

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

English language as a second language (L2) has different situations. They are, for example, as a second language, as a foreign language, as an additional language, as an international language, as a lingua franca, and as intercultural communication. Nowadays, English has become a lingua franca in the world. As a result, it is studied from pre-elementary until university level. In addition, there is a great number of the English Departments at the state and private universities. Furthermore, the involvement of such agencies, like TOEFL and IELTS, are responsible for measuring or testing the competence of students in which, later on, also for ratifying their skill. This, then, will be used for such things like applying for job, studying abroad, or meeting a graduate demand.

For being able to communicate in English, it is, of course, necessary for us to learn it well. Meanwhile, we know that learning is not an easy process as we have ever thought. That is why, we should know first what actually learning is. We need to define the terms of learning. Learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned ( cited in Tomlinson, 1998 :4 ). Besides. Brown ( 2000 :7 ) has suggested that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.

From the definition above, what we can underline here is that learning English, in this situation, as a second language is a long and complex undertaking. It is different when we are learning English as a first language. In learning English as a second language, based on Brown (2000 :5) your whole person is affected as you struggle to reach beyond your confines of your first language into a new language, a new way of thinking, acting, and feeling. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive message or knowledge in a second language. Perhaps, then, all that anybody needs to learn English as a second language, as a result from : motivation, the learners' role, opportunity to learn and use the language, and more else. Many variables are involved in the acquisition process. So, in order to reach or achieve this acquisition process in the formal setting, it is the teachers' capacities which enable that acquisition and it is also supported by the role of learners. The language teacher needs to understand the system and function of the second language and the differences of the learner. Based on Woodward (2001 :1), second language teaching is often viewed from a very narrow perspective. Consequently, much of the literature on second language teaching deals with teaching methods or with the design and use of instructional material. If students are not learning, it is assumed to be the fault of the method, the materials, or the teacher. But, this view has broken down. The role of the learner needs to take our attention, too.

Although the process of learning takes a long and complex undertaking, we still need to pass this process in order to know the language. Since the process

of perceiving, attending, storing, and recalling are parts to the task of internalizing a language. To learn a language, we need to know that language, and this process of learning is taking its role.

So, in this opportunity, the writer would like to take Diploma III students of English Department of Airlangga University as respondents who are taking Structure V and, then, analyze their pre- and post- test in line with their learning opportunity process.

## **1.2 Statement of the problem**

As the writer has mentioned, learning process may give an effect to the students' scores. In short, the writer will state the problems as follow :

- 1. Is there any correlation between students' learning process in Structure V class and their scores?*
- 2. If there is, for the answer of number 1, what causes it ?*

## **1.3 Objective of the study**

The objective of this study is to find out whether there is a correlation between students' test scores before and after their learning process in Structure V class. Furthermore, it is also to find out the causes as a result of this phenomenon.

## **1.4 Significance of the study**

This study is expected to give a meaningful contribution to the students of English Department of Airlangga University who are interested in doing the

similar field of the study, Second Language Learning and Teaching, and also to the linguistic studies and linguistic observers who are interested in analyzing the conditions that may appear in learning a second language.

### **1.5 Definition of key terms**

**Approach** : theories about the nature of language and language learning that serve as the source of practices and principles in language teaching

**Clarification** : the teacher and students use to explain grammar, give examples, analyze errors, elicit or repeat things

**Choral repetition** : students repeat a word, phrase, or sentence all together with the teacher 'conducting'

**Competence** : the native speaker's knowledge of his language about the set the of rules which enables speakers to tell which combination of words are grammatical and which are not

**Cue-response drills** : the teacher gives a cue, then, nominates a student by name or by looking or pointing, and the student makes the desired response

**Curriculum / syllabus** : design for carrying out a particular language program

**Explicit knowledge** : a person knows about language

**Grammar of a language** : the description of ways in which words can change their forms and can be combined into sentence in that language

**Implicit knowledge** : ability to articulate language in some ways

**Individual repetition** : individual students repeat a word, phrase, or sentence at the teacher's urging

**Learning opportunity / opportunity to learn** : consisting of time multiplied by kind, either formal or informal situation in which the learner is exposed to the language

**Method** : the practical realization of an approach

**Methodology** : the study of pedagogical practices in general

**Procedure** : an ordered sequence of technique

**Technique** : a single activity rather than sequence

**Test items** : individual questions or tasks faced by test takers

**Variable** : measurable characteristic of a sample

## **CHAPTER 2**

# **LITERATURE REVIEW**