

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. EFL Learning

Learning a language that is a non-native language is referred to as foreign language learning. In this study, English is the foreign language that is learned by the non-native speakers of the language. English, as a lingua franca, has a different position in each country. Kachru in the mid-1980s divided the presence of English into three circles. There are the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner Circle represents the countries where English is the native language or the first language used by the people of the countries. The Outer Circle refers to countries such as India, Malaysia, Singapore, Ghana, etc. where English is not their first language, but as a second language. English in the Outer Circle is commonly used in social life or in the government sectors. Moreover, the Expanding Circle sees English as a foreign language. Indonesia is included in the Expanding Circle where English is commonly used or taught in schools or universities, mostly for communicating with the other two circles. Indonesia does implement learning English in schools, however, English is not included in the language used in Indonesia.

In EFL learning, there are several methods often used in EFL classrooms. The Grammar Translation Method, Audio-Lingual Method, Total Physical Response Method, Direct Method, PPP (presentation, practice, and production) Method, Task-Based Learning Method, and Communicative approach are the most common methods used in EFL classrooms (Intarapanich, 2013; Jabu & Korompot, 2010). Most of the methods mentioned above tend to allow the use of the first language in the teaching and learning process. However, there is a method that

requires both teacher and students to use the target language 100% in the classroom during the learning process, namely, the Immersion Method. Immersion refers to being fully engaged or involved in something. The learner's first language and the language they are learning are continuously used daily (Vijayadasan et al., 2020). In the learning context, the Immersion Method can also refer to a learning technique where a learner is placed in a new environment and must adapt quickly. For example, an EFL classroom where this study was conducted involved teaching students entirely in the target language (English), with little to no use of the students' native language (Indonesian).

According to research conducted by Pradipta (2019), there are several factors that influence EFL learners' proficiency. The first factor is internal motivation which is related to the learner's efforts in learning English such as practicing by listening to English music, watching English movies, and speaking practice in front of a mirror. The second factor is the social context. It is related to the learner's environment such as family and teacher. Family and teacher support has an influence on EFL learners' progress in comprehending a foreign language. The third factor is the learner's positive attitude towards English. The positive attitudes can be seen from the learner's efforts in learning English. The three factors are also related to this study which aimed to explore students' attitudes toward the use of English as their target language in EFL classroom.

In EFL learning, the foreign language being studied (English) is called the Target Language (TL). The creation and reception of language by students, teachers, and materials is referred to as the use of target language. This includes everything that students say, read, hear, write, and see (*Facilitate Target Language Use*, n.d.). According to Septiani et al., (2021), target language is what the students are studying, as well as the specific language units that they want to learn or that the teacher wants them to learn. The use of the target language in the EFL classroom

is very important because it is related to the success of students in understanding and using the target language. Therefore, the portion of target language usage is very important. The more students are exposed to the target language, the more familiar they will be with the target language.

However, difficulties in understanding and using the target language for EFL students are unavoidable. This is very common for students learning a foreign language. Hibatullah (2019) in her research found that one of the challenges faced by the EFL students is related to exposure of the target language to the students. The lack of exposure to the target language due to an unsupportive environment can cause students to have very limited opportunities to use the target language outside the classroom which can lead to the feeling of unnecessary to learn English. Moreover, difficulties related to the four English skills also were found in the research. In receptive skills (listening & reading), some students struggled in listening and reading because of the accent of the speaker, speed, and lack of vocabulary. In productive skills (speaking & writing), the difficulties faced by the students were caused by their lack of vocabulary and pronunciation. The difficulties experienced by students can lead to negative attitudes. However, positive attitudes can also be found in students who show positive reactions or problem-solving to the challenges they experience.

2.1.2. Attitude

Hornby (2000) defined attitude as a human's way of thinking and feeling about something. On the other hand, attitude was defined by Wood and Wood (1980, as cited in Logan & Hodges, 2012) as a somewhat stable assessment of a person, thing, circumstance, or problem. They stated that attitude has three components. There are cognitive, affective, and behavioral components. The cognitive component refers to perspectives and ideas regarding the attitudinal object. Put differently, an individual's knowledge about what is true or

false, good or bad, desirable or undesirable is represented by the cognitive aspect of attitude, which they hold with differing degrees of certainty. The term cognitive response describes how one reacts mentally to a certain object. Moreover, the term affective describes the emotional feelings towards an object. It is also known as the affective component because, given the right circumstances, the belief can elicit a reaction that varies in strength and is focused on the object. The third component is the behavioral. It describes the tendency to behave in certain ways toward a specific thing. The principle of this component leads to action as a response.

