

THE RELATIONSHIP OF SECOND LANGUAGE ACQUISITION (SLA) IN ELT

Tiara Widyaiswara¹, Dian Luthfiyati², Moh Nurman³

Universitas Islam Lamongan¹, Universitas Islam Lamongan², Universitas Islam Lamongan³
tiarawdya@unisla.ac.id

Abstract	Article Information
<p>Second language acquisition (SLA) has been an important topic of research within the field of English Language Teaching (ELT), with numerous teaching methods and approaches being examined to better language learning. One of the most prominent figure is Stephen Krashen. Krashen develop monitor theory by <i>five hypotheses that relate to a framework for teaching a providing second second language namely: the acquisition and learning hypothesis, the natural sequence hypothesis, the simple present tense structure will be acquired and mastered first by learners than the simple past tense structure, the Monitor Hypothesis, the input hypothesis, the affective filter hypothesis. Through the monitor exists in learning is a tool to "monitor" ones outputs, to edit and make changes or corrections as they are consciously thought through.</i></p> <p>Keywords: <i>Second Language Acquisition, Monitor Theory, and Stephen Krashen.</i></p>	<p><i>Received:</i> 20/03/2024</p> <p><i>Revised:</i> 22/03/2024</p> <p><i>Accepted:</i> 23/03/2024</p>

INTRODUCTION

In this era, the one of skill to communicate using English has become necessary for everyone. When someone learns English after acquiring their first language, their second language is English. Second Language Acquisition (SLA) is closely related to English Language Teaching (ELT). According to Dornyei and Cook cited in (Aljumah, 2020), second language research is a more expansive sub-branch since it covers all facets of the language used by L2 users as well as the progressive features of first language acquisition in other linguistic and psychological fields

Interaction has a significance role in second language learning, as it facilitates the acquisition of new vocabulary, grammar, and communication skills. SLA refers to the process of acquiring new language or second language skills. Meanwhile, ELT involves teach-

ing strategies and methods to facilitate individuals' acquisition of English. Therefore, teachers are expected to be able to master and understand the basic principles of teaching English to make it easy for students to learn English (Syakur, 2021)

Along with the development of research second language innovations in language teaching methods, relate to research on the relationship between SLA and ELT is becoming increasingly important. One of the most prominent figure in the field of linguistics and language acquisition is Stephen Krashen is a professor at the University of Southern California (Saville-Troike, 2012). He is concern on linguistics study, educational researcher and an activist. Stephen Krashen is best known for his contributions to the ideas of second language acquisition, bilingual education, and reading education. Krasen also write the final project for doctoral degree with the topic second language acquisition.

Krashen has published over 300 works, including articles and books, and has presented at numerous conferences, highlighting his expertise and knowledge in the subject. One of his notable contributions is his belief that children learn for reading by actually reading and that reading skills develop naturally under the right conditions. He has also advocated for voluntary free reading programs and stressed the significance of libraries in promoting reading. Krashen's work had a significant impact on the understanding of language acquisition and literacy, and his insights continue to shape educational practices in these domains (Doughty C and Long M., 2005).

Krashen is passionate about his bilingualism program, but in his native California, Bilingualism is frowned upon. But Krashen responded with critical research, public lectures, and also by writing letters to the editors of newspapers. Krashen engaged in a vigorous public advocacy campaign against California's anti-bilingual education bill, known as Proposition 227, in 1998 (Zaharah, 2022). He gave speeches to a variety of media sources and participated in both written and spoken interviews with reporters. As regressive language education laws, education campaigns, and the movement against bilingual education spread across the nation, it was estimated in 2006 that Krashen had written more than a thousand letters to the editor. Conservative and indigenous political groups have also severely criticized Krashen for his impact on second language learning and minority language education, as well as for his ceaseless attempts to inform the public about all aspects of English language instruction in schools. She has also been an advocate, activist, and researcher for eradicating public misconceptions about bilingual education. (J., 1988)

From what has been understood regarding Krashen, the researcher try to relate Krashen's thoughts to ELT. By this context students will experience a second language acceptance process. The language made form the different (from mother tongue) to second language acquisition.

