

CHAPTER II

THEORITICAL REVIEW

A. Learning English

Learning is an effort done by both teachers and students to gain new experiences and knowledge. Within learning there will be a process of delivering new information and then followed by practice. A change of behaviour is an implication of learning. Similarly, Garry and Kingsley stated that learning is a process of the change of behaviour by the experiences and practices (Garry and Kingsley, 1970: 15) as cited by Asmarani, 2011. Meanwhile, Alvin W. Howard defines teaching as an activity that tries to help someone to acquire, change or develop skills, attitudes, ideas, appreciations, and knowledge” (Howard, 1968:18) as cited by Asmarani, 2011. It means that teaching causes learning to have improvement. Improvement in any aspects such as knowledge, attitude and skill.

As stated in the previous chapter that English is learnt as foreign language, further it is taught as a compulsory subject in Senior and Junior high school. Therefore at least students who learn that language are able to master four language skills of English. Nevertheless, English teachers are still facing problem on how to make students become interested to learn English and finally make them able to speak that language fluently. Some efforts has been taken by government to make students master that language easily as it is crucial for them to do so. It can be seen from national exam hold each year. English subject is included in the final examination followed by math subject,

Bahasa Indonesia and science. Students must reach certain standard of score as the condition to graduate from school. This happens in both Senior and Junior high school. Unfortunately, in the National Exam students are measured only in knowledge aspects.

Another effort done by government is upgrading the status of certain senior and junior high school becomes RSBI (Rujukan Sekolah Berstandar Internasional). The most important thing that makes that kind of school differs from other common school is that, students from RSBI school have English as medium of instruction. However, its impacts towards students' mastery of English is not sufficient enough. This is also happen in another countries. For example, in Sub-Saharan African countries, Williams (2011) identifies problems of early exposure where primary children in EMI classes become educationally disadvantaged because they "do not understand the teachers or the textbooks" (p. 41). The mismatch between goals and actual implementation is also acknowledged in studies in Asia (Hamid, 2013; Lia et al., 2001; Manh, 2012; Sert, 2008).

Challenge in learning English is fear particularly for junior high school students. Junior high school students are special ones. First, they are experiencing great changes both physics and physiology. Their affect will easily be influenced by external and internal factors. Second, there are differences between elementary school English teaching and junior high school English teaching. In elementary school, more emphasize is placed on the interest of English learning. Teacher will organize various kinds of activities to attract student's attention and improve their learning desire. While in junior

high school, students must learn English systematically. More factors are put on the teaching on grammar rules, sentence structures, etc. Thus, senior high school students may find it difficult to adapt to the new learning contents and learning styles. Therefore, whether students can hold positive affect or not, it will have decisive impact on their further study. That is why, in order to learn about students affective, behaviour and cognitive aspects towards English which are covered in students attitude, the researcher will choose one of junior high schools in Banyumas.

B. English as a Foreign Language

English is obviously crucial for Indonesian learners to be learnt providing that they have to compete with other countries. Even though English is globally known as an international language, in Indonesia, it is considered as predominantly a foreign language. It means, that language is commonly taught in schools alongside other subjects, such as mathematics, biology and physics (Sulistiyo, 2009, as cited by Sulistiyo, 2016), which results in students limited space for exploring that language.

Such case happens is mainly because students only learn English intensively in classroom. This is in line with Gebhard statement. According to Gebhard (2006) as stated by Santoso Agus, 2006, EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. He further indicates that in such setting, the students have view chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) as

cited by Susanto, Agus (2010) who defines EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English-speaking countries such as United States, Britain, Australia, Canada, Ireland or New Zealand.

There are some reasons of Indonesian learners to study this language. It can be due to academic puproses, their interest toward language and the culture of English country, etc. It is similiar like what is suggested by Camenson (2007) as cited by Susanto, Agus (2010) who stated that EFL students may live in a country where their own language is primarily spoken for communication and there students may required to learn English for thier Academic studies, travelling activities to an English speaking country, or for business purposes. In the other words, Indonesian learner do not often speak it for daily communication. Their desire to learn English will be based on what they need. Camenson (2007) as cited by Susanto, Agus (2010) further stated that EFL students only spend a view hours per week to study English. They have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have native language backgorund in the classroom.

