

CHAPTER II

REVIEW OF RELATED LITERATURE

Based on the introduction in chapter I, this chapter describes some theories related to learning, focus, distraction.

2.1 Learning

According to Garrett (2017), learning is an activity by virtue of which we organize our responses with new habits. Learning is when a change in an organism's behavior results from prior experience (De Houwer J, Barnes-Holmes D, Moors A. 2013). According to Plato, learning is a passive process in which it becomes innate knowledge in the individual at birth and every information obtained becomes a memory of the knowledge already possessed by the soul. Learning is a process in which a person learns and understands new things after going through various situations in his life, and someone will understand the problem and know how to deal with it if he has experienced the learning process

The theory of learning based on the work of Jean Piaget, is learning that occurs from processing information internally rather than simply responding to external stimuli. Learning outcomes of the process and reorganization of information in previously obtained information matrices. Cognitivism focuses on the way each individual thinks and the teacher's position is to emphasize and reflect on experiences with metacognition, which is thinking on their thinking. Changes in behavior that can be seen are the result of learning that occurs after the inner way of thinking based on information or new knowledge received by the individual. The

learning process includes the acquisition and reorganization of cognitive entities (Khalil MK, Elkhider IA. Applying learning theories and instructional design models for effective instruction 2016).

A learning style denotes the preferred mode of learning, whereas a learning theory explains learning. The seven fundamental categories of learning styles are visual, auditory, solitary, physical, logical, social, and verbal. Although there are descriptions of different learning styles, teaching to a desired "learning style" may not increase learning results and may even drive students to avoid content that is given in a way that makes them uncomfortable (Newton PM, Miah M. Evidence-Based Higher Education - Is the Learning Styles 'Myth' Important? Front Psychol. 2017).

According to behaviorism, a teacher has to be knowledgeable and involved in order to facilitate a healthy learning environment and ensure that pupils provide the right responses. Contrarily, in cognitivism, the role of the instructor is to organize the course information. Within a constructivist framework, the facilitator assumes the role of a teacher, assisting students in approaching the knowledge they have learned while taking into account their individual backgrounds. According to connectivism, educators must lead pupils toward related topics so they may concentrate more on them. Humanism places a strong emphasis on the potential and liberty of students, encouraging them to take initiative. Thus, we can see that whereas constructivism, cognitivism, humanism, and cognitivism are learner-centered approaches, behaviorism is teacher-centered.

2.1.1 Learning in English

Learning English which is a foreign language is still a problem that must immediately find a bright spot. Learning a foreign language is certainly more difficult than Indonesian. A new language that needs adaptation and habituation so that it does not become a fear anymore in learning English. However, students should indeed learn English because English is a global language (Crystal, 2000). Even in nations all over the world, English is one of the languages that is frequently used for communication. Both globally and internationally, English is a language.

Learning English is not an easy subject. Several other supporting factors are needed such as enthusiasm or motivation in oneself to learn to master a foreign language. According to Irham and Wiyani (2013: 254), learning challenges arise when students encounter barriers in adhering to the teaching and learning process, leading to suboptimal learning results. Barriers can come from within the learners themselves or even in terms of the environment that is lacking in facilitating learners in language development.

Learning English is learning a second language or a foreign language after learning the mother tongue. "A "second" language has social functions within the community where it is learned (e.g., as a lingua franca or as the language of another social group), whereas a "foreign" language is learned primarily for contact outside one's own community," according to Littlewood (1984:3), who makes this distinction between the two categories. Littlewood's opinion implies that second languages have a social function in societies in which they are studied (for example,

as a lingua franca or the language of another social group), whereas foreign languages are studied primarily for relationships outside one's own community.

English is one of the foreign languages that is considered important that must be mastered by the Indonesian people because English has a very strategic position, in addition to being a means of communication as well as a social language between nations. English is also the first foreign language that is considered important with the aim of accessing information, absorbing and developing science, technology, and cultural arts. Language learners must know and understand grammar and vocabulary, which are categorized as cognitive domains. In addition, they must also know and understand the systems and sounds that apply to the language so that the pronunciation matches the native speakers.

English writing and pronunciation differ greatly from one another, thus it is necessary to keep learning and practicing both skills. This is the difference between Indonesian and English. One of the difficulties in learning English is this distinction. In order for learners to mimic the sounds made by native English speakers, they must be taught how to hear and move certain organs, such as the tongue and lips. The study of languages is also connected to problems with motivation, interest, anxiety, and other factors. They need to approach the language and culture they are studying with positivity if they are to learn it successfully.