LITERATURE REVIEW

Stephen Krashen's SLA

When discussed briefly, language acquisition in English terms is called language acquisition, which is the process by language acquisition is carried out by children unconsciously. This happens when he learns his mother tongue. According to Stephen Krashen, the term acquisition is different from learning (Wardah, 2018). In the Linguistics Encyclopedia, SLA is known as the study of a person's language development, and it typically refers to that person's learning process when they accept new language after the first language. More clearly, language acquisition has a definition, namely a process of mastering and building a first, second, or other language carried out by children naturally or unintentionally. Language acquisition itself has two main objects of discussion. The first language acquisition called as the first language or mother tongue, and the second is new language acquisition.

First language acquisition is the process by which children try to obtain their mother tongue, starting from childhood until puberty or adulthood. Furthermore, in this first language acquisition, there is a very famous theory, popularized by a famous linguistic figure, Noam Chomsky. This theory is called the Innateness Hypothesis, which means that every human baby who has been born already has a special capacity for language, which is not owned by other creatures. He explains, "The innateness hypothesis proposes that human infants are born with a special capacity for language not shared with any other creature. Chomsky also argues that first language acquisition is strongly supported by the existence of LAD (Language Acquisition Device), often referred to as language acquisition tools. As mentioned earlier, according to him, since birth, the child already has LAD, so it is possible for him to acquire the first language. As everyone learns language, it must be a natural ability; that is something everyone is born with. Therefore, according to him, many first language grammars do not need to be learned consciously or specifically (Hutami, 2019).

In contrast to Noam Chomsky, a psychologist from Harvard University, B.F. Skinner argued that humans are born into the world without being equipped with anything, like an empty plate, which will be filled by the surrounding nature, including language (Wiranatakusuma & Pitchay, 2021). Whatever the form, all will not be separated from the influence of the environment, because, as Skinner has written in his book "Verbal Behavior," every movement can affect other organisms. "Any movement capable of affecting another organism". This popular theory is often called behaviorism. Skinner believed that all creatures have similar learning processes (including language learning) as well as actions.

SLA include a wide discussion about several of skills, such as grammar, syntax, and also phonetics. Commonly, acquisition of new language will examine children's acquisition relate to their mother tongue. The process of gaining from the first to second language will process in unconsciously ability such the production of word, phrase, sentence, and some vocabularies. (Rod, 1997)

As Noam Chomsky has described above, the assumption that language acquisition can occur in all various age such as young or adult learner or in a second language is impossible. adult learners, or in a second language, is impossible and tends to be wishful thinking.

tends to suppose. Because language acquisition can only be obtained by those who are still learning the mother tongue, So according to him, if this language acquisition is still considered appropriate for adult learners, it is tantamount to forcing them to learn their mother tongue. pinned to adult learners, it is tantamount to imposing a will. will. It is interesting to note that Noam Chomsky's opinion above is refuted by a modern linguistic figure, Stephen Krashen.

Krashen argued that the term of language acquisition is not only used for the first language (mother tongue); the term may also relate to the second language. Furthermore, Krashen divides into two concepts: the main differences in language learning, namely: first is Language Acquisition, is the income of language that refers to a natural process involving humans learning a language unconsciously(Baker, 1998). Language acquisition is the product of direct interaction between the learner and people in the target language environment, where the learner is an active player. It is similar to a child learning their mother tongue. This process will result in functional skills in spoken language without the demand for theoretical knowledge; in other words, the learner has the struggle to develop skills to interact with strangers and create natural communication situations in order to understand their language without the demand to master theory. Whereas learning looks like a private and closed private, in contrast to acquisition, which leads to the development of the learner's communication, confidence, and self-confidence. For example, when a teenager lives abroad for a year on a student exchange program, they acquire more native fluency and have better pronunciation than those who learn the language in the classroom, due to its informal and natural nature.

The second is Language Learning is almost of refer to as the traditional approach, and today, this approach is still very commonly practiced by many people in the world. Learning attention is concern of language in written form. The goal is for the learner to understand the structure and rules of the language, to dissect and analyze them, and to bring intellectual effort and deductive reasoning to the learner. Simply put, this approach to learning is characterized by. Firstly, it excludes communication; the communication is not considered very important. Second, teaching and learning techniques only rely on the syllabus; this will give the impression of being rigid and unimaginative. Thirdly, much of it dwells only on theory and grammatical rules and is not accompanied by practice. Fourth, the teacher has the main authority; the learner is only as participant, fifth, students almost never the use of structures in conversation to create the awareness in language acquiring process.