Knowing those reasons, EFL students must get English knowledge based on what they need. It is important for teacher to know how they learn, what students feel and what students get during the learning. If they are lack of exposure, teacher can give much exposure in classroom and outside classroom.

C. Attitude of Learning

As attitude is one of the important key factors for success in language learning, some studies have already been conducted in the field of language attitude (Alhmali, 2007; Ghazali et al., 2009 as cited by Mohamad Jafre Zainal Abidin, (2012). In addition, Saidat (2010) as cited by Akbari, Zahra (2015) 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. There are some definitions of attitude which mention different meanings from different context and perspectives (Alhmali, 2007, as cited by Mohamad Jafre Zainal Abidin, 2012). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) as cited by stated by Noreen, Sadia (2015), *“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”*

From the explanation above, it is underlined that someone who valued outcomes will lead to have positive attitude towards behaviour, otherwise someone who do not positively valued outcomes will result in negative attitude of behaviour. That is when attitude is defined in behaviour’s point of view. Then, when attitude is seen from the cognitive aspects, it can be learned

and unlearned. It affects in someone's feeling in a learning process and finally influences one in responding in a certain situation. Similarly, according to Smith's (1971) as cited by Oroujlo Nasser and Vahedi Majid (2011), perspective, an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner.

An attitude is relatively enduring because it is learned, it can be unlearned. Therefore, since it is learned it can be taught. Liking a foreign language can be learned. No student is born liking or disliking it. If the student comes to the class with fairly neutral attitudes about the language, or even positive ones, and has good personality which will permit him to have an openness and willingness to receive and respond to knowledge, his attitudes about language and language learning will be strongly influenced by the situation itself.

Someone's attitude is shaped by a frame which can be found in the classroom. As stated by Smith (1971) as cited by Oroujlo Nasser and Vahedi Majid (2011), language, teacher, class, book and homework are within the frame of reference of learning which can develop attitude. A student by having a bad attitude on the other words she or he does not like learning, and school, teacher and homework. The student will come to classroom and quickly generalize his dislikes. It can really affect the process of learning and obstruct him to get sufficient knowledge. Therefore, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes.

Further, if the researcher sees from Gardner's point of view as cited by Sali Saleh Salaf Ibnian, 2017, he also stated that attitude is a reaction towards

certain objects as the result of someone's beliefs or opinion towards that subject. As stated by him (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. Thus, attitudes influence the individual's response to attitude objects or situations

Apart from that, the researcher found a great complete definitions about attitude which cover three dimensions which never cross in the researcher's mind. Those three aspects or dimensions consist of what individual's belief about an object, what individual's feel and how he acts finally. This interrelated components was proposed by Wenden which was influenced by Gardner's argument. Wenden (1991) as cited by Salim Saleh Khalaf Ibnian (2017), presents a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

This comprehensive definition of attitude draw the researcher's intention to make a research about this. Maybe people acknowledged attitude as a manner towards certain object or situation, but that is not truly the right case which is discussed in this research. The comprehensive terms is also supported by others experts. One of them is Kannan. Kannan (2009) cited by Ganaphaty, Malini (2016) says that an attitude has three components which include

affective, behavioural and cognitive. Affective refers to component which shows emotional reaction that a person has toward an object or a person. In the other words, it refers to an attitude developed due to emotional reaction. Then, the behavioral component refers to the way a person behaves towards the attitude object. Meanwhile the third component is cognitive. It refers to beliefs and thoughts about an attitude object. To develop this cognitive component, there are four steps passed by students such as the connection between students previous knowledge and the new one, the creation of new knowledge, the analysis of new knowledge and finally the application of it in many situations.

