

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) the concept of Attitude, (2) types of attitude, (3) factors influencing attitude, (4) the importance of attitude, and (5) previous related study.

#### **2.1 The Concept of Attitude**

A lot of definition about attitudes that have been purposed by language. According to Eagly and Chaiken (1998) attitudes can be defined as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. in other hand, attitudes are a person's character which is made from his/her prior knowladge. This knowladge influences their thinking and their sense of a human to respect or disrespect others. On this research, attitudes are defined as student's thinking, belief, and perception of learning English.

Attitudes represent evaluation of object or event based on the information. According to Gardner (1985) attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Bhaskar and Soundiraraj (2013) also pointed out that attitude are dispositions to approach an object, a person, an institution or can event favorably or unfavorably point of view reflected in their daily life. Furthermore, Montano and Kasprzyk (2008) also added attitude can be different since it is influenced by someone's belie toward something which eventually changes someone's behavior as well. Therefore, someone who has strong beliefs towards positive outcomes

will perform positive attitude, and someone who has strong beliefs towards negative outcome will perform negative attitude.

## **2.2 Types of Attitude**

Attitude is one aspect of learning that is very influential on learning English. Attitude has two types that describes students in learning English. Bhaskar and Soundiraraj (2013) stated that positive attitude towards second language learning and its L2 teachers can improve student's study while negative attitudes can obstruct it. Student's attitudes also influence their L2 proficiency which can be noticed from student's individual performance. Students who have positive attitudes can reach their goals successfully, while students who have negative attitudes will feel difficult to reach their objectives in learning or acquiring English language. According to Brown (2000), the negative attitudes can be changed by using appropriate methods and materials to support students to acquire their target language. Students who have negative attitudes can be support by good learning methods and materials to enhance their ability in target language.

### **2.2.1 Positive Attitude**

One types of attitude that describe the students in learning English is positive attitude. Tchekpssi (2013) stated that instrumental orientation triggers student's positive attitudes toward English. Kara (2009) mentioned that positive attitudes guide students to positive behaviors towards their course of study by actively joining the course, and motivate them to learn deeper. These kinds of students are excited to solve their problems, to get new information, to use their own skills in

daily life, and to keep in course emotionally. According to Gardner (1985), proposition of L2 learners who have positive attitudes toward target culture will successfully learn the language than people who does not have. For example, people like Korean culture so that those people will try to find much information of Korea and to learn Korean language. Cho and Teo (2014) conducted research on student's motivational orientation and attitude toward English learning at three govermental secondary schools in Thailand, namely pattany, yala and narathi. They focused on students grade 9 and the result showed that students had favorable attitudes. The result also followed by strong instrumental orientation with moderately high integrative orientation in English learning. According to Cook (2008), instrumental orientation is learning for career goals or other practical reason, whereas integrative orientation is learning the language in order to take part the culture of its people.

There is a previous that revealed positive attitude can improve the student's English learning. Tanni (2015) investigated the attitudes towards English among Al-Quds open Uneversity students in Turkarm Branch, Palestine. In this study, he distributed the questionnaire to 180 respondents from different faculties and levels. The result indicated that majority of students in Al-Quds open University, Turkham Branch have positive attitudes towards English in the research questionnaire met the stimulation of likert scale. Besides, female student's attitude toward English are more positively then male students. The university wished to offer equitable number time for English communication courses, to give student's chance for practicing and improving their English skills. Then, the teacher should

encourage the students to get involve in co-curricular English activities to use English in speaking and writing.

Besides, this research has a relation with islamic studies. Islam has taught that learning is a must. Moslems may learn everything as long as it will lead them to be the pious. However, after learning it, they want to practice it properly. Practicing the knowladge in islamic values should be based on the purpose namely to be closer to the God Allah SWT, and to be more pious. Allah SWT has stated in Al-Quran surah An-Nissa verse 66;

وَلَوْ أَنَّا كَتَبْنَا عَلَيْهِمْ أَنِ اقْتُلُوا أَنْفُسَكُمْ أَوْ اخْرَجُوا مِنْ دِيَارِكُمْ مَا فَعَلُوهُ إِلَّا قَلِيلٌ مِنْهُمْ<sup>ط</sup>  
وَلَوْ أَنَّهُمْ فَعَلُوا مَا يُوعَظُونَ بِهِ لَكَانَ خَيْرًا لَهُمْ وَأَشَدَّ تَثْبِيثًا

The sentence can be meant as something that they have learnt. Trough this verse, God clearly states that if they have done what they learn, they should practice what they got sincerely. It will be better for them because it will make them understand the knowladge well. Besides, it will strengthen their faith in believing in his daily life especially when he is still around the area where he learns the language. By practicing, it will make him used to the language, and then may be able to use English fluently.

### **2.2.2 Negative Attitude**

The other attitudes types that can influence the successful or not in learning English is negative attitude. According to Tchekpassi (2013), negative attitude can be said as poor attitudes or unfavorable attitudes. It gives negative impact to the

person's behavior toward some objects. These attitudes may lead to resistance, conflict or discrimination towards their object.

