CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews several theories as the basis in conducting this research. It covers Language Acquisition, EFL Learning, Language Exposure, Learning System, Learning Experience, Heroes Toastmaster Club, and previous studies.

A. Second Language Acquisition

Nunan in Nanik describes that Second Language Acquisition, then shorted SLA, refers to the way in which learner, child or adult learns a second or foreign language. The learning may take a place in tutored or untutored environment, and in second language or foreign language setting. The field of second language acquisition has underground tremendous growth over the last twenty years.[1]

Ellis explains that at first sight, the meaning of the term *Second Language Acquisition* seems clear but, in fact, it requires a careful explanation. For one thing, in this context *second* can refer to any language that is learnt subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also *second* is not intended to contrast with *foreign*. Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in the classroom through instruction, it is customary to speak generically of

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[1] Nanik, Unpublished thesis*:"The Problems of Teaching and Learning Speaking at SMUN 1 Kejayaan Pasuruan"* (Surabaya: Library of UNESA, 2008), 11

second language acquisition.[2] SLA then can be defined as the way in which people learn a language rather than their mother tongue, inside or outside of a classroom.

B. Input, Interaction, and Output

Gass and Selinker state that it is commonly believed that learning a second language involves learning the rules of grammar of the second language, along with vocabulary items and correct rules of pronunciation.[3] Putting those rules to use in the context of conversation is then construed as a natural extension of grammar acquisition. This view implicitly assumes that language use does not vary from first language situations to various second language situations, for all that would be needed to successfully converse in a second language would be to plug in the correct forms to say the same thing as one does in one's native language.

1. Input

Corder in Gass and Selinker made an important distinction between what he called input and intake. Input refers to what is available to the learner, whereas intake refers to what is actually internalized by the learner.[4] Anyone who has been in a situation of learning a second/foreign language is familiar with the situation in which the language one hears is totally incomprehensible,

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[2] Rod Ellis, *Second language Acquisition* (Oxford: Oxford University Press,1997), 8

[3] S. Gass – L Selinker, *Second language Acquisition: An Introductory course*, 3ʳᵈ *edition* (New York: Routledge, 2008), 302

[4] *Ibid.*, *305*

to the extent that it may not even be possible to separate the stream of speech into words. Whereas this is input, because it is available to the learner, it is not intake, because it goes in one ear and out the other; it is not integrated into the current learner-language system.

This sort of input appears to serve no greater purpose for the learner than does that language that is never heard. Conceptually, one can think of the input as that language (in both spoken and written forms) to which the learner is exposed.

2. **Interaction**

The interaction approach accounts for learning through input (exposure to language), production of language (output), and feedback that comes as a result of interaction. Language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them. Interaction involves a number of components including negotiation, recasts, and feedback.

3. Output

Gass and Selinker state that input alone is not sufficient for acquisition, because when someone hears language he/she can often interpret the meaning without the use of syntax.[5] This is not the case with language production or output, because someone is forced to put the words into some order. Production then may force the learner to move from semantic processing to syntactic processing. It is trivial to state that there is no better way to test the extent of one's knowledge (linguistic or otherwise) than to have to use that knowledge in some productive way, whether it be explaining a concept to someone (i.e., teaching) or writing a computer program, or, in the case of language learning, getting even a simple idea across. However, output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge. In other words, output has traditionally been viewed as a way of practicing what has previously been learned.

C. English as Foreign Language Learning

Many people agree that English is popular in this global era. English influences many fields of life in our country and it is learned as foreign language. According to Brown, foreign language contexts are those in which students do not have ready-made context for communication beyond their

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[5] S. Gass – L Selinker, *Second language Acquisition: An Introductory course*, 3rd *edition* (New York: Routledge, 2008), 325

classroom.[6] The students do not use English for their daily communication in their classroom or at their home.

A foreign language is a non-mother tongue or not an official language. One of foreign languages learned in Indonesia is English. And as a matter of fact, it is one of the compulsory subjects that should be taught at school starting from Junior High Schools. Madya states that, English as a foreign language means that it is a language spoken by people from other countries and not used for formal communication and/or daily conversation.[7] The purpose of learning English as a foreign language are for example travel abroad, communication with native speakers, reading foreign literature, etc. Foreign language usually requires more formal instruction and other measures to compensate for the lack of environmental support.

