CHAPTER II

LITERATURE REVIEW

B.1 Theoretical Framework

B.1.1 The Definition of English Speech Community

A community is a group of people with certain aims that has their own identity. Danescu-Niculescu-Mizil et al (2017) explained that “A community’s identity defines and shapes its internal dynamics.” (Danescu-Niculescu-Mizil et al, 2017:1). In similar with English Speech Community that has an identity as a community of practice who learns about English, Wenger (2009:1) stated that a community of practice is created through a kind of conceptual thinking of its people to learn in its dimension of society. Characteristically, there is a relationship between one individual and other participants in a certain community.

Meanwhile, speech community is much more specific than the community itself. “Speech communities are groups that share values and attitudes about language use, varieties and practices.” (Morgan, 2014:1). Speech community may occur in the smallest group of people, like in a family at home, at the class and many others. As this research focuses more on the English Speech Community, then one of the examples from this community that has been implemented for a
quite long time is in Kampung Inggris Pare, Kediri. It has been mentioned before in the background of the research that all members of Kampung Inggris Pare need to speak English regularly since the main goal of this institution is to make the members speak English much more fluently. Kampung Inggris Pare is located in Pare subdistrict of Kediri district of East Java province (Visitpare.com, 2017). Also, it is known as the center of English learning course that consists of many institutions with many kinds of unique and practical learning methods. Here, the members are mostly high school students and college students that come to visit Kampung Inggris Pare in the holiday terms. There will be many programmes that they can take related to the needs of the English language. Meanwhile, for the duration, it usually takes around 2 weeks until a month to learn in this friendly English village (Kampung Inggris). Many aspects of English learning skills are studied here in a more fun and pleasant ways. For instance, in Kampung Inggris Pare, you will find an area called the English Area which obligates every member of Kampung Inggris Pare to speak in English. Thus, this may create a kind of good habit that also can help the members to improve their English speaking skill. As a result, the English Speech Community built in Kampung Inggris Pare proved to help many students and members who want to learn English. Moreover, the members also admit that they become much more confident and feel that their
English speaking skill grows better from day to day through the English Speech Community in Kampung Inggris Pare Kediri.

Related on the statement above, this research will analyze on how a member of certain community uses language or even languages in their daily conversation among other members in the same community. Also, Morgan (2014:1) mentioned that the key point of speech and community is mainly about the interaction and symbols that the member of the community are aware of so that they implement this kind of system among other participants. In similar with English Speech Community whose identity is as English Language Leaner that learn and practice speaking English in daily conversation. According to Pujiyatno and Rakhmawati (2013: 3), there are some requirements needed to build an English Speech Community, as follows:

The requirements are (1) the aim, (2) the members of community, (3) the commitment, (4) the regulations and (5) the community. The aim means the achievements that the learners get after they have learned, such as learn English. The members of community are the learners who will join to learn in the speech community. They are whoever who likes to learn, such as students and workers. The commitment is the learners’ self-agreement in conducting the learning. The regulations are the rules that are constructed to support the success of learning. It can be a dean decree, and implementation rules. The community is a place that is set to conduct the learning process. It can be a campus, schools, boarding house, family, etc. In this study, the aim is only to improve speaking ability. By focusing the speaking skill the learners also study the other skills (listening, writing, and reading) because those skills are actually inter-related each other.
Based on the statement above, the English Speech Community at Faculty of Letters has met the requirements above. The aim is to learn English, specifically speaking English. Then, the members cover the lecturers and the students which the lecturers become the tutors and the students are the ones who learn speaking English. Here, all of the students should commit themselves to learn English as well as the tutors who will help them in achieving the aim of the speech community. Besides, the regulations of this English Speech Community have been issued by the dean of the faculty through the dean decree that has been explained in the background of the research. For the community or the place, the area of Faculty of Letters is the place to conduct this English Speech Community. Thus, it can be inside the class, outside the class, in the office or any other place the included as the Faculty of Letters’ area.

B.1.2 The Definition of Attitude

Everyone has their own attitude towards something or an object based on their personality. Abidin et al. also stated that person’s characteristics is determined by his or her attitude in perceiving people, objects, events and also social interactions. Another definition mentioned by Katz (1960), he states that attitude is similar to someone’s tendency to judge an object based on his own opinion whether it is favorable or unfavorable. Here, Katz adds that opinion is
included as the verbal expression of someone’s attitude. However, not only the verbal expression, but attitude can also be analyzed through the nonverbal performance since attitude also involves the affective and cognitive aspect. The further explanation dealing with the aspect or component of attitude will be explained in the following parts.

