**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 English as Foreign Language in ELT Context**

Human need to learn language to convey their intension or opinion to others in a community. Their ability to communicate clearly and fluently to other refers to language performance. In order to use language well, we have to master the language competence (Anjayani, 2016:2). Language competence covers some skills and components.The message between the speaker andthe hearer isconveyed by language. Language is a popular form ofcommunication in communities where communicators and communicants can share ideas, thoughts, and other information (Siregat, et al 2021: 20).

Mauluddin (2019: 9) mentions that in Indonesia, English Language Teaching (ELT) has several changes based on the curriculum shifts. the term of communicative competence had been used, but not all schools implemented it. This might have happened because English is a foreign language not commonly used in daily Indonesian life. Students at school seem to use the vernaculars more or local languages together with the low variety of Bahasa.

Wati (2018: 10) says that asan international language, English becomes a prestigious position in many countries, including in Indonesia. This language becomes one of popular languages to be studied in Indonesia since English becomes a choice as a foreign language which has to be studied. Therefore,there is an increasing focus on English teaching learning at all level in Indonesia, including each school level until university level in Indonesia.As one of compulsory subjects taught in Indonesia, English learning process now extends through primary school, junior high school, senior high school, and university, covering span of about 12years.

Based on the definition about English as language above, language vary greatly around the world, especially English as international language with thousands of distinct languages spoken by different communities. Each language reflects the culture, history, and values of the people who use it. Language is an essential part of human identity and plays a significant role in shaping our perception of the world and our understanding of ourselves and others.

Generally, there are many possible reasons for studying a foreign language. Perhaps a major number or language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, to pursue higher education, to build social network and the others.Mastering international languages such as English is an absolute must for students today.The language learning process is a lifetime process, but can be measured and engineered during class learning.

Sanal (2017: 213) explains that the basic presumption of audio-lingual was that learning a foreign language is an automatic process of memorization of set phrases that could be achieved through constant repetition and drills. The language structure was introduced in dialogue forms while not a specific grammatical clarification.

**2.2 Teaching and Learning English in EFL Context**

Munadzdzofah(2017: 9) says that English as a compulsory subject for students to have from elementary school to high school level as well as at the higher education level. In fact, all study programs at the higher education must provide English course for the first and second semesters even though the discipline taken is not related to English. Ihis is a proof of the importance of mastering English at the level of higher education in Indonesia as a basis for academic achievement from the initial level.

To be a good communicator, one must master the skills of speaking, writing, listening and reading from a foreign language. In the process of learning English, a student certainly has an obstacle experience to learn. These obstacles can lead to less than the optimal outcomes. This can happen to anyone, either they are taking English study program or not. Megawati (2016: 45) in their research found that the students difficulties dealing with limited of vocabulary. Vocabulary is the basis of achieving English language skills either as a second language or a foreign language.

Susanto et al (2020:4) says teacher or language instructor should pay more attention to theconditions of their students followed by readiness in the implementation of learning. Without careful and well preparation, learning activities may not run effectively. The preparations can be seen from the Learning Implementation Plan (RPP), material, media, and assessment. By understanding the problems faced by students, an educator can reflect on themselves to find out how effective the implementation of the learning process in the classroom as well as to improve students’ level of quality.

Based on the explanation above, the researcher concludes that both teaching and learning English require effort, motivation, and commitment. Teachers play a crucial role in guiding and facilitating the learning process, while learners take an active role in engaging with the language and practicing its use.Overall, teaching English involves imparting knowledge and skills, while learning English involves actively acquiring and applying that knowledge and skill set to become proficient in the language.Bottom of Form

**2.3 EFL Students Language Attitude**

Astrid et al (2020:34) Attitude is one aspect of learning that is very influential in learning English. Attitude has two types that describe students in learning English. Attitude can be concluded as something which is learned towards an object in the early childhood through the process of socialization. In other words, attitudes cannot be observed directly but are demonstrated through actual behavior for example, how an individual stands on his/her beliefs of an object, how an individual experiences a certain attitude of an object, how an individual behave towards an object, how an individual reacts towards their own language or the other language.

