
The Role of Second Language Acquisition (SLA) Theories in TESOL Methodology

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ABSTRAK

Penelitian ini bertujuan untuk memberikan gambaran singkat tentang pemahaman mendalam teori akuisisi bahasa kedua dan perannya dalam metodologi TESOL. Hal ini untuk menjawab permasalahan yang masih terjadi dalam pengajaran bahasa Inggris di Indonesia. Ribuan pelatihan guru, dan konferensi, hanya diadakan untuk membahas bagaimana cara terbaik untuk mengajar bahasa Inggris, namun langkah-langkah tersebut masih menyisakan banyak pekerjaan rumah. Demikian yang menjadi gagasan dalam penulisan makalah ini. Untuk mengetahui teori dasar apa yang dapat digunakan sebagai prinsip TESOL dalam konteks Indonesia. Penulis telah mengambil tindakan dan mempelajari secara mendalam tentang banyak literatur tentang topik ini. Referensi utama yang digunakan adalah buku Stephen Krashen tahun 1982 tentang pemerolehan bahasa kedua. Temuan percaya bahwa ide-ide pengajaran bahasa kedua dibagi menjadi dua aspek. Yang pertama adalah bagaimana mengajarkan bahasa kedua, berbicara tentang metodologi teknis seperti metode dan teknik yang digunakan guru di kelas, dan yang kedua adalah pemahaman tentang bagaimana bahasa kedua dapat diperoleh, berbicara tentang pemahaman guru tentang teori bahasa kedua. Akuisisi. Di sini, dalam makalah ini, peneliti lebih fokus pada gagasan kedua tentang peran teori pemerolehan bahasa kedua dalam Metodologi TESOL.

Kata kunci: Kata kunci: Peran, SLA, TESOL, Metodologi

ABSTRACT

This research aims to give a brief description on depth understanding of Second language acquisition theories and its role in TESOL methodology. It is to answer the issues that still occurs in English instruction in Indonesia. Thousand teacher trainings, and conferences, merely held to discuss on how is the best way to teach English, yet those measures is still remaind many homeworks. Thus it becomes the ideas of writing this paper. It is to know what is the fundamental theories can be used as a principles of TESOL in Indonesian context. The writer has taken an action and deeply studied about many literatures on this topic. The main reference used is Stephen Krashen book in 1982 of second language acquisition. The findings believes that the ideas of teaching second language is divided into two aspects. The first is how to teach a second language, it talks about technical methodology such as methode and technique that teacher use in class, and the second is the understanding on how second language can be acquired, it talks about teacher understanding of theories of second language acquisition. Here in this paper, the reseracher more focus on the second ideas on the role of second language acquisition theories in TESOL Methodology

Keywords: Role, SLA, TESOL, Methodology

1. INTRODUCTION

Arguably, it is very well known that the development of Teaching English to Speaker of Other Language (TESOL) in Indonesia has increased rapidly time to time. Although it has been removed from our national curriculum in the primary school, yet its existency has gone up till now. Thousand schools now set English as their primary local subject which seems to be compulsorry (Indrayani; 2019). Hence, this phenomenon has provided an illustration that TESOL in Indonesia plays a very important role in its educational system.

The English instruction (TESOL) in Indonesia, has started since the early decades after independency in the late of 1950. So, for long decades, its intruction has been discussed by many teachers, trainers, or even scholars. One of the most frequent discussion is about the best way to teach English to the students in order to achieve our main objective of Indonesian TESOL (Prayogo, 2022). Unfortunately, from thousand teacher trainings, conferences, and seminars, those merely discuss the development of teachers' pedagogical skill on teaching (technically). The discussion is always about the most appropriate way or technique to teach English. However, those measures is still remain many homeworks. The issues of TESOL in Indonesia is still the same, which likely their strategies in teaching is never enough (Marcellino, 2008). Therefore, this case becomes an idea behind writing this paper. It is to know what factors beyond our undrstanding of TESOL Methodology that can influence the success of teaching.