McKay (2007: 1), defines young language learners as young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education system of most countries, young learners are children who are in the primary or elementary

school. In terms of age, young learners are between the ages of approximately five and twelve. According to McKay, throughout the first six or seven years of formal schooling, children are taught English as a foreign language or as a second language, and this instruction often takes place in primary schools. They range in age from five to twelve years old on average.

2.2 Language

Language means of communication between community members in the form of sound symbols produced by human speech instruments. The notion of language includes two areas. First, the sound produced by the speech apparatus and the meaning or meaning implied in the sound flow itself. The sound is a vibration that stimulates our hearing instruments. Second, meaning or meaning, which is the content contained in the sound stream that causes a reaction to what we hear. Henceforth, the sound current is called the speech current (Ritonga, 1:2012). Language possessed by human is a distinguishing feature from other creatures created by God. With language that has a unique linguistic structure, we are able to understand exactly what is expected by the universe, both material and metaphysical and with language we are able to interact and communicate with other humans in the world so that with language we are able to maintain the world to remain balanced and harmonious (Saussure, 1988: 90). These two things distinguish human language from the language of His other created beings.

Devitt & Hanley (2006: 1) and Noermanzah (2017: 2), explain that language is a message conveyed in the form of expression as a means of communication in certain situations in various activities. This language ability is implemented with

the ability to rhetoric, both rhetoric in writing and speaking. Rhetoric in this case as the ability to process language effectively and efficiently in the form of ethos (character or good intentions), pathos (carrying emotional listeners or readers), and logos (logical evidence) so as to influence readers or listeners with messages conveyed through written or oral media (Noermanzah et al., 2018; 119).

Language according to Pateda (2011: 7), is a series of sounds that are systematized as a tool (instrumentalist) that replaces individuals in stating something to the interlocutor and eventually gives birth to cooperation between speakers and interlocutors. In this case, it can be explained that language in the form of sound systems has a substitute role for speakers to express their ideas which are then responded by the interlocutor so that good communication is established. Then, language is also explained in detail by Chaer (2012: 33) in the form of a system, in the form of symbols, in the form of sounds, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, human, used as a tool of social interaction, and serves as the identity of its speakers. Chaer further explained language as a means of communication that has special characteristics that distinguish it from the language possessed by other creatures created by God or it can be said that language is the property of humans as humans who are able to communicate and because humans can develop and survive.

2.3 Focus

According to Tom Waldrep (1985), focus is the "moment of tunnel vision," referring to the intense state of concentration that transforms thinking from its dispersed matrix into a fully discursive form. "We consider focus to be a visual

phenomenon, a lens that helps us see things more clearly. However, I have viewed it as a knife that I may use to cut away the unnecessary details from a tale, leaving just the power of bone and muscle. If you see focus as a sharp knife, you can test each and every element in a tale, and no matter how fascinating the detail, you can take your blade and swiftly and neatly chop it out without causing any blood or pain." Roy Peter Clark (2011).

Jon Scott Stevens, in his journal "Pragmatics of Focus," published on 29 March 2017, says the term "focus" describes the segment of a speech that is identified linguistically as being particularly significant or instructive within the context. Giving a clear explanation might be challenging because different languages and research traditions use the term in different ways.

Focus can be interpreted as concentration, where concentration is the concentration of attention and thoughts into what is being studied (Mastur and Triyono, 2014: 47). Attention and thoughts are focused on the content of learning materials or the process of obtaining them. The concentration that arises when learning is where a person focuses attention and thoughts on learning. Concentration in learning is an essential thing that can affect learning outcomes at school and home. There are four aspects to the concentration of learning, namely:

a. Lack of interest at learning something

A lack of interest in learning is less likely to result in success because interest is the tendency to like or dislike something. Interest is something personal and unique and cannot be forced but can be built within a person. Therefore, you must develop your interests, and others only need support.

