through speech is among the utmost essential abilities in English language. Public speaking in English poses challenges for Indonesian students since it is acquired as a foreign language. Consistent and efficient speaking practice is necessary (Giri Aditama et al., 2020). English speaking skill is regarded as the foremost aspect of English communication. For students in Indonesia, English is considered a foreign language (EFL), and consequently, many of them still encounter difficulties when it comes to conversing effectively in their daily activities. Despite having studied English from childhood through university, a significant number of Indonesian students face challenges in mastering spoken English (Pratiwi & Prihatini, 2021).

As English continues to strengthen its status as a lingua franca, young people must equip themselves with good English skills to be able to compete in the midst of intense global competition (David Crystal, 2016). The language ambassador program is present as a forum for young people to develop each other in the field of language, including English. The selection of language ambassadors is an annual program organized by the Ministry of Culture's Language Agency. The finalists were selected through a long and rigorous selection series. One of the tests tested on language ambassadors is the ability to speak in English through interviews and presentations using English. This is done in order to get language ambassadors with good English skills so that they can be an example for the younger generation in improving English proficiency. Currently, there are more than 200 language ambassador members in Lampung and have had careers with various professions, such as teachers, entrepreneurs, government employees, private employees, presenters, lecturers, and others. Almost all language ambassadors have good English skills, so it is very interesting to know the process of acquiring the language. What factors influence the language ambassadors so that they can speak English well enough.

Muhammad Peri Syaprizal in his article entitled *The Process of Language Acquisition in Children* said that language is considered as something extraordinary because it is a tool for humans in thinking and is an initial source of understanding and knowledge. As a symbol of understanding, language allows humans to understand the surrounding world and achieve knowledge and skills (Syaprizal et al., 2019). Second language acquisition is naturally the acquisition of a foreign language that occurs in everyday communication, independent of teaching or leadership, teachers. There is no uniformity of means, Each individual acquires a second language in his or her own way (Sundari, 2018). The success of each individual second language learner is determined by cognitive learning activities (part of left-brain work) and extroversive affective factors (which are part of the right brain potential) (dailatus Syamsiyah, 2017)

An individual acquires a second language through a natural process involving various factors and certain stages (Susan, 2015). To find out the process of language acquisition in a person, there are several theories that can be used as a reference. The theory of nativism comes from the word *natis* which means born, natives; birth, renewal. The theory of nativism states that development is solely determined by innateness, namely innate carrying, which is carried from birth (Hidayah et al., 2021).

Noam Chomsky, who founded the linguistic school "Transformational Generative Grammar," prefers nativism because he believes in the existence of LAD (language acquisition device) that children are born with (Hasanah, n.d.). With LAD the child can learn language, conduct experiments, make hypotheses, and finally be able to master adult language. The theory of empiricism (by John Lock) holds that a child's development or a child's success is determined by the education or teaching the child receives from parents, the environment, and society at large (John Luce, 2021). Through education or teaching, children are knowledgeable, trained, educated, forged and prepared to face the future.

The theory of empiricism comes from the word empirical, meaning experience. So this theory means that development depends solely on environmental factors (Sanaya et al., 2023). This school of empiricism assumes that a newborn child is like clean paper (tabularasa). John Locke's concept of tabula rasa states that the human mind is born as an "empty table" filled with experience and perception through observation and experience from the outside world (John Luce, 2021). So that the development of the child, good and bad is determined by environmental factors alone, while congenital factors have no effect. So the environment in which the child lives is the most important factor that shapes the personality of the child

Convergence theory is a school that combines the above two schools (Nativism and Empiricism), Convergence is the interaction between heredity factors and environmental factors in the process of behavioral development (C A. Sabekti, 2009). According to this school, heredity will not develop naturally if it is not given stimulation from environmental factors, on the contrary, stimuli from the environment will not build the development of children's idial behavior without being influenced by heredity factors. This convergence theory was pioneered by William Lois Stern (1871-1936). Stern was one of the pioneers of modern psychology and his role lies in his ability to unify conflicting theories to explain behavior, namely between nativism and empiricism. He was born in Germany in Berlin on April 29, 1871. but died in the United States in Durham, North California on March 27, 1938(Mushlihin, 2013).

