

DESCRIPTIVE ANALYSIS ON THE USE OF MONITOR HYPOTHESIS ON ENGLISH ADULT LEARNER

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Abstract: *This study aims to describe the use of the monitor hypothesis in adult learner. This research is focused on the English spoken language. This study was conducted with descriptive analysis methods. This method was carried out by describing the results of the findings found in the data obtained. In collecting the data, the researcher used observation notes and sound recordings. The results of this study found that the learner was included to the over user monitor. Where he always corrected and was very careful when he wanted to make a sentence. Then, the results of this study also found that the sentence that learner made was always based on his thinking in Indonesian language. In other words, translating Indonesian language into English.*

Keyword: Descriptive Analysis, Monitor, Adult Learner, Second Language, Oral Language

Introduction

In the context of Indonesia, second language is developed in many ways by second language learners. However, the term of second language development is not only referred to the learning language after the mother tongue only but instead also to foreign languages. It is supported by Tarigen (1988) that stated second language development refers to teaching and learning a foreign language and/or other second languages. Thus, the explanation is explained that the term of the second language is not limited to the language other than the mother tongue.

In the theory of second language learning, language is gained by two types which are learning and acquisition process. The term language learning refers to the conscious process. This term is supported by Stephan Krasen (1982) that learning refers to the conscious knowledge of second language; knowing rules, and being able to talk with the rule. Krasen (1982) adds that learning in non-technical terms means “knowing about” language, which most people refer knowing to “grammar”, or “rules”. While acquisition refers to the unconscious process when the learners are not aware that they are acquiring language, they only know the fact that they use language for communication. The result of the acquisition process is unconscious, the learners do not aware that he knows the language rules. They just have a feeling of

wrong and correct of their utterance. Those two terms to Krashen are known as language development competence.

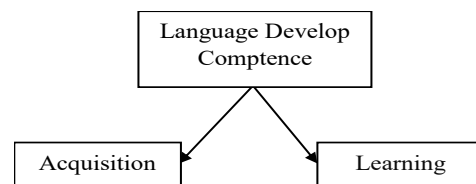


Figure 1. Language Development Competence by Krashen

Krashen (1982) stated that learning is used as the trigger to activate what the learners have been acquired. This statement is illustrated below:

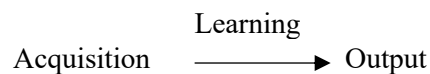


Figure 2. Acquisition and learning relation

That figure is illustrated by Krashen, which is known as the monitor hypothesis. From that process, the relation of acquisition and learning is figured. The knowledge that has been gained from the acquisition is monitored by the process of learning to get language output. However, Krasen (1982) in his book of Principles and Practice in Second Language Acquisition stated that learning does not become acquisition. Learning can also provide the

acquisition when the learner got the knowledge from their unconscious learning, such as when they are trying to interact or observe by their own to teacher or other students in communication. It is not included from the example that the teacher gives in the learning process.

Related to this discussion, the research subject of this study is an adult of a second language learner. He is an Indonesian who has high motivation in learning English. To get English knowledge, he follows some English courses. Moreover, one of the interesting ones is, he uses English as a communication tool in his house. The learner lives with three Indonesian students and gives the rule for using English every day. He uses the way intending to get the practice knowledge from the formal study that is followed. From this case, the researcher is interested to conduct the study that describing the monitor hypothesis from Krashen (1982). Monitor hypothesis is interested because it will show how formal learning influent his L2 in social communication.

Moreover, the acquisition and learning in this study need to be distinguished because adults have distinction and independent ways of developing competence in a second language (Krashen, 1982). Krashen (1982) adds that some second language theorists assumed that children acquire, while adults can only learn. Even that, the acquisition-learning hypothesis claims, adults also acquire that the ability to “pick-up” languages does not disappear at puberty. It does not mean that adults will always be able to achieve native-like levels in a second language. It means that adults can access the same natural “language acquisition device” that children use.

Hypothesis Theory by Krashen

Ćurčić (2018) adult learners bring their past language experiences into the learning process, which can result in heightened noticing and awareness of certain L2 features.

The development of second language is included in the development of

language aspects, such as phonology, semantic, pragmatic, and syntax. Those aspects need to be gained to master languages.

In order to get the understanding of second language development, Krashen (1982) created five hypothesis for second language development. Those are learning-acquisition, natural order, monitor, input, and affective filter hypothesis.