Individual's attitude can be positive, negative or neutral towards certain objects like what is said by Lepy (*Attitude an Social Cognition*), that there some features of attitude, it can be positive, negative or neutral quality. Those features are evaluations of a set of views, thoughts or state of minds regarding some topics. Then, it is accompanied by an emotional and behavioural component. These three components are called A-B-C components.

After reviewing various definitions, it is generally accepted that attitude represents the positive or negative mental and neural readiness toward a person, place, thing or event. It consists of three components.

1. Affective component

It is also called emotional aspect of attitude. Feng and Chen (2009) as cited by Salem Saleh Khalaf Ibnian (2017) and Gajalakshmi (2013) states, "*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 results of emotions are yields*".

Attitude can assist students to show whether they like or dislike the objects or surrounding situations. The characteristics of affective component can be seen from students' attention towards learning process, discipline, learning motivation, respect towards teacher, etc. This affective aspect can be categorized into five levels, ranging from the simplest to the most complex one. Hasyim Zaini, *Desain Pembelajaran Perguruan Tinggi*, (Yogyakarta: CTDS Sunan Kalijaga, 2002), hal.74-76 as cited by Syeh Hawib Hamzah in an article entitled *Aspek Pengembangan Peserta Didik (Kognitif, Afektif, Psikomotorik)*.

a. Acceptance (want to accept, be aware of something)

This is like the acceptance of someone to follow particular event or situation. In this case is English learning. It can be the EFL students like or dislike of learning English, happy or unhappy in following the learning. Thus, their feeling towards learning can really affect their participation and activeness in classroom.

b. Responses (Activeness)

This relates to their contribution and participation in class whether they are ready or not, active or not and finally can give responses towards learning.

c. Appreciation (accepting values, being loyal to values)

After students get material from teacher, they can conclude whether it is important for them to learn such thing, will they maintain and apply it in real live situation or just learn and forget it.

d. Organizing (Combining value which they trust)

It is like combining several different values and established systems that are internally consistent.

e. Practicing

This is like practice any skill or value they have got for a long time and finally it will be a part of their lifestyle or custom.

Most of the components above can not be observed directly since people can not see what other people feel, people can not see the level of students readiness that lead them become active, their loyalty towards the use of knowledge, their consistency towards learning English in class or outside class room and how they practice their knowledge. Thus, to find information mentioned above, interview and questionnaire are the two main methods of collecting data used by the researcher. By knowing this, teacher knows deeply the characteristics of their students and finally can develop an enjoyable situation or learning method which fits to their need.

2. Cognitive component

It includes the beliefs of the language learners about the knowledge that they acquire and their understanding in the process of language learning. The cognitive aspect involves many of mental activities or brain. The capabilities and domains of cognitive are categorized by Bloom into six levels. Those levels of thinking process capabilities ranging from low to high levels among others. Harjanto, *Perencanaan Pengajaran*, (Jakarta: Rineka Citra, 2003), hal. 59 as cited by Syeh Hawib Hamzah in an article

on tittle Aspek Pengembangan Peserta Didik (Kognitif, Afektif, Psikomotorik).

a. Memorizing (Recalling)

It includes the ability to restate facts, concepts, principles and procedures that have been studied. This activity can be observed when teacher asks students about the previous material or experience that has relation to the new material given.

b. Understanding (Comprehending)

In this level students should be able to get the meaning of information received and reveal or state a concept or principle by using their own words. In teaching and learning process, there will be time for teacher and students to discuss the material. Therefore, students should pay attention and should be active during discussion. Thus, they can comprehend the information delivered and finally can reveal what they have understood. To know students level of understanding usually teacher will ask question or ask students to make an illustration.

c. Application (using concepts)

It referes to the ability to use principles, rules, methods learned in new situations. After delivering or discussing the material usually teacher will make an activity which is intended to ensure whether students really understand what have been taught or not. By applying the concept, methodes or ideas in real situation teacher know in what level students can master the material.

d. Analysis (describes a concept)

It includes the ability to use an information faced into components so that the structure of information becomes clear.

e. Synthesis (combining value, methodes, ideas, etc.)

