CHAPTER II

REVIEW OF LITERATURE

2.1. Behaviorism

Ellis (1997:31) stated that during 1950s and 1960s behaviorist learning theory was dominant in psychological theory of language acquisition. This theory says; “language learning is like any other kind of learning that involves habitual action. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses reinforced so that they are remembered. Thus, a habit is a stimulus – response connection.” As a concept of acquiring language behaviorism plays a great part in the development of language acquisition study. Children under seven years old are mostly influenced by the behaviorism theory in acquiring the second language. Hanafia (2013) in his lecture stated that children under seven years old tend to memorize the words that they always heard. He gave an example of a mother who taught her baby to say ‘ibu/mama’. The word from the mother is the stimulus and the word from the baby is the response. The concept of behaviorism matches the discussion in this research, because the object of study mainly or mostly captures the behaviorism theory and concept in acquiring language. The object of study is also children under seven years old.

Another example of acquiring second language (behavioral) by children is when they learn to read Qur’an. Qur’an is the holy book of Islam religion. Muslim children tend to learn how to read Qur’an since childhood. Holy Qur’an used Arabic language.
The way of learning Qur’an is coherence with Krashen (1988) opinion in acquiring language. Krashen (1988) says "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

Thus, children do not require some extensive grammatical rule to understand the language. They just listen and repeat it. When the ‘Ustadz’ (a teacher of Islam religion) say ‘alif’ (ا), ‘ba’ (ب) ‘ta’ (ت) for this sign, the children simple listen the sound from the ‘Ustadz’ and they acquire it. They pronounce it again after listening to the sound (utterances) from the ‘Ustadz’ this activities is called memorize and mimicry in behavioral study. It is an example of language acquisition by children in Arabic language. The writer program and objective in this research is to observe the same activities but in the different object of study, English instead of Arabic.

The writer focuses on the first stage of acquiring language, vocabulary acquisition. The children listen to the sound (utterances), and pronounce it again. This is very much similar to the behavioral strategy mentioned above; repeating the word loudly to remember it. This is also the reason why Audio-lingual is adopted as one of the teaching methods in this study. Because some patterns and conditions to learn / acquire language in audio-lingual methods similar to behaviorism theory. They are; form habitual activities and force the learner / acquirer to memorize and mimicry the language.
2.2. Nativism

The writer uses another language acquisition theory to support this thesis. Beside behaviorism the writer also mentioned nativism theory in this thesis. Ellis (1997:32) says “the obvious inadequacies of behaviorists explanations of L2 acquisition led researchers to look towards an alternative theoretical framework.”

Linguists and scholars who opposed behavioral theory began to see another theory. Ellis (1997:32) “From a preoccupation with the role of ‘nature’ (i.e. how environmental factors shape learning), researchers switched their attention to ‘nature’ (i.e. how the innate properties of human mind shape learning). This new paradigm was, therefore, mentalist (or ‘nativist’) in orientation.”

In difference to behaviorism, nativism holds that language is not the result of general learning mechanisms, but rather innate capacity. This special capacity is belong only to human and not include to the sound or any other being communication (animal, etc).

Ellis (1997:32) says “in the 1960s and 1970s a mentalist theory of first language (L1) acquisition emerged. According to this theory:

- Only human beings are capable of learning language.
- The human mind is equipped with a faculty for learning language, referred to as a Language Acquisition Device (LAD). This is separate from the faculties responsible for other kinds of cognitive activity (for example, logical reasoning).
- This faculty is the primary determinant of language acquisition.
- Input is needed, but only to ‘trigger’ the operation of the language acquisition device.

The explanations above showed the principals of nativism theory. This theory mentions in this thesis because, some of the principals similar to some principals in Total Physical Response methods. In TPR the input is a trigger to an acquisition. The pattern drill activities in TPR produce an understanding of language by children, as if they already have the language. This pattern drill is also similar to the existence of LAD in human brain that nativists belief.

2.3. Audio-lingual Method

Krashen (1995:129-130) says “Audio-lingual; the lesson typically begins with dialogue, which contains the structures vocabulary of the lesson. The student is expected to mimic the dialogue and eventually memorize it (termed ‘mim-mem’).”

This method focuses on remembering and uttering the words that have been taught. Teacher is the role model in class that conducts dialogue contains new vocabulary to learn. Krashen (1995:130) “The dialogue is followed by pattern drill on the structures introduced in the dialogue. The aim of the drill is to ‘strengthen habits’, to make the pattern automatic.” From this statement, Audio-lingual method matches with behavioral theory in the term of ‘strengthen habits’. Along with it, the writer chooses Audio-lingual method because of it coherency with behaviorism theory. So the writer hopes this method suit for children.

