CHAPTER II
THEORETICAL REVIEW

A. The Natural of Attitude

1. The Definition of Attitude

Some definitions of attitudes are presented in different books of psychology. Although most of them agree that attitudes are the inner state of an individual, a few refer to attitudes as consisting of the groups of responses. An attitude is a degree of positive or negative affect associated with some psychological object. Gök & Silay (2010: 43) have indicated most researchers define attitude as a mental concept that depicts favourable or unfavourable feelings toward an object. Attitude is developed out of feeling tone that comes from an effective side of the experience. In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008: 200).

As attitude is one of the key predominant factors for success in second language learning especially reading, numerous studies have already been conducted in the field of language attitude (Ahmali, 2007; Ghazali et al., 2009). In addition, Saidat (2010: 23) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the
nature of individuals. Moreover, attitude is considered as an essential factor influencing language performance (Visser, 2008:70-74). Achievement in a target language relies not only on intellectual capacity, but also on the learner’s attitudes towards second language learning. This means that learning second language as English should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Specifically, attitude consists of three parts components like cognitive, affective and action that related each other.

2. The Components of Attitude

The Attitude makes human very existence. Attitude underlies behavior in such a fundamental way that is necessary to understand attitudes. To go further and understand behavior and especially that attitude tend to become generalized into an overall outlook permeating all aspects of life. Although the origin of attitudes is seen in simple responses of approach and withdrawal, in their more mature form attitudes represent highly aspects of behavior. Psychology has managed to tease out some of components attitudes involve. Mouly (1969: 452) attitudes can be considered from the standpoint of three basic components:

a. An affective component

It is a certain feeling tone, something irrational, which influence the acceptance or rejection of attitude object. Affective components consist of positive or negative effects (feeling). Feng and
Chen (2009: 23) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

Level of Cognitive Aspect: knowledge, application, analysis, synthesis, and evaluative.

b. Cognitive component

It consists of intellectualized aspect of one view regarding the attitude-object. Some attitudes are highly intellectualized. A person may take a particular position on a certain stimulus of teaching English because he has thought the problem and, after considering all the available evidence, has decided that the position he takes is the most acceptable one. However, sometimes attitudes are based on large store of incorrect information and mistaken beliefs. These are cognitive elements, even though they do not represent true knowledge. The word cognitive discussed her implies knowing. The knowing cover about what is reading?, what is the benefit of reading? and also how she/he does
read?. Hence, the cognitive component of an attitude is that aspect based on belief or knowledge.

To measure affective aspect, we can know from levels of affective are there five, they are: receiving, responding, valuing, organization, characterization. One level connected and linked as one part of the affective aspect, there is significant influence each others, Krathwohl (1961).

c. Action component

It predisposes the individual toward specific overt behavior. The action component of attitudes will show one’s action or predisposition to action toward the existence of an attitude object. It happens based on the assumption that cognitive and affective component influence action. In other words, what one does in a certain situation and toward certain stimulus greatly influence by his belief and feeling on the stimulus.

The level of action point show how people’ behavior toward stimulus or object. The behavior is consistence, balance, and belief. This condition will construct the attitude. The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target
language community. Kara (2009:45) stated that, “Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”

3. The Functions of The Attitudes

There should be reason why one acts this way, while another does not, or why one keep on his own attitudes ignoring the others. McGuire (1969), in Travers (1982: 378-379), purposes four functions of attitudes as follows.

a. Adaptive function

Some attitudes serve highly utilitarian purpose. Consider, for example, a withdrawal response that a child learns is from touching a hot object that has burnt him. The withdrawal response that occurs on subsequent occasions, wherever the object is seen, represents a primitive attitude that serves the purpose of protecting the individual from physical harm. At a more complicated and sophisticated level of attitude development, a person may develop an attitude because it enables him to become accepted by his group. The development of attitudes of convenience is a wide spread phenomenon that social psychologists have studies intensively.
b. Cognitive functions

