Chapter Two

Literature Review

This study focuses on the perception of Malioboro merchant on their English Language Learning. This chapter discusses in detail several literatures and theory supporting this research. First, this chapter gives some description about the terms used in this paper. Also, this chapter explains the English learning in complete. Finally, this chapter explains the conceptual framework of the study.

Learning

There are many definition of learning by a lot of experts that define learning in many ways. According to Oxford Dictionary (2017), "learning is the acquisition of knowledge or skills through study, experience, or being taught". As stated above, someone learn new things by observing surrounding environment, interact with another individual and interpret new obtained information. Learning plays an important part in higher level of education. Learning is a process of revising or constructs a new knowledge to enhance previous knowledge (Pratt, 1992). But de Houwer, Barnes-Holmes and Moors (2013) also argued that learning is a change of behaviorism through the process of experiencing. By these definitions, the researcher could define that learning is a process of revising or constructing knowledge to enhance prior knowledge that leads to change of behaviorism by experiencing some input, for example reading newspaper, watching news, talking with friends and colleague.

There are some learning conceptions proposed by experts. In Saljo's original work, he stated there are five learning conception that many experts agreed on as cited in Rossum and Hammer (2010). Saljo described five learning conceptions as the bigger picture of the learning itself, the reason why people learn and the goals of learning. The first conception of learning is viewed by the students as the act to increasing knowledge by any means. It also emphasizes on acquiring more knowledge to enhance already known knowledge. However, what is being learned is not limited about certain topic, subject or information but extend new topic, new subject, new techniques and new experiences. Learning for increasing knowledge is progressively adding new knowledge to prior knowledge or the process of moving from not knowing to knowing.

The second learning conception is understanding and memorizing. When someone acquiring new knowledge, they memorizing and understanding the new knowledge. Once someone learns new knowledge, he tries to understand it enough so he could explain it to someone else. The student perceived that understanding is far more complex than acquiring new knowledge. Understanding requires the students to be active participant in learning activities. Understanding achieved by different means, such as know the relationship between concept and the fragments that complete bigger pictures.

The third conception is learning for acquiring facts and procedure that could be use later in life. This conception developed around on the concept that believes on learning is a pathway that leads the learners to success. There are many variations of this type of conception, but the most basic type is to passing

the examinations. Some other emphasizes on to help them secure career opportunities. The application of this conception is also related to utility in daily life, contributing in the workforce, solving problems and decision making.

The fourth conception, learning for abstraction of meaning derives from the idea that learning is shifting from activity of reproducing but rather as a process of abstracting the meaning of something someone heard or read. This conception is emphasizing on constructing our world from what somebody hear and what somebody read. Through humans' life, they learn a lot of things. They build depiction of reality by what they hear, see or read.

The last conception, learning is the process of interpreting aimed to understand the reality. As humans learn, they expected that what they learn could help you to understand in reality that you live in. they interpret the information that they obtain from what they see, hear or read and become the imagination of reality. This conception becomes personalized to the individuals as it shapes opinion and perspective of the individuals itself.

Based on this literature, the researcher conclude that learning is not limited to theoretical knowledge gained from the text book, but also highlighted on the acquiring practical knowledge or new skills. Chambell (2008) said that learning is a process of engaging everyday experiences and classroom topics and intentionally engaging prior knowledge with new classroom materials to mold new meaningful and lasting learning.

Types of Learning

There are three types of learning; formal, non-formal and informal learning.

Formal learning, formal learning is typically builds as a package of 'courses' or 'programs'. These course or program tends to have a number of features. The formal learning follows some set off rules and regulations. Dib (1988, p. 1) stated that "formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology." . Dib (1988) added that formal learning is rather structured and systematic organized model of learning.

Formal learning requires the participant to follow a set of laws or norms that has been stated before by the companies. Formal learning also follows on a specific set of curriculum as an objective, teaching materials and methodologies. Formal learning has five characteristics. Shepherd (2011) stated that there are objective, curriculum, content, teacher and assessment. Objective means learning to achieve the goals in learning. Objective is the intended result of a successful learning. Curriculum is how the learning going to carried out and how the objective is going to be achieved. Curriculum is planning of learning program that organized systematically. Next, content is likely to consist of a simple trainer guide for examples; slides, videos and other visual aids, handouts, and reference books. The content could also include workbooks, online reference materials, interactive tutorials and simulations. The other characteristic is teacher. Teacher is

a facilitator in learning process. The teachers' role in learning could be a formal instructor to a subject expert, a coach, an assessor, a moderator or a curator. The last is assessment. Assessment aims to determine the learning objective achieve the goals or not.

As Manuti, Pastore, Scardigno, Giancaspro and Morciano (2015) said, that formal learning is a structured learning that takes place in classroom situation education setting. Werquin (2010) also stated that formal learning occurs in organized and structured environment and have clear aim and how to achieve the goals.

