

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter provides a discussion on theories and previous studies related to this study. It involves : learning and educational purposes, learning log in English language teaching-learning, learning log on writing skill, types of vocabulary, and classification of grammar.

#### **2.1 LEARNING LOGS AND EDUCATIONAL PURPOSES**

Some researchers have defined learning logs. Moon (2003) considered that learning logs are the term used interchangeably with learning journals and reflective diaries. Generally, she said that learning logs, journals, and reflective diaries have similar meaning. According to Murphy (2005) as cited in Stella (2008 : 199), learning log referred to a note which is made by students regularly related to language learning activity and it is together with some form of review about that activity in order to inform future action. Riley (2005) viewed learning logs as a closely structured description of language study, often involving a completion table. The simple definition of learning log is a table which contains some questions and answers about learning. Learning log may serve functions as tool for learning (Murphy, 2005; Campbell & Paine, 2012), tool for assessment (Friesner & Hart, 2005; Brown, 2003) and tool for research (Friesner & Hart, 2005; Nunan,1992).

According to Murphy (2005), learning log refers to a regular record of language learning or learning-related activity which is kept by the learner, together with some form of review of that activity in order to inform future action. From that point, it can be concluded that learning log can be used as tool for learning. Campbell and Paine (2012) added how to use learning log as learning tool. Based on them, In the learning log, learners write what they just learn and make a question what they do not comprehend about the learning. After that, teacher will see their learning log and give the feedback for the learners.

Learning log can also be used as a language research tool. According to Friesner and Hart (2005), learning log is used in collecting the data of the research. So, in the learning log, there are summaries about the plan, the aim, the activity, and the evaluation which are written. The participants of the research are asked for recording those summaries into learning log. Then, the researcher will take the learning log containing those data to become the material of the research. In addition, Nunan (1992) also considered learning log as tool for research. He said that learning logas research tools which become a connection between researcher and participant. Nunan and Bailey (1996) constrained the topic area of research such as affective factors, language learning strategies, and the learners' own perceptions of language learning.

Next, learning log is as an assessment tool for learning (Friesner and Hart, 2005) learning logs are formative assessment, which means an evaluation of process in the middle of learning process. Learners have to write a summary about strengths

and weaknesses of study they just have learned in the learning log. Later, teacher can increase the strengths and improve the weaknesses.

## **2.2 LEARNING LOG IN ENGLISH LANGUAGE TEACHING-LEARNING**

Leading theories in language learning have seen learning logs as a potential tool for learning. Based on Murphy (2005), there are three theories which support learning log for learning. First, in the cognitive perspective (Burton and Carrol, 2001: 3), learning log was believed that it can enable learners to describe their learning needs and planning strategies. Further, Stella (2008) said that learning log support metacognitive strategies in which it develops students' self-monitoring and self-evaluation.

Second, there is an experiential perspective. In this theory, Kolb (1984: 38) stated that learning is a process which result a knowledge coming from transformation experience. From that definition, he made a model of learning which called with learning cycle or spiral. Because of the learning cycle or spiral, learning log has been created as a tool to increase the effectiveness of personal learning.

Last, in social-constructivist perspective (Vygotsky, 1986), learning log was considered as a tool which includes critical reflection and self-reflection of social interaction providing the exposure to language use in proximal development zone. Learning log itself is useful for learners to clarify what they have perceived through selective attention to things made interesting for the learners via course or other learning resources. By this, experience of language in social interaction changed into

knowledge of the language for the future use or used to fill empty gaps through reflection (Ellis, 2001: 10).

Generally, people tend to recognize a diary to record their experiences. As Khrisna and Lee (2002) stated that diary is a first person observations of experiences. Otherwise Learning log is a term which is also called as learning journal, leaning diary and portfolio (Moon, 2003).

Nunan et. Al (1999) investigated benefits of diary research in teacher education program. One of particular the benefits which he concern is to accustom the students to write the difficulties which they face to the course. Therefore, Nunan conducted a program that involves Hongkong Undergraduate Arts students. He asked for some Hongkong Undergraduate Arts students to fill a guided reflective journal each week for 12 weeks. After that, it was observed whether students still choose to do the reflective journal or not. Students who still do the reflective journal, they had regular opportunities for self-monitoring, self-assessment, and planning. Nunan at al. (1999) found that students change in behavior from linguistic focus to communicative focus, more process-orientated approach than product-orientated approach and showed greater control of learning processes.

The European, Socrates (2005) funded a project named Opening the Door to Language Learning (OdLL) in 2005 observed the ways for adult to study language learning. The study aimed for exploring the flexible ways in language learning for adults. In this project, the learners were asked for writing the notes of learning task weekly in an E-log consisting of reflection, review, normally based on the answers

from reflective questions. Then, the log should be collected to the tutors once a week. It has a benefit for learners to always keep in touch with tutors so that tutors can monitor the learners' progress. This project revealed that the learning log or diaries are chosen as the ways for adult learners to reflect on and monitor their learning activity and make a number of short and longer-term language learning goals or targets.