Another section of McGuire’s book, in Travers (1982 :67), makes the point that concepts permitted the classification of the endlessly varied phenomena of the word into limited number of categories and that in this way the environment is simplified so that interactions with it can be more readily handled.

c. Need gratification functions

All attitudes must, in some way, serve the individual who possesses them. The functions included here are those that involve the very direct gratifications of needs. Men have positive attitudes toward good food, friendly company, and a warm and dry environment. Attitudes are also related to some of the more subtle needs.

d. Ego–defense functions

Some attitude are held in order to bolster the individual’s own evaluations of himself, as when individuals designate another group as inferior in order that they may have a feeling of superiority.

e. The Factor of Attitude Influencing

There are factors that can influence the attitude such as:

1) personal experience; personal experience gives a strong sense for personal character or attitude

2) the influence of important person that is considered important; someone can imitate the attitude of others that is considered important.
3) culture; culture can give a strong experience, and it can construct a character of student

4) mass media; mass media like radio, television, newspaper, etc can influence the student attitude

5) education and religion institute; concept moral and material of learning process on education institute can construct the attitude

6) emotional; sometimes the attitudes form seems state that based on the emotional, it can releases their frustration or it used to defend ego.

In addition, individual differences also play a significant role in learning a language. In second language learning contexts, factors like age, gender, language background, type of school attended, and peer influences are some of the variables that influence language acquisition and attitudes (Merisou-Strom, 2007).

4. What does ‘positive’ or ‘negative’ attitude really mean?

The definition of ‘positive’ or ‘negative’ attitude toward reading clearly depends on the definition of attitude itself. According to the ‘simple’ definition, it is clear what a ‘positive’ or a ‘negative’ attitude is: a ‘positive’ attitude is a positive emotional disposition toward the subject; a ‘negative’ attitude is a negative emotional disposition toward the subject. If
we choose the multidimensional definition, it is not clear what a ‘positive’ attitude should mean, but referring only to the emotional dimension is reductive, since we have to take into account the two (three) dimensions, i.e. emotions, beliefs, (behaviours) and their interaction.

What actually happens is that in most studies the choice of a definition for attitude, and consequently a characterization of ‘positive’/‘negative’ attitude, not only is not explicitly made: often it is not made at all, and the assessment / measurement instruments used by the researcher implicitly end up by continuously wavering between various definitions within a single study. The characterization of an individual’s attitude as positive / negative is in most cases simply the result of a process of measurement, performed through instruments such as the Thurstone or Likert attitude scales or the semantic differential technique. This process ends up in a score - attached to an individual’s attitude - obtained by summing points relating to the single items. The choice of scores to be assigned to the items naturally leads to a positive/negative evaluation of each one.

Since in most questionnaires used to assess attitude the items range from those related to emotions (‘I like reading’) to those related to beliefs (“Reading is useful”), to those related to behaviour (“I always do my homework in reading”), an answer can be characterised as ‘positive’ by referring to different meanings of the word ‘positive’ itself. More
precisely, this meaning varies depending on whether ‘positive’ refers to emotions, beliefs, or behaviour:

1) When it refers to an emotion, ‘positive’ normally means ‘perceived as pleasurable’. So, anxiety when confronting a problem is seen as ‘negative’, while pleasure in doing reading is evaluated as ‘positive’.

2) When it refers to beliefs, ‘positive’ is generally used with the meaning ‘shared by the experts’.

3) When it refers to behaviour, ‘positive’ generally means ‘successful’. In the school context, a successful behaviour is generally identified with high achievement: this naturally poses the problem of how to assess achievement (Middleton & Spanias, 1999).

In actual fact the three meanings overlap. For example, in the case of beliefs, sometimes ‘positive’ means that it is supposed to elicit a ‘positive’ emotion. A typical case is represented by the belief ‘Reading is useful’, which is also used in questionnaires aimed at measuring just the emotional dimension of attitude. But often ‘positive’ referred to a belief means that it is supposed to be related to a ‘positive’ behaviour, i.e. to a successful behaviour.