Informal learning, informal learning occurs within daily routines, such as working, having conversation, watching and reading news. In most cases, informal learning is usually unintentional by the perspective of the learners (Werquin, 2010). The learners did not know that they were learning by experiencing something. The idea of informal learning is the learners are exposed to learning situations all the time while doing something other than studying or taking note.

Informal learning is a more flexible and dynamic approach. Informal learning does not require following a set of specific rules or objective. The learner set the objective, and how he or she wants to learn. Dib (1988) also said that informal learning does not have the necessity to regard of degree or diploma. Informal learning is merely as a supplement of formal learning. Informal learning does not have the necessity to follow any kind of curriculum nor objective. This is

also in line with the statement of Manuti et al (2015), as they said that informal learning is developed in situation that is not intended for learning.

There are some key factors of informal learning. Cuinen, Heymans, Meeus, den Wouwel, Dorst, Vereycken, and Verwimp (2015) mention some of key factors are; intent to learn or motivation, experience or action, feedback, and reflection. The first, intent to learn or motivation is the need to learn a certain skill in order to increase the effectiveness. Experience or action is the center of informal learning. By experiencing the situations, the individuals get new ideas. Then, the individuals could apply their ideas. Experience and action are considered as the center of informal learning because it supports the knowledge construction. Feedback is also needed because experience does not automatically lead to correct learning. Feedback could be done in two ways; direct and indirect. The direct feedback involves the individuals ask about their individual performance to colleague. Indirect feedback usually obtains by somebody ask about their experience and what they learn of their experience. The last is reflection. The concept of reflection is comparing the action and result to help motivate the individuals to look up multiple learning occasions.

Non-formal learning, non-formal learning is formal and informal learning combined. Non-formal learning is follow some specific rules but tend to be more flexible and use dynamic approach. Non-formal learning does not require constant contact between teacher and students. The attendance of the students is not required in non-formal learning, decreasing the amount of direct contact. Dib (1988) stated that Non-formal education does not require students' attendance.

Moreover, a non-formal learning activity is outside of the classroom, for example paper work and reading assignment. Dib also stated that non-formal education endowed with flexible curricula and methodology.

Non-formal is a learning that typically not provided by an education institution and does not lead to certification. Eskelinen (2007) stated that Non-formal occurs when learners opt to acquire further knowledge or skill by studying voluntarily with a teacher who assists their self-determined interests. Non-formal learning occurs when the learners are willing to acquire further knowledge or skill. Through an organized objectives and flexible methodology, non-formal could be seen as workshop or online learning activities.

Non-formal learning uses flexible approach, capable of adapting the needs of students and work pace. Although the dynamic and flexibility of non-formal learning, still, informal learning is the best way to describe Malioboro Street. Therefore, the researcher focused more on informal learning. In the workplace, individuals in high-engagement jobs are more likely to develop skill than those in low-engagement jobs (Mallows & Litster, 2016). In Malioboro Street, the merchant is exposed to English language frequently. They are working while learning although they do not focus mainly in learning English language while they were at Malioboro Street, they could speak English language. The dynamic and flexible characteristic of informal setting allows them to freely explore the knowledge their very own way.

Learning Strategies

It is being said that learning strategy is personalized; each learner has unique learning strategies. As Schumacher and Deshler as cited in Protheroe and Clarke (2008, p. 34) defined a learning strategy as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcome". Cook (2008) also supports this statement in the book. Learning strategies is a key to learners' success. Cook implies that learning strategy is a choice that learner makes while learning that affects to make learning more successful, self-directed and enjoyable. It is essential to know what type of learning strategies that suits the learners. By selecting the proper learning strategy, the learner is expected to increase his or her performance in learning (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

There are three types of learning strategies that Cook (2008) proposed in the book. Cook (2008) mentioned three of learning strategies. All of the strategies are related to one's learning process. When learning, the individuals use all of this skill to achieve an effective learning. The first learning strategies, metacognitive strategies involve planning and thinking about learning, such as planning on a learning, monitoring on a learning an evaluating how well a learning is. Metacognitive strategies require learners to plan, organize and evaluate their knowledge. (Boghian, 2016) . For example; the students plan to practice to achieve good result.

The second learning strategy is cognitive strategies. A cognitive strategy is involving conscious ways to learn, for example; note-taking, using text book or dictionaries and relating new information to prior knowledge. Cognitive strategies require learners to use all of their mental process to understand by looking at some pattern or information. Cognitive strategies require students to interact with the subject both physically or mentally to learn new knowledge (Khezrlou , 2012) The students take notes on what is important to help use remember some information better; this is the part of cognitive strategies.