Different from two previous studies, Yi Yeon (2008) presented the study about the use of diaries as a qualitative research method to investigate teacher's perception and use of rating schemes. As stated before, the purpose of the study is for exploring the possibility of using diaries to investigate how teachers perceive and use rating schemes. This study was done by analyzing 224 written scripts of 112 Korean high school students. Those scripts had been rated by three English teachers worked at various high schools in Korea. Not only rated the scripts but also the teachers assessed them twice, based on two scoring tools such as subjective holistic scoring and First Certificate in English (FCE) Cambridge English : First scale for writing assessment. Then, the teachers kept diaries on their rating process for each assessment. The result showed that diaries could reveal which assessment features the teachers focused on in this case of subjective holistic scoring. For example, all the teachers in this study paid attention to content and grammar. They also considered different features depending on the proficiency level of the scripts: for example, length and/or grammar when assessing low-level scripts.

Diary can be said as an account of a second language experience (Bailey and Ochsner, 1983:189). The person who does the diary can be a language teacher or

language learner. In this study, Bailey and Ochsner classified language learning diary studies into two groups namely (1) the diarist and the analyst are the same person, and (2) the analyst analyzes other language learner's journals. For the information, Matsumoto (1987) had mentioned those things with "introspective" and "non-introspective". The first category described that the diarist must analyze his or her diary when learning language. For example, the earliest diarists who begin are F. Schumann and J. Schumann (1977), they elaborated personal variables of importance in their language learning: the role of materials, rejection of the teaching method, nesting patterns, a preference for reading vs. speaking, the desire to maintain a personal language learning agenda, and transition anxiety. The second category is when external researcher analyzes other language learner's journal which is called "non-introspective" diary studies by Matsumoto (1987). For example, the Bailey's analysis on Competitiveness and Anxiety in Adult Second Language Learners found that there were numerous comments about feeling competitive and anxious in the classroom. Then, Bailey read the journals written by ten other learners. The analysis led to a description of competitiveness and to two related suggestions : (1) language classroom anxiety can be caused by the learner's competitiveness and (2) learners perceives himself as becoming more competent, his anxiety will decrease.

### **2.3 LEARNING LOGS ON WRITING SKILL**

Writing is a part of productive skill along with speaking. People tend to consider that writing is more difficult to be made than speaking. When writing is

made, it must be planned on what topic they write. Beside that, it also focuses on grammatical rules, correct punctuation, and appropriate word choice. On the other hand, speaking occurs naturally, it does not need the rules. So, developing writing skill is not an easy work, some ways are used. One of the ways to develop writing is learning log. As Murphy (2005) stated, learning log can become a tool for spontaneous writing. Holmes and Moulton (1997) also stated that learning log or dialogue journal is very helpful for adult learners of English. As Holmes and Moulton identified that adult learners' writing will be more fluent and spontaneous if they write the learning log or dialogue journal more frequent. Beside that, adult learners will be motivated if there is a teacher whom makes sure that the focus on meaning, not grammatical accuracy. Not only by the teacher, they can get similar result if the learners can share and comment on each others' journal.

#### **2.4 DELIBERATION ABOUT LANGUAGE**

Deliberations about language, whether in first language learner (L1) or second language learner(L2), were coded using Language Related Episodes (LREs) as units of analysis. According to Kowal and Swain (1994); Swain and Lapkin (1995, 1998), An LRE is defined as an episode when learners talk about their language production by questioning it, self-correcting or correcting others. Related to the research about learning uptakes in students' writing using integrated learning log, it only focuses on self-correcting or correcting others. Swain (1998, 2000) stated that these episodes of LRE are seen as representing opportunities for language learning.

LREs were classified according to whether the students focused on lexis, grammar, or pronunciation.

In the research about feedback, the writer just focuses on lexis and grammar because this research observes the writing task of students. So the pronunciation aspect is omitted. In terms of the research, The writer distinguishes LRE into two category: lexis and grammar.

According to Kearsley (2015) in his research for language pedagogy, Lexis is the *analytical level* of a language that deals with vocabulary (as opposed to morphology or syntax). It can be also defined as "the complete group of all words in a language". In this context, lexis is similar to vocabulary so in this research, the writer change lexis into vocabulary. Otherwise, based on Merriam Webster dictionary, grammar is the set of rules that explain how words are used in a language. These are the following examples of vocabulary and grammar.

## **2.5 TYPES OF VOCABULARY**

Vocabulary cannot be separated with language because it is the words of a language. As Nation (2001) defined that vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning.

From the definition, vocabulary has some types based on the researcher' focus. In this study, particularly, vocabulary is classified into three types. According



to Ybarra (2014), vocabulary was divided into three types such as academic, content, and support vocabulary. She described those three types in detail.

Academic vocabulary is words which are not related to any particular course or content area. The example of the words are consist, constitute, distribute, establish, occur, indicate, etc.

Content vocabulary includes words that are specific to a given domain or subject area, rarely being found outside of their particular content area. For examples: (if the subject is science, the words are photosynthesis, microscope, xylem, floem).

Support vocabulary consists of any remaining words that english learners (and all other students) need to know in order to understand a particular sentence or phrase used in a lesson. The words are starboard, attic., marbled, invested, stocks, calorimeter, galleon, hostler.

## **2.6 THE CLASSIFICATION OF GRAMMAR**

According to Baker (1986), Grammar was described as the set of underlying rules that make possible meaningful utterances in that language. He added that grammar comprises the study of syntax and morphology. It is in line to the Hickey (2005), he also stated that grammar is used to refer syntax (the study of sentence structure) and morphology (the study of word forms). Therefore, in this study, the writer observes the grammar from those two parts (syntax and morphology).