The five features above result in the absence of knowledge that results in practical skills in understanding and speaking the language, when the opposite is expected. Students' efforts to gather knowledge about the language will result in frustration felt by students because they are only involved in receiving information about the language and converting the information into knowledge through their intellectual efforts, then storing it by memorizing. This will make students less familiar with the language itself.

RESEARCH METHODOLOGY

This conceptual study aims to discover the relationship between Second Language Acquisition in ELT so that researcher apply a qualitative approach by analyzing the literature review and developing the theory. According to(Creswell, 2023), the qualitative researcher tends to construct statements, detailed analysis of words, rather than working deductively to prove them or to obtain results from numbers.

The data collection technique in this research is through the use of document analysis. (Widyaiswara et al., 2023) through document can take in many forms, such narration statement, case problem in various level, and etc. The document or artifact can be created or used for various purposes related to the investigation (Encyclopedia of Philosophy 2nd Edition., 2006)The document of this research comes from the article selected from published journals. The researcher limits the data to be analyzed using journal articles in the last ten years. By reading the titles and content of the articles, the researcher can tell whether the selected articles focus on second language acquisition theory.

The data analysis technique in this research involves a few steps, they search journal articles of second language acquisition in website article, specifically second language acquisition theory by Stephen Krashen(Rod, 1997), select the appropriate and relevant journal articles, download these article journals, view and analyze the article journals, then concluded that all article journals were descriptively reviewed and analyzed.

FINDINGS

The relationship of second language acquisition in ELT can be seen through Krashen's second language acquisition theory. This theory addresses the process of second language acquisition that does not come from coercion and spontaneous correction but through comprehension of the input when one communicates.

Second language acquisition is, in fact, the result of an interactive process between specialized "tools" that Chomsky calls the Language Acquisition Device (LAD) or Language Acquisition System or Krashen calls the unconscious potential, and the conscious-rational-cognitive process of language learning in natural environments as well as in artificial, formally manipulative environments. Noam Chomsky came up with the theory of language acquisition known as the theory of innatism in the early 1960s as a rebuttal to the theory of language learning put forward by behaviorism. Noam Chomsky concluded that behaviorism theory is unable to explain the process of language acquisition and linguistic competence. Language acquisition is not based on nurture (acquisition is determined by the natural environment) but on nature, meaning that the child acquires language as he acquires the ability to stand and walk. Children are not born as blank slate, but have been equipped with Innate Properties, namely the Faculties of the Mind, one part of which is specifically for acquiring language, namely the "Language Acquisition Device", because the tool applies universally, then Chomsky formulated his theory with the term Universal Grammar.

Chomsky further said that the environment only functions as an input provider and the Language Acquisition Device is what will process the input and determine what is mastered first such as sounds, words, phrases, sentences, and so on (Clark & Clark, 1977). Thus, the ability that humans have is biologically programmed so that humans can learn language. Then the ability grows and develops in line with the child's biological growth (brain, speech organs, etc.) which in turn is able to learn grammar rules. So that sentences that have never been heard before will still be able to be uttered correctly and consistently because there is LAD (Language Acquisition Device). With LAD, humans can master language in a relatively short time with such a complex system and its abstract existence. This view is supported by Neurolinguistic theory which states that in the human anatomical structure there are certain parts of the brain and nerves that take care of language. Based on neurobiological studies, it is found that the left cerebral hemisphere of the human brain is in charge of language.

Krashen strongly argued that Monitor Theory based on Chomsky's LAD concept (1965). Unlike other second language acquisition theories that direct language acquisition in children. Krashen made this theory with the Monitor model approach specifically for adult learners who are trying to acquire a second language. According to Krashen, language acquisition in adults has its own characteristics, although there are universal regularities in it. Monitor theory consists of five hypotheses that provide a framework for teaching a second second language namely:

First, the acquisition and learning hypothesis. According to Krashen, adults have two independent systems for mastering a second language, namely the acquisition system and the learning system. The process of mastering a second language unconsciously. The formulation of the rules of the target language is carried out and internalized subconsciously. Thus, language acquisition takes place naturally without manipulative conditions. This is almost the same as the process of acquiring the first language by children. In this acquisition what is important is the content of the message, not its linguistic form or discourse grammar. Learners in this case are not responsive to the rules of the second language. In fact, learners usually cannot explain why they use a certain structure when speaking on one occasion, and on another occasion they speak with a different structure. This means that the learner knows more about the language than he knows about the language he uses. If there is a correction of a mistake in speech, it is done intuitively, and not based on rational awareness.