Since we have known that the issue still remain goes on, referring to this problem we can see to the work of Aliakbari (2022) an Iranian researcher, who has currently published the research in TESOL. He argued that today discussion of TESOL cannot be used as a specific benchmark where learning process will run smoothly. The topic discussion are always generally about curriculum development, media, and assessment. Obviously, It is very interesting to see that being an English or Foreign Language (EFL) teacher, is not that simple. Having those understanding are not enough to be an effective English teacher, yet still there are another paramount factors must be aknowledged (Uyun, 2022).

The issue of TESOL in Indonesia can also be seen from the quality of the students' abilities produced. The annual research on English proficiency index in the world in 2022, conducted by Education First, Indonesia is placed in 81st position out of 111 countries in the assessment. Therefore, the impact we should earn is that research and development in Indonesian TESOL is still necessary to be done, particularly in the topic of paedagogy or how to teach the subject (Andriani, 2022).

Unfortunately, in relation to this case, as previously explained, the topics discussed in various research, seminars mostly put their attantion into one side of language teaching strategies related to technical issue in teaching methods in a class. It mostly descussed about teaching method or technique. So by the end it will be well known to see that Indonesian English teacher, in every meeting, they normally will prepare the activities, methode as well as media for instruction. However, if we refer to the theory of second language acquisition by Krashen, another more important aspects should have by an English teacher is their understanding of second language acquisition theory (Halizah, Devi, Kaur, 2020). Thus this issue must be solve fast. We need to open teacher's eyes that teaching a second language is not that easy. It is not enough to know the strategy in teaching in a class, but also to understand the theory of second language acquisition. Teachers understanding regarding the principal of TESOL is needed. It will be essential to develop their performance in teaching, since they are as key agents in education that can have direct effects to the students (Aliakbari, 2022). This argument was strenthen by Hong (2015, p. 62), it is believed that it is not sufficient teacher upgrades their teaching skill oftentimes, yet their understanding about how language is acquire

never be upgraded. He stated that comprehending a theory of second language acquisition is also another pack of knowledge to be an effective English teacher.

Related to the background above, it has become an interesting point to discuss further about what theories needed to be the basis fundamental understanding for EFL teacher and what its significance for the development of TESOL in Indonesia.

2. RESEARCH METHODS

The design of this study is literature study. It gave us a clear examination or description, focusing on topic which become the main discussion in this research. The researcher has taken an action and deeply studied about many literatures. It is an activities related to strategies of collecting library information, persuing and taking notes, and overseeing investigate materials (Zed, 2008, p. 3). This is aimed to create a hypothetical point of view and a researcher's point of view, so that the researcher has a broader and deeper understanding of the problem to be studied. (Darmadi, 2011)

Here in this research the researcher itself is the object of the research and become the main key informant from all of the information gained. The researcher has taken an action and deeply studied about many literatures on the topic discussed in this research which is methodology in TESOL focusing on Theory of Second Language Acquisition. The main reference that used is the book of Stephen Krashen theory of second language acquisition in 1982. While the secondary resouces are all the books and journal on this topic.

3. RESULTS AND DISCUSSION

3.1 Result

In order to understand comprehensively TESOL methodology, we can open Hong (2008) in his journal "On Teaching Strategies in Second Language Acquisition", He argued about fundamental theory that TESOL Methodology should be driven from second language acquisition theory. The theory argued that the ideas of teaching second language is devided into two aspects. The first is how to teach a second language, it talks about technical methodology such as methode and technique that teacher use in class, and the second is the understanding on how second language can be acquired, it talks about teacher understanding of theories of second language acquisition. Here in this paper, the reseracher more focuse on the second ideas.

3.1.1. Theories of Second Language Acquisition

The understanding of second language acquisition is a necessary skill to have as English teacher. This will be useful for mainstream teacher creating more effective English classroom. According to Syaepul Uyun (2018), it is Stephen Krashen's theory of second language acquisition, which is widely known and well-accepted scholar of this theory. He has had a huge impact in all areas of second language research and teaching since the 1980s. Krashen's theory (2003) of second language acquisition consists of five main hypotheses. Those are the acquisition learning hypotesis, monitor hypotesis, natural order hypotesis, input hypotesis and affective filter hypotesis.

