CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes english as foreign language, language learning and factors discouraging students in language learning.

A. English as a Foreign Language

In the 21st century, English has played an important role as a main subject in most schools. One of the major reasons is that English in language is used as a media for communication among people. As a result, it has become an important foreign language that students in many countries are required to study. The study of language is composed of individuals that are characterized by different personalities, learning styles and learning preferences that can influence their SLA (Harmer, 2007). Foreign or second language acquisition is a highly complex process in which individual learners undergo unique integration of their knowledge of the target language and their first language (Lightbown and Spada, 2006: 189).

A foreign language is complex process that needs specific instruction and in which many factors may intervene. The First and foreign or second language development of learners cannot be succeeded without either practicing or learning (Tomlinson, 2007).

B. Language Learning

Language learning is necessary to show, this subject has purpose to know the material of language learning. This subject includes definition of language learning and types of learning.

1. Definition of Language Learning

Language learning has always become an important work-field both in schools and other private sectors dealing with language teaching and learning process. Learning process is a complex and long one, especially when it deals with a foreign language like English. It differs according to the context, place, time, and types of learners. Learning is acquiring or getting new knowledge through study or experience. The American Oxford dictionary defines it as "knowledge that you get from studying". According to Cook (2001, P.9) "all successful teaching depends upon learning". Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them. In the words of (Brown, 2001, p.1):

Language learning is not a set of easy steps that can be programmed in quick do it- yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of second language.

The statement show that language learning is known to be a difficult that needs specific solving based on the learners and the learning process. Factors such as learner's learning strategies, learning styles and personality (motivation, attitude, aptitude among others) may have a strong role in a student's language development (Lightbown & Spada, 2001; Brown, 2007, Hedge, 2000).

2. Types of Learning

All of the people have types of learning. (cited in Brown, 2000, p. 92) demonstrated the importance of identifying types of learning. He identified eight types from signal learning to problem solving.

a. Signal learning: Involuntary learning resulting from either a single instance or a number of repetitions of a stimulus which will accur an emotional response in an individual.

b. Stimulus-response learning: the learner acquires a precise response to the discriminated stimulus. What is learned is a connection, or in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

c. Chaining: The sequential connection of two or more previously learned non-verbal stimulus-response actions such learning have also been described by skinner.

d. Verbal association: It is chaining of verbal stimuli; that is, the sequential connection of two or more previously learned verbal stimulus-response actions.

e. Discriminations Learning: Learning to differentiate among chains; that is, to recognize various physical and conceptual objects. There are two kinds of discrimination. They are single discrimination and multiple-discrimination. As students are learning various discriminations among chains, they may also be forming these stimulus-response chains at the same time.

f. Concept learning: learning to recognize common properties of concrete objects or events and responding to these objects or events as a class.

g. Principle learning: A principle is a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel's terminology, a principle is a "subsume" a cluster of related concepts.

h. Problem solving: Problem solving is a kind of learning that requires that internal events usually referred to as "thinking" previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

C. Factors Discouraging Students in Learning English

This subject focuses on the most important part in this research which tries to find out the main factors discouraging students in learning English. There are undoubtedly factors (Jenni Muhonen, 2013: 29) will consider in developing learning a foreign language as follows:

1. Attitude and motivation

Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction.

According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language (Gardner, 1985). It also can get from grades, rewards, and teachers' support. Attitudes can also play a significant role in the language-learning classroom. They have a close relationship with motivation. Gardner and Lambert (1972), who define *motivation* in terms of ' the learner's overall goal or orientation', and *attitude* as 'the persistence shown by the learner

in striving for a goal' (Ellis 1985:117). They distinguish two types of motivation:

- Integrative - when learners study a language because they are interested in the people and culture of the target language;

- Instrumental - when learners' goals for learning the second language are functional, for example they need the language to get a better job.

a. Kind of Motivation

1) Extrinsic Motivation

Learners desire to perform and succeed for the sack of accomplishing a specific result; it is that which drives from the influence of some kind of external out comes behind the self wishes like: grades, rewards, and teachers' support. Learners see that successes should be rewarded so, they draw expectations and do their best efforts in order to achieve them.

2) Intristic Motivation

Intrinsic motivation comes from the joy or pleasure derived from language learning itself. Learners who are intrinsically motivated enjoy being involved in tasks of the language learning. So, teachers should use such motivating

tasks and activities in order to keep on their students' level of motivation

b. Attitude

Motivation to learn English can be affected by the attitude, and the learners can get it from:

1) The society : Outside any classroom there are attitudes to language learning and the English language in particular.

2) Family : the attitude of the student to language learning will be affected by the people who are close to him, the attitude of parents and older brothers and sisters will be effective.

3) Learning Proccess: Dipend on the learning strategies and the teachers. Their attitude towards the language and the task of learning will be vital. He is considered as responsible about the positive classroom atmosphere.

c. Affect of Motivation and attitude in Language Learners

Research has revealed that positive attitudes and motivation are strongly related to successful second language learning (Lightbown & Spada, 2001). There is no doubt that motivation and attitude are very important issues as far as second or foreign language learning is concerned. Motivating students into the lesson at the opening stages of lesson it has

been observed that remarks of teachers about forth coming activities can lead to higher level of interest on the part of student. Teachers should be aware of that and try to develop positive motivation and attitude in their students by making the classroom itself an environment in which they experience success and make the students to active and enjoy in English learning to get the success language learners.

