

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discusses some points. All points are reviewing the literature related to this study. Those are second language acquisition and learning, the language environment, input, some previous studies and theoretical framework.

A. Second Language Acquisition and Learning

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, and formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.¹

According to Brown and Hanlon²; Brown, Cazden, and Bellugi³, *Language acquisition* is very similar to the process children use in acquiring first and second

¹ Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge : University Press, 2005), 2.

² Brown, R. and C. Hanlon, "Derivational Complexity and Order of Acquisition in Child Speech." In J. Hayes (Ed.), *Cognition and the Development of Language*, (New York: Wiley,1970), pp. 155-207.

³ Brown, R., C. Cazden, and U. Bellugi, "The Child's Grammar from I to III." In C. Ferguson and D. Slobin (Eds.), *Studies of Child Language Development*, (New York: Holt, Rinehart, and Winston, 1973), pp. 295-333

languages. It requires meaningful interaction in the target language--natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition. Snow and Ferguson⁴, but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process.

It has been hypothesized that there is a fairly stable order of acquisition of structures in language acquisition, that is, one can see clear similarities across acquirers as to which structures tend to be acquired early and which tend to be acquired late. Acquirers need not have a conscious awareness of the "rules" they possess, and may self-correct only on the basis of a "feel" for grammaticality.⁵

Krashen and Seliger stated that conscious language *learning*, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules.⁶ Error correction it is maintained helps the learner come to the correct mental representation of the linguistic generalization. Whether such feedback has this effect to a significant degree remains an open question. No invariant order of learning is claimed, although syllabi implicitly claim that learners proceed from simple to complex, a sequence that may not be identical to the acquisition sequence.

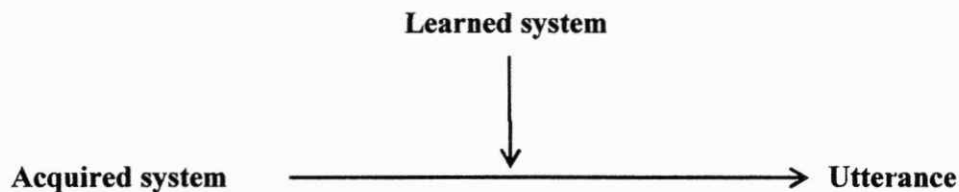
⁴ Snow, C. and C. Ferguson (Eds.), *Talking to Children: Language Input and Acquisition*, (Cambridge: Cambridge University Press, 1977)

⁵ Stephen Krashen, *Second Language Acquisition and Second Language Learning*, (Oxford: Pergamon, 1981), 1.

⁶ Stephen Krashen, and H. Seliger "The Role of Formal and Informal Linguistic Environments in Adult Second Language Learning." *International Journal of Psycholinguistics*, (1976) 3:15-21.

The fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a Monitor. In general, utterances are initiated by the acquired system--our fluency in production is based on what we have "picked up" through active communication. Our "formal" knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy, and the use of the Monitor often has this effect. Figure 1 illustrates the interaction of acquisition and learning in adult second language production.⁷

Fig.2.1. Model for adult second language performance



B. The Language Environment

The language environment includes everything the language learner hears and sees in the new language. It may include a wide variety of situations or it may be very infrequent, including only language classroom activities and a few books and records. Dulay, Burt and Krashen, mention that the quality of the language environment is of paramount importance to success in learning a new language.⁸ The environmental factors influence a learner's acquisition of a second language

⁷ Stephen Krashen, *Second Language Acquisition and Second Language Learning*. (Oxford: Pergamon, 1981), 2.

⁸ Heidi Dulay, et.al, *Language Two*, (New York: Oxford University Press, 1982), 13.

and under what conditions language learning is enhanced. Here, the language environment of the study is in the laboratory as a classroom of listening.