Jendra (2012:75) says that a language attitude can be positive or negative. In reality, some people may also hold a neutral attitude. Language attitude is one of the most important things in learning language because it determines students’ seriousness towards the language learning. There are positive and negative attitudes of students which indicate their seriousness. Positive attitudes will bring a good ability for them, and the negative one will bring bad ability for them. Language attitude is a set of our mind (mindset), what we feel, and how we act. What someone feel is what they thought too and it influences their act; for example if someone does not like the language because it is difficult to learn, they will not be able to learn it easily, because the effort they did, is not as big as anything else they like, even though they have a strong desire to be able to learn it.

Hafiedz (2020: 19) mentions that learning a language is closely related to the attitudes towards the language. The students’ attitude towards language may also show what the students feel about the speakers of that language.People develop attitude towards language which reflect their view about those who speak the language, and the contexts and functions with which they are associated. A positive attitude toward learning the English language is one of the leading predictors of success in gaining fluency.

Based on the above description, the researcher assumes that attitudes toward language can be formulated as the evaluation of language in postive and negative way. The topic about language attitude is discussed in sociolinguistics extensively. Sociolinguistics refers to a study of the relationship between language and society. It's important to note that these attitudes are not exhaustive, and individual students may have unique perspectives. Furthermore, students' attitudes can evolve over time due to various factors such as exposure, personal experiences, and changing aspirations.

**2.4Characteristic of Language Attitude**

According to Desy (2020: 32) Different communities have different kinds of attitudes and aspirations in relation to their language. Those different attitudes performed by people towards their own language or with the other language are called as positive and negative attitude towards the language. Positive language attitude is to use or to treat the language positively in daily interaction.The following are three characteristics of positive language attitude, namely:

1. Language loyalty : Language loyalty is an attitude that encourages the students of a certain language to maintain their language viability from the adverse impact of foreignlanguages and if it is needed, prohibit the effect of other language influence the existences of their own language. In this case, students who are loyal to their language will make them easier to learn a new language. To strengthen the language stability and national integrity, it can be supported by bringing up the loyalty towards the mother tongue language.
2. Languagepride : Language pride is an attitude that encourages students to make the language as a symbol of identity where the people of a certain language encourage themselves to spread and use the language as a symbol of identity and symbol of unity. In this case, students who are proud of the languagewill encourage themselvesto continue to develop, introduce, and make English as their communication tool actively.
3. Awareness of the norms : Awareness of the norms is an attitude that encourages the use of language carefully, corrective, polite, and decent by the students. In this case, the students use the language in accordance with the applicable norms where the people of a certain language encourage themselves to use the language and accurately.where the people of a certain language encourage themselves to use the language and accurately. The languageawareness is reflected in the responsibility, attitude, and feeling of having a language that raises the willingnessto foster and develop the language.

Sahidin (2021: 2) explains the parameter language loyalty must be measured with the right instrument. The good instrument as follows: (1)verbal statements of affects; (2) verbal statements of belief; (3) verbal statements concerning behaviour.

Meanwhile negative language attitude, namely:

1. Language disloyalty: language disloyalty is where the people of certain language do not encourage themselves to maintain own language and do not prohibit the effect of other language influence their own language if it is needed. It may indicate that people who do not have the language loyalty are easily influenced by negative factors that force them to leave their language and supposed to use another language to communicate with others.
2. Language lack of pride: language lack of pride is where the people of certain language do not encourage themselves to spread and do not use the language as a symbol of identity and symbol of unity. Language lack of pride means that peoples are able to use another language to communicate with other because the reason that they do not feel proud of having the language. The assessment of other people is the important consideration that influences them for being less to use their own language.
3. Unawareness of the norms: unawareness of the norms is where the people of a certain language do not encourage themselves to use the language accurately. This is considered as a dominant factor to influences the action of language use. Unawareness of the norms towards the language means that people do not tend to use the language politely, carefully, and correctly.