1) Motivation in the classroom

In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal Teachers also have more influence on these behaviours and the motivation they represent than on students' reasons for studying the second language or their attitudes toward the language and its speakers. Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability the learning goals are challenging yet manageable and clear, and the atmosphere is supportive. Teachers must also keep in mind that cultural and age differences will determine the most appropriate ways for them to motivate students.

2) Identity and ethnic group affiliation

Social factors in the wider community can also affect motivation, attitudes, and language learning success. One such factor is the social dynamic or power relationship between language. For example, members of a minority group learning the language of a mojority group may have different attiudes and motivation from those of majority group members learning a minority language. Even though it is impossible to predict the exact effect of such sicietal factors on second language learning.

3) Learner beliefs

Second language learners are not always aware of their individual cognitive or perceptual learning styles, but virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is best way for them to learn.

2. Learning Style

Learning styles have been given much importance in Psycholinguistics. Each person prefers different leaning styles and

techniques. Moreover, everyone can have a mixture of learning styles, but some people may find that they have dominant styles of learning with far or less use of other styles. Learning style is characteristic and preferred way of approaching learning and processing information (Hedge ,2000, p. 18). Learning styles are the general approaches for example global, or analytic, auditory or visual that students use in acquiring new language or in learning any other subject.

a. Classification of Learning Style

There is various classification of learning styles (Lightbown and Nina Spada, 2013, p. 90) are as follows:

1) Visual   : this kind of people cannot learn something until they it.

2) Auditory   : they prefer learning by heart.

3) Kinesthetic: they prefer using their body, hands, and sense of touch.

The most common cognitive styles discussed by (Brown, 2000, p. 114) are field dependence and field independence.

1) Field independence style (FI)

The ability to perceive a particular items or factors in a field as separate items.

2) Field dependent (FD)

Is the ability to perceive the whole picture or the large view in general about problem or idea.

According to many studies, researchers conclude that there is a relation between field independent style and success in learning language.

b. Affect of Learning Style in language Learners

Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. For these styles, the issue would appear to be in situations in which the learner required a different style than the teacher employed. In such situations, the more successful language learner may be the learner who has a teacher that teaches in the same way as the student is comfortable learning. But, it can says that if teacher match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language. Once students also are motivated to take advantages

from their learning style, they will apply the strategies to perform their learning effectively.

3. Characteristics of learner

The definition of learner characteristics is not straightforward. However, a compilation of the definitions offered by major scholars in the field suggests that learning strategies are efforts by learners to enhance or assist their language learning experience. Elements attributed to these strategies or efforts include the following:

- They involve choice on the part of the learner

- They involve conscious selection; that is, the learner is aware of deciding to use a strategy

- They are goal directed (i.e., they are purposeful in nature and geared z toward task completion)

- They are effortful

Learning strategies are distinguished from communication strategies that center on how learners compensate for incomplete competence during interactions in the L2.

There is a vast literature on learning strategies that has focused on such topics as a taxonomy of strategies (i.e., a

classification of strategies); which strategies are used by which learners (e.g., more proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners); which strategies are used for what kinds of tasks; how strategies relate to successful learning; to what extent learners can be trained in strategy use, and others. As examples of strategy types, here are five: (1) metacognitive strategies for organizing, focusing, and evaluating one's own learning; (2) affective strategies for handling emotions or attitudes; (3) social strategies for cooperating with others in the learning process; (4) cognitive strategies for linking new information with existing schemata and for analyzing and classifying it; and (5) memory strategies for entering new information into memory storage and for retrieving it when needed. Again, categorization and definitions of strategies vary from scholar to scholar. In addition, most research on L2 strategies focuses on classroom learners and classroom success, and it is not clear how learning strategies relate to SLA more generally. Major researchers in L2 strategies include Andrew Cohen, Rebecca Oxford, J. Michael O'Malley, Anna Chamot, and others.

4. School Facilities

School facilities, which are consists of all types of buildings that use for academic and nonacademic purpose, equipment,

classroom facilities, furniture, instructional materials, audiovisual aids, toilet, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process. As Buckley, Schneider and Shang (2004), school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school facilities in the school needs a proper attention as they have a great value in the support of teachers and students morale, motivation and plays a significant role to improve the quality of education.

As Ethiopian Ministry of Education (2002) to ensure the quality of education, students should have quality textbooks, instructional materials and other school facilities in sufficient quantity and quality. Hedges and Theoreson (2000) also argue that, the adequacies of school facilities do not a guarantee for student's academic performance but the proper utilization of the facilities has a great value. As indicated above, to improve the quality of education, the availability of school facilities and the proper management of these resources should given a great attention. Improving the quality of education, therefore, has become the burning issue of the time. Quality education depends on a complex

combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of school resources.

As Khan and Iqbal (2012) Adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development.

5. Teacher

In the area of EFL (English as a Foreign Language), teachers demotivation factors also become one of popular research focuses (Johnson dkk, 2013). Some of the studies show that the demotivating problems of Teachers of English are related to teaching profession, curriculum, working condition, students and their parents, colleagues and school administrators, and physical conditions (Aydin, 2012; Johnson, 2000).

Although there are plenty of studies in relation to the topic of English teachers' demotivation factors, there are a few research results published in context of Indonesian EFL. One of the few published results is research by Mukminin, (2015) which found

that students' lack of proficiency in English and motivation, limited facilities, and overloaded classrooms are among the factors of English teachers' demotivation. They also offered policy recommendation in accordance with their findings; providing teaching media, providing satisfying language learning facilities, and facilitating Indonesian teachers of English with EFL trainings and seminars. With few published research on the topic, it is important that the continuity of the research on the similar topic.