The first is Acquisition-Learning Theory. It is argued that second language learners develop their capacity in learning new language within two ways: those are aquiring and learning. Aquiring or acquisition is generally subconscious. Meaning that person or learners are not usually aware of their increasing proficiency. They indirectly acquire a feeling for the language and they do not pay consciously to knowledge of the rules of that language. On the other hand, Learning, is a more formal process which is purposely and aided by rules

and error correction. Learning is conducted in more formal situation such as in school or community. It is also normally more focus on the rules of the language itself (Fadillah, 2009).

The second is natural order hypothesis. In his book (Krashen, 2003) explained that in acquiring the second language (L2) is quite difference comparing to the first language (L1). In L2 students learn a language not by grammatical structures in a predictable order which tend to be done by all people acquire L1. In other words, some structures are acquired earlier than others, yet most of them can be got later during the process of learning. So people studying L2 will be effective naturally using our sense. As an example if we want to have a better English speaker, it requires us to listen a lot to any kind of English video or recording. By this way, indirectly our brain will copy on how people speak and arrange into our complex process in our mind. Thus, let our students familiar with the language first, and go directly into the language, finally they will try to understand the rules and construction after they acquire the language. Further information regarding this theory, we can see to the current research by Fadillah (2009). He clearly discussed previous research conducted by Douglas in (1973) and Krashen (1982).

The third is monitor hypothesis. It serves as a modifier of the Acquisition-Learning Hypothesis. This hypothesis give us an understanding of an effective monitor in acquiring a second language. It is argued that acquisition in second language is more paramount and leads more effective to the fluency of second language. Since it is conducted directly in natural ways the monitor is the learner itself. They monitor their brain in acquiring the language directly unconscious. On the other hand, a comprehension monitor is needed in learning. Whereas, the monitor is not easy to do. Krashen gave three main factors to use monitoring effectively. Those are time, focus on form, and knowing the rule. However, even when the monitor is conducted really well and all of those three factors are met, there is no guarantee that specific rules of grammar will be met. Unfortunately He notes that recently many researchs strongly suggests that conscious grammar used is surprisingly light in anything short of a grammar test. The implication is clear: too much focus on grammar and rules can be counter-productive, for second language acquisition.

The fourth is input hypothesis. In order to understand this theory let us take a look at to Savile (2003). It is explained that language is not actually taught, yet it is the product of consistent comprehensible input in the second language which allows the second language to emerge. It highlights that we can acquire second language by understanding input in increments built on the foundation of our present knowledge. As an example, if we teach students who have already known the concept of school, and we add with something new that is still connected to it whether it is reading a text or listening to the radio, it will help them to understand it easily and build a new understanding. So a prior knowledge of learner through particular concept will affect into the effectiveness of learning second language. This concept is in line to Vygotsky's theory of zone of proximal development. It is constructive theory of learning. the more concepts that learners understand in both their first or second languages, it will make it easier for them to understand and acquire their second language. In other words, if a student is consistently comprehending what they are hearing, seeing, and doing in the second language they will be able to construct their own new language naturally. Therefore, Krashen (2003) believes that one of the factors that can lead to the success of second language acquisition is comprehensible input

The last one Krashen proposed affective filter hypothesis. This theory believes that it that a number of affective variables are directly impact into the success of acquiring a second language. The affective variable such as motivation, self-esteem, and anxiety, are contribute to the process of acquiring a second language.

The more motivation in learning the higher will be the level of acquisition. In other words, unoptimal affective state can create a filter, or mental block, preventing them from utilizing input fully for further language acquisition. Therefore, it is essential for an educator to understand this theory in order to apply it into the instruction.

3.1.2. Continuum Theory in Second Language Acquisition

Noticing this acknowledgment, can be a better supplement for teacher to find another important things in teaching second language. The continuum of learning theory is the fundamental principles of teaching second language acquisition proposed by Hong adapted from Krashen (2015, p. 61). This is the notion of continuity of learning second language in the sequential and predictable stages of development. In this theory, the stage of learner is divided into five stages and in every stage provides an explanation of the duration and the ability of the learner in acquiring a second language.

