CHAPTER II

REVIEW OF RELATED LITERATURE

Some theories to support the analysis and discussion related to the statements of the problem are to be reviewed in this chapter. They are mainly concerning language immersion, language function, and communication effectiveness. Further, two reviews from related thesis are also considered.

2.1 Review of The Related Theory

Reviewed in this part are theory about language immersion C. Baker (2006) and Christian (1997), theory about language function Savignon (1972, 1997, 1983), theory about communication by Hovland (1948,2005).

2.1.1 Language immersion

Language immersion is a method of teaching language, usually a second language (L2), in which the target language is used as both curriculum content and media of instruction. According to Baker (C. Baker, 2006), there are three generic levels of entry into language immersion education divided according to age:

- Early immersion: students begin the second language from age 5 or 6.

- Middle immersion: student begin the second language from age 9 or 10.

- Late immersion: student begin the second language between ages 11 and 14.

In program that utilize immersion language education, students may enter and begin studies at different ages and different levels. It can be showed that early immersion in a second language is preferable to late immersion. Three main types of immersion can also be found in the literature:

- Total immersion

- Partial immersion

- Two – way immersion

An immersion program type that has become popular in the United Stated is called two – way immersion. This type can also be referred to as bilingual immersion, two – way bilingual and two – way dual immersion bilingual. Two – way immersion program "integrate language minority students and language majority students in the same classroom with the goal of academic excellence and bilingual proficiency for both student groups" (Christian, !997). two – way immersion program vary greatly get share three key characteristics:

- Instruction in two languages.

- One language at a time.

- Peer – to – peer facilitated language sharing.

So that, it can be conclude bilingual and immersion language programs have multiple incarnations – there is no one program that fits all sites and circumstance. The point towards general features of language education success, many of which correlate with two – way immersion/ bilingual models.

2.1.2 Language Function

According to Savignon, language function is the use to which language is put. He further explains that the purpose of an utterance rather than the particular grammatical form an utterance takes that counts. Based on Savignon's view above, language is used as communication instrument. By applying this idea to teaching structure, the instructional focus becomes less about form and more about the

meaning of an utterance. In this way, students use language in order to fulfill a spesific purpose, therefore making their speech more meaningful.

There are some examples for the function of language. If we think about a function of language as one that serves a purpose we can see that much of what we see can be considered to be functional. Let's take the example of going to a dinner party. Arriving at the dinner party we may introduce ourselves, thank the host and ask where to put our coats. During the dinner we may congratulate someone on a recent accomplishment, ask advice, express affection and compliment the host on the meal. Each of these individual utterance are considered function of language.

Therefore, Savignon says in his book *Communicative Language Teaching: Liguistic Theory and Classroom Practice* that communicative language teaching (CLT) refers to both processes and goals in classroom learning. Competence is defined in terms of the *expression, interpretation,* and *negotiation* of meaning and looks to both psycholinguistic and sociocultural perspectivesin second language acquisition (SLA) research to account for its development (1972, 1997). So far it can be concluded that language functions are related with communicative language teaching in conversation class because in classroom practice students can enhance their abilities in speaking.

2.1.3 Successful Communication According to Hovland (2005)

According to Hovland successful communication usually communicate evidence, information and knowledge in order to *inspire* and *inform* development policy and practice. In order to improve communication, there are several steps can be taken to make it more inspirational and informative. The first step is simply to think

through why we are communicating in the first place. So as to learn, he says that communication, when it is done well, does not only benefit the 'recipient' but also benefits the 'sender'. This aspect of communication is often overlooked. We tend to think of communication as a process of teaching others – or of telling others everything we know ('spread the good news!'). But, communication is also a process whereby the 'senders' themselves can learn a lot. If we think strategically about the communication process, we can maximise our own benefits too.

On the other hand, we can learn different things by using a range of communication activities, or by *strategically choosing* the communication activity that will give us most information in return. For example, by putting documents on the web, and tracking which of them are downloaded or picked up by other websites, it is possible to get a sense of which topics spark an interest in which networks. By hosting workshops or public meetings, it is possible to get a sense of which research is regarded as credible, and which is not. By asking for feedback as part of our communication activities, it is possible to get a sense of the needsand frustrations of the target audience, and therefore of how we might increase the impact of our knowledge.

2.1.4 The Influence of Source Credibility on Communication Effectiveness According to Hovland (1948)

Hovland classifies some influence of source credibility on communication effectiveness. An important but little studied for in the effectiveness of communication is the attitude of the audience toward the communicators. However, indirect data on this problem come from studies of "prestige" in which subjects are

asked to indicate their agreement or disagreement with statements which are attributed to different individuals.

One hypothesis which they advanced for their results is that individuals may be suspicious of the motives of the communicator and initially discount his position, and thus may show little or no immediate change in opinion. With the passage of time, however they may remember and accept what was communicated but not remember who communicated it.

2.2 Review of Related Study

The related studies are very important in as much for the process of collecting and analyzing the data. They are used as a guidance or comparison to come to a better understanding of the object of investigation. Thus, below is presented studies that are closely related to the study conducted in this thesis.

2.2.1   Fistera's thesis (2006)

She did a research which is a study of function of language used by Sunday School teacher in teaching the children. In her study, she analyzed the theory of language proposed by As Clark & Clark and the theory of language function by Halliday as guidance. At the end of her study, she found that the function of language contained some uses, for example: instrumental function, regulary function, representational function, interactional function, personal function, heuristic function, and the last is imaginative function. Her study inspired the researcher to investigate more about the way the student. The difference between Fistera's study and this study is that fistera study only dealt with one particular child and adult that was very familiar to the child since she met the children everyday. In this study, investigation is

done on the way students be able to communicate thought with the society in another country. Besides that, this study also uses different theory of function of language proposed by Savignon (1972, 1997) i.e.less grammatical and more meaningful of language theory.

2.2.2 Belinda's thesis (2011)

She did research on communication strategies used by ten basic level students and ten intermediate level students at Double Eight English in Surabaya. In her study, she found that there was correlation between communication strategies and second language acquisition.When someone – who learns a language which is not his or her mother tongue – communicates with others, he will apply a certain strategy if he does not understand the vocabulary or the topic. The way Belinda analyzed the strategy in communicating is inspiring. She recorded and transcribed all the frequencies and communicated utterences by the teacher. The similarity between Belinda's study and this study is that the investigation object is communication strategies. However, the differences are on the data analysis and the theory used as the guidance in doing this research.