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Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)

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Abstract

This research aims to understand the concept of second language acquisition theory according to Krashen and provide information about criticism of Krashen's theory of second language acquisition. This research method uses a qualitative approach to explore the concept of second language acquisition theory according to Krashen and criticism of it. The research subjects include literary sources covering theories of second language acquisition, Krashen's work, as well as critical research on it, as well as the views of experts and practitioners. Data collection techniques involve literature analysis and interviews with experts. Data will be analyzed thematically with steps including identification of main concepts, critical review, identification of components, analysis of main hypotheses, and searching for patterns in the data. The goal is to provide an in-depth understanding of Krashen's theory and its implications in second language education. The research results show that Krashen's theory of second language acquisition consists of five main components which form five main hypotheses. First, the acquisition-learning hypothesis distinguishes between acquisition systems and learning systems in understanding how a person learns language. Second, the natural sequence hypothesis states that children acquire grammatical structures in a natural order. Third, the supervising hypothesis explains the relationship between acquisition and learning and their influence on each other. Fourth, the input hypothesis emphasizes the importance of understanding content to acquire language. Fifth, the effective filter hypothesis highlights the role of attitudes towards language speakers in the process of second language acquisition.
Keywords: Theory, Second Language Acquisition, Five Main Hypothesis.

Abstrak

Penelitian ini bertujuan untuk memahami konsep teori pemerolehan bahasa kedua menurut Krashen dan memberikan informasi tentang kritik terhadap teori pemerolehan bahasa kedua Krashen. Metode penelitian ini menggunakan pendekatan kualitatif untuk mendalami konsep teori pemerolehan bahasa kedua menurut Krashen dan kritik terhadapnya. Subyek penelitian meliputi sumber literatur yang mencakup teori-teori pemerolehan bahasa kedua, karya Krashen, serta penelitian kritis terhadapnya, serta pandangan para ahli dan praktisi. Teknik pengumpulan data melibatkan analisis literatur dan wawancara dengan ahli. Data akan dianalisis secara tematik dengan langkah-langkah mencakup identifikasi konsep utama, peninjauan kritik, identifikasi komponen, analisis hipotesis utama, dan pencarian pola dalam data. Tujuannya adalah memberikan pemahaman mendalam tentang teori Krashen dan implikasinya dalam pendidikan bahasa kedua. Hasil penelitian menunjukan bahwa Teori Krashen tentang pemerolehan bahasa kedua terdiri dari lima komponen utama yang membentuk lima hipotesis utama. Pertama, hipotesis pemerolehan-pembelajaran membedakan antara sistem pemerolehan dan sistem pembelajaran dalam memahami bagaimana seseorang belajar bahasa. Kedua, hipotesis urutan alami menyatakan bahwa anak-anak memperoleh struktur tata bahasa dalam urutan yang alami. Ketiga, hipotesis pengawas menjelaskan hubungan antara pemerolehan dan pembelajaran serta pengaruhnya terhadap satu sama lain. Keempat, hipotesis input menekankan pentingnya memahami konten untuk memperoleh bahasa. Kelima, hipotesis filter efektif menyoroti peran sikap terhadap penutur bahasa dalam proses pemerolehan bahasa kedua.
Kata Kunci: Teori, Pemerolehan Bahasa Kedua, Lima Hipotesis Utama.

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INTRODUCTION

Second language acquisition is an important area in linguistic and language education studies that has attracted significant interest from researchers in the past few decades. In an effort to understand this complex process, various theories have been proposed, attempting to explain how individuals acquire proficiency in a second language. One of the most influential and well-known theories in this domain is the theory proposed by Stephen Krashen. Krashen's theory of second language acquisition encompasses five main hypotheses that comprehensively discuss various aspects of the second language learning process. These hypotheses not only provide a theoretical framework for understanding how someone acquires a second language but also have significant practical implications in the context of second language education in the classroom.