The power of remembering learning material is only possible if someone is interested in the lesson; for example, if we read reading and supported 10 by solid interest, then we can remember it well even if it is only read or listened to once. Conversely, a repeatedly memorized reading will only be remembered with interest. Interest facilitates the creation of concentration in one's mind. Immediate attention obtained reasonably and without coercion of one's ability facilitates the development of concentration, that is, thinking about a lesson.

b. Tiredness/boredom

Everything boring, trivial, and constantly taking place automatically will not be able to attract attention. Tired of doing something that comes more from within a person than from outside himself. In cognitive theory, the human brain processes what we experience and learn, and everything is stored in the mind permanently. However, sometimes the reality is different. What we learn diligently is difficult to recall and easily forgotten; on the contrary, many experiences and lessons we pursue at first glance are easily embedded in memory. In learning, besides students often experiencing forgetfulness, they sometimes experience adverse events called learning saturation. Saturation in learning is often experienced by students who are in the process of learning and can make students feel that they have wasted their efforts.

c. Health Disorders

Physical development in children has different characteristics both before and after children. Physical development in children needs to be studied and understood by every teacher because it is believed that physical growth conditions influence all learning activities that concern mental and personality formation. For learning activities to be carried out properly, one of the 11 supporting factors is health. Being healthy means being in good condition; the whole body and its parts are free from disease. A person's health is very influential on his learning.

d. Centralization of attention

Focusing or focusing on an object that we will learn is something we must do when studying; we must focus our minds only on something we will learn. But in certain circumstances, it is not uncommon for us to be trapped in bad thoughts that are difficult to control, such as fear of making mistakes, worrying about not being able to complete work, anxiety when thinking about the future, or other destructive thoughts that are not necessarily happening. The emergence of these thoughts will create unrest and can even interfere with health; avoiding it is not easy. However, the discomfort can be relieved in several ways, such as diverting attention from thoughts that are considered disturbing. It can also be helped by meditation by doing meditation to make one's mind calm. Meditation is also helpful for training and sharpening concentration power.

Focusing on the interior of the body during a movement is referred to as "internal focus," while focusing on the outside of the body, such as the

surroundings, is referred to as "external focus" (McNevin NH, Wulf G, 2002). M. Syah (2010), explained that 3 factors can interfere with a student focus. These 3 factors include internal factors (factors from within the learner), external factors (outside the learner), and approach to learning factors. Internal factors include students' physical and spiritual conditions, maturity/growth, intelligence, interests, training and study habits, personal motivation, and self-concept. At the same time, external factors can come from the existing environment, including school, family, and community.

2.4 Distraction

Activities that impair the execution of one or both tasks simultaneously are considered distracting (also known as dual-task interference). Distraction-related accidents stem from a loss of control at any level as well as from a build-up of control issues that worsen as they spread throughout levels, claims Sheridan, T.B. (2014). This viewpoint has the effect of showing that drivers' incapacity to regulate potentially distracting interactions and interference from concurrent tasks are the causes of distraction-related crashes. Distraction is defined as a shift in focus from tasks necessary for safe driving to an opposing activity that suggests a breakdown in attention control. Unlike many other explanations of distraction, the reasons of distraction are described differently whether one views distraction as an issue of control at three distinct timelines.

Distraction is defined as "misallocated attention" by Smiley (2005). Smiley supports VTI Report 594, 12A more expansive interpretation of distraction that encompasses the idea of being "lost in thought" as well as self-initiated side

projects. An internal source of distraction or interruption, on the other hand, would be self-initiated task switching driven by the tendency to momentarily give up on a work that is no longer fulfilling (Adler and Benbunan-Fich, 2013, Cades et al., 2010, Payne et al., 2007). Any time students stop working on a task and change their goals to complete another one, it is called an interruption or distraction (Mark, Gonzalez, & Harris, 2005). According to Altmann, a goal is "a mental representation of an intention to accomplish a task or take some mental or physical action." (Page 39 of Altmann & Trafton, 2002). Even over brief periods of time, distraction results from the incapacity to reject this goal-irrelevant stimuli (irrelevant processing) (Pool, Koolstra & Van Der Voort, 2003). causes significant learning activities to be disrupted (Groff, Baron, & Moore, 1983).

Distraction itself can be seen of as a barrier that pupils must overcome in order to concentrate while learning is taking place. According to Munirah (2018), pupils with learning difficulties are less able to meet the demands of the learning process, which leads to less desirable learning outcomes. The student's capacity to complete assignments that are out of step with the requirements of learning is the reason for this. Of course, there are background factors that contribute to learners' difficulty starting to read. Hidayah (2017) expounded on the several aspects that impact students' ability to attain completion and improve their reading skills, particularly during the first reading phase. These are highly significant aspects that impact pupils' progress in reading and other learning processes. These elements consist of psychological, intellectual, environmental, and physiological components. In these circumstances, educators and parents must ask for support in

order to ensure that students with reading difficulties receive the appropriate care right away.

