

## CHAPTER II

### LITERATURE REVIEW

#### **2.1 Review of Related Theories**

##### **2.1.1 English Language Teaching**

Historically, in the century around 1880s to 1980s, the language teaching profession searched a method that would be used for teaching a foreign language classroom successfully. Every quarter of the century, there were some changing in method of teaching foreign language in the classroom. Each new method has positive aspects related to the previous method, for instance: the Audiolingual Method (ALM) based on the previous method, Direct Method and While, Direct Method derived from Grammar Translation Method.

The Grammar Translation Method was the early method which focused on grammatical rules as the basis for translating from the second to the native language. However, in 1800s there were some linguists who argued that a foreign language should be taught without any translation, with doing lots of demonstration and action, and with little or no analysis of grammatical rules (Richards, Rodgers 1986:9). This argument was the basic of the Direct Method. In the half of twentieth century, this method was changed to be the Audiolingual Method focused on pronunciation and pattern drills and conversation practice.

In the 1970s, there were some methods which believed as an innovative and a revolutionary methods called by the designer methods. This method consists of five methods which are the most popular Community Language Learning,

Suggestopedia, The Silent Way, Total Physical Response, and The Natural Approach.

Method in this case, according to Anthony (cited in Richards and Rodgers, 1986:15), is an overall plan for systematic presentation of language based upon a selected approach. Therefore, we need an approach which underlies everything we do in designing and evaluating classroom lesson. An approach is a set of assumptions dealing with the nature of language, learning, and teaching Anthony (cited in Richards and Rodgers, 1986:15). Usually the approach deals with teacher's experience in teaching and learning language for example in the designing a lesson, teacher who have experience in teaching, list some potential choices in designing the lesson such as language classes should focus on meaning or grammar, student learn best by using plenty of analysis or intuition, and so on.

While, the specific activities were manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well is called by technique according to Anthony (cited in Richards and Rodgers, 1986:15). For instance, in Suggestopedia method, teacher played music while their students reading a passage in the foreign language, doing the presentation of vocabulary, dialogs, role-plays, drama, and the other activities in the classroom (technique). Whereas, the approach of this method the relaxed concentration that led to super learning created by the music.

In order to lead an approach to a method, it is necessary to develop a design for an instructional system. Design in this case is the level of method analysis in which we consider of the objectives of a method, the content choice

and organization: the syllabus, the types of learning and teaching activities, the learner's roles, the teacher's roles, and the role of instructional materials.

### **2.1.2. Characteristic of the FL Classroom**

In this study, the learner focused on the English as Foreign Language (EFL) classroom which is different with the English as Second Language (ESL). According to Littlewood (1984:2), second language has social functions within the community where it is learnt for example, as a lingua franca or as the language of another social group. While, foreign language is learnt primarily for contact outside one's own community. It means that the language has no established functions inside the learner's community but will be used mainly for communicating with the outsiders. However, there are some researchers who use second language refers to foreign language. Thus, for them there is no difference between second language and foreign language.

Furthermore, the traditional FL classroom is different from classrooms in many other disciplines. According to Macaro (cited in Oliveira, 2002:21), there are some characteristics of FL classroom:

- (1) a place where a learner is asked to operate in a state of almost total linguistic dependence on the teacher.
- (2) a place where the topic of discourse, the linguistic interaction, the place of delivery, the intensity of language and action, the establishment of social norms and of relationships are all dominated by one member (the teacher) speaking a language often foreign to him/her and to the pupils.

- (3) a place where a learner is asked to respond to questions and then await confirmation / approval of his/her response in front of an audience.
- (4) a place where a learner has to articulate the language of others (textbook authors) in front of an audience as if it were his/her own voice.
- (5) a place where learners are asked to give information about themselves the truth of which is unimportant in front of an audience.
- (6) a place where there is often time pressure for the performance to end
- (7) a place where learners and the teacher constantly try to repress the knowledge that they share the same L1.
- (8) a place where (some) teachers try to suppress the learner's use of the L1.

In addition the process of teaching a foreign language is a complex one just like the other subjects. It has to be broken down into three components: presenting and explaining new material, providing practice, and testing. In principle, the teaching processes of presenting, practicing and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own. In acquiring the foreign language, there are some factors that influence which derived from the second language research for instance: comprehensible input, comprehensible output, and motivation.