Sometimes the latter meaning is also used for emotions, implicitly admitting that a ‘positive’ emotion toward reading, being pleasurable, is necessarily associated with a ‘positive’ behaviour in reading. On the contrary several studies (Evans, 2000) suggest the possibility that for certain subjects an optimal level of anxiety exists: above this level, but
also below it, performance is reduced. The problem is that, generally differences between the various meanings are rarely made explicit: in this way, an a priori assumption is often made as to what should in effect be the result of a investigation, for example, that a belief which is ‘positive’ because it is shared by experts, is associated with a ‘positive’ behaviour in that it is successful. This continuous sliding between the writer’s assumptions and the desired result of the investigation enhances the risk of circularity in research on attitude, a risk that Lester (2002) more generally pointed out for research on affect.

Depending on the criteria used to evaluate an attitude, different results may be obtained: for example, an attitude can be evaluated ‘positive’ as regards the emotional dimension, but ‘negative’ regarding the cognitive dimension, or vice versa. The problem is only apparently overcome when the algebraic sum of the two components results in a single evaluation. Furthermore, as we have observed, beliefs are often used to assess the significance of the emotional dimension, or evaluated according to their ‘behavioural’ consequences, and this increases ambiguity.

The differences in the use of the adjective ‘positive’ not only imply different choices of assessment/measurement instruments: it also triggers a different formulation of the research problem to be dealt with. For example, the problem of identifying how to push a ‘positive attitude’, typically encountered in this field of research, requires a completely
differents approach depending on whether the positive attitude refers only to the emotional component or it refers to a particular pattern of beliefs and emotions, to be assumed as a model.

B. Learning

1. The Definition of Learning

Among education policymakers and practitioners talk about learning, it is almost as if it is something unproblematic and can be taken for granted. Having the instructional tasks to be done, the message seems to be that learning is just as measured by tests and assessment. Smith (2003:43) argues that this lack of attention to the nature of learning unavoidable leads to an improvement of education. The process of learning is not simply meant that is less effective as a result, but what a person passes a phase of education can actually work for his life. Roger’s discussion (Smith, 1999) may be helpful in examining learning as a product and learning as a process.

2. Learning as a Product

A standard psychology textbook finds learning defined as a change in behavior. In other words, learning is approach as an outcome or the end product of some process. It can be recognized or seen. This approach has a crucial aspect of learning. However, it is rather a blunt instrument. Questions that lead to qualification, for example: does a person need to perform in order for learning to have happened? Are there other factors that may caused behavior to change? can the change involved include the potential for change? Are not all resulting from experience involve
learning. Not surprisingly, many theorists have been more concerned with changes in the ways in which people “understand, or experience, or conceptualize the world around them”.

3. Learning as Process

In this way, learning could be thought of as a process by which behavior changes as a result of experience. One of the significant questions that have appeared in debates around the confusing notion of ‘informal learning’ over the years is the extent to which people are conscious of what is going on.

One helpful way of approaching the area has been formulated by Roger (2003:24-45). Roger sets out two contrasting approaches:

a. Talk—conscious or acquisition learning

Acquisition learning is seen as going on all the time. It is concrete, immediate, and confined to a specific activity; it is not concerned with general principles. (Roger: 2003:18) Some have reference to this kind of learning as unconscious or implicit. Roger (2003:21) however, suggests that it might be better to speak of it as having a conscious of learning, they are usually aware of specific tasks in hand.

b. Learning—conscious or formalized learning

Formalized learning arises from the process of facilitating learning. It is educative learning rather than the accumulation of experience. People are aware that the tasks they
are engaged in entails learning or in other word, there is a consciousness of learning. “learning itself is the taks. What formalized learning does it to make learning more conscious in order to enhance it (rogers, 2003:27). When approached in this way, it is possible to think that these contrasting ways of learning can be mixed as forming a continuum.