The flow of convergence was born due to differences of opinion about two factors that affect children's moral development, namely heredity (heredity) and Milliu (environment). Educators, biologists, psychologists and others are thinking about and trying to find answers to the question: is human development dependent on nature or environment? Or in other words, in the development of young people to become adults, brought from offspring (carrying) or environmental influences(Agoes, 2008). Jamaludin Darwis defines convergence theory linguistically, which comes from English from the word verge which means to unite, gets the prefix con which means to accompany, and gets the suffix ance as a noun former. While the term convergence means a combination of outer and inner entities, namely between the social environment and heredity. English dictionary Convergence which means meeting at one point. in the dictionary of psychology, the flow of convergence is the

interaction between heredity and environmental factors in the process of behavioral development (Mushlihin, 2013).

Sumadi Surya Brata emphasized the convergence theory, namely that in individual development, both basic or innate and environmental play an important role, talent may already exist in each individual; However, the talent that is already available needs to find the right environment in order to develop. So according to this school, heredity will not develop naturally if it is not stimulated by environmental factors (Sumadi, 1998). Conversely, environmental stimuli will not foster the development of good behavior without being based on heredity factors. The determination of a person's personality is determined by both integral work (innate potential) and external factors (environment). Another figure of this theory is William Lois Stern (1938), there are several experiments to strengthen this theory, namely: Two identical twins, who have exactly the same talents, are upbringing and raised in families with different environments, will develop different traits. A person with a relatively backward level of intelligence, is given systematic education to master secondary school subjects. Until the end of the experiment, the person showed no significant progress. It is evident from both experiments that the environment has an influence on a person's development, but within the limits of existing nature. In essence, the environment and nature both affect a person's development. This is confirmed by Abdul Mujib that the determination of a person's personality is determined by the integral work between internal factors (innate potential) and external factors (educational environment) (Mushlihin, S.Pd.I, 2013).

Convergence theory is the focus of this study to prove its apathy in the process of acquiring English speaking skills possessed by language ambassadors. In this study, two language ambassadors were selected as respondents. The first responders are language ambassadors who have participated in student exchanges abroad, especially western countries that are English speakers. so that it proves that they already have a good ability to communicate using English. The second respondent is a recipient of a Ministry of Education and Culture foreign scholarship who has been accepted to continue his studies abroad which is also a Western country, so the ability to speak English is very necessary, the ability to speak English of the second respondent is also evidenced by a high IELTS score score. From the two respondents, it will be found out whether convergence theory really applies to the acquisition of English skills they have.

METHOD

This research will use qualitative methods with a case study approach and in-depth interviews as the main data collection tools. Qualitative research methods are research approaches that focus on a deep and interpretive understanding of social phenomena or human behavior. The aim is to gain deep insight into how people interpret and experience their world (Zuchri, 2016). Some distinctive features of qualitative research methods include:

1. Holistic understanding: Qualitative research tries to understand phenomena thoroughly and contextually, recognizing the complexity of human life.
2. Inductive approach: Data analysis in qualitative research is generally inductive, where findings and patterns are developed based on data collected, not from previous hypotheses or theories.
3. Diverse data collection techniques: Qualitative research uses a variety of data collection techniques, such as interviews, observation, or document analysis, to obtain rich and in-depth data.
4. Existence of the researcher as the main instrument: The qualitative researcher is considered as the main instrument in research, and his role, background, and influence should be considered transparently.
5. Social and cultural context: Qualitative research always pays attention to the social and cultural context in which phenomena occur, since this context is important to understand the meaning and experience of individuals or groups.

This qualitative research with a case study approach provides an opportunity for researchers to gain a deeper and holistic understanding of the factors that influence the English language skills of language ambassadors. Through in-depth interviews, researchers can directly interact with informants and engage in their social lives, allowing researchers to gain insights not only from theoretical perspectives, but also from the real experiences of informants. In conducting in-depth interviews, researchers need to prepare relevant and open-ended questions, so that informants can respond freely according to their experiences and views. In addition, the peculiarity of in-depth interviews is their flexibility in allowing researchers to explore topics in depth and obtain rich and detailed data.

The respondents of this study were 2 language ambassadors who were qualified to be research resource persons. The requirement is that they must have good English skills, especially in the ability to speak. This is proven by at least 2 things. First, the resource persons are exchange students abroad or have been accepted at overseas campuses to continue their studies. Second, their English language skills are proven by TOEFL/Ielts/IBT test scores. Based on these 2 criteria, researchers have selected 2 language ambassadors who meet the criteria as research objects. The 2 language ambassadors are Vina and Rafli.