It is widely agreed that input is one of the crucial elements that must be present for language acquisition to occur. According to Krashen (cited in Oliveira, 2002:7-8), the best way to achieve second language competence is implicit, subconscious acquisition via comprehensible input. Language acquisition is one of the processes of learning language which is a subconscious process not unlike

the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of a L2, but rather feel whether the utterances are correct or not. The other process of learning language is language learning which refers to the conscious knowledge of the L2 where the learners know the rules, aware of the language, and can talk about the language. In this case, learning is available as a monitor which is repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in editing of utterance produced through the acquired system. Krashen's theory also addresses the conditions necessary for the process of acquisition to take place. Krashen describe these in terms of the type of input the learner receives.

The input in this case must be comprehensible, slightly above the learner's present level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts (Krashen cited in Richards and Rodgers 1986:18). By comprehensible input at the appropriate level of the learner's stage of rule development ( $i + 1$  where  $i$  represents the learners current knowledge, and 1 represents the one step beyond knowledge), learners will be able to derive support for or disconfirmation of their interlanguage rules (Krashen cited in Oliveira 2002:8). Furthermore, he claimed that when comprehensible input is given, learners will acquire new forms by focusing on the meaning of the message, not on the form itself. Thus, the comprehensible input encourages the learners' production of the language. The ability to produce language is based primarily on comprehensible input, i.e. is listening comprehension and reading. Thus, learners should focus on listening before

speaking, since listening and reading promoted learners proficiency. However, there is no need to force the beginner to produce the TL in naturalistic encounters (Krashen cited in Chaudron 1988:6).

However, according to Chaudron (1988:85), in the use of TL, teacher should using a teacher talk by adapting their speech to learners, and by using visual aids, L2 and FL teachers would be facilitating language acquisition. There are some characteristics of teacher talk for instance: 1) rate of speech appears to be slower especially for the beginner; 2) pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer; 3) pronunciation tends to be exaggerated and simplified; 4) vocabulary use is more basic; 5) degree of subordination is lower; 6) more declaratives and statements are used than questions, and 7) teachers may self-repeat more frequently.

By the comprehensible input, the learner is expected to produce the language as the output. The learners should be given an opportunity to produce target language in order to practice their ability in TL. However, the ability to produce language is based primarily on comprehensible input for instance in listening comprehension and reading. According to Swain (cited in Oliveira, 2002:11), there are four main functions of the output. First, it provides the opportunity for meaningful use of one's linguistic resources. Second, the learner is pushed to use alternate means to get across his or her message if there are communication problems through one-to-one interactions. In addition, it also provides opportunities for the learners to test hypotheses about their interlanguages. Finally, by using the language instead of only comprehending it,

learners are forced to move from semantic processing to syntactic processing except for the beginner to produce the TL. In summary, by producing the target language, learners will pay attention not only to the meaning of the message he/she wants to convey, but also to the form that will permit the message to be conveyed successfully. Moreover, the output promotes noticing the gap between what the learners want to say and what they can in fact say.

The learners' output is use in the interaction with the community for instance with the teacher, friends, and the others. Interaction can make the learner decompose the TL structure and derive meaning from classroom events. It also gives learners the opportunities to incorporate TL structure into their own speech. In addition, the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learner (Allwright 1984, Breen 1985 cited in Chaudron, 1988:10). Thus, in learning a language and developing positive attitudes, a person should has opportunities to interact with the teacher especially with the native speaker. Whereas, negotiation helps learners modify their own output and provides opportunities for learners to access L2 form and meaning.

The other factor that influences the language acquisition in the affective filter hypothesis is the motivation. The primary motive for learning a language is communication (Littlewood, 1984:53). A person who has a communicative need would be drawn in learning a language. The extent of this communicative need depends on the nature of the social community of the person. When the language

is being used for external rather than internal communication, people are less likely to be constantly aware of a communicative need for it. This happened in the foreign language learning situation which the language is only used for communicating with the outsiders of the learner's community.

The attitude of the learner towards the second language community also influences the learner's motivation. The learner with more favourable attitudes will wish more intensive contact with the second language community. Thus, there are two basic kinds of motivation based on Gardner and Lambert (cited in Littlewood, 1984:56-57), integrative and instrumental. A learner with integrative motivation has a genuine interest in the second language community in communication and gain closer contact with them and their culture. While, a learner with instrumental motivation is more interested in how the second language can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment prospects.

### **2.1.3 The Use of TL in the Foreign Language Classroom**

There have been many contradictory ideas concerning the exclusive use of the TL by the teacher in the FL classroom. These ideas differ among teachers and researchers regarding the following issues, to what extent the TL use benefits FL learners, what the most appropriate way to use the TL is, and whether the TL motivates or intimidates learners (Oliveira 2002:7).

