CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature which contains of Definition of good EFL classes, the factor of good EFL learners, Social learning, and Emotional learning.

2.1 The Good EFL Classes

A Good EFL classes is a class that can change boring classroom atmosphere becomes more active and all students can understand the lessons they receive. Students can easy to receive what the lessons delivered if there good class management. Class management is the ability to control and inspire a class and that is the fundamental skills of teaching. According Lumsden (1994) says that it is a great challenge for teachers as well as parents to maintain students interest and motivation to succeed as many students are not sufficiently motivated. For that many researcher believe all that occur in classroom are likely to boost, minimize or ensure learners motivation. Besides that, the good EFL classes can describe like the qualities which good teachers process for example the ability to give interesting classes using full range of their personality, have motivation to more care, treating them all equally however tempting it is to do otherwise and knowing all their names.

Doing observation about the kind of communication between teachers and students it should at all times be comprehensible and especially when giving instructions, it should be clear and well staged. Often hold discussions relative merits of student talking time and teacher talking time, because it can help the students to acquire langauge. And then stressed the need for variety within a secure setting its mean the teachers need to walk a fine line between predictability and surprise, without lurching into either monotony or anarchy. Consentrated on the teachers ability to respond flexibly to what happens in class, even while attempting to follow a pre-arranged plan. Motivation is very needed to all student specially from their teachers. According Dornyei (2005), if teacher motivation is a significantly positive factor in students' learning and achievement. And he also

give opinion that teaching is a profession with special characteristics but has received little attention in educational psychology.

There some characteristics do good classroom learners that can make good EFL classes like; a willingness to listen, its mean the learners listen to whats going on not just give attention but also in terms really listening to the English that is being used and absord it with desire and inteligence. And then a willingness to experiment, because most of teachers are not afraid to have a go. They are prepared to take risks to try things out and see how it works. Not all successful language learners are extroverts, but the encouragement to use the language is an important one. Other is a willingness to ask questions, good teachers frequently give instruction to ask if the students don't understand something. Good learners do this, evaluate when its right or not. A willingness to think about how to learn, its mean good learners bring or invent their own study skills when they come to a lesson. They think about the best way to write vocabulary in their own wordbooks. And the last is a willingness to accept correction, good learners are prepared to be corrected if it can helps them. They are active to get feedback from the teachers and act based on the instructions. Giving feedback involve appreciate the students for things they do well and offering them the ability to do things better where they were less successful. It involves teachers in judging their students' response to correction so that they can act accordingly. Positive feedback can give nudge in classroom environment toward change. According Feng and Chen (2009:64), encouraging attitude will create good classes, motivate students and make English classes lively and enjoyable. Thus encouraging attitudes in the part of teachers motivate students and make them interested in learning language.

2.1.1 The Factor of Good EFL Learners

Based on Jeremy Harmer (2001) there some factor or element that can improve the learners to be good in EFL classes. Classroom students don't usually get the same kind of expose or encouragment as those who – at whatever age – are picking up the language. But that does not mean they cannot learn a language if the right conditions apply. Like language learners outside schools, they will need

to be motivated, be exposed to langauge, and given chances to use it. We can therefore say what elements need to be present in a language classroom to help students learn effectively. We will call these elements "ESA", three elements which will be present in all – or almost all – classes, they are :

Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Most people can remember lessons at school which were uninvolving and where they switched off from what was being taught them. Frequently, this was because they were bored, because they were not emotionally engaged with what was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged. It seems quite clear that those lessons involved not only more fun but also better learning.

Activities and materials which frequently engage students include: games (depending on age and type), music, discussions (when handled challengingly), stimulating pictures, dramatic stories, amusing anecdotes etc. But even where such activities and materials are not used, teachers will want to ensure that their students engage with the topic, exercise or language they are going to be dealing with. They will ask students what they think of a topic before asking them to read about it. When students are engaged, they learn better than when they are partly or wholly disengaged.

Study: study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from an examination and practice of a verb tense to the study of a transcript of informal speech to discuss spoken style.

Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary. But whatever they style, study means any stage at which the construction of language is the main focus.

2.1.2 Social Learning

The definition about social learning is learning about behavior and it's controlled by environmental influences rather than innate or internal forces. Social learning involves learning vicariously. Vicarious learning occurs when we learn by imitating or observing others. Enactive learning occurs when we learn by doing. We learn best when both are combined like, observe others and learn by doing. According As Steels (2003:136) says : social learning enables active learning. We can initiate a kind of experiment to test knowledge that is uncertain, or fill in missing holes. The mediator is available to give direct concrete feedback for specific experiment done by the learners. This obviously speeds up the learning, compared to a passive learning situation where the learner simply has to wait until examples arise that would push the learning forward.