The third learning strategy is social strategies. Social strategy is learning by interacting with others, such as working with fellow students or asking for the teacher helps. When the students do not know or miss some important information, they often ask their friends or the teacher to repeat again about the information. This is the part of social strategies that requires learner to learn with others.

English in Indonesian Tourism

Yogyakarta is one of most visited city by foreign tourist in Indonesia. Malioboro Street is one of the tourism attractions in Yogyakarta. Malioboro merchant are often dealt with foreigner that wants to buy some souvenirs. The merchant has to be able establish communication with the foreign tourist in order to sell the souvenirs. As English is an international language, the merchant should learn English language. As already implied by Mallows and Litster (2016), by often dealt with foreign tourist, the merchant could develop English speaking skill in workplace.

Communication skills are important in tourism industry. It is necessary to find common language in order to ensure hospitality services. English has grown and become international language because of globalization. It is important now for everybody that work in tourism sector to develop English language skill (Bubanovic & Grizinic, 2011). Furthermore, the competition in tourism also increase because many new foreigner attractions and tourism workers, especially in Indonesia. These challenges give the tourism worker motive to overcome and become successful in tourism industry.

The Role of Native Speakers to Learns English

When an institution have native speaker as a teacher, the learning atmosphere is usually different with institution that do not have a native speaker. Having native speaker as a teacher is an interesting experience. The native speaker could boost students' enthusiasm to learn English language. Murtiana (2011) said that learning English language with native speaker can make the students feel more motivated to improve their English language skill. Learning with native speaker also gives benefit to the students. Murtiana also said that the native speaker could provide the students with more natural pronunciations, appropriate expressions, common slang language and common idioms that could not be found in the textbook.

The native speaker could help the students to feel more comfortable because they may have interesting teaching strategies. The native speaker may also have interesting stories to shares and make the students feel enthusiast. The

researcher believes that native speaker plays an important role to improve students' English learning. Malioboro merchants meets native speaker when they were working at the Malioboro streets. The Malioboro merchants could feel motivated to learn English language to attract the attention and sells their goods to the foreign tourist. The Malioboro merchants could learn directly from the foreign tourist the correct pronunciations of the word or the proper way to use some expressions.

Conceptual Framework

Malioboro Street is a famous tourism place that is located in the city of Yogyakarta. Based on the statistics from Department of Tourism of Yogyakarta (2016), there are 355.313 foreign tourist visit Yogyakarta in 2016, and the number is increases each year. Some of the foreign tourist are walking and enjoying the atmosphere of Yogyakarta. Some of them are shopping many souvenirs to bring back to their homes.

Malioboro Street becomes the place that foreigner like to visit because many merchant sells their cheap ethnic goods and they are so ethnic. Malioboro Street is always full of people. Many people live near Malioboro street work as merchant, pedicab driver, shop keeper and many more. It is the work place of many people that live around there.

Because the merchants want to get profit, they have to sell their goods to many people but there is language barrier between the merchant and the foreigner. So the merchants have to learn how to communicate with the foreigner, which is learning how to speak English. Malioboro merchant learn to speak English by

interacting directly with the foreigner. They see, hear and listen to what and how they speak. They learn in place that is unintended for learning.

When someone increases his knowledge, he also enhances the prior knowledge that he already knows and making it more complex or easily to remember. When someone well remembered the knowledge, he could easily tell or teach someone else the knowledge. In the researcher point of view, the first, second, fourth and fifth conception is the very base of the humanistic society. In everyday activities, humans hear, read or see an important piece of information on the TV, or on a pamphlet, then they add that piece of information, try to understand and remember the information so they could easily tell someone else when they ask or need that piece of information. For example, when someone hear and important announcement in the radio that there are a concert in the following day, so he try to understand the specific information in the announcement like; the place where the concert will be hold or the price of the ticket, so he could invite his friends to come to the concert.

The example is not limited to listening to the radio. In Malioboro Street, the merchant also uses the first and second conception. They could listen to the foreign tourist says and try to understand what they actually means. This event could happen again and again then the merchant start to understand and knows what the foreign tourist says. The merchant then could start trying to communicate with the foreign tourist and offer some goods to the foreign tourist.

The third conception is very crucial. Learning could take you to the path of success. That means if you want to be a successful person, you need to learn a lot

of things. The merchant knows this conception. If they want to be a successful merchant, they must know how to communicate and try to offer their goods to the foreigner. They start to learn the language the foreigner speaks. By learning how to communicate with the foreigner, they could start making more money.

The learning strategies above may occur in Malioboro streets as the Malioboro merchant may help each other when there are some foreign tourists come to their store to buy some goods. The merchants may use some dictionaries to helps them communicate with the foreign tourist. They could see other merchant dealt with some foreign tourist and evaluate his or her way to dealt with a foreign tourist, these learning strategies in important for the merchant to overcome the language barrier between them and the foreign tourist to reach their goals.