According to Henrichsen, EFL Learners have some characteristics. *First*, foreign language learners are not in an English-speaking Environment. *Second*, they do not speak English outside the English classroom. The students leave class, they hear, speak, read, and write languages other than English. *Third*, foreign language learners tend to be linguistically and culturally homogeneous. They generally speak the same native language and are accustomed to speaking it with each other and they generally share the same cultural background. English-

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[6] Brown,H. Douglas, *Teaching by Principles* (USA: Pearson ESL,2000), 256
[7] Madya,Suwarsih, Thesis:"*Developing Standards for EFL in Indonesia as Part of the EFL Teaching Reform*"(Yogyakarta: State University of Yogyakarta,2000), 65

language culture may be foreign for them, they have a more artificial purpose, such as to earn a course grade or pass a test, and a lower level of motivation.[8]

D. Language Exposure

According to Chomsky (cited in Harrison, 2007) language is controlled by environmental factors which are from the levels of proficiency on the language learning process.[9] In fact, it is stated that among the many factors affecting the proficiency of the second language learners, exposures from the environment are the most common one. Magno, de Carvalho, Lajom, Bunagan, and Regodon defined language exposure as the total amount of time which an individual has a mere contact with the target language, may it be in verbal or written form, formal or informal ways of communications and in which the individual may either have an active or a passive role.[10] With this definition, Mourtega conceptualized that exposure to a second language happens whenever individuals engage in conversations in the second language with family members, peers, classmates, and teachers; whenever they read books, magazines, and newspapers written in that language; whenever they come across with information disseminated in different multimedia sources; or even when they are mere passive listeners in any

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[8] Lynn Henrichsen,"Key characteristics of EFL and ESL settings, and their classroom implications*" TESOL Newsletter,*Vol. 21 No. 2, 35

[9] K. Harrison, *Worlds within words* (University Press. Oxford, 2007), 46

[10] C.Magno, de Carvalho, M. Lajom, J. Bunagan, K. Regodon, "Assessing the level of English language exposure of Taiwanese college students in Taiwan and the Philippines", *Asian EFL Journal*, Vol.21 No.2, 2009,62

activity or place in which the second language is spoken.[11] Skinner as cited by Lemetyine postulated that language learning is a result of one's own understanding of the world through their interactions with the various reinforcements in the environment.[12] Such reinforcements are taken into consideration in the linguistic environmental factors that helped facilitate language development. Moreover, Vygotsky as cited by McLeod also reinforced the idea of Chomsky and Skinner who espoused that social learning process and social interaction in the environment played a central part in the development of language and thought because language itself is the key to all developments, and words play a central part not only in the development of thought but in the growth of cognition and social interaction in the environment as a whole.[13]

According to Merriam Webster's Dictionary the word exposure has some meanings. First, it is the condition of being affected by something. It means that somebody is being open to elements of something from that meaning of the word. We can assume that somebody absorbs information from some kind of source which he/she is open and accept it for granted. Therefore, by being open to the source, the person then easily be affected by the source. Second, exposure

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[11] K. Mourtega, "Insufficient language exposure and learning difficulties: A case of the Palestinian Learners in the Gaza strip". *Online Research Educational Journal*, 2011

[12] H. Lemetyinen. "Language Acquisition".(www.simplypsychology.org/language.html), accessed on July 12, 2015)

[13] S. A. McLeod - Lev Vygotsky,(www.simplypsychology.org/lVygotsky.html, accessed on April 15,2015)

is the condition of being exposed to something, the act of revealing secrets about something, public attention and notice.