There four conditions that necessary for social learning to take place, they are:

1. Attention. The learners need pay attention to behavior to be learned. Sometimes in the classroom, teachers should be have point out specific behaviors.

2. Retention. The observer must be able to remamber what was observed later when given opportunities to act. For the examples about ways to call attention but use sailent elements such as posters with reminder, concept maps, and graphic organizers.

3. Production. Observers must be given opportunities to reproduce the behavior, and then observers must be able to reproduce the behavior. That is, the behavior must be proximal.

4. Motivation. The observers must be motivated to act. It's mean the observer must value the behavior or the rewards that behavior may bring about and that observes must except to see some sort of reinforcement as a result of the behavior.

Social learning influenced by culture and that factors called sociocultural. That factor can give effect in learning EFL in the class. Social factors is the intersection of culture and affect, it's mean how the learners overcome the

personal and transactional restraint presented by two cultures. Definition of culture is the way of life includes the context within which we exist, think, feel, and relate to others. According Larson and Smalley (1972:39) says culture as a blueprint. It's mean guides the behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group.

Culture established for each person a context of cognitive and affective behavior such as individual with their social existence. It is apparent that culture, as an inveterate set of behaviors and modes of perception, becomes highly important in the learning of a foreign language. A language is a part of a culture, and culture is a part of a language. So culture and language have a relation and culture have relation with social. From that statement we can conclude if social can influence in learning language process.

Sosiocultural factor in learning process can influence culture in the classroom that involve stereotype and attitude. Most learners can indeed find positive of benefits in cross cultural living or learning experiences, a number of people experience psychological blocks and other inhibiting effects of the second culture. Teachers who follow an experiential or process model (Robinson-Stuart & Nocon, 1996) of culture learning in the classroom can help students turn such an experience into one of increased cultural and self-awareness. And then there is stereotypes and attitude that will be influence.

Stereotype, is a closed-minded view of such differences often result in the maintance and oversimplification and blanket assumption. In English learning process maybe the students tend to have that properties. They compare about their culture or habit when they are learning English, so it can make learning process unconductive. And that social learning function to change about their stereotypes perception become to generalization. Condon (1973) concluded from cross-culture research that American, French, and Hispanic world views are quite different in their concepts of time and space. Americans tend to be dominated by a psychomotor view of time and space that is dynamic, diffuse, and nominalistic. French orientation is more cognitive with statistic, centralized, and universalistic

view. The Hispanic orientation is more affectively centered with a passive, relational, and intuitive world view. Both learners and teachers of a second language need to understand cultural differences, to recognize openly that people are not all the same beneath the skin. There are real differences between groups and cultures. We can learn to perceive those differences, appreciate them, and above all to respect and value the personhood of every human being.

And second is attitude, social learning can change learners attitude more positive in process EFL classes. Attitudes, like all aspect of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' ad peers' attitudes, of contact with people who are different in any number of ways, and of interacting affective factors in the human experience. These attitudes form a part of one's perception of self, of others and of the culture in which one is living. Ellis (1985, p. 292) clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and, in case of classroom learning, of their teachers, and the learning task they are given. Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc (Richards, 1985, p. 155). Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern (1983, p. 376-7) into three types:

1) attitudes towards the community and people who speak L2,

2) attitudes towards learning and language concerned,

3) attitudes towards languages and language learning in general.

Certain personality characteristics and general interest in foreign languages

of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes.

Gardner and Lambert's (1972) extensive studies were systematic attempts to examine the effect of attitudes on language learning. After studying the

interrelationships of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes. The most important of these is group specific, the attitudes learners have toward the members of the cultural group whose language they are learning. Then based on John Oller and his colleagues (1977) about relationship between attitudes and language success in Chinese, Japanese, and Mexican students' achievement in English and their attitudes towards self, the native language group, the target language group, their reasons for learning English, and their reasons for traveling to the United States.

2.1.3 Emotional Learning

Emotional learning is another words from personality and it is related with Emotional intelligence. It is refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. And Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills. Based on John Gottman, he says "Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life, including family relationships". About personality, it is have a connection with the affective domain. Definition about affect is refers to emotion or feeling, so the affective domain is the emotional side of human behavior. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986, pp. 119-121; Patsy Lightbown, 2000, p. 54). According on

Benjamin Bloom and his colleagues (Krathwohl, Bloom & Masia 1964) provided a useful extended definition of the affective domain that is still widely used today they start from receiving, then responding, after this valuing, and organization, and the last is value system.