Duff and Polio (cited in Oliveira, 2002:22-23) conducted a study to identify the amount of the TL used as well as the factors that influenced teachers to use more or less TL in the FL classroom. The participants of this study are



thirteen teachers of Native Speakers of thirteen different languages such as Chinese, Dutch, French, Spanish, Arabic, and Russian offered by the university. There was a wide range of TL use from 10% to 100% depending on the proximity of English and the L2. The variables such as language type, materials, formal teacher training, departmental policy, and lesson content were found to interfere with the use of the TL or L1 in the classroom.

There were three teachers chosen since they showed very different behavior with respect to TL use in class. These three teachers include the one who used the most of TL, the one who used the least of TL, and a teacher who mixed the L1 and the TL. The first teacher did not use any L1 at all. The second teacher used 90% of L1 in his classes. Finally, the third teacher used 50% of TL in his classes. From this study appears that there are some teachers who still use L1 in teaching FL learners because of some reasons.

On the other hand, according to Ellis (cited in Oliveira, 2002:4), the use of L1 will deprive the learners of valuable input in the L2. Furthermore, Wong-Fillmore states that one of the processes of language learning is trying to figure out the meaning of utterances. Therefore, if teachers use the L1, this process will not occur. Also, if teachers often translate the TL utterances, the students will ignore the TL and wait for the translation to come.

In addition, according to Klapper (cited in Crawford, 2004:5), language learning is not just a cognitive (intrapersonal) process, but also an experiential (interpersonal) process. An experience of learning through language is important to develop negotiating, interpreting and expressing abilities (Macaro cited in

Crawford, 2004:6). Therefore, foreign learners should be exposed to the target language (TL) as much as possible in order to develop their language skills. The input in listening and reading must also be comprehensible in TL. In addition, Macaro (cited in Oliveira 2002:26) describes the positive as well as the negative points when using the TL exclusively in class. The positive ones are (1) the amount of language that is acquired subconsciously by pupils, (2) the improvement in listening skills, (3) the exploitation of the medium itself leads to new teaching and learning strategies, (4) demonstrating to the pupils the importance of learning a foreign language, and (5) demonstrating to the pupils how the language can be used to do things. The negative points are (1) reaching a point when remaining in the L2 becomes counterproductive; (2) building up the positive teacher-pupil relationship is essential to learning pre-disposition and it cannot really be done in L2; and (3) L2 for activity instructions can be time consuming.

Furthermore, Chaudron (1988:121) stated that “in the typical foreign language classroom, the common belief is that the fullest competence in the TL is achieved by means of the teachers providing a rich TL environment, in which not only instruction and drill are executed in the TL, but also disciplinary and management operations. TL input by the teacher can provide the necessary comprehensible input to facilitate L2 acquisition. Moreover, according to Krashen (cited in Chaudron, 1988:6) state that, the classroom should function to provide the learner with comprehensible target language (TL) input in an affectively supportive climate.

Therefore, teachers who are using TL often adjust their speech to learner's need, which is called by teacher's talk for instance: 1) rate of speech appears to be slower; 2) pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer; 3) pronunciation tends to be exaggerated and simplified; 4) vocabulary use is more basic; 5) degree of subordination is lower; 6) more declaratives and statements are used than questions, and 7) teachers may self-repeat more frequently, in order to make the learners understand the TL especially in the beginning or basic level. By the comprehensible input, the learners are encouraged to produce the TL in the interaction inside or outside the classroom which called by the comprehensible output.

Despite the importance of the use of TL in the FL classroom, there are some advantages of the use of L1 in the classroom. Atkinson (cited in Harbord, 1992: 350-351) said that it should be used L1 because it is the learner-preferred strategy which the teacher given opportunity for the learners to make translation without encouragement from the teacher particularly for the beginner because they tend to made translation from their daily language to the foreign language without thinking it first (Harmer cited in Nurmaliita, 2007:4). Second, by using their L1 the teacher give a chance for the learners to say what they want which called by humanistic approach. Finally, the use of L1 to efficient the time in explaining the material particularly in explain the grammar which some of teachers feel its to complicated if they use L2. In addition, according to Atkinson based on his experience in teaching, L1 is can be useful in some activities and techniques for instance eliciting vocabulary, checking comprehension, giving

instructions, explaining the meaning of the grammatical item, discussion of classroom methodology, comprehension checking, and help a weaker student in individual or pair work. Moreover, there are some certain circumstances should revert to the use of L1, for instance: the complexity of grammar, availability time, tiredness, and disruption in class (Chambers cited in Oliveira 2002:5).