At one extreme, usually unintentional and accidental learning event occur continuously as a person walk through life. Next comes incidental learning which occurs in the course of some other activity. Then there are various activities in which students or somewhat more, somewhat more conscious of learning, tough the focuss here is still on the taks. Then comes more porposeful activities where students set out to learn something in a more systematuc way. Towards the further extreme, more formalized learning programs of higly decotexttualized learning uses common material to all the learners without paying any regard to their individual preferences, agendas or needs (rogers, 2003:41)

C. Reading

1. The Definition of Reading

Reading is one of the English language skills. Being able to read English is very important. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second
language learning in considered as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

Reading skill is essential both in the target and the native language. Students may not find any difficulties when reading a text in the source language, but what happens to the students is the other way when they read texts in the target language. In my experience as a teacher candidate, many of the students become frustrated when they have difficulties in reading the target language. There is no specific teaching technique that focuses on the teaching of reading comprehension. When it comes to reading, the teacher only asks the students to read the text and answer the comprehension questions provided in the book. As the result, the students tend to have poor reading skill and habits.

Reading affects human life in a good perceptive. It is consider as a crucial aspect of one’s language ability since it deals with information obtaining and communication. There are many definition of reading. Bannett (1989, cited in Hardley, 2001: 177) defined reading “as communication, as a mental process, as the reader’s active participation in the creation of meaning, as a manipulation of strategies, as a receptive rather than as passive skill”. Reading is seen as communication since it connects the author and the reader.
Moreover McGinnis and Smith (1982: 13) define reading as “a purposeful process of identifying, interpreting, and evaluating ideas in terms of the content or total awareness of the reader”. Based on this definition, the purpose of reading will be explained in the next section.

2. The Purpose of Reading

There have been many expects proposing the purpose of reading. While Grabe and Stoller (2002: 13) point up seven purposes for reading:

a. to search for simple information;
b. to skim quickly;
c. to learn from the texts
d. to integrate information;
e. to write
f. to critique text, and
g. to comprehend the text generally.

There are differences definition of the propose of reading between scholars but they are agree in one perception that giving information. In addition, Day and Bomford (2002) propose that a reader reads a text generally for pleasure, information, and general understanding. All of the purposes of reading that they proposed are categorized as extensive reading. Extensive reading, along with intensive reading, is offered by Munby (1979, cited in Handley, 2001:205. He categorized reading as either extensive or intensive. Intensive reading requires readers to understand both linguistic or semantic aspect as well as paying attention to
the text. While in extensive reading, speed and skill in getting the general picture, play important role in reading process. The purpose of extensive reading is to get the general idea of the text, usually for pleasure, whether it is to enjoy a story, to get the main idea, to know the author’s intent, or to react personally to the text.

D. Learning Reading

Learning is process of adaption about something, and Bannett (1989, cited in Hardley, 2001: 177) defined reading “as communication, as a mental process, as the reader’s active participation in the creation of meaning, as a manipulation of strategies, as a receptive rather than as passive skill”. Reading is seen as communication since it connects the author and the reader. So there is relationship between reading and learning in both process. It means that reading process is a process of adaptation of object.

Melinda (2009: 2) recommended systematic instruction of learning reading in five areas:

1. Phonemic Awareness

Phonemic awareness refers to the ability to isolate, identify, and manipulate the individual sounds—phonemes—in spoken words. While phonemic awareness is certainly not the only important factor in learning to read (Scarborough, 2005). Phonemic awareness is directly related to a child’s ability to understand phonics, which refers to the predictable relationships between phonemes and graphemes—the symbols that represent sounds in written language. Phonics, in turn, is
the central component of decoding—the process of “sounding out” written words.

2. Phonics

A second major finding of the National Reading Panel (2000) was that systematic, explicit phonics instruction (which is characterized by the direct teaching of letter-sound relationships in a clearly defined sequence) makes a bigger contribution to children’s reading development than nonsystematic phonics or no phonics at all. The Panel further concluded that phonics instruction is most effective when begun in various grades or first grade and that it is especially beneficial for children who are experiencing difficulty learning to read and those who are at risk for developing future reading problems.

