

CHAPTER 2

LITERATURE REVIEW

2.1 Language Learning

Zhao (2008) states that learning a language is a regular process consciously; he called it “language learning”. There have been numerous concepts about how to learn using principles. These principles are used to select the most suitable learning resources and approaches during the learning process. Brown (2007), Johnson (2004), and Heidar (2012) outlined theories on the nature of language, which indicate the language learning process. Behaviorists believe that a child knows to talk by imitating what they hear from an adult (Ekstrom 2001). Brown (2000) also identifies imitation, practice, success feedback, and habit-forming as factors in language learning. However, some researchers have criticized this notion because this theory fails to explain why children's language is so creative. For example, children would only be able to make phrases they had already heard rather than form their own (Linnarud 1993:27). In 1960, Noam Chomsky claimed that all children are born with innate knowledge called Language Acquisition Device, which makes it possible to learn a language.

Moreover, Chomsky's cognitivist theory claims that deep and surface structures of language are primarily cognitive, mental processes and rule-governed (universal grammar) (Brown, 2007; Green & Piel, 2016; Heidar, 2012; Orillos, 1998; and Tahriri, 2013). It indicates that a language

acquisition device is not a "device" implanted into the brain like a tool but rather the human brain, where language is acquired. According to Eric Lenneberg, LAD could only be employed for a limited time. The Critical – Age Hypothesis is the term given to this concept. This hypothesis believed that a child's language learning age ranges from early childhood to adolescence (Fromkin & Rodman, 1998). Similarly to Chomsky's theory, Jean Piaget's theory of knowledge is on knowledge structures rather than the importance of knowing a language. He believes that learning cannot be transferred from an adult to a child and that all children must develop their version of knowledge through some form of activity (Imsen, 2000).

Piaget outlined the course of intellectual development in a child through various stages:

- a. According to Piaget, in the sensorimotor stage of learning (0 – 2 years), the most significant way of exploring the environment is through the fundamental senses.
- b. Preoperational stage (2 – 7 years), the agility of a child's thoughts increases, and memory and imagination begin to play a contribution.
- c. Concrete operational stage (7 – 12 years), children begin to comprehend that actions can be reversed, allowing them to think beyond the information provided by others.
- d. The formal operational stage (12 – adult) is wherein abstract reasoning becomes more feasible.

(as cited in Imsen, 2000).

On the other hand, Vygotsky (1978) mentioned the importance of language in human interaction, not just in speech but also in signs and symbols. Teaching should not be at the student's current level of knowledge but rather at a slightly higher level to challenge the student (Arngvist, 1993:36). Vygotsky used the phrase "zone of proximal development" to describe the layer of skill or knowledge beyond the learner's existing ability to cope (Brown, 2000).

Studies on students' language learning, particularly research on how students acquire and learn English as a second or foreign language, have gotten enough attention throughout the linguistics discipline. Djonhar (2016) found that learners' development of complex English sentences within 18 months could produce various sentence constructions (infinitival, sentential, and conjoined clauses). Her participant is an Indonesian native who is learning English in a foreign setting, yet her English development is similar to that of English children. Her participant meets certain conditions such as a child's innate capacity to learn any language in his environment, a child's prime time for learning language, sufficient exposure, and opportunities to use language. In addition, those conditions appear to apply to language learning.

2.2 Foreign Language Learning

English has revolutionarily spread around the globe over the past several decades. It has changed the linguistic profile of the language and given rise to new English dialects. English now is used by people all over the world as a common language and a means of communication in addition to being the first language in many former British, and American colonies, and a Lingua Franca used all around the world. In 1985, Kachru's approach was initially discussed under the heading "World Englishes", which paved the way for a new perspective on how the English language expanded around the globe. Kachru (1985) compared the spread of English to three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle (see figure).