Students' attitudes have been considered one of the important factors in the learning process. According to Shams (2008), several factors influence students' learning, including motivation, personality, skills, age, attitudes, learning achievement, intelligence, and anxiety. Eshghinejad (2016) perceived attitude as an essential role in influencing students' language comprehension.

There are two types of attitudes, namely, positive and negative attitudes. In learning a language, students' positive or negative attitudes can be seen from their cognitive, affective, and behavioral attitudes. These are the characteristics of positive and negative attitudes by Garrett et al., (2003). A mental reaction (cognitive) involves students' beliefs about knowledge and their understanding of language learning. According to them, there are four processes in the cognitive attitude: making connections between the old and new knowledge, producing new knowledge, verifying new knowledge, and using new knowledge in any circumstance. Therefore, the positive attitudes of students' cognitive attitude can be seen from how students know much about the object, English. For instance, students are able to connect their previous knowledge to the new one and also able to implement their knowledge in a variety of contexts. On the other hand, negative attitudes can be seen from students' lack of knowledge.

The affective aspect of attitude is related to students' emotions. It addresses the feelings that pupils have for or against an object, as well as students' likes and dislikes. The positive and negative attitudes of students toward English learning can be seen from the students' excitement and preference. Students' excitement and liking of the language indicate a positive attitude. Meanwhile, if the students show dread and rarely use or learn the language, it is considered a negative attitude.

In the behavioral aspect of attitude which is related to students' behavior toward an object, a positive attitude results in a show of positive behaviors toward an object. In learning English, students' positive behavioral attitude can be seen from how students try to involve themselves in the learning process, such as solving problems and finding information. On the other hand, a negative attitude is indicated by students' passive and silent behavior in the learning process (Garrett et al., 2003). Moreover, other indicators indicate students' negative behavioral attitudes such as being lazy, shy to speak, sleeping in the class, etc. (Hafiza et al., 2022).

2.2. Study of the Relevant Research

Several research on this issue have been conducted by many researchers. Septiani et al., (2021) conducted a research related to the use of target language in a classroom that focused on an Indonesian EFL teacher. The research aimed to reveal the extent of TL use in EFL classrooms. The participant in the research was a female English teacher. The findings of this study revealed that implementing the target language in pre- and post-activities and commanding pupils in the target language creates a clear overview of how teachers and students use the TL as a medium of teaching and communication. From a pedagogical perspective, stimulating students to interact in English, the target language, helps them

develop a willingness to do so as well as a language awareness of the importance of TL in classroom instruction.

Moreover, another research that is in line with this study is research conducted by Pogulis (2020). The background of the research is teacher's perceptions on the use of TL which has both positive and negative views. Some teachers believe that using TL in EFL classrooms can encourage students' confidence, enrich their vocabulary, and improve their pronunciation. On the other hand, some teachers argued that the use of TL is not really necessary. They claimed that involving the use of L1 in EFL classrooms can be beneficial for learning and teaching language skills. Thus, the study aimed to determine whether the grades of students and teachers' perceptions of the use of the target language, English, in EFL classrooms were correlated. Utilizing a mixed-method, the research was conducted by involving 75 students and four teachers from two upper secondary schools in Swedish. The result of the study found that while there was no correlation between the teachers' perceptions and the student's grades, extramural English did appear to have an impact on the student's grades.

Korkmaz (2021) researched Turkish EFL teachers' beliefs and practices on the use of target language in EFL classrooms. The purpose of the research was to explain Turkish teachers' beliefs and practices concerning their use of English as a foreign language (EFL) in the classrooms by considering school types, experience, and travel abroad. The study focused on the teacher talk, which is considered the primary input in EFL classrooms. The study involved 308 EFL teachers from different regions in Turkey by giving teachers a questionnaire with two parts which consisted of beliefs and practices. The result of the study showed that Turkish EFL teachers embraced the use of TL in their EFL classes for several reasons, depending on their personal opinions.

The previous studies mentioned above mostly focus on the use of TL in EFL classrooms from teachers' opinions. Therefore, to fill the gaps in the previous studies, this study tries to find out about the use of TL in EFL classrooms from the student's perspective by investigating their attitudes.