3. Vocabulary

Vocabulary knowledge and reading comprehension are strongly related. This is true at all grade levels and in all languages throughout the world, with correlations on the order of .6 to .7 (Anderson & Freebody, 1983). Moreover, the size of a child’s vocabulary in the early school years is predictive of his or her reading comprehension. The texts represent a variety of genres and content areas to help children expand their fund of general knowledge and related in high school (Cunningham & Stanovich, 1997). There are several likely reasons for this relationship (Nagy, 2005). First, vocabulary may reflect a reader’s background knowledge. Word knowledge and world knowledge
develop simultaneously and together influence comprehension. Secondly, the extent of a reader’s vocabulary may reflect his or her aptitude for learning and using language. Finally, depth and breadth of word knowledge may enable readers to construct meaning quickly and easily as they read.

4. Fluency

Fluent reading involves accurate and automatic word recognition as well as appropriate use of prosodic features such as stress, pitch, and phrasing (Kuhn & Stahl, 2003). The result is smooth, relatively rapid reading of text with the phrasing and expression that is characteristic of oral language. There is a reciprocal relationship between fluency and comprehension. The more fluent the reader, the more likely it is that he or she will understand a passage; conversely, the better a reader’s comprehension, the more fluent his or her reading is likely to be (Jenkins et al., 2003; Kuhn & Stahl, 2003).

5. Comprehension

A particular comprehension skill is targeted and practiced in each unit. However, the idea is constantly reinforced that these skills are not to be viewed as ends in themselves but rather are to be used strategically in the service of comprehension. Units are also organized around a common theme (e.g., the city of San Francisco, undersea life), which provides opportunities for students to make connections among several related texts.
E. The Correlation Between Attitude and Learning Reading

Attitude is developed out of feeling tone that comes from an effective side of the experience. Moreover, attitudes are the inner state of an individual, a few refer to attitudes as consisting of the groups of responses. In another sentence, degree of positive or negative affect associated with some psychological object. The objects may be connected to thing or people, but also phenomenon perception, institutes, toward norm, values, etc.

Learning is process of student’s adaption typically focuses on real-world, complex problem and their solutions, using role-playing exercise, problem-based activities, case studies, and participation in virtual communities in practice. The learning environments are inherently multidisciplinary. They are not constructed in order to teach geometry or to teach philosophy. A learning environment is similar to some ‘realk world’ application or discipline: managing a city, building a house, flying an airplane, setting a budget, solving a crime.

Achievement in atarget language relies not only on intellectual capacity, but also on the learner’s attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. One of the phenomenon psycology and social aspect is attitude. Therefore, attitude is important in learning. Similarly, Saracaloğlu (2010)
reports that studies on the issue of students’ attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy. Reid (2003, p. 33) declared, “Attitudes are important to us because they cannot be neatly separated from study.” In addition, Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals. Moreover, attitude is considered as an essential factor influencing language performance (Visser, 2008).

Attitude learning is happy or unhappy feeling toward teacher, aims, material, tasks, etc. Students’ attitude towards object such as school or lesson. Students’ attitude is important aspect to improve (Popham, 1999). Students’ attitude toward lesson like Reading, must more positive after students join to the Reading class than before. This change is one indicator of the success learning on the teaching learning process.

In this case, there are several reasons why research on students’ attitudes toward language learning is important.

First, attitudes toward learning are believed to influence behaviors, (Kaballa & Crowley, 1985)(Source: Weinburgh, 1998) such as selecting and reading books, speaking in a foreign language.

Second, a relationship between attitudes and achievement has been shown to exist. Schibeci & Riley (1986), (Source: Weinburgh, 1998) report that there is support for the proposition that attitudes influence
achievement, rather than achievement influencing attitudes. Therefore, attitude is a basic of learning. If students have positive attitude toward material, teacher and lesson, they can get achievement easily.