Language acquisition, as described by Stephen D. Krashen, is the process through which an individual naturally or unconsciously internalizes language abilities, focusing on linguistic forms such as words. Language learning, on the other hand, is a consciously undertaken process through formal learning situations. Language acquisition occurs naturally, while language learning takes place in formal and programmed contexts. Motivation for language learning is often related to achievement, while motivation for language acquisition is more often rooted in the desire to communicate. Language learning emphasizes mastery of rules, whereas language acquisition aims to master communication skills (Krashen, 1988). The acquisition system is the process through which an individual subconsciously acquires a second language. In this system, rules of the target language are formed and internalized unconsciously. The primary focus in this system is on the message conveyed, rather than on linguistic structure or grammar. Unlike the learning system, where there is assimilation and rationalization of rules of the second language as a result of formal teaching of grammar.

Actually, there are many diverse models of second language acquisition. There are approximately 24 models classified into 4 clusters. The first cluster is Behaviorist, rooted in behaviorist psychology as it was developed by psychologists adhering to this approach. Some examples include: (1) Skinner's operant conditioning model; (2) Miller and Bollad's labeling model; (3) Miller's sign learning model; (4) Osgood's mediational model; (5) Staat's model; (6) Braine's contextual generalization model; and (7) Berlyne's structural analysis model (Saryono, 2010). Although Krashen's theory has become a significant landmark in research on second language acquisition, it remains a subject of ongoing debate among experts. Discussions regarding the empirical validity of Krashen's hypotheses, as well as their relevance in the context of modern second language education, continue to be the primary focus for many researchers in this field. This study aims to comprehend the concept of Krashen's theory of second language acquisition and provide insights into criticisms against Krashen's theory. Furthermore, the author also seeks to identify the five components of Krashen's theory of second language acquisition within the context of

Krashen's theory, which form the basis of Krashen's theory, namely the five main hypotheses, such as 1) the acquisition-learning hypothesis, 2) the natural order hypothesis, 3) the monitor hypothesis, 4) the input hypothesis, and 5) the affective filter hypothesis. Through this research, it is hoped to offer a better understanding of Krashen's theory and its practical implications in the context of second language learning across various educational settings.

METHOD

The research method to be used in this study is a qualitative approach, which allows for an in-depth exploration of the concept of Krashen's theory of second language acquisition and its criticisms. The research subjects encompass various literature sources covering second language acquisition theories, including Krashen's works and critical research on them, and involve perspectives from experts and practitioners in this field. Data collection techniques involve analyzing related literature such as books, journal articles, and conference papers, as well as conducting interviews with experts and practitioners. The collected data will be thematically analyzed, with steps including identifying the main concepts in Krashen's theory, reviewing criticisms against it, identifying Krashen's theory components, and searching for patterns and significant findings in the data. Through this approach, it is expected that this research will make a significant contribution to deepening understanding of Krashen's theory of second language acquisition and its implications in second language education.

The collected data will be analyzed through a thematic approach, with detailed steps. First, the identification of the main concepts existing in Krashen's theory of second language acquisition will be conducted. Then, a review of criticisms made by other researchers against Krashen's theory will be undertaken. Subsequently, the identification of the five main components of Krashen's theory of second language acquisition will be pursued, followed by an in-depth analysis of each main hypothesis contained within it. Finally, the search for patterns and significant findings in the data will be conducted to depict a better understanding of Krashen's theory and its relevance in the context of second language learning.

RESULT AND DISCUSSION

Hypothesis of Acquisition-Learning

To understand what the acquisition-learning hypothesis entails, we can examine several opinions from experts. Their views are expressed in different linguistic styles, but have the same meaning in terminology. The acquisition-learning hypothesis contains two fundamental theories about how people learn languages. Therefore, there are two language acquisition systems: the acquisition system and the learning system. This is in line with the opinion (Eckman, 1995) They state that this hypothesis actually combines two fundamental theories about how individuals learn languages. Furthermore, they mention

that Krashen concludes that there are two independent yet interconnected language acquisition systems: the acquired system and the learned system.

The acquired system in language acquisition is related to unconscious aspects in the learning process. When individuals learn their first language, they interact naturally with others who use their native language in everyday life. In this system, speakers focus more on conveying meaning than paying attention to sentence structure. Krashen emphasizes the importance of the acquired system compared to the learned system. On the other hand, the learned system is associated with formal instruction where students engage in formal study to understand the target language. This includes learning syntax rules and other formal aspects (Krüger, 2023). In a different style (Teflpedia, 2023) states that Stephen Krashen's acquisition-learning hypothesis is the most crucial aspect of his theory on second language acquisition. It asserts that there are two independent ways in which we develop our linguistic skills: acquisition and learning. According to Krashen, acquisition is more important than learning.

