CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of related literature in which it covers the definition of English as a foreign language (EFL), Teaching English to adult learner need, English Independent Study (EIS) including the definition, function and the types and the strategies of EIS, mentoring program, learning activity and problem.

2.1 English as a Foreign Language (EFL)

English is an international official language which is used by most country in the world. In the some countries which do not use English as an official language, they need to learn and experience in English itself. English as a Foreign Language (EFL) for those countries such as Indonesia should be taught differently as foreign language. The student learns English as foreign language in order to acquire the experience of international language.

EFL also defined that English learning for non-English speaking country such as Indonesia is not with some native lecturer or teacher who expert on English itself. The Indonesian student studies English because they do not acquire the English as their mother tongue and also live in English speaking country. The teacher who teaches the EFL student should have an expert background of teaching English because the EFL student having difficulty with this English language. As mentioned, English is not an official language or even mother tongue of Indonesian. It is a bit different with English as Second Language student. They do not have high proficiency in English but they need to learn
English because of the official language where they live. The ESL is taught in the English speaking country like UK, US, Canada and most country in Europe. The ESL student does not attain the English as their mother tongue, even though they live in the English speaking country. Both EFL and ESL are same in meaning of English learning. Hence, it is differed where they should be used and learned.

The EFL studies have pivotal role in learning process for non-English speaking countries. English learning needs to be taught by a teacher who has highly proficiency in English as the key role in enhancing students’ ability in English. Indonesia, the country with no English as the official language, needs special treatment in learning English. As the result, English as international official language should be known well by any level of community. Particularly, it is important to be recognized by Indonesia students in early stages of learning process.

2.2 Teaching English to Adult Learner

There are kinds of education level which should be known in order to have appropriate object study or suit for the student. As mentioned, education level is necessary to be differed. The education for young learner and adult learner should be separated in case of learning treatment for each learner because of a different style of study.

In this research, the researcher’s subjects are college students which mean that they are adult learners basically. The education for adult learners are mentioned as Andragogy which mean how students in adult learning could show the way by themselves to study independently. Andragogy provides an
understanding about adult learning (Asmin, 2004). In addition, these are the adult learners characteristics which teacher needed to be kept in mind intensely; the learner who has wide background in education, highly motivated in future’s aim, having a lot of life experience to the learning situation, having a different style of learning and level of proficiency (Gadbow, 2002). Therefore, the teacher should make the class atmosphere to be an autonomous learning in order to have learning process which the student can take the rule of study by their own way confidently and creatively.

2.3 English Independent Study (EIS)

There are many numbers of independent studies about English, particularly English learning in Indonesia or around Asian country in which the country has no English as official language. EIS provides the study English easily without disturbing the school time. Independent study that will be conducted by student in EIS is novel term spending the time outside the classroom by studying with their own way. EIS is autonomous activity in the daily life. Inayati (2015) states that EIS delimits as the student activities to find their own creative way for improving an English skill, without any commands even task from the lecturer or teacher, and those activities are done by the student’s effort productively. But, before the student finds their own EIS activity, the teacher should give a bit explanation about what EIS and how to find some exposures in EIS. As explained by Krashen’s (1982) in Inayati (2015), teacher does not only contribute on giving the content of learning material, but also teacher should give another help for improving student in having their own fun study activity beyond the classroom.
The EIS function itself is to help student in finding some English exposures around them. Crabbe (1993) in Inayati (2015) simply explains that learners study autonomously by their own thinking of study, nevertheless the place they study. Additionally, he confirmed that the best successful learning process for the student is how the students take the numerous of learning occasions both outside and inside the classroom. Furthermore, according to Meyer (2010), independent learning or autonomous study has its own concept which is allied with some educational approach such as “personalization, child- or student-centered learning and ownership of learning.”

As the result, the autonomous study or independent learning is the student capacity in order to take a responsibility in learning process which they make by their own way innovatively. Therefore, the student is the ownership of their learning activity for improving their skill.

2.3.1 Strategy of English Independent Study (EIS)

The students encourage relying on any exposure around them. EIS purposes to find the outcomes of study of four language skills such as reading, listening, writing, and speaking effectively. Noble strategies are required to fill the changes in increasing the four language skills. Renandya (2007), Day and Bamford (2002), and Mikulecky and Jeffries (2007) in Inayati (2015) offered some EIS principles which are conveyed below: First, high awareness of some exposures is necessary. This case, the students have to creatively discover and produce potential fashion EIS activity, for instance, some topic in newspaper, TV programs, and music in English term. Second, the student freely chooses
enjoyable contents and EIS activities. Third, appropriate language input and output with the student’s capability is important. The student should choose the material that is not too difficult or even too easy material. Those activities should make the balancing of receptive skills and productive skills. Fourth, the student should be understood well about EIS strategies or types of activity. Another principle perhaps can be found by the student in various way of learning both within and outside the classroom.

2.4 Mentoring Program

Santamaria (2003) in Lonnie (2005) defined that Mentoring is offered to the senior through the protégés for giving a support, teaching them voluntarily and encourage each other as one-to-one relationship. It means that mentoring is the program which provides the learners to study with guiding from the senior or the expert on the learning process, especially outside the formal class. This program purposes to help the learners in order to understand more some materials which are difficulty understanding. In addition, this program is better if the mentors have no far different in age with the protégé. This reason is to avoid the protégé feeling shy or so on. Also, some schools or institution should provide this program as additional program in their areas. The more innovative of the activities provided, the better activities will be accepted.

The current mentoring program that is conducted by English Language Education Department of University of Muhammadiyah Malang is held annually and intended for second semester students. The mentoring program is held onten meetings during second semester.
2.5 Learning Activity

Learning activity is defined as the program purposes to fill up the learning process in the formal class or even in the informal class. The whole activities are designed by the teacher who brings the class into a suit program activity. The teacher has to choose the appropriate material or activity which suits to the students’ need and the learning goals that the teacher and the student are focusing on, also supported by Schaeche, et al (2004). Therefore, learning activity is shaping the learning process into a learning oriented of the study plan completely.

Another definition mentioned that learning activities are purposeful, also learning activity’s goals are to increase the behaviour improvement in knowledge, attitude, values of skill and the understanding of the student, it is also supported by Monnet (2006). The learning activity has to match to what the students’ need in order to reach the several improvements in which the student and the teacher can hold and do those activities well. So, the teamwork is needed to make a class atmosphere getting well by the teacher and the student.

2.6 Problem

In the learning activity, everything is possibility to be happened there like the problem itself. The problem can appear among the teachers or the students when the learning process starts. Furthermore, the problem is coming from the inner or outer of the person. D’zurilla et al (2004) stated that there are two kinds of problem, they are intrapersonal problems which are coming from emotional, behavioral, cognitieve, or health problems and interpesonal problems meant that
the problem comes from outer aspect such as technical barrier, enviroment or even family. Also supported by Mayer (2010), he mentioned that one of the educational approach is influenced from the personalization. The inner problems affect more the behaviour of the people rather than the outer problems.

D’zurila et al (2004) also mentioned about problem solving which is defined as the the individual of group behavioral to discover the best solutions for the certain problems that they faced. This problem solving occurs naturally when a person got the problem in daily life. Especially, the problems that are faced by the certain people in the education field such as teacher and student. Finally, the occuring problem will be effectively fixed when the people know where the problems which are intrapersonal and interpersonal problems come from.