There are previous studies that showed the negative attitude in learning English. Zhu (2010) research on collage students attitude towards error correction revealed that learners felt annoyed, distracted and disappointed by the teacher's error correction. It happened because the teacher did the correction every time the learners made errors in learning English. They did not like when the teacher corrected every word they spoke and some students, indeed, left the classroom participation because of teacher's correction. These were the impacts if the teacher always gave comments to the student's work. Some students did not like this and it make students have negative feeling to the teacher. Phillips and Filmer-Sankey (1993) as cited in Bartram (2010) examined students attitudes toward French, German and Spanish languages. The research showed students disliked listening to the lecturer who spoke in target language. It happened because the lecturer overused the target language and was the learner's language is vital. Overused target language became major reason of student's motivation. Here, lecturer should maintain as well how to use target language and how to communicate with the students, especially at the beginning of the learning.

Another research from Bahous, Bacha, and Nabhani (2011) explored student's and teacher's opinion about hindrances of student's learning English in Lebanon. The result indicated that students were not motivated in learning English because the class was over active in writing than practice. They also disliked the materials and they thought the course had little inappropriate link to their future career. The

students had disputation in their mind, and eventually it made students unhappy and uninterested in the lesson. This is an emotional aspect of attitudes as Feng and Hong (2009) stated that learning process is an emotional process.

## **2.3 Factors Influencing Attitudes**

### **2.3.1 Students' perception on English.**

How the students think about English can also influence their attitude. When they think that English is important, they will focus on it and also conversely. A research from Shirbagi (2010) in tabriz and kurdistan university of Iran figured out that statement. His research was about orientations and attitudes of Iranian university students for English language learning, with 400 students as the participants. The result showed that the respondents had spending their time learning English as a subject. Most of participants (85%) also thought that English is important in their curriculum. They also recognized that English is one of the subject which can help them to find a great job. Students also perceived that learning English can give them an opportunity of cross-cultural exchanged.

### **2.3.2 Teacher's role.**

In teaching and learning process, teacher is a facilitator to guide the students. Bartram (2010) said that a teacher can influence learners attitudes. Learners view a teacher as an agent or a person who has roles in forming their attitudes. How the teacher also affect a learner-teacher relationship. It means, different teaching practices and styles from teacher will be perceived differently by the students, then, this condition can affect to their relationship. When teacher's teaching practices and styles are agreed by students, it can make good relationship between

both of them and also conversely. In some cases, students would leave a class because they do not like their teacher's teaching methods, way of interaction to the students, or even personalities.

### **2.3.3 Parent's role,**

parent can also influence students attitudes toward learning English. According to Sultana and Rosli (2016), parental involvement has positive impacts on student's accomplishment and abilities in learning English. The parents also influence student's attendance, behaviors and low rate of drop out. Parents also will fell anxious when their children do not perform well in the English subject, also, a significant parental improvement and encouragement found that the parents have higher expectation in the English subject than other subjects. Clearly, here, parents give their influences to students on their learning English language in term of involvement and encouragment to students learning process.

### **2.3.4 Learning activities influencing student's attitudes**

Learning activities is also a factor to achieve the success of learning. Lee, Buckland and Shaw (1998) as cited in Bartham (2010) mentioned students are lack of interest in learning activities such as copying from the board/book, working with partners, group and textbooks, answering questions, listening to explanations and tapes, repeating, doing language exercise, etc. They also mentioned that students prefer popular learning activities such as pair group work than unpopular learning activities such as reading aloud, test of vocabulary, and copying from board/book.

## **2.4 English language learning**

English is as a second language/foreign language. Learning English as second language cannot be separated from the age of the learners. According to Mayo (2003), success and rate of second language acquisition (SLA) appear, intensively influenced by age of the learners. She also added that the old learners are better than young learners. The age is an important factor of second language learning. Young learners have positive attitudes towards second language learning, and also more motivated because the teaching methods applied for the young learning focused on more communicative skills than formal situations. Furthermore, students, second language acquisition are also different if they learn the language since they were a child, or they live in an environment supporting them to use the language.

One of the influencing factors to learning language is motivation. Ebata (2008) stated that motivation has an important role in learning language. Furthermore, she investigated three factors that influence motivation in learning language. Student's self-confidence is the first factor and it has a big influence on students. It enhances student's motivation and energy to learn by themselves. Student's experience of success and satisfaction is the second factor. Experience of success here can be determined as they can communicate their thoughts to people and sense of success when they complete a challenge task in a target language. The last, as said by Ebata (2008) the language. Good connection between students-teachers and students-students. Teachers and students should make a mutual connection. They should know one another. Students should know their



teacher, respect them, and give critics politely when their teaching is not understandable. The teachers should also know their students well, appreciate them, and deliver understandable explanations. Besides, the teachers need to know student's aim at learning English, student's upcoming objectives, and importantly student's personalities.