In a different tone, it is stated that Stephen Krashen's acquisition-learning hypothesis is the most crucial aspect of his theory on second language acquisition. It asserts that there are two independent ways in which we develop our linguistic skills: acquisition and learning. According to Krashen, acquisition is more important than learning.

Language acquisition is a subconscious process, and learners are unaware of the process underway. Once new knowledge is acquired, learners actually don't realize they possess that knowledge. This is analogous to how children learn their native language. Language learning involves formal instruction and therefore is a conscious process. New language forms are represented and may consciously be compared by learners as "rules" and "grammar." These rules - though known by students - may not have a real impact on the language produced by students. A good example is the third person "s" - a structure "learned" in the first few weeks of an English language course but often not "acquired" until much later (Teflpedia, 2023). In other words, the acquisition-learning hypothesis is Krashen's theory consisting of two independent ways in the context of developing linguistic skills: acquisition and learning.

Critiques of the Acquisition-Learning Hypothesis

In response to the Acquisition-Learning Hypothesis, criticisms have emerged stating that Krashen's modeling of the Monitor Model is flawed. It is argued that the alleged distinction between acquisition and learning as posited by the acquisition-learning hypothesis, or more specifically, determining whether the processes involved in language production originate from implicit acquisition or explicit learning, is impossible to prove. As anecdotal evidence, Barry McLaughlin states that he feels that the German expression *Ichhabenicht das Kind gesehen* "I didn't see the child" is incorrect based on intuition, but also knows that the expression is wrong based on his knowledge of German grammar.

Furthermore, critics question the argument that learning cannot become acquisition. Kevin R. Gregg offers anecdotal evidence from his own experience in learning a second language as a rebuttal to the clear-cut division between acquisition and learning: Initially, he consciously learned the conjugation of Japanese verbs through mechanical memorization, which eventually led to unconscious acquisition. In his case, learning turned into acquisition. Both examples of personal experiences with second languages illustrate the difficulty in strictly distinguishing between language acquisition processes and language learning processes. Thus, the claim that acquisition clearly emerges from learning fails to withstand evidence-based criticism. Despite being influential in the field of second language acquisition for several decades, the Monitor Model is not immune to criticism, as evidenced by the major critiques of the acquisition-learning hypothesis.

Natural Order Hypothesis

The natural order hypothesis posits that children learning their first language acquire grammatical structures in a predetermined 'natural' sequence, and that some structures are acquired earlier than others. This idea has been extended to explain second language acquisition in Krashen's theory of language acquisition. For example, according to the natural order hypothesis, learners acquire the grammatical morpheme -ing before the third-person singular morpheme -s. In the classroom, one implication of this hypothesis might be that teaching language through traditional structural syllabi does not always help learners acquire the language they need. Attempts to make learners produce structures before they are ready to do so may fail.

According to (Book et al., 2019), the natural order hypothesis states that grammatical structures are learned in a predictable sequence. Furthermore, it is stated that Krashen also claims that this can only occur if subjects are given input they can understand, and if anxiety levels are low. This method applies to both first language (L1) and second language (L2). In the first language, vowel sounds are recognized in infancy and eventually lead to consonant sounds. Burt & Dulay and Krashen conducted research to determine if there is a natural order of acquisition for children and adults acquiring a second language. They concluded that most children and adults follow a similar sequence in acquiring grammatical morphemes. For example, they found that most learners acquire the -ing form (e.g., walking) before the regular past tense -ed form (e.g., walked).

Furthermore, (Daud, 2019) states that this hypothesis argues that there is a natural order in the way second language learners acquire their target language. Research shows that this natural order seems to transcend age, learners' native language, target language, and conditions under which the second language is learned. The sequence followed by learners has four stages:

1. They produce single words.
2. They combine words based on meaning rather than syntax.

3. They begin to identify elements that start and end sentences.
4. They start to identify various elements in sentences and can rearrange them to form questions.