Based on Psychology Notes HQ (2012), which explains the definition of attitude from the social psychology, attitude is defined as:

In social psychology, attitude can be defined as the “likes, dislikes of the individual, his positive or negative evaluation regarding people, objects, surroundings, events, world etc.” Attitude is something which keeps on changing according to our experiences. The more experiences we get, the more our attitude about certain things and events changes.

Here, it mentions that attitude can change based on someone’s experience. Additionally, Bany and Johnson (in Riyanti, 2017:11) add that attitude is not formed by innate nature, but formed by learning. Thus, to study about individual’s attitude is important yet not an easy matter. The reason why attitude is difficult to define is that because it is dealing with personal matters which is seen as a subjective thing (Jain, 2014:2). Therefore, many scholars have conducted many different studies dealing with this subject.
B.1.3 Attitude Component Models

The models of attitude used in this research is ABC model which was firstly introduced by Rosenberg & Hovland (1960) and Katz and Stotland (1959). According to MacCorquodale and Meehl (in Fazio and Olson in Hogg and Cooper 2003: 139-140), the existence of attitude is supported within what is in someone’s mind towards something. Additionally, Fazio and Olson in Hogg and Cooper 2003: 139-140) give an example of a situation related to these three component of attitude which is as written below.

So, for example, one’s positive attitude toward chocolate might appear in favorable beliefs (‘A good piece of chocolate really improves my day’), feelings (‘Chocolate melting in my mouth such a tranquil feeling’), and behavior (‘I am eating chocolate now’).

Based on the brief explanation above, the affective tends to focus more on the emotional aspect, while cognitive is more into the element of knowledge and understanding towards an object. For further explanation of each aspect, it will be explained below.

a. Affective component. It examines about whether someone likes or dislikes an object. However, according to Jain (2014-6-7), affective or emotional component can not fully determined someone’s attitude. Thus, it needs to combine the cognitive component to make it more sufficient to measure the data. According to Fazio and Olson in Hogg and Copper (2003:141), the affective aspect is determined through
the three dimensional ways and one of the most important ways is the ‘Operant Conditioning’. It is the most basic principle which is determined by how much frequency that affects the response. Several social psychologists, like Hull (1951) and Thurndike (1932), believe that the response can be improved through the positive attitude while the negative attitude caused the response to get decreased. In other words, if you like something then the response towards that thing will be increased. Meanwhile, if you don’t like it, then the response towards that thing will be slower or even decreased.

b. Behavioral component. It includes the verbal or non verbal response from the individual. It could be in a form of actions or merely observations towards an object. Defleur and Westie (1963) in Jain mentioned that “in a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability”.

c. Cognitive component. When an individual absorb many kinds of information, they will put it on a place called cognitive component. It refers to someone’s belief or opinion towards an object. Abidin et al. (2012:122) stated that cognitive component includes the language
learner beliefs about the information and understanding of a language and its process of learning. Hogg and Copper (2003:141) state that there are several opinions purposed by some theorists dealing with the cognitive aspect. The first is Anderson (1981,1982), he mentions about the theory of the information interrogation which focuses on the formation of attitude. Here, the formation has several functions implemented through the beliefs as well as the implications. Additionally, Fishbein and Ajzen (1975) agree that attitude is created through someone’s beliefs toward the object of attitude. Based on several opinions mentioned before, the cognitive aspect may involve more on the qualitative aspect. As Greenwald and Petty et.al (1981) believe that the cognitive model elaborates more on the individual reactions as well as the amount of information they have related to the attitude object.

B.1.4 Factors that Influence the Attitude

According to Riyanti (2017: 17-20), there are several factors that have crucial roles in determining someone’s attitude. Here, she divides them into four categorizations, which consist of personal experience, the environment of
the surroundings, emotional factor and mass media. Here are what Riyanti (2017: 17-20) explains for each factor.

a. Personal experience

One of the important and basic aspects that influence our beliefs towards an object of attitude will shape the beginning concept of attitude. Later, this attitude will be divided into two kinds, positive and attitude, which may also be supported by any other factors. Here, when the personal experience is related to the object of the attitude, then it may leave a strong impression towards someone’s attitude. Specifically, in term of emotional feelings, attitude will be easily appeared through the related personal experience.

b. The environment of the surroundings

People around also take part in determining someone’s attitude, for example the kind of people that means so much to an individual like parents, best friends, teachers, significant others and etc. These groups of people are those who are considered as the important people in someone’s life. Mostly, people will tend to have a conformist attitude towards the attitude of the people that they consider as the important ones. Azwar (2016 in Riyanti 2017:19) believes that the reason behind the conformist attitude is because
people tend to avoid the conflict that may appear among them. Thus, people that surround an individual may influence the attitude showed by him or her.