1. Classroom as social context

Interaction is central to teaching and learning. Class-based L2 learning is often enhanced when teachers have a detailed understanding of the relationship between teacher talk, interaction and learning opportunity.⁹ 'Good teaching' is concerned with more than good planning. According to van Lier, teaching has two essential ingredients: planning and improvising.¹⁰

The interactive decisions taken by teachers while teaching are at least as important as the planning that occurs before teaching. It is the ability of teachers to make 'good' interactive decisions rather than their ability to plan effectively. Good decisions are those that are appropriate to the moment, not ones which 'follow the plan'. Teachers may restrict or facilitate learning opportunities in their moment-by-moment decision-making¹¹

2. Classroom interaction and second language acquisition

Interaction is regarded as being central to language acquisition, especially the interaction which occurs between teachers and learners.¹² An awareness of interactional processes is central to an understanding by both teachers and learners of how language is acquired in a formal context. In the words of

⁹ Steve walsh, *Investigating Classroom Discourse*, (New York: Routledge, 2006), 16.

¹⁰ Van Lier, L, 'Inside The Classroom: Learning Processes and Teaching Procedures', *Applied language learning*, (1991), 2: 48-64

¹¹ Steve walsh, 'Construction or Obstruction: Teacher Talk and Learner Involvement in The EFL Classroom', *Language Teaching Research*, (2002), 2: 3-23.

¹² Ellis, R, *Instructed Second Language Acquisition*, (Oxford:Blackwell, 1990)

Johnson¹³: 'the teacher plays a critical role in understanding, establishing and maintaining patterns of communication that will foster, to the greatest extent, both classroom learning and second language acquisition.' Managing interaction entails far more than modifying input for learners. Simplified input, like peer interaction, will not itself result in SLA, comprehensible input is 'a sufficient condition for second language acquisition to occur'.

C. Input

Input is defined here as the "positive evidence" available to learners. Simply put, input is the language in the learner's environment, which can be objectively described in terms of factors such as frequency, consistency, and complexity.¹⁴ Input is operationally defined as oral/written data of the target language (TL) to which L2 learner are exposed through various sources.

Language learning, whether it occurs in a naturalistic or an instructed context, is a slow and labour-intensive process. Ellis and Wells demonstrated that a substantial portion of the variance in speed of acquisition of children can be accounted for by the amount and the quality of input they receive.¹⁵ The same is undoubtedly true of L2 acquisition. If learners do not receive exposure to the target language they cannot acquire it. In general, the more exposure they receive, the more and the faster they will learn.

¹³ Johnson, K.E. *Understanding Communication in Second Language Classroom*, (Cambridge: Cambridge University Press, 1995)

¹⁴ Eve Zyzik, 'The Role of Input Revisited: Nativist versus Usage-Based Models', *L2 Journal*, (2009) Vol.1: 42-61

¹⁵ Rod Ellis & Wells. G, Enabling Factors in Adult-Child Discourse, *First Language*, 1, (1980), 46-82.

Krashen has adopted a very strong position on the importance of input. He points to studies that have shown that length of residence in the country where the language is spoken is related to language proficiency and that have found positive correlations between the amount of reading reported and proficiency/ literacy. For Krashen, however, the input must be made 'comprehensible' either by modifying it or by means of contextual props. Researchers may disagree with Krashen's claim that comprehensible input (together with motivation) is all that is required for successful acquisition, arguing that learner output is also important but they agree about the importance of input for developing the highly connected implicit knowledge that is needed to become an effective communicator in the L2. If the only input students receive is in the context of a limited number of weekly lessons based on some course book, they are unlikely to achieve high levels of L2 proficiency.¹⁶