Critiques of the Natural Order Hypothesis

Critiques of the Natural Order Hypothesis constitute the second critique of the Monitor Model related to the evidence supporting the natural order hypothesis. In this regard, according to Krashen, children acquiring English as a second language acquire language morphemes in a predictable sequence, similar but not identical to the sequence followed by children acquiring English as their first language, thus reinforcing the validity of the natural order hypothesis. Additionally, other morpheme studies on adults acquiring English as a second language have shown similar results.

However, what Kevin R. Gregg argues is that generalizing the results of studies on the acquisition of a limited set of English language morphemes to second language acquisition as a whole is unreliable. Morpheme studies do not indicate that second language learners similarly acquire other linguistic features (phonology, syntax, semantics, pragmatics) in a predictable sequence, let alone in any sequence.

Lastly, the natural order hypothesis fails to explain the significant influence of the first language on second language acquisition; indeed, other study results suggest that second language learners acquire the second language in different sequences depending on their native language. Therefore, although proposed by the natural order hypothesis, second language learners do not always acquire grammatical structures in a predictable sequence. Despite the Monitor Model's influence in the field of second language acquisition, the second hypothesis, the natural order hypothesis, is not immune to criticism, as evidenced by critiques offered by linguists and other educators in the field (Mahmudul Hassan, 2022).

Hipotesis Monitor

Hipotesis monitor adalah penjelasan tentang hubungan antara pemerolehan dan pembelajaran, serta definisi pengaruh yang terakhir terhadap yang pertama. Seperti yang didefinisikan oleh (Schütz, 2007), bahwa hipotesis monitor menjelaskan hubungan antara pemerolehan dan pembelajaran, serta mendefinisikan pengaruh yang terakhir terhadap yang pertama. Selanjutnya, Hipotesis Monitor menunjukkan salah satu dari lima hipotesis yang menjelaskan tentang pemerolehan bahasa kedua di mana ia menegaskan bahwa sistem yang dipelajari oleh pembelajar berperan sebagai monitor terhadap apa yang mereka hasilkan. Ketika pembelajar menghasilkan suara, mereka memeriksanya dengan pikiran mereka untuk kesalahan, dan menggunakan sistem yang dipelajari untuk memperbaiki kesalahan yang disebutkan. Dan kemudian Koreksi diri terjadi ketika pembelajar menggunakan Monitor untuk memperbaiki kalimat setelah diproduksi. Ini sama dengan pernyataan (Gregg, 1984) bahwa Hipotesis Monitor adalah salah satu dari lima hipotesis yang dikembangkan oleh Stephen Krashen untuk menjelaskan pemerolehan bahasa kedua. Ini menegaskan bahwa sistem yang dipelajari oleh pembelajar berperan sebagai monitor terhadap apa yang mereka hasilkan. Sebelum pembelajar menghasilkan suara,

mereka memeriksanya dengan pikiran mereka untuk kesalahan, dan menggunakan sistem yang dipelajari untuk memperbaiki kesalahan apa pun. Koreksi diri terjadi ketika pembelajar menggunakan Monitor untuk memperbaiki kalimat setelah diproduksi. Menurut hipotesis ini, pemantauan diri dan koreksi diri seperti itu adalah satu-satunya fungsi dari pembelajaran bahasa sadar. Dikatakan bahwa Hipotesis Monitor memprediksi hasil yang lebih cepat untuk orang dewasa dibandingkan anak-anak.

Adapun tujuan dari Hipotesis Monitor adalah untuk menjelaskan bagaimana sistem yang diperoleh dipengaruhi oleh sistem yang dipelajari. Ketika pembelajar bahasa kedua memantau ucapannya, mereka menerapkan pemahaman mereka tentang tata bahasa yang dipelajari untuk mengedit, merencanakan, dan memulai komunikasi mereka. Tindakan ini hanya dapat terjadi ketika pembicara memiliki waktu yang cukup untuk memikirkan bentuk dan struktur kalimat mereka.