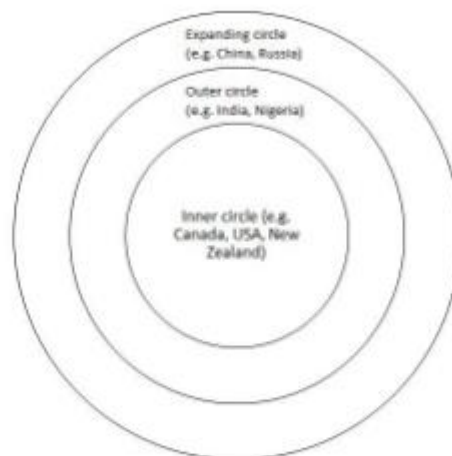


Figure 1. Kachru's three concentric circles model (1985)

The inner circle includes native English speakers. The Outer Circle includes English – speaking nations that have traditionally used English as a second language or Lingua Franca. The Expanding Circle includes nations where English is spoken but not commonly utilized. The case of English in

Indonesia is a unique one because of uncertainty among experts about whether English should be regarded as a second language or a foreign language in this Asian country.

In the Indonesian context, a study was conducted with Indonesia as the first language and English as a foreign language. Fitriani (2019) conducted a study about a female child of language and her development of two languages – Indonesia and English. She found that children benefit from some advantages, such as being better at problem-solving, demonstrating greater creativity, and expressing more tolerant attitudes. There are also some advantages to learning a foreign language for children, mainly if the language is learned at a young age when children's articulation is still developing until the age of 12.

One of the most crucial things about English language learners (ELLs) is where they are in their learning process. It is critical to understand and grasp the stage and its characteristics to effectively differentiate education for these students (Hill and Flynn, 2006). Stephen Krashen and Tracy Terrell first explored the stages of language learning in their 1983 book, *The Natural Approach*:

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student <ul style="list-style-type: none"> ● Has minimal comprehension ● Does not verbalize 	0-6 months	<ul style="list-style-type: none"> ● Show me... ● Circle this... ● Where is ... ? ● Who has ... ?

	<ul style="list-style-type: none"> • Nods “Yes” and “No” • Draws and points 		
Early Production	<p>The student</p> <ul style="list-style-type: none"> • Has limited comprehension • Produces one- or two-word responses • Participate using key words and familiar phrases • Uses present-tense verbs 	6 months – 1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One – or two – word answers • Lists • Labels
Speech Emergence	<p>The student</p> <ul style="list-style-type: none"> • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes 	1 – 3 years	<ul style="list-style-type: none"> • Why ... ? • How ... ? • Explain ... • Phrase or short – sentences answers
Intermediate Fluency	<p>The student</p> <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	3 – 5 years	<ul style="list-style-type: none"> • What would happen if ... ? • Why do you think ... ?
Advanced Fluency	<p>The student has a near – native level of speech</p>	5 – 7 years	<ul style="list-style-type: none"> • Decide if ... • Retell ...

Figure 2. Stage of Natural Approach

A student needs assistance as they grow in language development. According to Vygotsky, scaffolding is a technique for encouraging students to perform at a higher level. For example, if a student is in the Preproduction stage, he will succeed at the stage – practical tasks like pointing, finding, or circling a picture. Support him as he undertakes tasks typical of the Early Production stage, such as responding yes/no or either/or questions or delivering one-word. You can engage students at the optimal level of conversation by understanding the stages of language acquisition and stage-appropriate questions. In addition, content knowledge can also be measured alongside linguistic competency when relevant questions are provided.

A study on foreign language learning has been conducted by Irawan (2019). He showed the foreign language learning process that happened in Fifth Grade students of SDN Ujungaris 1 Indramayu. Based on his data, 15 of 20 students were through the Receptive stages. In this process, the students receive the English learning process and mastery of several vocabulary taught by teachers. At the same time, five students can speak several words and begin to form short phrases, although grammatically is not correct. This stage is called the early production process.

2.3 Krashen's theory on Foreign Language Learning

Many studies use Krashen's theory as a reference to determine the process of language learning. Based on his study, he developed the input theory, which is based on the five suppositions of the Acquisition–Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

2.3.1 The Acquisition–Learning Hypothesis

First, the ‘Acquisition-Learning Hypothesis’, claims that language acquisition is a subconscious process; they are only aware that they are utilizing the language for communication. They have a "feel" for what is right. Grammatical statements "sound" or "feel" right, but mistakes "feel" wrong, even if we do not know what rule is broken. Language learning is the conscious understanding of a second language, including understanding the rules, being aware of them, and being able to speak about them.

Relating to Foreign language learning, classroom language instruction can settle a strong emphasis on language rule study and involve them in cooperative communicative activities. This will allow them to accept input unconsciously and gradually integrate the language system into their brains. As Zhao (2008) stated that the language should be learned consciously and acquired the language communicative competence unconsciously.