This phase can run from ten hours to six months in learning. Understudies regularly, learner can have up to 500 "receptive" words, yet they may not be comfortable utilizing it and can get it unused words that are made comprehensible to them. It is normally labeled as a "silent period". In other words when students can understand second language in a very limited way, yet may not talk or respond to particular term. However, they still can react or employ such a way of pointing an object or performing gesture such as nodding, simple respond "yes or no". In this stage, teacher ought to not drive understudies to talk until they are ready to do so.

The next stage is named early production stage. This stage can last in additional six months after the initial stage. We can say, it is in the second semester of study. Here, students usually developed close to 1000 receptive/active words which means they are able to understand and use the words in a very limited way. During this phase learners usually can speak in a words, two words or in a form of phrase very haltingly. They can describe something general and really close to their life in a very limited language, and the most striking we can notice, student in this stage, can give short answers to simple questions of yes or no, either/or, or who/what/where.

The third is speech emergence stage. This stage can be last up to another year normally one to two years. Students have usually developed approximately 3,000 words. They can use short phrases or simple sentences to communicate. In this stage, students also can start to ask simple question such as "can I borrow your book?" and they are also able to respond to particular questions in a short answer. Learners also may communicate in a longer sentence, yet it still be found grammatical errors that can interfere their communication.

The fourth is intermediate language proficiency stage. It may take up to another year after speech emergence. It is normally find in a students after two to three years learn English. Students have typically developed close to 6,000 words and begin to make complex statements, they can produce state opinions, share their thoughts, ask for clarification, and speak at greater length.

The last stage is advanced language proficiency. This stage can run after three to four years learning a language and normally in the year five to seven. It gains advanced proficiency in a second language. In Indonesian context, we can categories them into university students. In this stage learners have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Learners not only study general English, but also they study specifics purposes.

Their speaking and writing using grammatically correct and it is comparable to that of same-age of native speakers.

This theory is very important to be recognized by educator to understand students who are going through a predictable and sequential series of developmental stages. We can know exactly on what stage the student is. It helps teachers to predict and to accept a student's current stage, while modifying their instruction to encourage progression to the next stage.

3.1.3. BICS and CALP theory

BICS is the abbreviation from basic interpersonal communication strategies and CALF is the abbreviation from cognitive academic language proficiency. These both terms are introduced by Cummins in 1981 and 2000. He proposed that in teaching a second language, teacher need to know for what kind of development do they student need.

Associated with Krashen theory, Cummins (2000) gave another view of principle in teaching second language. He strongly believes that providing context in learning must be necessary rather than only giving comprehensible input. It indirectly criticize Krashen theory of comprehensible input. Cummins believe that context is information goes beyond the language lesson and can help to connect the input to our existing knowledge of the world. He has developed a model which maps the relationship between context and cognitive involvement in communicative activities. Therefore, taking context in a second language instruction is necessary.

Referring into Cummins in Muhammad (2016) In his detail concept, the theory is started from his understanding to the difference upon two kind of language proficiency. He argued that talking about students development in learnign second language, must be seen from what language proficiency they are in. If it talks about Basic Interpersonal Communication Skills (BICS) such as the surface skills of listening and speaking which are typically acquired quickly by many students, Krashen theory of second language acquisition might be match. However if it talks about Cognitive Academic Language Proficiency (CALP) which is the basis for a child's ability to cope with the academic demands placed upon her in the various subjects, it will take more time. As the result, Cummins (2008) states that while many children have developed native speaker fluency within two years of immersion in the target language, it takes between five to seven years for a child to be working on a level with native speakers as far as academic language is concerned.

In his hypothesis, Cummins (2000) also accepts that perceiving the context of learning second language is essential to grant a prior knowledge to the learners. It means in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language (Uyun; 2020). Subsequently it will be simpler for them to get into the new term in second language which has been they known caught on the concept in their own language. This theory also gives us an understanding for why it is become easier when we will learn another language.

Referring to what Cummins has already proposed, the department of Education New South Wales University (2002) infered that It is very important for all learner to actually develop their first language before another language. By this way, their first language can be their prior knowledge to pursue their second language acquisition. As Cummins (2008) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." So, If a kids have already understood the concepts of "big" or "small" in their own language, all they need to do is to acquire the label for these terms in second language.