It relates to the ability to integrate the separate parts into an integrated whole. It includes the ability to plan an experiment, compose essay, create new ways to classify objects, events or others.

f. Evaluation (share values, ideas, methodes, etc.)

Consider the values of statements, descriptions and work based on established criteria set out. In other words, in this step it is expected that students can share the result of their works.

To reveal those components in a learning, researcher has to come directly to classroom and see the learning process from the beginning until the end. First, it starts from brainstroming until evaluation. In brainstroming, students are acquired to memorize the previous knowledge and then it is continued to the understanding of concept and application of the concept in new situation. After teacher makes sure that they have understood the concept, the stages of learning is raised and raised from analysis, synthesis and finally evaluation.

3. Behavioural component

The behavioural aspect of attitude is related with the way one acts or behaves in particular situations. Succesful language learning enhance students to be engaged actively in learning process, eager to solve problem and get knowledge and skill which is beneficial for their daily

live. This component is divided into seven levels. Ibid, hal. 62 76 as cited by Syeh Hawib Hamzah in an article on tittle Aspek Pengembangan Peserta Didik (Kognitif, Afektif, Psikomotorik). Those are:

a. Perception

This relates to the use of sense organs to capture signals that guide them to do activity.

b. Readiness

It shows the readiness to perform actions or the readiness of mental and phisics to do something.

c. Guided response

It is the stage of learning complex skills such as doing imitation.

d. The accustomed movement

It is concerned with the performance in which the learners' responses have become accustomed, thus they can perform confidently.

e. Complex movement

It is a highly skilled movement with very complex motion patterns.

f. Adjustment of the pattern of movement (Adaptation)

It is related to the well-developed skills so that learners can modify the pattern of motion based on certain demands.

g. Creativity (Organization)

It refers to the creation of new patterns of movement to adjust a particular situation or a special problem.

Based on the explanation above, it can be seen that in behavioural component, most activities are done through certain movements. This is

because the process of thinking of course will start from a problem or question, and then thinking for a while, then finally taking action. Positive attitude can be seen from their ambition and spirit to do certain activities, from their confidence and creativity as well. Since behaviour or movement have to be observed directly, thus the main method to gain data about this is by doing observation in classroom.

Knowing students attitude in learning English is very important since it gives impact on students achievement and performance. That is why different individual has different treatment and finally has different learning capacity. As stated, attitude is considered as an essential factor influencing language performance (Visser, 2008 as cited by Mohamad Jafre Zainol Abidin, 2012).

The researcher found several related studies which was intended to find out students attitude towards learning English. A study which was conducted by Shahrzad Eshghinejad, 2016. He tried to find out the attitude of learning English between male and female students. The instrument which was used to collect the data was questionnaire. There were 30 Iranian men and 19 females from State University of Kashan, Iran participated in the reserach. The result shows that both the male and female students have positive emotional, behavioral, and cognitive attitudes toward English learning. This may lead to sum up that they are aware of the importance of learning English. It was also found that there is a significant difference between males' and females' attitudes.

Further, he also cited a related study which was done by Samadani and Ibnian (2015) which investigated the relationship between Saudi EFL students' attitudes towards learning English and their academic achievement. The sample of the study were 112 English major students from Umm Al Qura University / Al Qunfudah branch. The result found that that there was a clear correlation between the students' GPAs and their attitudes towards learning EFL. Students with the high GPA showed the most positive attitudes towards learning English, followed by the medium GPA students and finally students with low GPA.

D. Factors Affecting Attitude of Learning

An attitude shown by students during learning English does not come without any factors. There are some factors affecting the way students perform in the classroom.