During conducting the deep interview, the respondents were given 10 questions to determine the influence of inherent factors and the environment affecting their English language proficiency. Here are some sample questions asked: Since when have you liked English? Do you feel happy when learning English? Are you provided with supporting facilities to learn English? Do your parents provide motivation to continue learning English? And other questions aimed at exploring whether there is a relationship between inherent and environmental factors in the process of learning English conducted by the participants. The 10 questions given were the minimum number of questions provided to the respondents, and further questions would emerge and evolve based on the answers

given by the participants. A more detailed explanation regarding this matter will be discussed in the Findings and Discussion section.

Once the data is collected, researchers will process it by transcribing interviews, identifying patterns, and developing specific themes. The results of this analysis can later be compared with existing theories, so that researchers can make generalizations or conclude relevant findings. The involvement of researchers in the process of collecting and analyzing data can also help reduce bias and ensure the accuracy of research results. In addition, it is important for researchers to record field notes during the interview process, as additional information or specific context may emerge spontaneously during the interview session. This will help enrich the data already collected and give language ambassadors a more comprehensive perspective on English language skills.

In addition, qualitative research also includes the collection of data in various forms, such as images or video recordings, which can provide additional data and support key findings. The use of triangulation methods, which combines data from various sources, can increase the confidence and validity of research results. In conclusion, qualitative research with a case study approach and using in-depth interviews is a very relevant method to explore information about factors that affect English language skills in language ambassadors. With a deeper understanding of this, it is expected to contribute to the development of strategies and programs that are more effective in improving English language skills in the context concerned.

RESULTS AND DISCUSSION

Vina Qurrota Akyuningrum or Vina is a Lampung woman, born in West Lampung on July 2, 2001. She became the winner of the best fashion category in the 2020 Lampung provincial language ambassador election. Vina attended SDN 1 Lumbok Induk, SMPN 1 Warkuk Ranau Selatan, South Sumatra and continued at SMAN 1 Sukau West Lampung. After high school, he received a merit scholarship in the English Education study program, Indonesian Technocrat University. Vina has just finished her studies and is about to graduate this year. Vina has many achievements in the field of English, including 1st place in national English speech PHNC 2020 &2021 and 1st place in national English speech English Festival 2020 &2021. Muhammad Rafli Ramadhan or Rafli is a Minang man, born in Bandar Lampung, November 4, 2003. He became the second winner in the Lampung provincial language ambassador election held in 2022. Rafli attended Ar-Raudah Elementary School, then continued at Darul Ilmi Junior High School and Darul Fattah Quran High School. Currently, he is just about to graduate from high school and is preparing to study abroad with a government scholarship called the Advanced Indonesia Scholarship.

In 2022, Vina participated in an exchange program between countries called Global Upgrade. The Global Undergraduate Exchange Program (Global UGRAD) is a non-degree scholarship program for 1 (one) semester at universities in the United States sponsored by the United States Government, intended for S1 students who want to try a new study experience in the United States. This program

requires TOEFL, essay and interview using English in the selection process. Of course, this is important because the recipients of the program will later be sent to attend lectures on campuses in America. Of the hundreds of applicants, Vina finally passed and got the opportunity to study at the University of Central Missouri, United States for 1 semester. To get this program, Vina must take a TOEFL test called IBT. TOEFL IBT, also known as TOEFL Next Generation (NG), is the latest edition of TOEFL issued by ETS since 2005. However, in Indonesia it only began to be enforced in 2006 as an international test standard recognized worldwide. TOEFL also uses a computer as a medium, it's just that the test system uses the internet. Therefore, test takers directly answer questions from the center, namely ETS, online with a duration of 4 hours. The minimum score requirement that must be obtained to pass the Global Upgrade program is 60, and Vina managed to score 65 on this IBT test. This certainly shows the quality of Vina's English which is already very good.