Harmer clearly stated that plentiful exposure in language in use and plenty of opportunities to use it are vitally important for students' development of knowledge and skill. Meanwhile, the limited exposure will not give a significant influence to the foreign language learners' skill.[14] Mukarto agrees that with limited exposure, it is difficult for foreign language learners to sort out a complex system of similarities and distinctions among semantically-related words.[15]

Krashen, a famous linguist, labeled this language exposure in his study as formal and informal linguistic environment. In his study, he asserted that formal linguistic environment has the potential for encouraging both acquisition and learning, while informal linguistic environment promotes real language use (communication) which is conducive to acquisition.[16] This translates to the idea that a learner who is more exposed to the language whether formal or informal will have a strong hold in its language proficiency. Krashen's idea has also been supported by many scholars who pointed out that exposures to the English language provides more practice.[17] The first component in language learning is

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[14] J. Harmer. *The Practice of English language Teaching*. *Fourth Edition*. (2007),156

[15] Fransiscus Xaverius Mukarto, Unpulished doctoral thesis: *"The patterns of semantic mapping development of English verbs acquired By Indonesian EFL learners"*.(Malaysia: Universiti Sains Malaysia,2005)

[16] S. Krashen, *Language acquisition and language education* (Alemany Press,1981), 205

[17] C.Magno, de Carvalho, M. Lajom, J. Bunagan, K. Regodon, "Assessing the level of English language exposure of Taiwanese college students in Taiwan and the Philippines". *Asian EFL Journal* Vol.21 No.2, 2009,69

the formal exposure. The term typically refers to the use of English language inside the classroom setting such as: (1) listening to class presentations using English as the medium of communication, (2) sharing ideas with classmates, (3) giving oral presentations, and (4) talking to the teachers/professors when asking questions.[18] Krashen also postulated that formal learning environments are best for attaining second language proficiency and thus create a healthy environment that encourages both acquisition and learning.[19] Other linguists and empiricists had also agreed that a formal language exposure is deemed highly effective in the learning process of the second language users as it implies in developing their skills and unlocking hidden potentials, and thus helping the learners to examine their attitudes, beliefs, knowledge, and logic.[20]

Another second language learning component is the informal factors affecting language exposure. This refers to the exploration of learning the English language activities outside the classroom that would enhance the proficiency of the second language learners. Accordingly, the development of language depends on exposure to some specific linguistic experience. Environmental factors in learning outside the classroom or school setting have also been supported by Krashen.[21] Meaningful language activities are, indeed, necessary for the second

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[18] Kurt Salac Candilas, "Language Exposure: Determinants of English Speaking Proficiency" *International Journal of English and Literature,*2014,3

[19] S. Krashen. "*Language acquisition and language education*" (Alemany Press, 1981),157

[20] B. Gramegna. "Formal language teaching versus informal language learning supportedby mobile devices*".Ca'Foscari University; International Conference for Language Learning*

[21] S. Krashen. "*Language acquisition and language education*" (Alemany Press, 1981), 168

learners of the language. Such meaningful language activities that Krashen pointed out are the interactions of the second language learning toward the environment primarily in home, peers, media, technology and the like.[22] The second independent variable of this study included the participants' (1) exposure to English language use at home, (2) interaction in English language through technology mediated communication, (3) reading of fictional and non-fictional materials in English, (4) watching of television programs and movies in English; and (5) listening to the radio programs and songs in English.[23]

E. Learning System

According to Kizlik and Joyceand Well, the requirements of learning system consists of:[24]

1. Learner

Learner underscores and reinforces the goal of the educator-student relationship learning rather than the respective roles played by students and teachers. Educators tend to use terms such as project-based learning and community-based learning, for example, rather than project-based teaching and community-based teaching both of which could be considered synonyms.

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[22] *Ibid; 170*
[23] S. Ajileye, Thesis "*The effect of exposure to English language activities outside the classroom on written English: A Study of Selected Secondary Schools in Ilorin*" (Nigeria: University of Ilorin,2004),14
[24] R. Kizlik – B.R Joyce – M. Weil, *Models of Teaching 6th edition.* (Upper Saddle River, NJ Allyn & Bacon), 125

While this preference may seem arbitrary on the surface, it does appear to serve a semantic purpose: learning can occur in the absence of teaching, but teaching doesn't occur without some form of learning taking place. I.e., learners can learn without teachers, but students are only students when they have teachers.

a. *Age Difference*

Child adult differences in second language acquisition and performance can easily be deal with by Natural Approach. First as we have said that all performers, young, old are acquirers and the acquisition oriented classroom will serve everyone. We will of course need to consider differences in what is discussed and dealt with in the classroom.