However, Atkinson (cited in Harbord, 1992:351) warns that excessive of the use of students' L1. The overuse of L1 may result some conditions for example, 1) the teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated; 2) the teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation; 3) students speak to the teacher in the mother tongue as a matter of course, even when they quite capable of expressing what they mean; and 4) students fail to realize that during many activities in the classroom it is essential that they use only English.

Eventhough, there are some researchers who disagree with the use of TL in the FL classroom because of some reason, this table summarizes the advantages and disadvantages of the use of the TL in the FL classroom based on teachers' perspective and researchers' perspectives which based on Oliveira 2002 p.36.

Table 1. The advantages and disadvantages of the use of TL

Teachers and researchers perspectives of the use of the TL

Advantages	Disadvantages
<p>A. Teachers' Perspectives</p> <ol style="list-style-type: none"> <li>1. Great amount of input to learners</li> <li>2. Learners become motivated</li> <li>3. Improvement of listening skills</li> </ol>	<p>A. Teachers' Perspectives</p> <ol style="list-style-type: none"> <li>1. Time-consuming</li> <li>2. Learners become tired</li> <li>3. Learners become frustrated</li> </ol>
<p>B. Researchers' Perspectives</p> <ol style="list-style-type: none"> <li>1. Great amount of input to learners (Polio &amp; Duff 1984)</li> <li>2. Improvement of listening skills (Macaro, 1997)</li> <li>3. Facilitates learners' acquisition of Vocabulary (Macaro, 1997)</li> <li>4. Provide opportunities to practice the FL (Macaro, 1997)</li> <li>5. Raise the awareness of the importance of learning a FL (Ellis, 1984; Chaudron, 1988; Asher, 1993, Macaro, 1997)</li> <li>6. Show the TL as a real means of communication (Ellis, 1984; Chaudron, 1988; Polio &amp; Duff, 1994; Macaro, 1997)</li> </ol>	<p>B. Researchers' perspectives</p> <ol style="list-style-type: none"> <li>1. Learners become tired (Chambers, 1992)</li> <li>2. Time-consuming (Chambers, 1992)</li> <li>3. Deprives learners of translation (Atkinson, 1987)</li> <li>4. Hinders the teacher-pupil relationship (Macaro, 1997)</li> <li>5. Learners cannot say what they really want to say (Atkinson, 1987)</li> </ol>

## 2.2 Related Studies

There are many researches on the use of target language in the classroom based on teacher's perspective. For instance the thesis of *Teacher's Use of English in Communicative German Language Classrooms: A Qualitative Analysis* by Angelika Kraemer. This research examined the amount and the purpose of English used by five teaching assistants (TAs) in beginning German language classroom. There are some hypotheses of this study such as there will be a fair amount of English in the classroom despite recommendations of the textbook and departmental guidelines, novice TAs will utilize English more than experienced TAs, native English TAs will use more English than non native English TAs, and the use of English can be attributed to specific functions.

The participants of Kraemer's study are the TAs which consist of three native speakers of English, one native speaker of German, and one whose first language was neither English nor German. While, the data was taken from the transcriptions and analysis of the TA's language classroom, interviews, and questionnaires. The result of this study compared with the hypotheses were there was much less English in the classrooms than the research (hypothesis 1), only two novice native English TAs use more English than two experienced and the native German TAs who used the least amount of English (hypothesis 2 and 3), and there are eight functions of the use of English in the classroom such as management and administrative vocabulary, translation of individual words, repetition or explanation to remedy and prevent student's lack of comprehension and when talking to individual students during pair or group work (hypothesis 4).

The other research based on teacher's view is English Teacher's View of the Target Language in Classroom, a study at upper secondary level by Helen Sjoberg. This study is English teacher's views on the issue of target language usage in the classroom, versus usage of the mother tongue. The participants of this study are seven English's teachers in the upper secondary level of Swedish school. While, the data of this study was taken from the interview with the teachers. From the finding, there were four teachers who used more or less TL in classroom and there were three teachers who use L1 beside TL is to explain the grammar and because the students used a lot of L1 as their habit in the classroom

The conclusions of Sjoberg's study are the English teachers believe that the TL should be used all the time, and L1 only at a few and certain occasions or situations. The other conclusion is all of the governing documents, in different ways, support a way of teaching that speaks in favor of a high quantity usage of the TL by the teacher.