c. Emotional factor

Not only personal experience and the environment around, but the emotional factors also influence someone’s attitude. Things that is included as the emotional factors involve someone’s ego or prejudice which may change after a kind of situation is gone, for example when someone is a quite frustrated, then they may have a temporary attitude towards an object. However, when the stressful condition doesn’t exist anymore, then the attitude may also be changed.

d. Mass media

Mass media brings an important role in delivering information related to the world’s condition. Here, the information contained in a mass media may also influence someone’s attitude. It can be in a kind of new information that is pretty important and it becomes someone’s basic or main belief towards an object. Though the factor from the mass media may not influence a lot, but it is involved in the process of attitude.
B.1.5 Definition of Language Attitude

The aspects that indicate someone’s ability to speak a certain language doesn’t merely determine by their skill of that language but their attitude also plays some important roles here. Assuredly, every individual has different attitude towards a language. As mentioned above, attitude consists of three main components that affect the language attitude. In other terms, Holmes (2013:410) mentioned that these attitudes may also consist of someone’s views towards the speaker of the language, the contexts and the functions used as well.

Besides, he also added that society and political circumstances may influence someone’s attitude to a certain language. Based on these phenomena, Holmes divided the language attitude into two types, the overt prestige and the covert prestige.

1. Overt prestige associated with a community that tends to use the language that has been standardized by its regulation or a kind of agreement among other members.

2. Covert prestige is in contrary with the overt prestige since it describes the phenomena when the members of a community preferably use the non-standard language applied in their community. In other
words, these people tend to be different from the standard regulation or agreement.

Based on the explanation above, the overt prestige and the covert prestige are also similar with the positive and negative attitude. Thus, to make it much more familiar, the researcher will tend to use the terms positive and negative attitude to describe the language attitude of the English Speech Community members. In the paragraph below, there will be further explanations of each positive and negative attitude.

1. Positive attitude. In terms of language attitude, positive attitude refers to the condition when someone tends to use the proper language occur in a certain community. In other words, the positive attitude is shown when someone prefers to use the right language properly and it is suitable with the condition (Adul, 1986 in Saragih and Siagian, 2014:11).

2. Negative attitude. Obviously, negative attitude is the opposite definition of the positive attitude. In terms of language attitude, the members do not show interest in using the standard language regulated by a certain community. Also, negative attitude is supported by the ignorance of using the language situation and there is no attempt in improving the language ability (Adul in Saragih and Siagian, 2014:12). Also, according to some theorists, positive attitude consists of several characteristics.
Here are what Garvin and Marthiot (1996 in Saragih and Siagian, 2014:12) say about the characteristics:

- When the members of the community show no desire to preserve the language independence. Thus, the members do not adhere the language which may cause them to lose the interest in using the language.
- When the members do not have the feeling of proud towards the certain language and get distracted with other language that is not the main language of the community.
- When the members are not aware with the value of the language. Moreover, it may influence other aspects of the language attitude. Hence, they have no motivation and desire at all in preserving the language and using it properly.

B.2 Review of Related Research

Many researchers have been analyzed some issues dealing with language attitude. For instance, there is a kind of similar concept between the researchers conducted by Abidin et. al (2012:1) and this research which both are analyzing the students attitude in using English. The analysis in Abidin research applies some aspects of attitudes which are divided into three; Behavioral Aspect, Cognitive
Aspect and Emotional Aspect. Besides, it also describes about the significant differences in the students’ attitudes towards English language based on their demographic profiles such as gender, field and year of study.

Other research which talks about similar topic is purposed by Gajahlaksmi on September 2013. This research is nearly similar to the previous one. However, the different among these two researches and this research is that both focus more on the implementation of language in learning English. Meanwhile, this research analyses more on how the communities use the English in the everyday conversation. As the result, the researcher reveals there are several differences in terms of gender, type of school, locality of the school and type of the management. Also, the conclusion of this research mentions that the students’ attitude in learning English can be improved through the more activities done in the English classroom.

A research by Riyanti (2017) which analyses the language attitude towards Bahasa Indonesia as well as the implication in the learning activity of Bahasa Indonesia. Similar to the previous research, this research also uses the high school students of the second grade as the object of the research. The results show a very positive attitude along with several factors that influence the language attitude, such as the personal experience, emotion, the environment of the surroundings and the mass media.