From the explanation above, the researcher concludes that those three features of language attitude relate to the basis of people in choosing a language form variety of languages that will be used for communication.In the main point, learning about language attitudes is more to know people attitude towards English in order they can take decision wisely how they should behave to the language that is being learnt and apply it in daily life.

**2.5 Relevant Studies**

There are some previous studies done by another researcher which are related to this research. First research is accordingto Freda DyahAyuKusumaning Yandi (2015) it is entitled “*Attitudes Towards Learning English: A Study Of Second Year Students At Banyubiru 1 State Junior High School*”.Students’ attitude is important to see their preferences toward a subject in class. When students have a positive attitude, usually they easily grasp the material given and also encourage their performances in the class. A research toward students’ attitudes was conducted due to the fact that nowadays English became a demand to reach a better education. It was also based on teachers’ experience in Banyubiru 1 State Junior High School that during English learning process, most of the students had a tendency to use more their native language in discussion of English class, while English was only used as a subject.

This paper studies the attitude of eighth grader students in Banyubiru 1 State Junior High School toward learning English in term of their affective, behavioral, and cognitive aspects. 32 participants were chosen by using sampling method as representations of the whole target population and to avoid time consuming on the data collection. They were asked to answer the questionnaire and 3 students were chosen to be interviewed to cross-validate the responses toward the questionnaire given. Regarding to the aspects of the attitudes, this research revealed that most students had a positive attitude toward the English subject. They liked and were motivated to learn English by actively participated on the question/answer session, even practiced using English outside the classroom. Although some students showed their negative attitudes, they also had awareness to learn more about English.

The second study is Sakinah Letnawati (2021) *“EFL Students Attitude Toward Grammatical Error Feedback In Writing Class At Fourth Semester In Muhammadiyah University Of Kendari”*. This study aimed to describe or define the positive or negative students’ attitude toward grammatical error feedback in writing class English Department students’ at the fourth semester of Muhammadiyah University of Kendari be participant in this study. This research design was descriptive qualitative. Data collection was carried out using the Student's Document Writing and Interview methods. Based on the results of data analysis, it absolutely was found that EFL students Attitude at Muhammadiyah University of Kendari toward grammatical error feedback differently.

The students mostly had positive behavior toward error feedback. Aspect interaction, there is only one student who doesn't really like giving opinion in online class, because the student cannot understand the explanation of the material being presented. For aspect Disregard, five studenthad positive disregard, but there was one student who had negative disregard because sometimes she does other things before working her feedback, like doing a task with a tight deadline and felt confused about correcting writing.

Two previous research above, discussed that there are some similarities and differences between these studies. It can be seen from the variables of the study and its design.

**2.6 Conceptual Framework**

The conceptual framework underlying this research is given in the following diagram:

**Figure 2.1 Conceptual Framework**

English used by EFL Students

Active in Classroom

Less Active

Language Attitudes

Negative Attitude

Positive Attitude

Unawareness of the Norms

reness the Norms

Language Disloyalty

Language lack of Pride

Awareness the Norm

Language Pride

Language Loyalty

Indonesian Tertiary Students (EFL)

Muslim Nusantara University

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The conceptual framework above describesthe research about English as the important subject that should be mastered also as international language that use in UMN Al Washliyah especially in English Department.This research will describe about Indonesian tertiary students’ language attitude toward their daily speaking in English. Language attitude divides into two characteristics it was positive attitude and negative attitude. The researcher will focus on the positiveatttitude. Positive attitude have three items, there are language loyalty, languagepride and awareness of the norm. In this study, the researcher will use interview to know students’ language attitude towards English at Muslim Nusantara University