Most adult students differ from children in that they have a greater ability to consciously learn grammar rules. On the other hand they have effective filters. Accordingly, the proportion of learning exercises (aim at building and using the monitor) will vary according to age: for younger children almost all language skills must be acquired directly from natural language acquisition experiences. Learning exercises will be used to only for older students, and then in judicious manner since acquisition activities are more important even in the case of adults.

2. Learning Goal

Goal setting is the process of establishing an outcome (a goal) to serve as the aim of one's actions. In educational settings, the ultimate outcome is usually some form of learning as operationalized by the instructor and/or the students. Learning goal is an important aspect in learning. By the learning goal, the purpose in learning will be clear. By learning goal, the institution can create a good learner

A decision on the method and materials to be used in course is possible only once the goals of the course have been defined. The purpose of language course will be vary according to the needs of the students and their particular interests. Often the students must be able to use a language for some specific purpose. Working on the area which a different language is spoken, reading technical material, traveling in a foreign country, working with members of a language minority group and so forth. The purpose of language course may simply be pleasure: may would like to be able to speak another language not because they need to, but because they think that they will enjoy the experience.

Not only the goals that should be specified, but the learners should be informed about the relationship between the goal and the methodology. Which become the procedures to achieve the goals.

The methodology aims to provide learners to use the natural environment for further language acquisition to have development to more advanced stages to acquire language. Some discussions about second language acquisition strategies will make learners more independent.

3. **Procedure to achieve the goal**

The procedure for achieving the goal at SHTC is by learning design which is provided there. SHTC used experiential learning design.

a *Experiential Learning*

According to Lewis and Williams, experiential Learning has a definition as learning by doing or it can be said as learning by the experience which engage learners in an experience. By the experience, learners are able to reflect the experience and enhance new skills, new attitudes or new ways of thinking.[25] Linked with that theory, Wurdinger states that experiential learning is similar with constructivist learning theory. He stated *"outcomes of the learning process are varied and often unpredictable"* and *"learners play a critical role in assessing their own learning".*[26]

It's difficult to define whether some activities categorizes as experiential as explained by Chapman, McPhee, and Proudman. In experiential setting, simple participation does not sign something

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[25] L.H. Lewis - C. J. Williams – L. In Jackson – R.S Caffarella, *Experiential Learning: A New Approach* (San Francisco: Jossey-Bass,1994), 5
[26] S.D. Wurdinger, *Using Experiential Learning in the Classroom*. (Lanham: ScarecrowEducation, 2005), 69

experiential. The methodology of experiential learning is not linear, cyclical or even patterned. It is a procedure of doing principles which is necessary created to some variety levels during experiential learning time. The principles are needed without paying attention on what the students' activity and where the learning occurs.[27] In experiential learning, the students organize their own learning rather than being asked to do something with providing the time. The instructor has much responsibility to the students. Ultimately the curriculum may not be identified, the student may have to identify the knowledge they need and then acquire it themselves to reflect their process in learning. [28]

1) *Two types of Experiential Learning*

Experiential learning can be divided into two major categories: field-based experiences and classroom-based learning. [29]

a) Field-based experiences

Field-based experience is the oldest and the most well-known type of experiential learning which having been included into advanced education in 1930s. Some of them are internships, practicums, cooperative education and service learning. Service

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[27] S. Chapman - P. McPhee - B.Proudman .*What is Experiential Education?*. In K. Warren. (Ed.), *The Theory of Experiential Education* (Dubuque: Kendall/Hunt Publishing Company), 243
[28] J.A. Moon, *A Handbook of Reflective and Experiential Learning: Theory and Practice*. (New York: Routledge Falmer, 1998),256
[29] L.H Lewis, L.H - C.J Williams, *Experiential Learning: A New Approach (* San Francisco: Jossey-Bass,1994), 7

learning experiences are distinguished by being mutually beneficial for both student and community.

b) Classroom based learning

Classroom-based learning can be in many type of activities, including role-playing, games, case studies, simulations, presentations and various types of group work.[30]

2) *The role of the instructor*

The role of the instructor in experiential classroom is diverse than in the traditional classroom. The instructor role is a guide, cheerleader, resource and a support. As, students have to be responsible on their own learning, the instructor must work to both omit their authoritarian influence and be a person who support the students by giving academic freedom. The intervention only occurs when students face a problem on the skills that they feel less. [31]

In implementing experiential learning into a course, Wurdinger has provided a short guide about all the process holistically to be applied.