Learning-Acquisition Distinction hypothesis

Acquisition is defined as a similar process as the children develop the language, which this process happens in the subconscious process. Then learning is defined as the process of second language development which includes formal knowledge of a language, this process happens in the conscious process. The process of learning is included such the error correction. Krashen (1982) adds that error correction supposedly helps the learner to figure out the right form. If, for example, a student of English as a second language says “I goes to school every day”, then the teacher corrects him or her by repeating the correct utterance, the learner is supposed to realize that the -es ending “goes” is not for subject “I”. It will change his understanding of the correct rule.

Natural order hypothesis

The natural order hypothesis explained that language is obtained by a predictable scientific sequence, certain structures tend to appear earlier than other structures in language acquisition. Following Krashen (1982), the order started from progressive (-ing), plural, copula (to be) then continued by auxiliary (progressive complex as “he is going”), and article (a, the), and then irregular past and finished by regular past, three singular -s, possessive -s.

Monitor hypothesis

The monitor hypothesis claims that learning is only used as the monitor for correcting the mistake. Figure 2. is a figure of the monitor hypothesis that explains how learning and acquisition work. Krashen (1982) stated:

“Normally, acquisition “initiates” our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a monitor or editor. Learning comes into play only to make changes in the form of our utterance, after it has been “produced” by the acquired system. This can happen before we speak or write, or after (self-correction)”

It can be concluded that learning and acquisition are related. Krashen (1982) adds that error correction in acquisition has little or no effect on the acquisition, however, it is useful for conscious learning. Error correction supposedly figures out the correct rule. Such as, when a student learns English as his or her second language says *I goes to school every day*. The teacher corrects her or him by repeating the correct form of the sentence, then the learner is expected aware of his or her mistake. That the correct form if using not using –es at the end of the verb, such *I go to school every day*.

The use of monitor by the second language learner is divided into three types Krashen (1982); consist of monitor over-user, under-user, and the optimal monitor user.

1. Monitor Over-user is the type of user who is using monitor all the time. He or she always checks the second language output. It makes the learner look hesitant in speaking because he or she always correcting the utterance and cannot speak in a real fluency. There are many causes on the use of over user monitor, such as the learner always get many exposure rules in the learning process. The other is related to personality. The users do not trust this acquired competence and only feel secure when they refer to their Monitor “just to be sure”.
2. Monitor Under-user. This type comes from the users or performers that have not learned the language in informal learning, or if they have learned, they

tend to ignore the knowledge from the conscious knowledge, even the condition is allowed to use the monitor. The performer typically does not use the monitor to correct their mistakes. They can self-correct only by using a “feel” for correctness (e.g. it sounds right) and rely completely on the acquired system.

3. Optimal Monitor User. Performer in this type uses the monitor only in an appropriate condition and the performer thinks that it will not interfere the communication if making mistake. Thus, many optimal users will not use the rule in ordinary conversation. However, they also use monitor the monitor special conditions such as in writing or planned speech.

Input hypothesis

This hypothesis explains that second language learning will occur if students who get information/knowledge are higher than what they have mastered. In other words, students must get a level of new knowledge that they have not known (Setiyadi, and Salim, 2013). According to Ibid (as cited in Setiyadi, and Salim, 2013) this hypothesis has a formula $(i + 1)$. (i) is the intention of input while (1) is the intention of being at a level of competence than before. If $(i + 2)$ then students will feel difficulties in learning languages, different if $(i + 0)$ students will be lazy to learn because learning is done with knowledge as input that has been mastered by students. In another word, the learner needs to learn one level higher than she or he has or symbol by $i + 1$. A learner who learns higher $(i+2, or i+3 or next)$ will not be ready yet.

Affective filter hypothesis

In this hypothesis, Stephen Krashen explains that every human being has an effective filter or commonly called an Effective Filter (Setiyadi, and Salim, 2013). This filter gives fear, shame to a student. A language student who has a high motivation, high trust, and lower anxiety, will be more likely to succeed in language acquisition, but conversely, if the language learner does not have some of the things mentioned above in him then a positive

emotional variable is realized. This filter could become a barrier that can inhibit or smoothen learners to learn or acquire

language. Below is the figure of affective filter in second language learning.