Second, the natural sequence hypothesis. According to Krashen (Farahsani et al., 2020), this hypothesis refers to sequences of acquisition of grammatical structures that are universal and do not correlate with simplicity of form. This sequence of acquisition of linguistic elements takes place naturally, and is acquired by every learner almost simultaneously. For example, the structure of the prefix "me" in Indonesian will be acquired earlier by learners than the structure that begins with "ber".

In English, the simple present tense structure will be acquired and mastered first by learners than the simple past tense structure. The sequence is natural, that is, through four stages: First, producing single words, second stringing words together based on meaning and not syntax, third identifying the elements that begin and end sentences. Fourth. Identifying the different elements within sentences and can rearrange them to produce questions.

Third, the Monitor Hypothesis. This monitoring include a process of editing, improving, and correcting discourse both before and after it is spoken. According to Krashen, learning does not help much to edit, correct and correct the grammar obtained through acquisition, learning only monitors the grammar of speech and does not determine the fluency and proficiency of speech. In second language acquisition, The affective filter will be relaxed if the second language learner is calm, happy, not nervous or afraid, so that the information obtained can easily enter the brain. In second language teaching, if the teacher succeeds in creating a fresh and fear-free classroom atmosphere, the input information will be absorbed more deeply because the learners are more willing to take risks. On the other hand, if the learners always feel afraid, anxious, tired, embarrassed and reluctant, then the affective filter will be tightly closed so that the input received cannot be digested into the brain. So it can be said that second language acquisition does not work well. Of course, the role of the learned system as an editor will be successful if it meets the following three conditions: 1). Language users have adequate time / not in a hurry. 2). Language users focus their attention on the necessary language structure. 3). The language user knows the structure needed at the time of interaction.

Fourth, the input hypothesis. This hypothesis suggests that language acquisition occurs when learners receive messages. This term is also known as comprehensible input. However, Krashen also argues that comprehensible input should be one stage above the learners' current language ability. Comprehensible input is denoted by one by one to allow learners to continue progressing with their language development. This hypothesis emphasizes the importance of using the target language in the classroom. The goal of the language program for learners is to be able to communicate effectively. By providing as much comprehensible input as possible in the classroom, teachers are able to create more effective opportunities for language acquisition. Furthermore, input is more comprehensible if teachers use pictures and other relevant media gestures.(J., 1988)

Fifth, the affective filter hypothesis. According to Krashen(Azhar, 2015), one obstacle that can arise during language acquisition is the affective filter, which is a 'filter' influenced by emotional variables that can prevent learning. This hypothetical filter does not directly impact language acquisition but prevents input from reaching the language acquisition part of the brain. Affective filters can be triggered by a variety of factors. These factors are: motivation, self-confidence, and anxiety. If a learner has high motivation and self-confidence then he/she will have a greater chance of success. On the other hand, if the learner still has anxiety to express what he has learned or to practice, then there will be a mental block that will hinder his language acquisition process. The mental block will inhibit comprehensible input into the Language Acquisition Device.

CONCLUSION

Second language acquisition and English teaching language have a very close relationship. In acquiring a second language, a teacher needs to pay attention to the quality of the learning process. The relationship of second language acquisition in ELT can be seen through Krashen's second language acquisition theory. This theory discusses the process of

second language acquisition that does not come from coercion and spontaneous correction but rather through understanding the input when someone communicates. Krashen emphasizes teaching, among others: focus on meaning rather than form, create a more communicative and meaningful classroom atmosphere, center learning on students so that they feel free to express what has been obtained without being corrected first, and create a classroom atmosphere that arouses learner motivation to maximize the process of acquiring a second language or target language. Furthermore, avoid any form of punishment for learners' failure because it will kill their creativity (performance). Through the monitor exists in learning, not acquisition. It is a tool to "monitor" one's outputs, to edit and make changes or corrections as they are consciously thought through. Explicit and intentional learning. Such explicit and intentional learning, according to Krashen, should be avoided at all costs, as it hinders acquisition. Only once proficiency is established should sufficient monitoring or editing be used. The hypothesis of the monitor is that learning functions as a monitor. Learning appears to replace speech forms after speech can be produced as a system. The application of monitors can be effective if the L2 user focuses on the correct form.

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