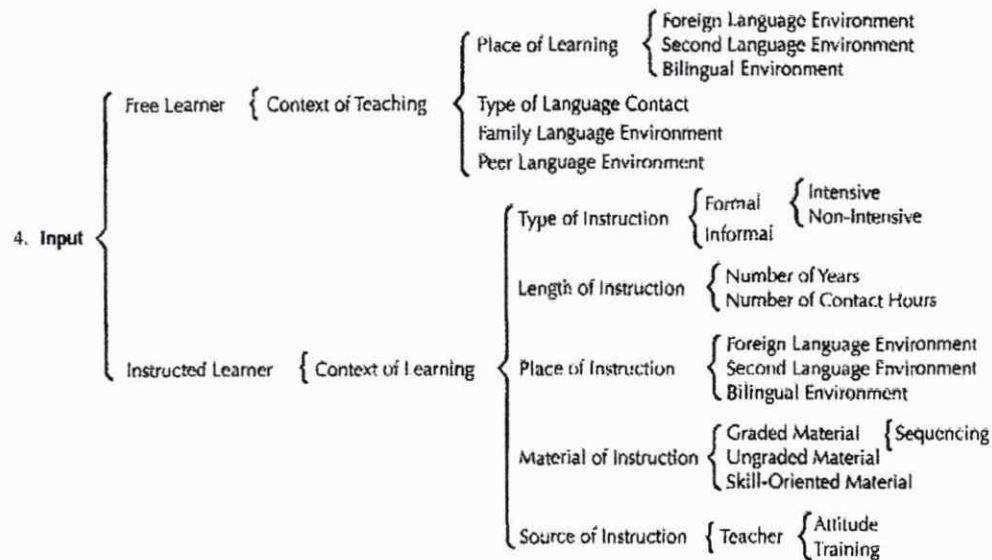
How we can encourage subconscious acquisition. This is an important question, since the major implication of second language acquisition theory is that acquisition is central. It therefore follows that our major pedagogical efforts need to be devoted to encouraging language acquisition. This portion begins with a brief discussion of some of the implications of the input hypothesis with respect to the role and potential of the second language classroom, as well as its limitations, as the formal environment. It is hypothesized that we acquire via input, what we read and hear, and not via output, actual talking and writing. How conscious language learning fits into the pedagogical schema and also examines some

¹⁶ Rod Ellis, *Instructed Second Language Acquisition - A Literature Review*, (New Zealand: Auckland UniServices Limited, 2005)

common language teaching methods and some aspects of the formal environment, to see to what extent they provide the input and the type of learning discussed.¹⁷

It is said that various aspects play quite important roles in regards to second language acquisition. In Yorio's taxonomy, these aspects are divided into six main variables: age, cognition, native language, input, affective domain and educational background. Yorio accordingly refers to Hatch and Wagner-Gough's research relating to sequence and variation in second language acquisition as well as difficulties in authenticating universal rules in second language learning. Figure 2 illustrates the classification of learner variables in Brown, 2007.¹⁸

Fig.2.2. classification of learner variables



¹⁷ Stephen D Krashen, *Principles and Practice in Second Language Acquisition*, (Oxford: Pergamon, 2009).

¹⁸ H.D. Brown, *Principles of Language Learning and Teaching*, (Longman: Pearson Education, 2007), 273.

From the figure above, it can be inferred instructed learner is a learner who has the context of learning which is instructed, means that the instructor must be involved. There are some points in the context of instructed learner. Those are as follows:

1. Type of Instruction

There are two kinds of instruction based on education type. Those are formal and informal instruction. Sulaiman in his book states¹⁹:

Pendidikan formal adalah kegiatan yang sistematis, berstruktur, bertingkat, berjenjang, dimulai dari sekolah dasar sampai dengan perguruan tinggi dan yang setaraf denganya termasuk ke dalamnya ialah kegiatan studi yang berorientasi akademis dan umum, program spesialisasi, dan latihan profesional, yang dilaksanakan dalam waktu yang terus menerus. Dan pendidikan formal juga merupakan lembaga pendidikan yang ditempuh melalui jalur institusi yang sudah ditentukan dan ditetapkan,serta diatur oleh sekelompok orang yang berwenang yang dalam hal ini pemerintah atau sebuah yayasan.

In another source, Formal teaching defines as school base or class base way of teaching which is done by a professional trained teacher. Informal teaching or education is done outside the classroom, in after school programs, libraries, and community based organizations or at home²⁰. In addition, Maxine Green believed the purpose of formal education was for each student to gain multiple perspectives through common experiences with classmates. This will help students learn about democratic pluralism, life narrative and ongoing social change. She stated that informal education strengthens

¹⁹ Soelaiman Joesoef, *Konsep Dasar "Pendidikan Luar Sekolah "* cetakan 3, (Jakarta: PT. Bumi Aksara,2004).