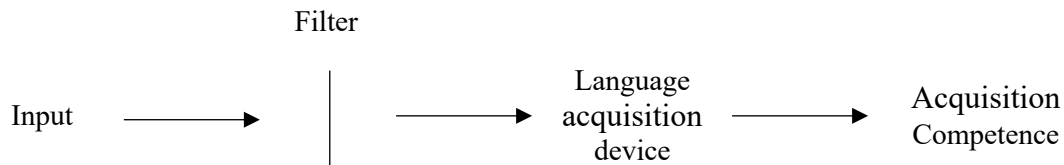


Figure 3. Operation of Affective Filter (Krashen, 1982:32)

Three categories confirm the variety of affective variables related to success in second language acquisition Krashen (in Krashen, 1982). Such as:

1. *Motivation*. Performers with high motivation generally do better in second language acquisition (usually, but not always, “integrative”)
2. *Self-confidence*. Performers with self-confidence and a good self-image tend to do better in second language acquisition.
3. *Anxiety*. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

RESEARCH METHOD

This study was conducted by using descriptive study. Descriptive study is a research method used to describe the existing phenomena (Atmowardoyo, 2018). Atmowardoyo (2018) adds that the main purpose of this study is to describe the phenomena that are studied.

The researcher conducted a study with an adult English learner. The data was collected in three months from January to May 2019. The data that the researcher found was collected using observation notes and voice recording.

The data that was gained, then analyzed by following the purpose of the study. In the validity of the data, the researcher was using expert judgment. This type of validity was held by consulting the result of findings and analysis to the expert.

RESULT AND DISCUSSION

After conducting the research, the result of the data showed that the learner comes into an over-user category. This type of user always checked every utterance that is produced in the communication context. The finding that is found in the field concludes that the use of the monitor system in this study is divided into two points of discussion, consist of L1-monitoring and grammatical correction. All of the points are discussed below.

L1-Monitoring

L1-monitoring is defined as the first language intervention that occurs in second language. Broos, Duyck, and Hartsuiker (2016) stated that bilinguals need to exert language control to ensure that they will speak in the proper language. Poulisse (as cited in Broos et al., 2016) adds that speech production in L2 is less automatic than in L1. It means that the learner needs to think the sentence in the native language before speaking in the target language or second language.

In this study, the learner always used L1 for monitoring his L2 output. The learner creates the Indonesian sentence before producing in English. Thus, the utterance that is produced following the sentence that is created from the first language. Sometimes, in creating the language the learner spoke L1 in a clear or loud voice that makes the interlocutor hear the sentence. The data in Table 1 is the example.

Table 1. L1 Monitoring

No.	Utterance	Data type
1.	Dia sudah sedang (he think and then he translated into) he had.....	L1 monitor
2.	Saya harus (he think and then he translated into) I had to use the.....	L1 monitor

The data above showed the fact that the learner uses his L1 before practicing L2. It is because the adult learner will be highly noticed and aware of certain L2 features because he brings their past language experiences into the learning process (Ćurčić, 2018).

Moreover, in creating an English sentence, the speaker also seems to translate word by word from Indonesian to English. Such as when he tried to speak.

- (i) In... Indonesia, I... not, I not often... use... theeee... google maps.

He makes an effort to speak English correctly. In this case, Broos et al., (2016) stated that all L2 speakers are concerned with conveying their intentions in their L2 in an appropriate manner. Even the learner

made a correct word, he miss the sentencing formula.

Grammar Correction

Grammar becomes the part of the language that is commonly used for monitoring the L2 sentences. This monitoring refers to the process of correcting the grammar from the English sentence made. This indicated that the learner is afraid of making mistakes. As mentioned by Krashen (1982), grammar correction in the use of over user monitor is caused by much of the exposure rule in the learning process. This statement is in line with what the learner did. The learner stated that the learner is learning tenses from the first time of learning English. the grammar correction created by the learner is shown in Table 2.

Table 2. Grammar Correction

No.	Utterance
1.	I am eh I was from my parent
2.	After maghrib I go to emmm after maghrib I went to my parent and gave information
3.	I go to Australi by aeroplane, em I went to Australi by aeroplane
4.	I get problem about the, I got problem a about.....

This data showed that the learner may realize the mistake that he made. Thus, he trie to correct the mistake by repeating the sentence in correct manner. It also reveal the fact that the learner is monitor over-user. He always checks the output of the second language. It makes the learner look hesitant in speaking because he always correcting the utterance and cannot speak in a real fluency Krashen (1982).

CONCLUSION

The results of this study indicate that language learner is in the over user category. He always corrects in producing the utterance. In this study, it was also found that the use of monitors in language

learning was divided into two, those are L1 and grammar monitoring.

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