CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

Through literature review, it is shown the state of the art of the theory being studied and the position of the research problems in the field of study being studied. In principle, this literature review contains the following:

2.1.1 EFL (English Foreign Language)

More countries are currently applying English as their foreign language. According to Daif-allah and Aljumah (2020), English is studied as a foreign language in countries where it is not typically used as a standard of communication. In some countries, English is a mother tongue that is usually or generally used in every single day, activity, or it can be called their primary language for communication.

In Indonesia, English is a foreign language that is not used for daily communication but in formal situations, conferences, or even business activities involving countries in the world. Foreign language learners square measure at an obstacle as a result of which they are encircled by their native communication and should search for stimulation within the target language (Baker & MacIntyre, 2000). However, Indonesian learners will find it difficult to understand and use the foreign language because they are obstructed by an environment that is less supportive of using the foreign language they desire. Therefore, Indonesian learners need at least a stimulus to support the use of a foreign language in their environment.

As we discussed overhead, English spread and variation are used around the world. Specifically, according to Kachru (1985), this dispersal of English is best captured in terms of three Concentric Circles: the Inner Circle, the Outer Circle, and the Expanding Circle (Y. Kachru & Smith, 2008). In the inner circle, English is used as a preliminary language based on traditional and sociolinguistics. Then, in the outer circle, English is

used as an additional language that remained in these regions that were formed by the colonization of Britain and the USA. Furthermore, in the expanding circle, English is used in international communication. In addition, B. B. Kachru (1990), mentions that the world Englishes is the result of these numerous content contexts and the numerous uses of the language in culturally distinct international contexts.

2.1.2 Male and Female Students' Motivation in Learning English

a. The Nature of Motivation

Uno (2021) states that the nature of the motivation for the study is the internal and external thrust in students who are learning to make changes in their behavior, generally with a few supporting indicators or elements. However, the word motivation derives from the Latin verb movere which suggests that maneuver. What moves someone is to create bound selections, to have interaction in action, to expend effort, and continue the action: such basic queries lie at the guts of motivation theory and analysis (Dornyei & Ushioda, 2010). In their sight, 'motivation' refers to a kind of central mental 'engine' or 'energy center' that subsumes effort, want/will (cognition), and task enjoyment (affect). Therefore, motivation is formed on differences in achieving something as supported by Locke & Schattke (2019) that success motivation can be conceptualized on diverse levels.

To support this, Tohidi and Jabbari (2012) contend that motivation is a force that causes people to behave particularly and according to management's point of view. Similarly, Kong (2009) maintains that motivation is the terrible engine that powers and directs individuals' behavior. In short, motivation is powerful to encourage people with the energy and point of view to do something.

b. Dornyei's Theory of Motivation

Components of Foreign Language Learning Motivation states by (Dörnyei, 1994):

1) Language level

a) Integrative psychological feature scheme is related to a positive disposition toward the L2 cluster and therefore the need to move with and even become almost like valued members of that community.

b) Instrumental psychological feature scheme (instrumentality) is expounded to the potential pragmatic gains of L2 proficiency, like obtaining a stronger job or better salary.

2) Learner level

a) Need for achievement involves the tendency to approach achievement things as well as interest in excellence.

b) Self-confidence is the belief that one has the flexibility to provide results, accomplish goals, or perform tasks aptly.

3) Learning situation level

a) Course-specific psychological feature parts concern the info, the teaching materials, the pedagogy, and therefore the learning tasks.

b) Teacher-specific psychological feature parts concern the teacher's temperament, teaching vogue, feedback, and relationship with the learners.

c) Group-specific psychological feature parts concern the dynamics of the educational cluster.

c. Male Students' Motivation in EFL Learning

Smbl and Kadtd (2019) mention that in the recent context, scholars have cited varied factors moving for the underperformance of male students' academics. In their review, it has mentioned that the factors that were recurrent by several authors were self-thought, approach toward university,

approach toward lectures/teachers, goal valuation, and motivation or self-regulation.

However, among high school students, male students are informed to suffer from lower levels of motivation and better possibilities of demotivation in EFL learning (Kim & Kim, 2018). This situation was studied by Kim and Ma's (2013) written in Kim and Kim (2018) research that the male participants showed stronger demotivation than their female counterparts by the three factors of classmates' perspective, teachers' temperament and teaching style, and class environment.

d. Female Students' Motivation in EFL Learning

According to Pratama (2020), females show higher performance within the field of language arts, reading comprehension, and written and spoken language. Supporting her expressions from a female point of view, she finds in her research that female students have a metacognitive learning strategy with the best average frequency of 2.45, followed by social, memory, compensation, cognitive, and emotional learning ways. Meanwhile, some studies claim that stereotyping females are unit higher at learning languages like English than males (Heinzmann, 2009) cited in Al Harthy (2017). Furthermore, Jamiah et al. (2016) argue that overall females' performance in language acquisition is mostly higher than that of males.