The other factors is method of learning that can influence to someone's attitudes. Research of Ali, Mukundan, Baki dan Ayub (2012) revealed that some students attitude became more positive during using CALL (computer assisted language learning) in learning vocabulary than using other methods. The students attitudes were influenced by the method that they thought the methods were useful. Clearly, appropriate and useful learning method can influence someone's attitude.

## **2.5 The importance of Attitude in Language Learning**

Attitude is considered as one of the factors to succeed student's learning process. Shams (2008) stated that there are some factors which can influence student's learning namely motivation, personalities, aptitude, and ages, attitudes, learning achievement, intelligence and anxiety. Shams also mentioned that those factors could develop students learning quality to be more qualified.

As experienced by the researcher, some students might think that learning English is difficult, and some are not. This opinion or belief will create positive attitude which in the end it will succeed the student's learning process. However, some students will not think that way, and as a result, negative attitude are raised.

Therefore, attitude, in this case, will take part as a supportive factors in learning language especially English itself.

Attitude is an important role to make the students encouraged to learn English. Eshginrjad (2016) stated that attitude is considered as a vital role to influence the performance of language. In learning process, every student has their preference or style to study. By allowing them to do what they want or desire as long as it is still in line with the objective or aim of the learning, they will actively joined and participates to the class. At this point, student's behaviour is emphasized since it deals with attitude itself. Attitude in learning can influence student's behaviour like choosing what kind of book to read, styles of language to speak, and types of friends and teachers to study. Thus, attitude is able to influence student's behaviour in learning English.

There are some linguistics aspect in language. Linguistic aspects consist of phonetic, phonology, morphology, syntax, semantic, and pragmatic. In learning English, some learners might study some of those linguistics aspects. This language details may not only be successfully achieved by learner's ability or competence but also by student's attitude. Shahrzad (2016) maintained that student's attitude is believed in determining if or not attitudes are able to absorb the language details. Besides, Abidin at al (2012) also asserted that student's ability to master second or foreign language cannot only be influenced by their mental competence or skill off language but also by attitudes and perception on the target language. Accordingly, in learning English attitudes also play roles as

language detail influence, so that the students can have good mastery of linguistic aspects.

As it stated above, the successful language learning process is not fully determined by intellectual aspects, but also by student's attitude. It means that in learning language, attitude should come at first place as a factor to success rather than only relied on the skill of language, intellectual. Negative attitude toward English is the most affective and psychological factor that result in the student's poor performance in English. Abidin et al (2012) mentioned that concept of the students' attitude can improve the process of the language learning, effecting the nature of the beliefs and behaviour of students toward language in general, community and culture and identifying student's tendency in acquiring language. Consequently, attitude is one of the aspects of the improving student's psychological and social aspect in learning English.

Learners who come to class would have different attitudes since they are already approached by their previous attitudes. It would probably be changed or developed either positive or negative depending on how teachers handle the learning process. Positive attitude would influence students to improve their motivation to study, and in contrast students should be demotivation if teachers teaching style is rejected, negative. According to Gardner (1985), learners attitude in learning language is divided into two such as prior attitude and developing attitudes towards school or foreign language during the language learning. Prior attitude might be negative or positive may came from learners impression towards second or foreign language and community and people who

speak that target language. Besides, developing attitude would be achieved during the language learning process. The way learns feel positive than this attitude would be helpful as determinant to success the language learning.

## **2.6 Previous Related Study**

In order to support this research, some related studies are discussed. First, Khoir (2014) conducted a study entitled “The language attitude of UIN Sunan Kalijaga Students”. The total number of participants was 147 students. The result showed that the respondents tend to have a positive attitude towards English. They know the importance of English and to practice English well and correctly. The similarity between the previous study and the present study was the problem of the study. Both of studies found out that the student’s attitude toward English was the problem. And the difference between the previous study and the present study was the instrument. The previous study used questionnaire and interview. The present study used questionnaire only.

In addition, the same field of study was conducted by Alkaabi (2016). A total of 181 Saudi Arabian students who were studying at different schools and universities in the U.S. participated. The results of the questionnaire and the interview showed positive attitudes toward learning English, positive attitudes toward the native English speaker, and a high willingness to learn English. In comparison to male students, female students showed higher intrinsic motivation to learn English and a higher positive attitude toward learning English and toward the native English speakers in the U.S. The similarity between the previous study and the present study was the problem of the study. Both of the study found out

the problem was the student's attitude towards English language. And the difference between the previous study and the present study was the instrument used. The previous study used questionnaire and interview. The present study used questionnaire only.

Finally, Melander (2003) conducted a study entitled "Language Attitude Evaluation to Spoken Language". The total number of participants was 3. The result indicated that the listeners differ in their evaluation of the speakers. There is a tendency to evaluate the English guises more favorably than the Swedish guises. However, only a few traits show any significant difference. The evaluations made by the listeners were independent of their attitudes toward English speakers and their exposure to English language and culture. The similarity between the previous study and the present study was the problem. Both of study found out the problem was the Attitude towards English. And the difference between the previous study and the present study was the instrument used. The previous study used interview only and the present study used questionnaire.