²⁰ http://wiki.answers.com/Q/Difference_between_formal_and_informal_organisation#slide=1

community and individual perspectives and provide multiple constructions of reality.²¹

State College for Islamic Studies (STAIN) is a form of state Islamic universities in Indonesia providing academic education in disciplines of Islamic religious. Therefore, in context of learning, types of instruction of STAIN in giving any courses in campus area is called formal education.

2. Length of Instruction

The length of the instruction of the learners is supposed to depend on their level of proficiency. Based on the figure above (fig.2), the length of instruction is divided into the number of years and the number of contact hours. Because STAIN Kediri is kind of formal education, that length of instruction is based on the syllabus of STAIN Kediri. Then, it is categorized into listening 1, listening 2 and listening 3. Those categorization is related to the level of proficiency as follows:

- Level 1 - Basic

Students at this level have very limited or no understanding of English. They rarely use English for communication. They can respond non-verbally to commands, statements and questions in simple form. As their oral comprehension increases, they begin to use simple words and phrases, and may use English spontaneously.

- Level 2 - Low Intermediate

²¹ J. Shen, "John I. Goodland". In Palmer, J (Ed.) *Fifty Modern Thinkers on Education – from Piaget to The Present*, (New York: Routledge, 2001), 122-128.

These students can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials, although they will be below grade level. They rely on contextual and visual cues to aid in comprehension. They can begin to identify the main idea and supporting details of passages. They can write simple notes and make brief journal entries using basic vocabulary and common language structures. Frequent errors are characteristic at this level.

- Level 3 - High Intermediate

At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main idea and some details of extended discourse. They can communicate orally in most settings. Students at this level can comprehend the content of many texts independently, although they still may not be on grade level. They still require support in understanding academic text. They can read many literature selections for pleasure. They can write multi-paragraph compositions, journal entries, letters and creative passages. They can present their thoughts in an organized manner, but errors may still be present.

- Level 4 - Proficient

Students at this level have adequate language skills for day-to-day communication. Occasional structural and lexical errors still occur. They

may still have difficulty with idiomatic expressions and words with multiple meanings. They may still have difficulty with complex structures and abstract academic concepts, but are able to communicate in English in new or unfamiliar settings. Students at this level write for personal and academic purposes. Structures, vocabulary and overall organization should approximate the writing of native speakers at their level. However, it is still possible for errors to occur.

3. Place of Instruction

Based on the figure 2 above, place of instruction is divided into 3 environment. Those are foreign language environment, second language environment, and bilingual environment. The definition of each word can be described as follows:

- Bilingualism is the ability to use two languages effectively.
- A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. In this more restricted sense, the term is contrasted with other terms in this list.
- A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or

elective in school, but with no immediate or necessary practical application.²²

We know that Indonesian people using local languages as a first language, and Indonesian as a second language. Therefore, English is one of foreign languages studied in Indonesia. So, the environment in the listening learning context in STAIN Kediri is foreign language environment. Because this college is including foreign language environment, it is required facilities to support process teaching and learning for the achievement of learning objectives.

4. Material of Instruction

The material of instruction is divided into 3 types, those are graded material, ungraded material, and skill-oriented material. Because of this study is using listening as a research, and listening is one of English skills, so the material that used in the listening class is skill-oriented material. In addition, the material presented based on the syllabus, learning objective and work book that made by the lecturer.

Consider theory to be only one of several possible determinants of method and materials. These implications need to be confirmed by further research and by the experiences of teachers and students. The "ideal" state is a relationship whereby theoretical and applied researchers and practitioners learn (and acquire) from each other.

²² Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge : University Press, 2005), 4.

Early research into naturalistic L2 acquisition showed that learners follow a 'natural' order and sequence of acquisition.²³ Krashen famously argued that grammar instruction played no role in the development of implicit knowledge (what he called 'acquisition'), a view based on the conviction that learners (including classroom learners) would automatically proceed along their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated. Grammar instruction could contribute only to explicit knowledge ('learning')²⁴.

There followed a number of empirical studies designed to²⁵ (1) compare the order of acquisition of instructed and learners, (2) compare the success of instructed and naturalistic learners and (3) examine whether attempts to teach specific grammatical structures resulted in their acquisition²⁶. These studies showed that, by and large, the order of acquisition was the same for instructed and naturalistic learners; that instructed learners generally achieved higher levels of grammatical competence than naturalistic learners; and that instruction was no guarantee that learners would acquire what they had been taught.