Noori (2001) describes the principles of the Audio-lingual method as follows:

- instructions are given in the target language
- language forms occur within a context
- students’ native language interferes as little as possible with the students’ attempts to acquire the target language
- teaching is directed to provide students with a native–speaker like model
- analogy provides a better foundation for language learning than analysis
- errors are carefully avoided because they lead to the formation of bad habits
- positive reinforcement helps the student to develop correct habits
- students are encouraged to learn to respond to verbal and non-verbal stimuli
- the teacher is regarded as an orchestra leader conducting, guiding and controlling the students’ behavior in the target language
- Learning foreign language is treated on par with the native language.

This method focuses on mimicking and memorizing the new vocabulary similar to what the kindergarten teachers used to teach the children. The role of grammar is less. Using dialogues and group works. The writer chooses this method because the principals can be modified to be used for children. The matters of study between Audio-lingual and TPR are made in the similar difficulties.

2.4. Total Physical Response Method (TPR)

Krashen (1995:140) says “Total Physical Response (TPR) consists basically of obeying commands given by the Instructor that involve an overt physical response.” This method used actual body response to the words given. The learners understand the meaning of the words through this action.
Moreover, Asher (2003) says “TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.” Asher (2003) also mentions how to implement TPR effectively; “it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind.” The terms of logical order in TPR principals is similar to nativism theory of language acquisition.

Asher (2003) also mentions that some principles in doing TPR are as follows:

- Prepare a script
- Build on what has gone before
- Recycle language and review extensively
- Don’t change the target language
- Be good-natured and positive. In order for students to relax and feel comfortable, during TPR practice the teacher should project a friendly and positive manner.
- Introduce limited number of new items and manipulate them extensively
- Incorporate some humor
- Students don't speak
- Students don't “help” each other
The writer chooses TPR because it is easy to practice and the principles can be adapted to use for children. Widodo (2005:240) mentions some disadvantages of using TPR “it is only really suitable for beginner level.” That is why the writer is interested to use this method.

2.5. Applied Linguistics Research

Krashen (1995:3) says “Applied Linguistics Research: a great deal of research goes on in linguistics that is not aimed at supporting or attacking any coherent theory. This research, rather, is aimed at solving practical, real problems that confront society. A few examples will hopefully make this category clear.” The research method that is used in this paper is to compare two teaching methods. The two teaching methods will be used in two different classes but in the same level. The teaching methods will be used are Audio-lingual & Total Physical Response. The students will be researched are children who attend kindergarten school. The basic research hypothesis is adapted from Krashen’s statement stated in his book; Krashen (1995:3) says “An example that will be important to us in our discussion of language teaching consists of experiments that compare teaching methods.” Children are assumed to have a better ability to grasp language.

In order to optimize their potential, a better teaching method must be applied to them. Thus, this research aim is to give a supporting evidence of above assumption. The result of research and observation are data of children ability in studying English using those two methods. Therefore, the data will be the supporting evidence and references to choose a better language teaching method for young language learners.
2.6. Relevant Studies

The writer of this thesis quoted some research of language acquisition and language learning applied for children. Ellis (1997:8) conducted a research of SLA in two immigrant child. J was a ten year Portuguese boy and R was an eleven year boy came from Pakistan. Both of them moved to England and studied English. Ellis’ goal for both of them was to make them able to use ‘request’ sentence. Ellis (1997:11) says that “My goal was narrower; I was concerned with how J and R acquired the ability to perform a single language function (request).”

This research was focused on J and R ability to perform request in time to time. The first attempt showed that both of them performed simple words to show request. They just pointed and objects for the hints, Ellis (1997:9) said that “their requests were verb less”. When J needed a rubber he just said rubber. So did R. Their progress showed some time after when they performed request using ‘give me’ and ‘can’. Then Ellis assumed that 1997:10) “both learners are capable of successfully simple request even when they knew very little English.”

There was also research conducted by Wagner-Gough and Hatch (1975). In the research they determined the progress of acquirer by comparing the data from before being taught and after being taught.
The subject was Paul five years old boy and the object was English as second language. According to Wagner-Gough and Hatch (1975) in Krashen (1988: 119) “at least some of Paul’s progress can be attributed to the fact that he had the benefit of input that was more appropriate for language acquisition. He engaged in conversations such as this one”:

<table>
<thead>
<tr>
<th>Adult</th>
<th>Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paul, are you writing?</strong></td>
<td>Yeah</td>
</tr>
<tr>
<td><strong>What are you doing?</strong></td>
<td>I’m write</td>
</tr>
<tr>
<td><strong>Paul, are you writing?</strong></td>
<td>Yeah</td>
</tr>
<tr>
<td><strong>What are you doing?</strong></td>
<td>I’m writing</td>
</tr>
<tr>
<td><strong>Is the baby crying?</strong></td>
<td>Baby is crying</td>
</tr>
</tbody>
</table>

The research showed that Paul was able to communicate using English. Paul understood the grammar rules in the second conversation. The researcher determined Paul progress by his capability in doing this conversation.


Her thesis focuses on the same object with this thesis object. The object was students who learn English in kindergarten school / period. The research has different problems of study and teaching method. However, the writer can learn something from this thesis.
Aini used Parera (1986) concept as the anchor of analyzing the data and problem. The writer can get many aspects from Aini’s thesis to support his research.