Bloom's taxonomy was devised for educational purposes, but it has been used for a general understanding of the affective domain in human behavior. Second language learners need to be respective both to those with whom they are communicating and to the language itself, responsive to persons and to the context of communication, and willing able to place a certain value on the communicative act of interpersonal exchange. And the correlation both are because language is inextricably woven into the fabric of virtually every aspect of human behavior. Based on Kenneth Pike (1967:26) said, Language is behavior, that is a phase of human activity which must not be trated in essence as structurally divorced from the structure of nonverbal human activity. The activity of man constitutes a structural whole in such a way that is can't be subdivided into neat parts or levels or compartments with language in a behavioral compartment insulated in character, content, and organization from other behavior. There some specific personality factors in human behavior and the correlation with second language acquisition. They are self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and the last is motivation.

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Based on Malinowski (1923) noted that all human beings have a need for communication and finding acceptance in expressing that self in relation to valued others. People need some degree of self-esteem, self-confidence in order to succeed in any activity. Coopersmith (1967, as cited in Brown 1994, p. 137) provided the following definition of self-esteem: "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy."

People develop their sense of self-esteem as a result of the information they receive about themselves from others. Wiliams and Burden (1997) present social comparison theory that claims that classroom interactions have a great influence on how learners perceive their abilities. Their sense of achievement is strongly affected by the information they get from the teacher and their peers in the classroom. Teachers should realize that they influence not only students' academic performance but also their emotional states. They should create such atmosphere in the classroom that will help to build students' confidence and lead them to4 success. The results of the research suggest that self-esteem is an important variable in SLA. Many studies show a positive relationship between high self-esteem and academic achievement (Brodkey & Shore, 1976; Gardner & Lambert, 1972).

Then Inhibition is closely related to and in some cases subsumed under the notion of self-esteem is the concept of inhibition. The human ego encompasses what Guiora (1972) and Ehrman (1996) refer to as language ego or the very personal, egoistic nature of second language acquisition. Meaningful language acquisition involves some degree of identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success. The concept of inhibition is closely related to the notion of self- esteem. All people protect their ego by building sets of defenses. The higher self-esteem the lower walls of inhibition and greater success in learning a foreign language. It has been suggested that inhibition influences language learning in a negative way because it discourages the risk-taking, which is an essential element in this process. It is necessary to make mistakes if a person wants to learn a foreign language. This is mainly a problem of adults who are more self-conscious than children are. A child adopts a new language and accent more rapidly than an older person who is less open to the influences and changes.

Risk-Taking variation seems to be factor in a number of issues in second language acquisition and pedagogy. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made Self-esteem seems to be closely connected to a risk-taking factor. When those foolish mistakes are

made a person with high global self-esteem is not daunted by the possible consequences of being laughed. The concept of inhibition is closely related to the notion of self- esteem. All people protect their ego by building sets of defenses. The higher self-esteem the lower walls of inhibition and greater success in learning a foreign language. It has been suggested that inhibition influences language learning in a negative way because it discourages the risk-taking, which is an essential element in this process. It is necessary to make mistakes if a person wants to learn a foreign language. This is mainly a problem of adults who are more self-conscious than children are. A child adopts a new language and accent more rapidly than an older person who is less open to the influences and changes.

Anxiety is experienced feelings of anxiousness. Based on Scovel (1978), Anxiety is still not easy to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. In Bailey's (1983) study of competitiveness and anxiety in second language learning, facilitative anxiety was one of the keys to success, closely related to competitiveness.

Anxiety is another important aspect of personality that affects learning a foreign language. Brown (1994, p. 141) describes anxiety as a state of mind connected with "feelings of uneasiness, frustration, self-doubt and worry." MacIntyre and Gardner (1991) distinguish anxiety into: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. Although anxiety is regarded as a negative factor which must be avoided, the concept of facilitative anxiety, "a little nervous tension in the process", is a positive factor. It must be remembered that "both too much and too little anxiety may hinder the process of successful second language learning" (Brown, 1994, p. 143). There has been some research that investigated the reasons of the state anxiety in the classroom. Bailey (1983) found that competitiveness among students, their relationship with a teacher and tests could increase anxiety.