5. Source of Instruction

Based on the figure 2 above, the source of instruction in learning context (listening classroom) is a teacher or a lecturer. An attitude is an expression of

²³ Stephen Krashen, *Second language acquisition and second language learning*, (Oxford: Pergamon, 1981).

²⁴ Rod Ellis, *Instructed Second Language Acquisition - A Literature Review*, (New Zealand: Auckland UniServices Limited, 2005)

²⁵ T.Pica., Adult Acquisition of English as A Second Language Under Different Conditions of Exposure, *Language Learning*, 33, (1983), 465-497.

²⁶ Rod Ellis, *Classroom Second Language Development*, (Oxford: Pergamon, 1984a).

favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes as "the most distinctive and indispensable concept in contemporary social psychology."²⁷ In a lay man's language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in our environment.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

²⁷ Sule Maina, The Effect of Lecturer's Attitude toward the Performance of Students in Purchasing Management in Ramat Polytechnic Maiduguri, *Academic Journal of Interdisciplinary Studies*, (September 2013), Vol.2, No.7, 51-57.

A good lecturer is expected to be committed to his work, would have the ability to take the initiative. A lecturer's personality in the attitudinal sense is a significant factor in lecturer's attitude and it has great impact on student's achievement. The lecturers or teachers as professional must know the art of communication, understanding others and ability to learn from the experiences.

They should be able to facilitate learning effectively. The main purpose of this study was to investigate the impact of lecturer's attitude towards student's performance on the academic achievement of students in purchasing management and the study is also designed to sort out the relationship between teacher's attitude and academic achievement and performance of students with a particular reference to purchasing management.

D. Previous studies

Many EFL learners find that they are unable to comprehend natural spoken English delivered at normal speed. The paper reports a study of listening problems encountered in the EFL classroom in the ESP Centre at Damascus University, as reported by the learners themselves.²⁸ It looks in particular at learner strategies, features of the listening text, characteristics of the speaker, attitudes of the listener, the task to be completed as a result of understanding the text, and the degree of visual or written support for the aural input. The results of the study show that EFL learners experience a range of listening problems. To overcome them, various techniques which help learners to utilise effective strategies to

²⁸ A, Hasan, Learners' Perceptions of Listening Comprehension Problems. *Language, Culture and Curriculum*, (2000) 13, 137-153

confront problems of listening comprehension are discussed and the pedagogic implications are stated.

O'Malley , Chamot, and Kupper viewed listening comprehension as “an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to their existing knowledge”²⁹

It is necessary to understand how listening processes work and what affects them, since it plays a central role in second or foreign language learning. A number of researchers have investigated the problems that language learners face while listening. Some of these problems include fast rate of speech, inattention, background knowledge, lexis, unfamiliarity of strategies used, and limited memory capacity.³⁰

From some previous studies above, it can be inferred that there must be any constraints that the learners face in learning listening skill. Those constraints include the constraints on the input of the instructed learner.

²⁹ O'Malley, J. M., Chamot, A. U., & Kupper, L. Listening Comprehension Strategies in Second Language Acquisition. *Applied Linguistics*, (1989). 10, 418-437.

³⁰ Samira H.S & Hossein V.D, The Relationship Between Prior Knowledge and EFL Learners' Listening Comprehension: Cultural Knowledge in Focus, *Mediterranean Journal of Social Sciences*, (2012), 3(1), 362.

E. Theoretical framework

This study uses some theories. Those are the theories from Yorio and Hasan. The theory from Yorio stated that input is one of the aspects which are involved in the learning comprehension. Regarding this study which is focused in listening class, the theory from Hasan is used. Hasan stated that EFL learners experience a range of listening problems. To help the researcher analyze what the constraints the learners face in listening class, the researcher takes the classification of learners' variables from Yorio as the reference of this study. The classification is only in the input of instructed learner which has been reviewed before. Therefore, those theories above are used in this study as the theoretical framework.