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[30]Ibid,7

[31] K.Warren. "*The Student-Directed Classroom: A Model for Teaching Experiential Education Theory*"(Dubuque: Kendall/Hunt Publishing Company), 251

Stage 1: Use a main project or field experience to guide learning over entire course.

One main task to work on all semester motivates students to grow their performance level, provides them by the clear goal to focus on and encourage them to give the best performance. When students understand about the major goals of the class and other students need to achieve, they can be motivated to have one step better than before.

Stage 2: Use combination of projects, classroom activities, and external experiences. In making the course interesting and engaging is by adding value in the overall process.

Stage 3: Tie everything together. The class readings and lectures should be directly related to any experiential activities. The readings and class activities should all be thought of as resources that will help the students complete their major project.

Stage 4: Ensure activities are challenging, yet manageable.

When students have a responsibility of creating their own projects, the instructor should make sure that they are able to finish them.

Stage 5: Provide clear expectations for students. This could include assessment criteria, or examples of completed projects and activities from previous courses.

Stage 6: Allow students the necessary time to identify, clarify, and keep focused on their problem.

Stage 7: Allow students to change direction midstream

The most necessary thing is the students work on then project that are beneficial and relevant to them. If they lack interest, the learning will also lack.[32]

F. Members' Learning Experience

A much more effective and long-lasting form of learning is to involve the learner by creating a meaningful learning experience. The development of language depends on exposure to some specific linguistic experience.[33] This kind of experience could be in various forms that later on will sharpen language skills such as what is read or heard for the receptive skills and what is spoken or written as the ones enhancing the productive skills

William and Batten have identified five specific dimensions of quality of school life and two dimensions of global feelings of school experience. The five specific dimensions included:[34]

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[32] S.D. Wurdinger, *Using Experiential Learning in the Classroom* (Lanham: Scarecrow Education, 2005),78

[33] Foreskin Curtis et al. "The Linguistic Development of Genie". *Language* Vol. 50 No 1, 2001, 456

[34] T. Williams – M. Batten *,"The quality of school life"*. (ACER Research Monograph No.12). Hawthorn, Victoria: ACER)

1. Teacher-student relations: it concerns the quality of interactions between teachers and students(e.g. My school is a place where my teaches help me to do my best)

2. Social Integration: it concerns the students' relationship with classmates and other people (e.g. my school is a place where other students accept me as I am.

3. Opportunity: it concerns the students' perceptions on the relevance of schooling to his/her life experience (e.g. My school is a place where the things I learn are important to me)

4. Achievement, it concerns a sense of being successful in schoolwork (e.g. My school is a place where I am a success as a student)

5. Adventure: it is a sense of self-motivation in learning and sense that learning is enjoyable for its own sake. (E.g. My school is a place where I am excited about the work we do.)

The two global feelings of quality of school life were:

1. General satisfaction : it concerns general positive feelings about school (e.g. My school is a place where I really like to go each day)

2. Negative affect: It concerns general negative personal reactions to school (e.g. My school is a place where I feel upset)

G. Toastmaster Club

Toastmaster Club is a community which focuses on improving public speaking and leadership skill trough worldwide and world meeting location. The Central of this club is at Ranco Santamargarita California. The members up to now are 313 thousand which dispread from 126 countries. This community was created since 1924. The aim of this community is helping people all of backgrounds become more confident in front of the audience. The program that's held by this community is about public speaking and leadership. The programs are held once or twice a month. The members are coming from all backgrounds and different stripes, different religion. The age minimally is seventeen. It's like a school. There is an administration that the members need to fulfill. The payment is paid every 6 month/each semester.

Surabaya Heroes Toastmasters Club (SHTC)

is a community of Toastmasters International. It is a non-profit educational organization that helps us to be world class communicators and leaders. Originally established on 29th of June 2004, at Embong Gayam by 2 expats: Dave Pearman and Yong Boon Kok. Toastmasters has helped people of all backgrounds become more confident in front of an audience. The program is self-paced and affordable.