Jumlah pemantauan terjadi pada suatu kontinum. Beberapa pembelajar bahasa terlalu memantau dan beberapa menggunakan sedikit pengetahuan yang dipelajari mereka dan dikatakan kurang memantau. Idealnya, pembicara mencapai keseimbangan dan memantau pada tingkat di mana mereka menggunakan pengetahuan mereka tetapi tidak terlalu dihambat olehnya

The Monitor

Hypothesis is an explanation of the relationship between acquisition and learning, as well as defining the influence of the latter on the former. As defined by (Schütz, 2007), the monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. Furthermore, the Monitor Hypothesis indicates one of the five hypotheses explaining second language acquisition, where it asserts that the learned system by learners acts as a monitor for what they produce. When learners produce speech, they check it with their minds for errors and use the learned system to correct any mentioned errors. Self-correction occurs when learners use the Monitor to fix sentences after they are produced. This aligns with the statement by (Gregg, 1984) that the Monitor Hypothesis is one of the five hypotheses developed by Stephen Krashen to explain second language acquisition. It asserts that the learned system by learners acts as a monitor for what they produce. Before learners produce speech, they check it with their minds for errors and use the learned system to correct any mentioned errors. Self-correction occurs when learners use the Monitor to fix sentences after they are produced. According to this hypothesis, such self-monitoring and self-correction are the only functions of conscious language learning. It is said that the Monitor Hypothesis predicts faster outcomes for adults compared to children.

The goal of the Monitor Hypothesis is to explain how the acquired system is influenced by the learned system. When second language learners monitor their speech, they apply their understanding of the learned grammar to edit, plan, and initiate their communication. This action can only occur when speakers have sufficient time to consider the form and structure of their sentences. The amount of

monitoring occurs on a continuum. Some language learners over-monitor, and some use little of their learned knowledge and are said to under-monitor. Ideally, speakers achieve a balance and monitor at a level where they use their knowledge but are not overly inhibited by it (Krüger, 2023).

Critiques of the Monitor Hypothesis

In fact, the main critique of the monitor hypothesis extends the critique of the acquisition-learning hypothesis. According to this monitor hypothesis, the primary goal of language learning is to function as a monitor for the output generated by the acquisition system. However, as revealed by critics through deeper studies on the differences between acquisition and learning, clearly and adequately separating language learning from language acquisition is unlikely. As a result, proving that the function of the learned system is as a monitor remains entirely implausible.

Furthermore, the claim that learning-as-monitor only applies to output after production also invites further criticism of the hypothesis; second language learners can and do use the learned system to generate output as well as facilitate understanding. Questions and evidence of this nature, therefore, nullify the main claim of the monitor hypothesis. So, despite the influence of the Monitor Model in the field of second language acquisition, this monitor hypothesis is not immune to criticism, as evidenced by critiques offered by linguists and other educators in this field (Johnson & Proctor, 2016).

Input Hypothesis

The Input Hypothesis is a central part of all Second Language Acquisition (SLA) theories and states that language can be acquired only through understanding, namely by receiving "comprehensible input." As mentioned by Krashen ((Ning, 2009), the Input Hypothesis is the central part of the entire SLA theory. It states that language can be acquired only through understanding, namely by receiving "comprehensible input." This is Krashen's attempt to explain how learners acquire a second language. In other words, this hypothesis is Krashen's explanation of how SLA occurs. Therefore, the Input Hypothesis is only concerned with "acquisition," not "learning" (Ning, 2009). Additionally, (Dąbrowska & Divjak, 2019) define Krashen's Input Hypothesis as follows:

1. Learners progress by understanding input containing structures slightly beyond their current competence level.
2. Comprehensible input is necessary for acquisition to occur.
3. Input becomes comprehensible as a result of simplification and with the aid of contextual and extralinguistic cues.
4. Speaking is a result of acquisition, not the cause; learners' production does not directly contribute to acquisition.

While the goal of this hypothesis is to seek and then explain how a second language is acquired. In its most fundamental form, the input hypothesis argues that learners progress along the natural order only

when they encounter second language input that is one step ahead of their position in the natural order. Therefore, if a learner is at step one of the list above, they will only proceed along the natural order when they encounter input that is at step two (Krüger, 2023).