2.4.1 Distraction in Learning English

The disruption of classroom learning is a challenge that must be addressed right away. If it is not, students will start interfering with one another, which will make it difficult for everyone to concentrate and will negatively impact students' academic performance. Focus-distracted students typically learn less and comprehend less of what they are learning. Learning challenges include different types of actual difficulties in speaking, listening, reading, writing, reasoning, and/or math, according to Hammill (1981). A problem in one or more psychological processes, such as language comprehension and usage, or writing, is characterized by difficulty learning a language. The issue can show itself as difficulties with speaking, listening, thinking, writing, spelling, or counting.

Intrinsic distractions, which are assumed to result from problems with the central neurological system, are one type of existing distraction. Co-occurring illnesses such as sensory, social, and emotional impairments as well as environmental factors like cultural disparities or improper learning processes can cause learning difficulties. Although they are elements that exacerbate pre-existing learning challenges, these external diseases do not cause the condition of learning difficulties.

According to Irham and Wiyani (2013: 254), learning difficulties arise when students encounter barriers in adhering to the teaching and learning process, leading to suboptimal learning results. Blassic & Jones (in Irham & Wiyani, 2013: 253)

assert that learning challenges point to a discrepancy between students' actual academic performance and what is expected of them.

According to Ahmadi and Supriyono (2004), the factors causing learning difficulties can be classified into two groups, namely internal factors and external factors

1. Internal Factors (factors from within humans) include:

- a. Physiological factors that can cause the emergence of learning difficulties in students such as the condition of students who are sick, unhealthy, the presence of weakness or disability and so on.
- b. Student psychological factors that can cause learning difficulties include generally low levels of intelligence, low aptitude for subjects, lack of interest in learning, low motivation, and poor mental health conditions.

2. External factors (factors from outside humans) include:

- a. Non-social factors that can make learning difficult for students include inadequate or subpar learning materials or equipment; unfeasible study spaces or buildings; curriculum that is difficult for teachers to explain to students and for them to master; a lack of discipline in the implementation of the learning process; and so on.
- b. Social factors, including those related to playmates, families, schools, and the larger community, might lead to issues for pupils. The teacher factor is another social component that may contribute to students' learning challenges.

Disruption in learning English in English classes can start from the emotional perspective of students, but it cannot be denied that teachers and the school environment also play a role in factors that become learning disorders in students. Learning difficulties in students have different variations. The learning style prepared by the teacher also affects the focus that has been built by students in the classroom, it could be that students feel incompatible with the teaching style by the teacher. According to Musrofi in (Pratiwi, Joharman, & Suyanto, 2014), only 30% of students successfully participate in classroom learning, because their learning styles align with the teachers in the classroom. Due to their different learning styles from the ones used in the classroom, the remaining 70% of students find it challenging to follow up with what is being taught in class. That is, a teacher's learning style does not suit 70% of students' learning preferences. This case illustrates that the identification of student learning styles is very important in order to be the basis for teachers to choose the right teaching strategy.

2.5 Previous Research

During the writing of this research, the researcher collected references and the references came from two previous studies. After reading both references, it is expected that the research conducted by the researcher will be strengthened. The first researcher was Tagsold, Jennifer T. (2013), titled "Why Aren't They Paying Attention to Me? Strategies for Preventing Distraction in a 1:1 Learning Environment". The researcher used qualitative methods of data. The existing curriculum incorporates technology in learning that affects student attention in the classroom, researcher examine the strategies used by teachers when facing high

technology in learning so as not to interfere with student attention in the classroom and stay focused on learning.

The second researchers conducted by Lismawani and Shadiqin (2021), entitled "Distraction in online learning". The researchers use qualitative methods of data. Changes in the teaching and learning process occur due to the state situation that does not allow it to be done face-to-face. Learning disorders in the form of loss of student learning focus when boredom occurs and students feel bored when conducting classes online, so teachers must have the right learning strategy when classes are conducted online.

Based on the two studies, it can be concluded that it has similarities where researcher look for factors that cause students to lose focus when learning takes place. In this study, researcher conducted more specific research on factors that make students' focus distracted on learning English in the classroom. Researcher used qualitative data methods and data collection was carried out by observation and interviews while teaching at SDN Jonggrangan Minggir, Sleman.