In the same year, 2022, Rafli enrolled in the Advanced Indonesia Scholarship program held by the Ministry of Education and Culture. Indonesia Maju Scholarship or BIM is a scholarship program given to students / graduates who excel in academic and non-academic fields. BIM consists of degree scholarship programs and non-degree scholarships. The scholarship program with S1 and S2 degrees is carried out by the Education Financing Service Center, while the non-degree scholarship program, namely the Overseas S1 Preparation Program, is carried out by the National Achievement Center. BIM Overseas S1 Preparation Program is a scholarship program given to prepare outstanding students at the secondary education level to obtain S1 education opportunities abroad. Of the hundreds of applicants, Rafli managed to pass and received guidance to be accepted at universities abroad. Rafli enrolled in several universities in America and Australia. He was successfully accepted at 4 universities. They are Monash University, University of Western Australia, University of Toronto Canada, and University of British Columbia. To qualify at these universities, applicants must have a minimum Ielts score of 6.5, Rafli successfully passed the 4 semesters with an ielts score of 7.5. he also managed to get an advanced Indonesia scholarship from the government that will cover all living costs and education costs while he is studying abroad later. Of the four universities, Rafli has chosen the University of Toronto Canada as the place he will go to continue his studies. These facts show that Rafli's ability in the field of English is very good.

After listening to the facts about Vina and Rafli, we will describe what factors influence both of them in mastering English. Convergence theory states that both nature and environment play an important role in the process of acquiring a person's language. The trait in question is an interest or talent that is likely to already exist in each individual; However, the interests and talents that are already available need to find the right environment in order to develop. So according to this school, interests and talents will not develop naturally if they are not given stimulation from environmental factors. Conversely, environmental stimuli will not build the development of good behavior without being based on innate factors in the form of interests and talents. A person's abilities are determined by both integral work (innate potential) and external factors (environment). Both must complement

each other to make a person able to master certain abilities. In this case, specifically the English language skills possessed by Vina and Rafli as the object of research. We will find out whether there is a relationship between innate / internal factors with external factors in supporting their ability to speak English.

To find out this, researchers have conducted in-depth interviews with Vina and Rafli. The questions asked were arranged to explore information about the factors that affect their mastery of English. Some of the questions asked to the speakers include, since when did you start liking English? Who encourages to learn English? Do you feel happy when learning English? Do you have difficulties when learning English? Are you always motivated by yourself when learning English? and other questions that explore information about the innate factors or talent interests of the two respondents. In addition, other questions such as, are you given the facility to learn English by your parents? Is there an English extracurricular school that you attend? Do you take English lessons to improve your English skills? Do parents always motivate to study English diligently? and other questions that aim to find out internal factors that may affect the process of mastering English Vina and also rafli. From these questions, Vina and Rafli have provided answers that can explain whether this convergence theory applies to the language acquisition experienced by Vina and Rafli.

Rafli explained that he became interested in learning English since he was in elementary school. He is so happy to follow English lessons taught at school, because he feels that people who can speak English are cool people, so he feels interested and enthusiastic about learning English. Rafli's interest in English was also shown by participating in the extracurricular English club at his school. Not only when he was in elementary school, Rafli also continued to show his interest in learning English by returning to the English club when he was in junior high school. He also often learns to be independent by watching movies or listening to English songs. During high school, Rafli became more motivated to learn English because he realized that English is a gateway to access a lot of knowledge around the world, because English is an international language. He also continued his studies at the high school level by majoring in English. He admitted that he did not experience any objections or difficulties while learning English. He is even more motivated to continue to improve his English skills every day. This shows that Rafli's character has existed from the beginning. He has considerable interest and talent in mastering the English language.

Improving students' vocabulary skills can be achieved and is an important aspect in all learning methods, because students must stay motivated during the learning process to achieve success (Ahmad and Eko 2019). In addition to having a strong motivation from within, Rafli also said that his parents never limited the things he liked. Even his parents were always supportive when he decided to join the English club and even continued his studies at the high school level in the English department. Rafli is also facilitated by providing internet and learning devices such as laptops and mobile phones to support his English learning process. At school, rafli daily learned various theories and knowledge of English. Starting from writing, reading, listening, and speaking. All of them are in

English. The teachers and their school friends also communicate daily using English. Rafli's daily life is very close to English, this makes him grow up in a very good environment to make him further improve his English skills. Thanks to the environment and facilities that are very supportive in this English learning process, Rafli becomes more optimal in learning English. So that he was able to achieve a very proud achievement, namely getting a scholarship to continue studying abroad with full funding from the government.