Heroes Toastmaster Club is one of Toastmaster international club in Surabaya. The club that created in 1945 by Wasis Soebardjo. This Club is the oldest Club in Surabaya beside the I.E.U Toastmaster Club, Eagle Toastmaster Club,

Empire Toastmaster Club, SCJMS Toastmaster Club, Surabaya Heroes and Telkom Toastmaster Club. The Dynamic Toastmaster had many activities since it's created. The programs of this community are Table Topic and Speech program. The name of the Heroes is from the history. This club has 10 member present. [35]

H. Review of Previous Study

Some researchers have conducted studies related to Exposure to English for instance, Satria Akbar Sigit did research about the "Correlation between Students' exposure to English in social Networking Sites and their Writing Skill". The researcher use questionnaire and writing test including the students' answer about the level of the exposure they experience and students' writing score. The data analyzed using normality test, linearity test, and statistical methods. The results showed that communicating in social networking sites will eventually lead to better English score, including writing score.[36]His focus only exposure in social networking sites and writing skill whether on my study, focus on all types of exposure to English which is used by the members and some others are provided by the community they thought the all form of exposure effective in learning and learning experience.

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[35]An interview with Mr. Onny as the vice president of Surabaya Heroes Toastmaster 23th April 2015
[36]Sigit Satria Akbar. Unpublished Thesis : "*Correlation between Students' Exposure to English in Social networking Sites and Their Writing Skill*s .(English Departments, Faculty of Letters, State University of Malang)

Fraser Mac Leod and Pia Lerson also did the research about "Exposure to English outside the Classroom". The aim was to establish the nature of English influence on teenagers in Swedish schools and then to examine whether this naturally occurring acquisition of knowledge is utilized in the more formal language learning environment of the classroom. The study use survey to get the overview of the topic and help establish patterns and trends on target students. The results showed that English has great influences on Swedish children though perhaps not as much as they anticipated. While receptive acquisition is high, chances to actively produce the language remain low. It's noted that while different types of English media is in fact utilized in the classroom, It is not be relevant or interesting to the students.[37]

Other past research comes from Mattew Barbee by the title "Extracurricular L2 input in Japanese EFL context: Exposure, Attitudes and Motivation". The aim was to know how much exposure that the students had to each source of input, their attitudes and beliefs toward those sources of input and in general how motivated they are toward learning. And the result showed that Japanese high school EFL students have much more exposure to some extracurricular sources of English input than to others, including some sources of verbal and mixed (verbal and written) input, with relatively little exposure to extracurricular written English input. It also

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[37]Fraser Mac and Pia Larson, Published Thesis "*Exposure to English outside the Classroom". (*Malmo University, 2011)

showed that the amount of exposure is highly correlated to with how enjoyable the students find each source of input. The students are motivated to seek out those sources of English media that they enjoy rather than those they believe would improve their English supports the English media orientation to learning English. [38]

Bayu Ariwibowo also did a research which concern on Teacher's beliefs about English language exposure. The study tries to see some beliefs form the point of view of several aspects as the source of exposure. Such as materials, teacher talk, classroom interaction and the use of first language. They use case study to make a description and interpretation. The result of his study show that materials are considered appropriate as long as they suit the curriculum, support the syllabus and facilitate the students for national exam. The materials must support students' vocabulary mastery. Teachers- centered method become the suitable way for the students. Hence, the teacher can present the most exposure with teacher talk. Classroom interaction using English is useful for language exposure mainly in the expressions and first language is believed to be the language that can help students' comprehension.[39] On his study, he only focus on teacher's belief about language

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[38] Matthew Barbee, "Extracurricular L2 Input in a Japanese EFL Context: Exposure, Attitudes and Motivation" *Second Language Studies*. Vol. 32 No.1, Fall 2013

[39]Bayu Ariwibowo,"Magister Thesis,*"Teacher's beliefs about English language Exposure"* (Yogyakarta: English Language Study Sanata Dharma University,2013)

exposure in the classroom whether on my study to focus on the members' exposure

at SHTC and their learning experience.