2.3.2 The Natural Order Hypothesis

The Natural Order Hypothesis is the acquisition of grammatical structure in language. Gregg (1984) contends that language learners absorb morpheme characteristics sequentially. The first language has an impact on learning. According to the natural order hypothesis, language learners do not need to study grammar in order. However, foreign language learning must be acted in an orderly way, according to a certain objective order and rule. For instance, Zhao (2008) conducted a study about vocational colleges in Chinese. He found the student's relatively poor proficiency in the foreign language and the teaching environment at the vocational college, Chinese can be used to the student's advantage to improve comprehension and speed up language learning.

2.3.3 The Monitor Hypothesis

The 'Monitor Hypothesis' is the third part of Krashen's theory. Learners must use the acquired system to verify their utterances. The fundamental purposes of actively learning a language are self-monitoring and self-correction. Foreign Language performers can only employ conscious rules after three criteria have been fulfilled: time, focus on form and knowing the rule.

2.3.4 The Input Hypothesis

According to the Input Hypothesis, We can acquire by understanding a structure that contains form beyond our current level of competence ($i + 1$).

In addition, Krashen (1982) claimed that we employ context, knowledge of the environment, and extra-linguistic information to assist us in understanding words aimed at us in addition to our linguistic ability. Therefore, when learning a foreign language, language inputs that lead to language absorption can create a language learner truly comprehend a foreign language. This instructs the teacher to utilize the classroom as effectively as possible as a teaching environment, with the direction and assistance of other teachers, in order to continuously improve the student's foreign language proficiency.

2.3.5 The Affective Filter Hypothesis

Affective Filter Hypothesis developed by Krashen is aimed to explain why two learners exposed to a similar input could not acquire the L2 at the same rate. According to Krashen, learners with a solid drive, self-confidence, and low anxiety succeed in Foreign Language Learning. However, if they become bored, agitated, or anxious, the input may be prevented from accessing the acquired system. Zhao (2008) suggested students should not be criticized regarding their learning difficulties, but rather offer them far more affirmation and encouragement instead.

2.4 English speaking skills as a foreign language

One of the English language skills is speaking, which requires a lot of practice in the learning process. It can facilitate a person in communication. Nunan (1991) stated that the success of a foreign language learner is to bring the target language into conversations. It indicates that a student who learns

a foreign language must be able to utilize the target language in a spoken form, as this becomes the standard for measuring speaking ability. Speaking as described by Burns and Joyce (1997) as an interactive process of building meaning that involves the production, reception, and processing of information. Burns and Joyce (1997) assert that the participants, the reasons for speaking, and the setting all influence the forms and meaning of oral communication. Harris (1969) stated that speaking ability has five components that are generally recognized in analyzing speaking. They are as follows:

- a. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns.
- b. Grammar correct use of language concerning word form and word order at the sentence level.
- c. Vocabulary is one of the words included in the language, and has many words that must be mastered to acquire an adequate vocabulary essential for successful foreign language use.
- d. Fluency is probably best achieved by allowing the airstream speech to flow, as some of this speech spill over beyond comprehensibility.
- e. Comprehension in brief speaking requires knowing how to produce it well and understanding when and why to produce the language.

Brown (1993) claimed that today's students get more opportunities to practice speaking a foreign language than students got thirty years ago. Textbooks have changed and are now more focused on making the students

practice speaking and discussing the text in the books. Instead of focusing on a language's grammar, education should be about how the students can use the language (Tornberg, 2000). Nylund & Wernersson (2005) have found that learning a foreign language is not something that will happen only at a particular time. Still, it is an ongoing process to get into using that language for communication. Swain (1985), the most influential figure for the Output Hypothesis, argued that there is no better way to test the extent of one's knowledge (linguistic or otherwise) than to have to use that knowledge in some productive way (as cited in Zhang, 2009).

Some studies have been provided about the issue of English-speaking mastery as a foreign language (Khalidah et al., 2013; Ilma & Murtiningsih, 2021; Prabowo et al., 2021). A study has been conducted by Ilma & Murtiningsih (2021) about English speaking mastery in Pare. The result of speaking mastery of Pare graduates is that no respondent is classified as excellent. They conclude that how long the respondents have studied in Pare does not affect the students' speaking mastery.