Prior knowledge has a significant relationship to the Input Hypothesis-adding context to it (Van, 2017). This theory assists teachers to develop strategies and principles for teaching a second language. This theory invites teachers to see language not only as a tool for communication that can be spoken or written through language skills, but also to provide supporting contexts as input becomes more cognitively demanding. Successful implementation of this process can help students, for example, to develop basic interpersonal communicative skills (BICS) to cognitive academic language proficiency (CALP) more quickly and successfully.

Has actually opened our eyes that the students development in learning English is not only to achieve the basic interpersonal communication skill, but also cognitive academic language proficiency. Knowing this theory realizing teacher to pay attention and to know in what stage the students is standing, further, teacher will be wiser in teaching by knowing this theory.

Therefore, it obviously opens understanding that the development of students in learning second language is not only to achieve basic interpersonal communicative skills, but native cognitive academic language proficiency. Understanding both Krashen and Cummins hypothesis give us sight information to be more aware of and knows at what stage students are standing, then the teacher will be wiser in teaching by knowing this theory.

3.1.4. Discussion

This article looks shallow for lecturers and researchers in the field of language education. However, it cannot be denied that this article will be very important for language teachers, especially English. because not all language instructors have ever received this material in their colleges. or maybe they get it but in very small portions. therefore, this article will be very significant to read and be an evaluation material for all of our teaching practices.

Being a language teaching is not that easy, because we are not going to only talk about learning and teaching, but also acquisition. So, this what makes a language teacher different from any other teacher. As a teacher in general, it is not enough that we are qualified in the content and material itself, yet we have no idea about how to teach. On the other hand, having a good understanding on how to teach without having knowledge of the content is also nothing. So this is what should be understood by all teacher. Both of knowing content and also knowing to teach are a formidable combination.

Furthermore, if we are talking about language teacher, knowing how to teach is not that enouh only talking about teaching and learning strategy. I believe this part has been discussing for a long time in many seminar and conferences. However, as a language or English teacher, we also have to pay attention to an aquisition. It is the process on how actually person can earn a language. This understanding and knowledge consist of theories on how actually language can be acquire in a periode. Thus, by knowing this theory, it can help us to design a better program for our class.

The understanding of second language acquisition theory for an English teacher is a must, by this way, it can lead teacher to go forward finding an appropriate way to teach their students. It can help teacher to be awware about the approach they can use in teaching. Teacher also will be shown that teaching language is unique, so the approach they use is also different comparing to any other subjects in a school.

On the other hand, continuum theory can give teacher more comprehensip knowledge on the stage of learning English. Teachers will not force their students so that they need to be quickly speak English, but they will very

wisely be able to understand in which position their students learn. This theory tells teachers to be able to adjust English learning according to the general level of language acquisition that usually occurs. Of course theory is just theory. because in reality, there may be students who develop faster than what the theory conveys, or conversely there will also be students who develop very slowly. However in principle, these stages in continue theory of second language acquisition can be a guidance for teachers in teaching English.

The last part, the research about basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), has actually opened our eyes that the students development in learning English is not only to achieve the basic interpersonal communication skill, but also cognitive academic language proficiency. Knowing this theory realizing teacher to pay attention and to know in what stage the students is standing, further, teacher will be wiser in teaching by knowing this theory. Penelitian ini bertujuan untuk menganalisis hasil uji validasi, menganalisis hasil uji kelayakan dan mendeskripsikan media pembelajaran *quiz* interaktif berbasis video online pada materi korosi.

4. CONCLUSION

Being an English teacher is not that easy. It needs a lot effort and understanding theories. After reading this paper, it is known that to be an effective English teacher we should know the basic principles of TESOL Methodology. The principle of it should be driven from the two main point of view. It is we as a teacher and linguists. As a teacher we are encouraged to know on how to approach our students, using appropriate technique, so the class can be more effective and fun. On the other hand, Another more essential aspect is that we as language teacher also must know the theories of second language acquisition as fundamental understanding to be a provision in determining the goals and effective teaching method.

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