Aini introduced English by using the Direct Method and Natural Method. She acted herself as the observer. The activity is as follows:

Subject Matter TK.A

Greeting
Teacher said, “Good morning students?” and then students answered, “Good morning Mom”. Teacher said, “How are you students?” and then students answered, “Fine”.

This method indicates that teacher uses vocabulary in daily life with a simple structure so that children can understand the meaning and they know when they can use it as greeting. (According to Parera, direct method point 1)

Color
Children were assigned to learn colors by using English such as red, green, yellow and blue as primary colors. The teacher taught the students with visual aid in front of the classroom and repeated each color three times by showing the visual aid.

This method according to Parera is called natural method by showing the meaning with some objects or pictures.

Number
The Students were assumed familiar with number one to ten (1-10). Teacher wrote number 1 to 10 in the blackboard and pointed to each number and then said it with correct pronunciation and the students repeated it after the teacher. The teacher repeated it until three times from number 1 to 10. This method is adapted from to
natural method, showing the meaning by using pictures in front of the class. In this case teacher wrote it down on the blackboard and asked each student what the number was.

**Body**

Students were already familiar with the parts of body, such as: eyes, hands, nose, and ears. Teacher showed the parts of body with the visual aid. This method is in accordance with natural method which uses many objects in order to make it easier for the children to understand new vocabularies that they have just got. This method is also in accordance with direct method point 5 which shows concrete meaning with reference. Students knew the meaning of each vocabulary because they know the real object that they had seen. In this case students were not yet taught singular or plural matters.

**Subject Matter TK.B**

**Color**

Students were familiar with colors such as: red, yellow, green and blue. The teacher asked the students about colors by visual aid in front of the class every time the teacher began the lesson. The teacher always repeated the lesson in order to make the student remember the lesson that they had got before. This method is adapted from direct method point 7 where the students listen and imitate generously and then the vocabulary appears automatically.

**Number**

Students had known number one until twenty (1-20). Teacher wrote number 11 to numbers 20 on the blackboard, pointing each number and asked the students what
number they were randomly. Teacher usually repeated the number three times for each number. This method applies natural method that uses some pictures or drawings to show the meaning of vocabulary. This method is adopted from direct method point 1 that uses vocabulary in daily life.

**Body**

Students knew parts of their body such as: hands, nose, ears, eyes, mouth, leg, neck, hair, cheek. This method is adopted from direct method point 1 that uses vocabulary in daily life.

**Write**

Students were assigned to write and to spell number 1 until 20. For example 1 = O-NE, 2 = T-W-O, 3 = T-H-R-E-E etc. The students wrote it in the class room not as a home work so each student had a book for English. The teacher always repeated the lesson in order to make students always remember the lesson for several weeks or hours and focus on utterance. Most activities were done in the class and the teacher just met the students when she was teaching them. In introduction English for beginner specifically for kindergarten, grammar was not introduced, the teacher just introduced vocabularies about daily life.

The activities used in Introduction English for four and five years old beginners (kindergarten) are as follows:

- Teacher taught vocabulary about daily life such as: color, number and body.
- Teacher used visual aid to show the vocabulary so that the students understood what the teacher said.
- Most of the matters were learned orally.
- Students found it easy to understand each vocabulary by using picture and visual aid.

All the conclusions are in accordance with Parera: 160

Although Aini’s thesis is using different methods in introducing English, the writer gets something from this thesis. The writer finds supporting evidence that children are able to learn English as second or foreign language. Language teaching method can be modified for children, depending on the teacher’s capacity to use it.

Bachrie (2011) in his study shows the level of competence in Using "Must" and "Have To" for The Eighth Grade of SMPN 1” for children of 12 – 14 years old in acquiring English. Those students did not just study the language but had a focus on using the language. The writer of this thesis directly examines the students by giving some questions around the use of “must” and “have to”.

The test took place in MTs. ULIL AL-BAAB. Mts is in the same level of junior high school. Mts or ‘Madrasah Tsanawiyah’ is a junior high school based on Islamic way of teaching. In spite of under Indonesia education and cultural ministry (MENDIKBUD), Madrasah Tsanawiyah is under the Indonesia Islamic ministry.

In this research, the findings show that the second year students of MTs. ULIL AL-BAAB, “fail” in using modal “must and have to”. It can be seen from the result of student’s score in using “must and have to” at the second year students of MTs. ULIL AL-BAAB.
From 20 students’ writing, the researcher concluded that 1 student that was classified “excellence”, 1 student got “good” in writing task, then 7 students were classified “fair”, and 11 students were classified “poor”. In the other word, 5% of student excellence, 5 % got good score, then 35% of students got fair score and 55% of students got poor score, which meant that they were failed. From the interview,

The writer shows the findings above to show how poor the ability of junior high student in English. Based on this supporting evidence, the government’s policy to eliminate English in elementary subject is not wise.