From this we can see that Rafli's innate (internal) factors have been very supportive for him to learn English. We can see this in Rafli's huge interest and motivation in learning English. This interest and motivation is what drives him to continue learning to master English. externally (environmentally), Rafli's interest is also increasingly supported by the existence of facilities and a conducive learning climate both at home and at school. With an English major, Rafli admitted that he experienced a very rapid improvement in English far from before. Rafli believes that if only one factor is met, then he will not necessarily be optimal in learning English. If he only has high motivation but is not supported by good facilities and environment, then not necessarily he will be proficient in English like now. Vice versa, if he already has facilities and an environment conducive to learning, but his interests and talents are not there, it will be difficult for him to be able to study comfortably and achieve the best achievements. Therefore, innate factors and environmental factors are really interrelated and have a very big influence on the process of mastering English in Rafli. These 2 factors cannot be separated because they reinforce and complement each other. Thus, based on the explanation of the interview that has been conducted, it can be concluded that convergence theory applies to the acquisition of English speaking skills possessed by Rafli.

In Vina's case, she mentioned that she has been fond of English since her junior high school days. She was even willing to take lessons outside her province just to improve her English skills. Vina admitted that during her junior high school years, she attended school and took lessons in South Sumatra Province, even though her home was in Lampung Province. Her determination and dedication to learning English have helped her excel in the language. Now, she takes great pride in the progress she has made in mastering English since her teenage years. Indeed, Vina's location lives is already adjacent to South Sumatra Province, but she still needs 1 hour to get to school and her English tutoring. He even admitted that he always came early and left last so that he could study English longer at the tutoring place. He admitted that he really wanted to go abroad so he was very motivated to be able to speak English to achieve what he dreamed of. Vina's desire is very much in line with an opinion of Sofyan Hadi. The motivation to learn a second language can function integratively when the second language acquirer learns a language based on the desire to communicate with speakers of the language or become members of the community (stephen, 1978). Vina is always happy when studying English and is always enthusiastic about listening to the lessons delivered by her teacher, both at school and in the tutoring. In addition to tutoring, Vina also participated in extracurricular English at her school to hone her skills in English. From junior high school to high school, Vina has

always been active in the English club at her school. He is often sent to represent the school to participate in various English competitions. He has achieved various achievements that led him to win a scholarship when studying S1 at the Indonesian Technocrat University in the English Language Education study program. Vina admitted that she really enjoyed the process of learning English that she did from junior high school until now. There is no compulsion from anywhere for him to learn English, all the processes he goes through in learning English he does on the basis of self-awareness and strong motivation from within. Vina's high motivation and strong interest and talent in the field of English show that she already has a good internal factor in supporting her to have the ability to speak English.

In addition to the school environment and tutoring places that provide good English learning facilities, Vina is also supported by her parents to continue to improve her English skills. Vina shared that her parents always asked her to speak English every night for 3 minutes. This is done so that Vina always practices using English in everyday life. Vina also said that her parents often invited her to discuss by giving a theme and Vina had to explain the theme using English. A conducive home environment and parents who support his desire to learn English make his potential even more maximal. When he was in college, he rejoined the English community on his campus. He had represented his campus in participating in various competitions in the field of English and won the title. This certainly further supports Vina's competence in the field of English. The school, home, and campus environment that is very supportive in Vina's learning process mastering English is an external factor that is very helpful in Vina's English mastery process. This is in line with what Andiopenta purba conveyed in his research which said that formal and informal environments play a large role in the acquisition of second languages (Purba, 2013). Vina's good English skills finally led her to fulfill her dream abroad by being selected as a participant in the Global Grade program at the University of Central Missouri, United States.

Research by Peacock (2017) shows that factors such as the presence of native speaker communities, access to learning resources, and widespread use of the target language in daily interactions can positively influence individuals' language proficiency levels. In a supportive environment, individuals feel more motivated to develop their language skills as they perceive the benefits and relevance of the target language in their everyday lives (Peacock, 2017). According to research by Lamb (2020), intrinsic motivation, which arises from within the individual, tends to have a stronger influence than extrinsic motivation in achieving higher levels of language proficiency. Individuals who have a strong interest and desire to learn a language naturally are more motivated to achieve higher levels of language proficiency (Lamb, 2020). Thus, intrinsic motivation and a supportive learning environment play a significant role in an individual's language acquisition. Intrinsic motivation propels individuals to learn the language diligently and enthusiastically, while an environment that provides opportunities for interaction in the target language enriches one's language

proficiency. By understanding and leveraging these factors, individuals can effectively enhance their language abilities.