1. Parents

It is believed that parents have a major role in second/foreign language process. There are two roles of parents as stated by Gardner (1977) as cited by Yazigy, Rula Jamil (2015), those are active or passive. Active means parents really support children in learning language. The consciousness of the importance of language learning make parents monitor children's progress and praise their success. Otherwise, parents with passive role tend to encourage and help children's work but actually they also often transmitting negative attitude towards language learning. They might know about the importance of language learning and push

students to focus in learning but at same time they might show negative attitudes towards the target language groups. A study find out by Gardner (1960) as cited by Yazigy, Rula Jamil (2015), found that the degree of skills that the learner gets depends on the attitudinal atmosphere at home.

2. Teachers

Teachers are also believed becoming an important role in English learning process. Similarly Gardner (1977) as cited by Yazigy, Rula Jamil (2015), also stated that teacher play a significant role in the foreign language learning process. Teachers are suggested to have personal and professional characteristics. Personal characteristics are those owned by teacher as human being. In the other words, it has no relation with professional competence. Those characteristics can be such as warmth, patience, tolerance, sensitivity, open-mindedness and self confidence. Those belong to major characteristics. Such characteristics are innate actually but it could be enhance like what is expressed by Robinett, such qualities are innate. Nevertheless, it should be brought to surface or enhanced Robinett in Burt, Dulay and Finocchiaro (1977) as cited by Yazigy, Rula Jamil (2015). Moreover, teacher must be enthusiastic, inspiring and holding the students' confidence. All characteristics come from love of teaching that finally can attract and interest students.

Apart from that, professional qualities deal with knowledge of subject matter and teaching techniques. According to Yazigy, Rula Jamil (2015), teachers are expected to be proficient in the language they are teaching and fully understand its culture. For example, they know what is the function

of language, how it operates, how language compare, contrast and how it reflects culture, how language varies from one region to another. Burt, Dulay and Finocchiaro, 1977 as cited by Yazigy, Rula Jamil (2015), also stated that teacher also has to be familiar phonological, morphological, syntactic and lexical items. Besides that, creating funny classroom activities also work in enhancing students learning process. These activities can be conducted by involving various sources like class peers, outside friends, siblings, teacher, other teacher, school organization and other sources.

3. Learning climate and classroom task

Learning climate and classroom tasks have a tendency to affect students learning process in the class. According to Fisher (1985) cited by Ganaphaty, Malini (2016), the role of classroom climate is very important in the learning process. The climate is manifested in terms of factors such as quantity and quality of the resources available, physical environment of the class and acceptance by the teachers in the class (Mariadass & Kashef, 2012) as cited by Ganaphaty, Malini (2016).

4. Reference group

Reference group also becomes an important factor of someone's attitude. Reference groups are used in order to guide someone's behaviour and attitudes. Here, class peer or certain group that have good influence in learning English tend to have important role in shaping attitude. Children might assume that it is important to feel that she/he belongs to a group.

Reference groups is noticeable especially during the beginning of adolescence Lepy, (*Attitude an Social Cognition*).

5. Personal Experience

Personal experiences can also be categorized as a factor that forms attitude. Lepy, (*Attitude an Social Cognition* pg. 111) stated that many attitudes are formed not in the family environment or through reference groups, but through direct personal experiences which bring about a drastic change in someone's attitude. Personal experience can be from outside or inside classroom which is related to the learning process. A real experience of the researcher will be given as the exmple of this factor. A great struggle was faced by the researcher when it was time to enter university. Becoming a student in one of state universities become the high dream. Nevertheless, it was not an easy. The researcher have to pass several written test. It was found that English subject is a difficult exam to be done. This lead to the ambition to master English language well since it is a very important subject.

Besides, in real live, the researcher also need to master this language, since it is international language. Almost every country learns and speaks this language. An experience about the importance of the use of English in real live was also experienced by researcher. It was when the researcher communicated with a foreigner both written and spoken. At the first time, it was very difficult to type words in English to be sent to her or even said something in English. This affects to the researcher's attitude when

learning English. More attention and focus were increased and become more active as well since the reasearcher needs to master this language.