Students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. They have spirit or motivation to increase their ability. Attitudes towards learning besides opinions and beliefs have an obvious influence on students’ behaviors and consequently on their performance, Kara (2009). If this perception can be applied on the class, teaching and learning process will be conducive and effective.

Considering the three aspects of attitudes, hence, the writer also uses those aspects as indicators in analyzing attitudes toward the reading study. These features are cognitive, affective, and behavioral aspects, which may be investigated separately or together. It is expected that, by using those indicators, this thesis can describe the real describing of the reading study.

F. The Attitude toward Learning Reading

The writer tries to define attitude toward learning reading, following of positive or negative predisposition which is related to psychological objects. The psychological objects may be people, ideas, institutions, jobs, sciences, symbols, and sentences, signs, which can be differentiated in positive or negative ways. So the writer defines attitude toward the learning
reading in this thesis as mental and neural readiness, organized through experience, to respond in positive or negative predisposition toward object or situation related to the reading study. In a recent study (Siti, 2008) suggest that students’ attitudes correlate with their proficiency level as well as the location of their school and their classes.

G. The Attitude Object of Learning Reading

1. Attitude towards Material

Before reading activity is begun, we have to select the material based on the level of difficulties and students competence, because we can not only give material to students without considering the condition and also the ability of the students. level of difficulties will be effect on the student’ attitude, if the material suitable with student’ competences, students can understand the material easily. Semalonis (1970: 237) gives 12 criteria of consideration commonly used by teacher to select text.

a. The content is suitable in space and depth for students in the class. We have to consider students’ level of achievement, abilities, interest and also students’ experiential background.

b. The author is considered an expert in his are. It means that we have to check the preparation on the subject matter, experience, field and instructional method of research. Consult biographical dictionaries, and read the preface and instruction.

c. The information is accurate
d. Present the fact objectively, teacher must be aware of biased presentation, when teacher involve controversial matters such as racial, religious, affiliation, politics and social class distinction.

e. Information is up to date, the teachers must try to obtain the most current text available and supplementing them with other types of materials.

f. Vocabulary is suitable; vocabulary should be related to the students' level and experiential background.

g. The text is well organized. The mayor point should be treated in a sequence suitable to the subject and educational background of students. all supporting evidence and argument should be subsumed in appropriate order in each point. The divisions of chapter should have captions which stand out from the rest of the text.

h. The print is legible; the print which is clear enough or large enough hinders the students’ reading.

i. Book is written in readable style

j. The text is geared to a particular method of teaching

k. The study guide students helpful

l. The graphic promote learning, all photographs, drawings, charts, tables, graps, and maps must be current, legible and well organized.
Based on the explanation of reference to choosing a good material, teacher should give a relevant material for students. So, students will have the positive attitude toward the material of lesson. This condition will construct and develop motivation to learn. And it is easy to give a motivation. Furthermore, students will be easier to understand the material.

2. Attitude towards Process of Learning

Students must have the positive attitude toward learning process. Process of learning consists of condition, strategy, methodology, and technique that is used. Process of learning that is interesting, comfortable, and joyful can improve motivation of students. So they can get good achievements from learning.

There were several aspect influence the student’s attitude at class. The approaches, method, technique, and model was very significant influent the student’s attitude. To explain more, these were explain more below.

a. Approaches

Approaches can be interpreted as a starting point or our point of view with respect to the learning process. Teacher-centered approach is to minimize the direct learning strategies (direct instruction), deductive learning or the learning expository. Whereas, the approach-centered on
student learning, lowering discovery and learning strategies as well as inductive learning strategy inquiry (Sanjaya, 2008: 127).

b. Method

The method is a specific implementation of the approach. One approach can be divided into a variety of methods. Furthermore, the method is a procedure that is focused to the achievement of the learning objectives. Moreover, elaboration of teaching and learning methods will be constructed a techniques or tactics in learning process.