Furthermore, other research based on teachers' view is Language Choices in the Foreign Language Classroom or the Learners' First Language by Jane Crawford. This study is about a survey of language teachers' attitudes to and use of target language in Queensland, Australia. The participants of this study are 1215 language teachers nominated by State, Catholic and Independent employing authorities who taught Japanese, German, French, Indonesian, Chinese, Italian, and Korean. While, the data of this study was taken from the survey questionnaire. Moreover, the conclusions of this study are many teachers see the learners' L1 as the appropriate medium for cross-lingual, cross-cultural

comparison. The other conclusion is the teachers' own level of proficiency had some influence, experience in the target culture seemed to be more influential both on teachers' attitudes to proficiency as a goal and their reports use of the TL.

## 2.2 Theoretical Framework

Most of these studies were based on teacher's perception and attitudes towards the use of the TL. But, how about the perception of the learners about the use of TL by the teacher in the classroom? Therefore, this study will investigate the perception of students on the exclusive use of the target language by the teacher in an EFL classroom based on Oliveira's study about *The Teacher's Use of the Target Language: The Perspectives of Beginning EFL Learners*. The difference between the Oliveira study and this study is the instrument of collecting the data which in this study the writer only used the questionnaires, whereas the Oliveira studies used observation, interview and questionnaires.

The subject of Oliveira studies is Brazilian's students who were studying in Language Center in Vitoria. In this study there were some researchers who agreed with the use of target language. They claimed that the more input the students get, the better able they will be to acquire a language. On the other side, there were some researchers who didn't agree with the use of target language exclusively because it may lead to student's lack of motivation.

While, the data of Oliveira's study were gathered from the learners via a questionnaire, an interview, and the class observations by using qualitative research design. In her findings, she described the perspective of teacher and



students about vocabulary, grammar instruction, instructions to exercises, achieving a Good Teacher-Student Relationship, Calling the Learners Attention, the Improvement of Listening Skills and Pronunciation.

The learners' perspectives of the use of TL by the teacher in teaching vocabulary was most of them seemed agree with the use of TL in teaching whether the everyday vocabulary or general vocabulary. It because the use of TL made the learners became easier to acquire the language. In addition, according to the learners, the teacher should used more visual aids than before like gesture, pictures, and so on to made them more understood the vocabulary meant.

While, most of the learners' perspectives in the use of TL in teaching grammar is positive even the teacher spoke fast. They focused on the keywords to get the main idea when the teacher explained the grammar in TL. Some of them have already studied the grammar at home before the teacher explained it in the class. Another learner would ask the teacher to repeat the explanation if he didn't understand the teacher meant. Therefore, they didn't have any problem when the teacher used TL in teaching the grammar even they thought that it would be better if the teacher spoke slowly and chosen the right words in explained it. There is only one learner who thought that the teacher should use L1 too to explain the grammar because it was too hard to be understood.

The teacher also used TL in giving the task instruction to the learners through some example of the activity. Thus, most of the learners didn't have any problem in doing the task. They felt more understand about the task when the teacher used some model of the activity. Only two learners who didn't understand

what the teacher meant until they asked their classmate. They felt that it would be better if the teacher use L1 than TL in giving the task instruction.

Finally, the teacher used TL to call the learners' attention when they were noisy in the class. Some of the learners didn't notice what the teacher meant when he used TL to call the learners' attention. They only know from his intonation and louder voice.

Furthermore, the use of TL by the teacher in the class made the relationship between the teacher and the learners became better than before. Only one learner who thought that the use of TL by the teacher in the class made the relationship between the teacher and the learners was harmed. It because she said that it would make the learners felt the learners felt embarrassing to talk with the teacher. Thus, the learners would not know the teacher better.

In the discussion, Oliveira divided the learners' perspective into positive and negative perspectives. From a positive perspective, the learners' comments seem to indicate that TL use increases learner motivation because it was challenging for instance in understanding the teacher' story. In addition, the learners felt any progress in improving their English skills. The teacher gave them opportunities to use TL in the in the class as the output particularly in speaking and listening.

Furthermore, the learners also learnt lot of vocabulary when the teacher used TL in class. Moreover, the learners didn't want to miss any classes even in once time. The learners self-motivation was also influenced the learners to learn English more even the teacher used the TL in the class.

The negative perspective of the use of TL by the teacher was it could hinder the teacher-student relationship. The learners couldn't know the teacher better if he/she used TL all the time. Some of the learners felt that they need any clarification and confirmation especially in the teaching the grammar and the vocabulary, and giving the task instructions to made them more understand and cleared their doubtness about teacher meant.

After analyzing the data, Oliveira made some conclusions of the use of target language in the classroom. First, it is possible to teach the vocabulary and the grammar, and also to give instructions by means of the exclusive use of the TL. Another conclusion is the teacher's use of the TL seems to be a motivational factor. Finally, the non-development of a good teacher-student relationship was also perceived to be a negative aspect of the use of the TL in class.