In more sophisticated terms, empathy is usually described as the projection of one's own personality into the personality another in order to understand him or her better. According Guiora (1972) defined empathy as a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another. There some research that says if empathy can improve successfully predicated authenticity of pronunciation of a foreign language. The other aspect of personality that has been studied is empathy – "the willingness and capacity to identify with others" (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation (Guiora, 1972; Guiora et al., 1972) but it is considered as "an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation" (Schumann, 1975, p. 226). Many researchers believe that personality has an important influence on success in language learning. Ellis (1985, p. 119) claims that the effects of personality on SLA are difficult to investigate because these factors are not easy to define and measure as most of the tests used lack validity. Most of personality traits are not table and may change depending of a situation. The same student may behave differently in a similar setting only because of some external reasons like mood or tiredness.

Extroversion and its counterpart, introversion are also potentially important factors in the acquisition of a second language. Extroversion is commonly thought to be related to empathy, but such may not be the case. The extroverted person may actually behave in an extroverted manner in order to protect his or her own ego, with extroverted behavior being symptomatic of defensive barriers and high ego boundaries. The other aspect of personality that has been studied is empathy – "the willingness and capacity to identify with others" (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation (Guiora,

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And the last is Motivation. It is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. It is easy in second language learning to claim that learners will be successful with the proper motivation. Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of ' the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis 1985, p. 117; Patsy Lightbown at.al, 2000, p. 56). They distinguish two types of motivation:

a) Integrative motivation: a learner studies a language because he is interest-ed in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b) Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign news paper, etc. It has been stated that learners can be influenced by both types of motivation.

However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner (1979) links an integrative motivation to 'additive

bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue. Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language (Ellis, 1985). Motivation can be also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994,p.155).Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback. Maslow (1970) and other researchers claim that intrinsic motivation leads to greater success in learning a foreign language, especially in a long run (Brown 1994).

2.2 Previous of The Study

The researcher takes review of related literature from the other previous research, and the first research related to this research is "Teachers' Perceptions of Students' Social Emotional Learning and their Infusion of SEL", by Jessie Ee and Quek Lee Cheng 2013. The similarity of her research with this research is same to analyze about social and emotional of the students in EFL classes. Based on their research, it is important for educators to understand that they have the greatest potential to make a difference in their students' learning. Teachers' knowledge of SEL, their perceptions of the effect of SEL on students' academic outcomes and the importance of an effective SEL intervention program influence the success of the program. And teachers need to infuse SEL by applying the SEL pedagogy principles to address the social and emotional development of the students.

The next research has title "Social and Emotional Learning in EFL classes", by Ozlem Yagcioglu 2017. Based on his research realated students' attitudes in the English Preparatory Classes Department at Dokuz Eylul University in the Turkey. Almost the students enjoyed attending the classroom activities which were used in their class hours. And then about students' perception, they realized that the classroom activities which helped them to learn

the new issues socially and emotionally made them happier and more active learners.

Then the next research has title "Social and Emotional Learning", by Greenberg 2003. In his research says that SEL have great progress in educational researchers' and practitioners' knowledge of how to prevent social-emotional and other problems, and in how to promote competence and health-enhancing behaviors. A growing number of programs, strategies, and techniques are available for promoting healthy development and preventing negative outcomes, and a stronger empirical base.

2.3 Summary

Based on the background of the study, some students have opinion about English. And almost of the students said if English is important but they feel difficult to learn it. And in University of Muhammadiyah Gresik, the students who have worked and unworked have different ways to learn. So there is so many factors that influence in process learning English that make student feel borred and not interrest eventhough they know if English is very needed. Some factors that influence in student mindset about learning English such as English is a foreign language in Indonesia so when they learn English its feel dificult because the pronunciation and the sentence are not same. Then about method and strategies that use in learning English process, may be the stategies not interrest and make the student get borred. Social and Emotional Learning maybe can help the students to improve their EFL classes. Several factors described in this paper influence second language acquisition variedly. It has to be said that individual differences are important factors in SLA.

Those factors: motivation, attitude, age, intelligence, aptitude, learning style, and personality influence the way learners encounter language learning and may hinder or support them in their efforts to master L2. Moreover, these elements seem to be an essential part of the learning process, which can contribute to the success or failure of a second language learner.

There two factors that can influence in learning English, first is Personality factors and then Sociocultural factors. It is have correlation with social and emotional learning. Personality factors have similarity with affectivity factors that

is related with emotional. And then sociocultural factors encompassess extrinsic factors. Sociocultural or social factors its about another affective aspect of the communicative proccess that is intersection of culture and affect. Sociocultural in the research include stereotypes and attitude and then emotional or personality factors include self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and the last is motivation.