Criticism of the Input Hypothesis

The first criticism of the input hypothesis resembles that of the acquisition-learning hypothesis surrounding the lack of a clear definition of comprehensible input; Krashen never adequately explained the values of i or i+1. As argued by Gass et al., the ambiguity of the terms means that i+1 could equal "one token, two tokens, 777 tokens"; in other words, comprehensible input can encompass various quantities.

More importantly, the input hypothesis solely focuses on comprehensible input as a requirement, albeit inadequate, for second language acquisition by neglecting the importance of output. The output hypothesis as proposed by Merrill Swain seeks to address the assumed shortcomings of the input hypothesis by positing that language acquisition and learning can also occur through language production. According to Swain, who aimed to formulate a hypothesis about the relationship between input and output, output allows second language learners to identify gaps in their linguistic knowledge and subsequently attend to relevant input. Thus, without diminishing the importance of input, the output hypothesis complements and addresses the deficiencies of the input hypothesis by recognizing the significance of language production for second language acquisition (Johnson & Proctor, 2016).

Hipotesis Filter Afektif

Sebenarnya, sikap memiliki pengaruh terhadap keberhasilan dalam pemerolehan bahasa kedua. Sikap positif terhadap penutur bahasa akan menurunkan filter, sedangkan sikap negatif akan meningkatkannya. Kebutuhan untuk berfungsi dalam bahasa umumnya akan menurunkan filter, tetapi kecemasan dan produksi yang terpaksa awal dapat meningkatkan filter. Menurut (Lin, 2008) menyatakan bahwa hipotesis terakhir dari teori dasar pemerolehan bahasa Krashen adalah hipotesis Filter Afektif yang "menyatakan bahwa variabel-variabel afektif yang berkaitan dengan keberhasilan dalam pemerolehan bahasa kedua umumnya berkaitan langsung dengan pemerolehan bahasa tetapi tidak selalu dengan pembelajaran bahasa".

Selain itu, hipotesis filter afektif berpengaruh terhadap penyerapan bahasa target oleh pembelajar. Ini terdiri dari tiga jenis variabel afektif: motivasi, harga diri, dan kecemasan. Hal ini relevan dengan apa yang disampaikan oleh Yang (2012) bahwa hipotesis filter afektif menyatakan pentingnya "afek" yang tepat agar pemerolehan terjadi. Dan filter afektif sebagai sistem pemrosesan bawaan yang secara tidak sadar menghalangi penyerapan bahasa target oleh pembelajar. Lebih lanjut dijelaskan bahwa cara yang membantu dalam mengkonseptualisasikan pengaruh tersebut adalah dengan menganggap afek sebagai "filter" yang harus dilalui input sebelum diakuisisi. Krashen melihat keadaan emosional atau sikap

pembelajar sebagai filter yang dapat disesuaikan yang secara bebas membiarkan, menghambat, atau menghalangi input yang diperlukan untuk akuisisi. Berdasarkan penelitian dalam pemerolehan bahasa kedua, hipotesis filter afektif telah mengidentifikasi tiga jenis variabel afektif: motivasi, harga diri, dan kecemasan (Yang, 2012).

Dalam korelasi dengan tujuan Hipotesis Filter Afektif. Sebenarnya, hipotesis ini menggambarkan faktor eksternal yang dapat bertindak sebagai filter yang menghalangi pemerolehan. Faktor-faktor ini termasuk motivasi, harga diri, dan kecemasan. Sebagai contoh, jika seorang pembelajar memiliki motivasi yang sangat rendah, harga diri yang sangat rendah, dan tingkat kecemasan yang tinggi, filter afektif menjadi berperan dan menghambat pembelajar dari pemerolehan bahasa baru. Siswa yang termotivasi, percaya diri, dan rileks tentang pembelajaran bahasa target jauh lebih sukses dalam mengakuisisi bahasa kedua daripada mereka yang mencoba belajar dengan filter afektif yang ada (Krüger, 2023).

Affective Filter Hypothesis

Indeed, attitudes have an impact on success in second language acquisition. Positive attitudes toward language speakers will lower the filter, while negative attitudes will increase it. The need to function in the language generally lowers the filter, but anxiety and forced early production can raise it. According to (Lin, 2008), the final hypothesis of Krashen's basic theory of language acquisition is the Affective Filter Hypothesis, which "states that affective variables related to success in second language acquisition are generally directly related to acquisition but not necessarily to language learning."