As already discussed, however, female students have more discipline in learning than male students. This issue can be influenced by different patterns of thinking and self-awareness. Supported by Lim and Fraser (2018) comparative to males, females have somewhat a lot of positive learning settings, perspectives, and effectualness. This means that in the learning process, male students need more attention and a positive environment to support them to be more active in expressing perspectives and managing their effectiveness.

2.1.3 Boarding School

a. Definition of Boarding School

According to Zuhra and Masrizal (2020), a boarding school consists of two words namely boarding and school which means the school with a dormitory system, where students, teachers, and school administrators live in a dormitory for a particular amount of time. Furthermore, Ilyasin (2020) mentions that Islamic Boarding School education these days tend to specialize in the 4.0 technological revolution which insists Muslim education plays its role dynamically and actively within the middle of globalization. This means that Islamic Boarding Schools nowadays have flown and already flapped wings as Muslim players in the era of globalization.

b. Brief Description of Riyadlul Ulum Wadda'wah Islamic Boarding School

Riyadlul Ulum Wadda'wah Islamic Boarding School is one of the oldest Islamic boarding schools in Tasikmalaya, West Java. Founded around 1864 AD, in the beginning, this Islamic Boarding School implemented a classical education system that specialized in the recitation of classical books by previous scholars.

In 2001, Riyadlul Ulum Wadda'wah Islamic Boarding School held a formal education at the junior high school-level. Furthermore, in 2004 a high school level educational institution was opened. Education and teaching in this Integrated Junior High School is a combination of three curriculum syntheses; namely, the *salaf* Islamic boarding school curriculum, the modern Islamic boarding school curriculum in the style of Darussalam Gontor Islamic Boarding School, and the curriculum sourced from the Ministry of National Education.

With the following growth, the bilingual system was applied as an effort to be competitive in the era of globalization, as the vision of boarding school: Building plenary people who have good morals, scientific insight, and competitiveness in facing the era of globalization which is based on

amaliyah science, scientific charity and the motto of living once live is meaningful (pesantren-condong.net).

2.2 Study of the Relevant Research

Before conducting research, several researchers had carried out similar research. Iqbal (2010) has researched the students in the second year of SMA Al-Huda Pekanbaru. The target of this analysis is to understand a big comparison between male and female students' motivation in learning English. This research used quantitative analysis and a questionnaire to collect the data. The findings of this research were there is a significant comparison between male and female students' motivation in learning English in the second year of SMA Al- Huda Pekanbaru.

The second study Bećirovic (2017) has analyzed the connection between gender, motivation, and accomplishment in learning English as an overseas language. This analysis aimed to work out how gender influences motivation and accomplishment in learning English as an overseas language. The research used a quantitative approach and used SPSS as data analysis. The results demonstrate a statistically vital relationship between gender and motivation. Ten-year-old students exhibit the best motivation for learning English as a remote language, whereas eighteen-year-olds exhibit the lowest motivation. Additionally, female students are more eminent at learning English as a remote language than male students at each grade level.

The third study, Al-munawwarah (2018) has explored types of motivation for students' EFL learning and identified factors that encourage them in the learning method. This research was used as a descriptive study utilizing each quantitative and qualitative style by involving a class of one vocational school. Through a close-ended form, open-ended form, and interview, the information was collected. The findings discovered that each instrumental and integrative motivation plays an important role within the students' EFL learning method inside this context. All the same, it discovered that instrumental motivation had a predominant role in EFL learning.

The fourth study was Ghonchepour et al. (2020) have examined perspective and motivation in immature Iranian students learning English as a distant language to explore whether or not or not they were instrumentally impelled or integratively. The SPSS, version twenty-five, and Pearson correlation were accustomed to analyzing information. The results verified that the male participants were equally integratively and instrumentally motivated. The female students were a lot more integratively motivated proving the result of gender on motivation.

Previous studies have been mentioned, but there were no previous studies that examined the similarities and differences between male and female students' motivation in learning English at one of the Indonesian Islamic Boarding Schools in Tasikmalaya. This study focuses on describing the phenomena that occur, both in learning English and speaking English in daily communication.