6. Mass Media

Technological advances in recent times have made audio-visual media and the internet becomes very powerful sources of information that lead to attitude formation and change. In addition, school' level textbooks also influence attitude formation. These sources first strengthen the cognitive and affective components of attitudes, and subsequently may also affect the behavioural component Lepy, (*Attitude an Social Cognition* pg. 111). The media can exert both good and bad influences on attitudes. For example, the media can create positive attitudes towards learning English when individual use it wisely, in which it is used to enrich English skills by watching English movies, listen to the English speech for example.

A related study was also conducted by Salem Salah Khalaf Ibnian, 2007, to find attitudinal factors affecting language learning. The sample of the study consisted of 144 students (four groups), chosen randomly from Amman public and private schools. In order to find out the factors affecting the students' attitudes towards learning EFL, interview were conducted to eight students from public and private schools to gain factors associated with their attitudes toward learning EFL. The semi-structured interviews showed that the instructional methods, techniques and strategies used by teachers in the class highly affected the students' attitudes towards learning EFL.

Such findings were in line with the results of Yacoub (2011) as cited by Salim Saleh Khalaf Ibnian, 2017, which indicated that learners success in

learning a target language or a foreign language can be impacted positively or negatively by various factors, including their beliefs about how English should be taught and their beliefs regarding with characteristics of the ideal English language teacher. In addition, the students noted that the physical environment and the educational setting also affected their attitudes towards the learning process in general and learning EFL in particular. They indicated that the availability of language laboratory and the use of application of multimedia highly affect their attitudes towards language learning. Such results were in line with (Tuncok, 2010 as cited by Salim Saleh Khalaf Ibnian, 2017) which indicated that *"most of the students have positive attitudes towards computer assisted learning, computer assisted language learning and foreign language learning"*.

E. Relevant Studies

The researcher found several related studies which was intended to find out students attitude towards learning English. The first is a study which was done by Mohamad Jafre Zainol Abidin, 2012. The concept of attitude used in that studies was based on three components. All data from 180 some Libyan schools students were collected by using questionnaire. The questionnaire consisted of several items wich includes those three components of attitudes. The result reveals that the participants have a negative attitude towards learning English. In addition, the mean scores of the three aspects of attitudes towards English among the respondents differ. Similarly, Al-Zahrani (2008) as cited by Mohamad Jafre Zainol Abidin, 2012, reported that most of the participants in

his study showed a negative attitude and it was also proposed that the reason of such a negative attitude might have been a reaction to the instructional and traditional techniques used by some of the English language teachers.

Another study found by the researcher is about 'Attitudes of Public and Private Schools' Students towards Learning EFL' which was conducted by Salem Saleh Khalaf Ibnian, 2017. The data was taken from 112 students from amman private and public school. The 20-item of questionnaire comprises positive and negatives items covering the four language skills (listening, speaking, reading and writing). Results of the study indicate that the overall mean of public and private schools' attitudes towards learning EFL is positive.

Further, there is a study aimed to find the attitudes and motivations of primary school towards learning English. Attitudes and motivations toward learning English is said to be among the factors to low proficiency passing rate in school. Questions raised in this research are "*what students attitude towards learning English?*", "*what motivate students to learn English?*" and then "*what efforts have they put into learning of English?*". To get data, questionnaire was distributed to 40 students from a FELDA primary school. They were from upper primary level. Besides, 5 students were picked up randomly from the sample to be interviewed. The result was gathered from questionnaire and interview. There are five tables that indicate students attitude and motivation towards English. Table one show their attitudes towards English and learning English. The result is positive, 96% students agreed that they were interested in learning English. The second and the third table shows students' intrinsic and extrinsic motivation. The intrinsic motivations was

highly caused by a strong desire to learn English, while the extrinsic motivation was caused by their assumption that English is useful for their future job (Siti and Melor Md. Yunus, 2014).

In conclusion, two of three studies about students attitude towards learning English shows that students have positive attitude towards learning English.