Furthermore, the affective filter hypothesis influences the absorption of the target language by learners. It consists of three types of affective variables: motivation, self-esteem, and anxiety. This is relevant to what (Yang, 2012) conveyed, that the affective filter hypothesis underscores the importance of appropriate "affect" for acquisition to occur. And the affective filter as an inherent processing system unconsciously obstructs the absorption of the target language by learners. It is further explained that the way to conceptualize this influence is by considering affect as a "filter" that input must pass through before acquisition. Krashen views the emotional state or attitude of learners as an adjustable filter that freely allows, impedes, or blocks the input needed for acquisition. Based on research in second language acquisition, the affective filter hypothesis has identified three types of affective variables: motivation, self-esteem, and anxiety (Yang, 2012).

Correlating with the aim of the Affective Filter Hypothesis, it actually describes external factors that can act as filters hindering acquisition. These factors include motivation, self-esteem, and anxiety. For example, if a learner has very low motivation, very low self-esteem, and high levels of anxiety, the affective filter comes into play and inhibits the learner from acquiring a new language. Students who are motivated, confident, and relaxed about learning the target language are much more successful in acquiring a second language than those who attempt to learn with existing affective filters (Krüger, 2023).

Critique of the Affective Filter Hypothesis

The Affective Filter Hypothesis has been subject to criticism. It is stated that Krashen claims that children have less affective filters which leads to most adult second language learners never fully mastering their second language. Such claims fail under scrutiny because children also experience differences in non-linguistic variables like motivation, confidence, and anxiety that should explain the differences between children and adults in second language learning. Furthermore, evidence in the form of adult second language learners acquiring their second language to a level of competence similar to native speakers except for one grammar feature questions the claim that the affective filter prevents comprehensible input from reaching the language acquisition device. In other words, the affective filter hypothesis fails to address the most crucial question of how affect itself can explain individual variation in second language acquisition. Despite the Monitor Model being influential in the field of second language acquisition, the fifth and final hypothesis, the Affective Filter Hypothesis, is not immune to criticism as evidenced by critiques offered by linguists and educators in the field**.** (Johnson & Proctor, 2016).

CONCLUSION

There are five components of the SLA (Second Language Acquisition) theory in the context of Krashen's theory that form Krashen's theory of second language acquisition into five main hypotheses, namely: 1) the acquisition-learning hypothesis, which contains two basic theories on how people learn languages. In the context of this acquisition-learning hypothesis, there are two language acquisition systems, namely the acquisition system and the learning system. 2) the natural order hypothesis, in this natural order hypothesis, it is expanded on the issue of grammar structure, 3) the monitor hypothesis, the core of the monitor hypothesis is an explanation of the relationship between acquisition and learning, as well as the influence of the latter definition on the former, 4) the input hypothesis, which is the center of all SLA theories and states that language can be acquired only by understanding content, i.e., by receiving "comprehensible input", and 5) the affective filter hypothesis, which explains that attitudes affect success in second language acquisition. A positive attitude towards the language speakers will lower the filter, while a negative attitude will increase it. The need to function in a language will generally lower the filter, but early anxiety and forced production can increase the filter.

Additionally, there are several criticisms related to these hypotheses as follows: 1) the acquisition-learning hypothesis receives criticism, namely "the claim that acquisition is clearly from learning fails to stand up to evidence-based criticism". 2) the natural order hypothesis fails to account for the significant influence of the first language on second language acquisition; indeed, results from other research indicate that second language learners acquire the second language in different orders depending on their

native language. 3) Criticism of the monitor hypothesis is that the function of the learning system only as a Monitor remains impossible to prove. Furthermore, the claim that learning as a Monitor applies only to output after production invites further criticism of this hypothesis; second language learners can and do use the learning system to produce output as well as to facilitate understanding, 4) criticism of the input hypothesis is the lack of a clear definition of comprehensible input; Krashen never adequately explained the value of i or i+1. As stated by Gass et al., the diversity of terms means that i+1 could be equal to "one token, two tokens, 777 tokens"; and 5) the affective filter hypothesis fails to answer the most important question about how affect alone causes individual variation in second language acquisition.

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