Another study has been conducted by Takeuchi (2003), he examined the experience of Japanese learners to determine the methods employed by successful language learners in terms of language sub-skills. Takeuchi (2003) asserts that remembering a few simple lines and continuously reciting them helps skilled language learners improve their speaking abilities. He also emphasized accuracy more than fluency. In Asyhar (2019) study, he found three aspects that were considered as influential factors in speaking

proficiency. Those are the availability of language input, the environment for learning English and motivation. He briefly defined each aspect as follows.

Firstly, input is the language data which the learner is exposed to. The process of language learning is highly influenced by the appropriate and availability of language input. According to Ellis (1997:46), input is the instructional modification to have that so-called negotiated meaning. Input plays its role to give exposure to students to make sense of what they hear or see to notice the context in which the language is used.

The next factor influencing the learning process is a conducive environment. Teachers' and students' interaction in a classroom, for instance, as a part of a learning environment, is considered an essential factor in promoting learners' language achievement (Opdenakker & Van Damme, 2006). Students whose families and communities support the process of language learning will have better results in language mastery.

The most frequently studied variable in language learning, which also significantly contributes to the student's proficiency, is motivation. Several studies show that motivation has an essential role in language learning since it surely encourages students to maintain effort (Dornyei & Chan, 2013). Three kinds of motivations are mentioned by Gardner and Lambert (1959) as cited in Dulay et al. (1982), i.e. integrative motivation, instrumental motivation, and social group identification. Motivation is an essential contributor to language achievement in terms of linguistic outcomes, which

traditionally embrace the knowledge structure of the language, i.e., vocabulary, grammar, and pronunciation, and four basic skills of the language, including speaking, listening, reading, and writing (Gardner, 1985 cited in Xu, 2008).

2.5 Speaking English in Islamic Boarding School

Stromqvist (1992) believed that students benefit from a safe teaching environment, and to get this, they have to be given many opportunities to speak during more extended periods. The Islamic Boarding School or *Pesantren* can provide a good learning atmosphere, especially for language learning. Since they live in dorms, students may learn English more intensively and utilize English as their mandatory language in everyday conversation (Pramesti, 2018). Zoubi (2018) suggested that students be constantly exposed to the English language and practice English with native speakers regularly to support them in overcoming their deficiencies and increasing their fluency and competence in learning the English language.

English in *Pesantren* is seen as a language that can be used for Islamic Da'wah, because English is used as an International Language (Solichin, 2018). Umam (2014) concludes English is used regularly in *Pesantren* as means of communication besides Arabic. Secondly, English instruction is supported by the availability of many teachers and students who can speak English. Thirdly, English gets the most extensive attention from the students. Mukhlas and Fadhilah (2016) reviewed a program run by *Pesantren* that is Daily Conversation Method (DCM) in Indonesia to encourage *santris* to learn

the English language. The Daily Conversation Method (DCM) develops speaking fluency via daily communication. This curriculum is implemented at virtually every Modern Islamic Boarding School in Indonesia. It requires students to talk in foreign languages such as English and Arabic as part of their everyday communication through conversational routines. In a nutshell, DCM is a regulation with a reward and punishment system that is used to adapt *santri* learning foreign language in their everyday conversation throughout the *Pesantren* environment, particularly for practicing the language outside of the classroom. Even though English in Indonesia is taught as a foreign language, English needs to be linked to the language community in which the language users can communicate with each other, which can happen in *Pesantren* (Pramesti, 2018).

In a study conducted by Mukhlas and Fadhilah (2016) about the influence of Daily Conversation Method in *Pesantren*, they found that student's interest in using a foreign language is quite high. These findings suggest that *santris* have favorable attitudes toward the use of DCM, which has accustomed them to using other languages in daily communication. In another case, Taib et al (2021) found that students in *Pesantren* prefer to learn Arabic than English. Moreover, they claimed that their usage of English varied depending on the situation and the person they were speaking to. In order to improve their English skills, they must also inspire themselves to study the language. Despite the fact that the study's results cannot be generalized, it at least makes an effort to provide a picture of Boarding school

students who see English as a common language for communication in religious boarding school environments in Indonesia.