c. Techniques

Techniques is the way that person does in order to implement a method. For example, the way how to do that made walking lecture method is effective and efficient? Thus before a speaking engagement process should heed the conditions and situations.

d. Model

Model of learning is a form of learning that is imaged from beginning to end is typically presented by teachers in the classroom. In the model of learning is the attainment of competencies, strategy students with approach, methods, and techniques of learning. Well, here is a brief review about the difference those terms.

e. Strategy

Learning Strategy can be defined as a series of planning activities designed to achieve specific educational goals (J.R. David in Sanjaya,
Furthermore described learning strategies is an activity of learning to do teachers and students so that learning goals can be accomplished effectively and efficiently (Kemp in Sanjaya, 2008: 126). The term strategy is often used in many contexts with the meaning is always similar. In the context of teaching strategies could be interpreted as a general pattern of action of teacher-learners in the teaching activity of manifestation (Ahmad spiritual, 2004: 32). Meanwhile, Joyce and Weil prefer to use the term teaching models instead of using teaching strategies (Joyce and Weil in the spiritual, 2004: 33).

Teaching strategies (teaching) is “tactics” that is used teachers in carrying out the process of teaching and learning (teaching) that may affect the pupils (learners) achieve the goal of teaching more effectively and efficiently. According to Nana Sudjana (2004: 34), teaching/teaching strategies on implementation, as the real action or conduct of teachers during the teaching it was based on the signs in units of study. Based on the above opinion, the conclusion to be drawn that the learning strategy should contain an explanation of the methods/procedures and techniques used during the learning process takes place. In other words, learning strategies have a broader meaning than the methods and techniques. Methods/procedures and learning techniques are part of a learning strategy, methods and learning techniques passed down for applicative, real, and practical on teaching learning process.
3. Attitude toward a Teacher

Students also must have a positive attitude to teacher. If students do not have a positive attitude to teacher, they will ignore the instruction that teacher given. This condition will not make student understanding the material. As teacher must have a capability to teach at class. Moreover, the teacher is a professional position which requires the presences of certain competencies are must-have. Teacher’ competence influence students’ attitude at class. According to a 2007 Permendiknas No. 16 dated 4 May 2007 that the competence of Teachers of subjects is as follows:

a. Pedagogy competence

Pedagogy competence was talking about the knowing, learning, developing, and using something. Teacher should implement their knowing to improve the student skill.

1. knowing characteristics learners from the aspect of physical, moral, spiritual, social, cultural, intellectual, and emotional control.

2. learning theory and the principles of learning that educate,

3. develop curriculum related to the lesson,

4. Organizing process of learning,

5. using information and communication technologies for the benefit of learning,
The development and facilitate potential of learners to actualize the various competence, communicate effectively, empathic, and polite with learners, conducting the assessment and evaluation of the process and results of the study, Utilizing the results of the assessment and evaluation for the sake of learning, reflective action to improve the quality of learning.

b. Personality competence

Personality competence is acting in accordance with the norms of religious, legal, social, and national culture Indonesia, present themselves as personally honest, noble, and have the best model for learners and the community, present themselves as a steady, stable, mature, and authoritative, shows the work ethic, responsibility, pride became a teacher, and a sense of confidence, upholding the code of ethics of the teaching profession.

c. Social competence

Social competence was being inclusive, acting objectively, and not discriminatory because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status, communicate effectively, empathic, and polite with your fellow educators, educational personnel, parents, and communities, Adapting in place in all regions of the Republic in charge of Indonesia
which has a diversity of social culture, communicating with the community's own profession and other professions orally and writing or any other form.

d. Professional competence

Professional competence was mastering the material, structure, concept, and patterns that support academic subjects that will teach to students, mastering the basic standards of competency and competency subjects, develop learning materials creatively, develop the professional attitude with a reflective action continuously, utilizing information and communication technologies to develop themselves.