From Vina's story, we can also see that innate/internal factors and external factors are very influential in the process of language acquisition experienced by Vina. Since childhood, Vina has been eager to go abroad, which has motivated her greatly to learn English. She was even willing to travel long distances just to study the language. Her enthusiasm for learning English is evident, showcasing her strong motivation and interest in the language. This significant interest and talent have undoubtedly been instrumental in Vina's current ability to speak English fluently. Apart from internal factors, Vina also mentioned that environmental factors play a crucial role in fostering enthusiasm for learning English, especially the learning environment. School settings and routines play a vital role in the language acquisition process for students, cultivating a sense of belonging, confidence, and motivation to learn English as a Second Language (ESL). The school, with the support of teachers and its environment, can enhance students' willingness to acquire a new language. It has been proven that providing the right environment helps students maintain optimism and a positive attitude towards ESL learning (Hashim, 2018). The support from her parents who always asked her to speak English at home also greatly helped Vina develop her ability to speak English. This shows that Vina's parents already have a good understanding of psycholinguistics.

The importance of psycholinguistics in language acquisition lies in understanding psycholinguistic concepts, which allows parents or teachers to understand the processes that occur in the child's mind as they speak or hear. That way, when children face problems in language skills, parents or teachers can take a psychological approach as an alternative solution (Suci, 2015). The campus environment and community that she participated in also supported the process of undergoing English language learning, so these internal factors were very influential in supporting Vina's motivation to be able to speak English. Vina imagines that if she only had motivation without being supported by her family and the English study program she chose, then she would not necessarily be as proficient as she is now in English. vice versa, Vina feels that even though she already has strong facilities and support from the surrounding environment, if she does not have a strong motivation from within herself, then everything will only be in vain. He will not be comfortable when studying and it will only be a waste of time. Vina feels that innate factors and environmental factors have a big role in the process of acquiring English language skills that she has now. These 2 factors are very influential on his success in having good English skills today. Thus, it can also be concluded that convergence theory also applies in acquiring English speaking skills possessed by Vina.

After listening to the presentation and discussion of the results of in-depth interviews with 2 speakers, namely Vina and Rafli, it is known that Internal factors or Innate Factors cannot be separated from external factors in the process of acquiring one's language competence. The two influence each other and are inseparable. Differences in education, family, and regional origin are not a problem in the process of learning English, as long as the person concerned has high motivation and

is supported by a conducive environment and provides good facilities. Rafli, who is a Padang tribe and lives in the city of Bandarlampung, has very adequate facilities and access to access information. This was put to good use by Rafli to develop his interest in learning English with the facilities he had. Vina, who is a Lampung tribe and lives in an area very far from the city, has little difficulty in accessing information. But this does not prevent him from finding solutions and looking for a conducive environment to stay maximum in learning English. Vina is also fully supported by her parents to maximize her potential and talent interest in English. Although Vina and Rafli have different environments, they both have something in common within themselves. That is high motivation to learn English. so that with this motivation he can maximize his potential with the help of adequate facilities and a conducive environment, so as to create a good climate for learning mastery of English skills.

Convergence theory holds that child development or child success is determined by two factors, namely innate factors and the teaching process / environment. The story of Rafli and Vina has shown that this theory is proven to themselves. The good English skills they have are thanks to innate factors in the form of high motivation and talent and are supported by facilities and a conducive environment, so that their potential becomes maximized. Based on this convergence theory, parents and educators need to encourage gifted children to be able to obtain adequate education and training so that the child eventually becomes a truly expert and has excellence in his field. through the practice of convergence theory children who are gifted in English can be educated and trained to become English language experts

CONSLUSION

Internal factors (innate) and external factors (environment) are very influential in the acquisition of English language skills by individuals. The two speakers, namely Rafli and Vina, showed that high motivation and talent interest in learning English are important factors in developing their English skills. Facilities and support environments, including families and schools, also play a big role in maximising their potential in learning English. Both interviewees pointed out that the combination of their internal motivation and interest, as well as a supportive environment with family facilities and support, formed a conducive learning climate and enabled them to achieve good English skills. This proves that convergence theory, which argues that child development is determined by innate and environmental factors, applies to the acquisition of English language skills in Rafli and Vina. In convergence theory, the role of parents and educators is also very important to recognize children's talents and interests and provide adequate education and training so that talented children can develop expertise and excellence in areas of interest, as in the case of Rafli and Vina who have expertise in the field of English.

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