

CHAPTER II

LITERATURE REVIEW

This part of the thesis consists of theoretical study and previous studies described below:

A. Theoretical Study

1. Attitude

Attitude may be defined as one's stance towards one particular thing or the opinions and feelings that everyone has about something (Eshghinejad, 2016, p.2). Therefore, attitude towards English learning can be seen as one's inner feeling to study the language. Attitude is a belief pattern that is developed over time in a learning process and a given socio-cultural context that plays a critical role (Liu, 2014, p. 1252).

a. Attitude and English language learning

Learning foreign languages can also never be separated from the attitudes of the learners (Abu-Snoubar, 2017, p. 18). Geddes (2016, p. 705) argued that attitude is very important to the learning process including language learning. To put it simply, positive opinions or attitudes towards the subjects that are being learned could motivate the students. And the opposite is true as negative attitudes

would heavily demotivate the learners and prevent the success of a learning process. The English language, which has become a compulsory course to be taught in Indonesian schools, is considered a foreign language and difficult to master by Indonesian learners (Suwartono, 2018, p. 287). Therefore, it is needed to investigate the climate of opinions, motivation, and attitudes that Indonesian students have toward the English language. Students' motivation and attitudes are two variables that the teachers and education policymakers should not ignore since a long time ago, language researchers have recognized that attitude is one of the integral parts and a crucial performance predictor of language learning (Getie, 2020, p. 4; Mohammed 2015, p. 202).

b. The development of human attitude

Similar to many other aspects of human cognition development, attitude is shaped during childhood by various factors such as friends, interaction with different people, and parents. It is thus crucial for educators of languages to be aware that learning a language is characterized significantly by the dislikes and likes, as well as the interactions of different personalities (Liu, 2014, p. 1252). If the students are fond of a particular lesson, they should be able to absorb the materials better compared to other lessons that they dislike.

c. Investigating learners' attitude

Investigating and measuring language learners' attitudes with a survey type of study is nothing new. Previously, Geddes (2016) has conducted such research on Korean students using a 4-Likert scale questionnaire. The study investigated various aspects of attitude such as how the students feel when speaking English, whether they think English is an important language to study or not, and whether the language would provide them with better career and business opportunities. Indeed, the English language has become a global language that played a role in various fields such as science, pharmacy, technology, engineering, commerce, scientific research, medicine, trade, education, tourism, banking, business, advertising, film industry, transportation, internet, and more Rao (2019, p. 66).

2. Motivation

Attitude, which is a pattern of beliefs that evolves over time in a context of socio-cultural as well as in the process of learning something, goes hand in hand with motivation (Liu, 2014, p. 1251). Motivation, in general, may be defined as the inner state, impulse, drive of someone which provokes their will and desire for a particular goal or action and sustain their endeavor in that direction (Liu, 2014, p. 1250; Mehrpour, & Vojdani, 2012, p. 1).

a. Motivation and English language learning

Motivation is one of the prominent aspects of the language learning process. (Geddes, 2016, p. 705). According to Liu (2014, p. 1250), Motivation allows for a better learning environment which would eliminate boredom—a major hindrance for students to learn the English language. All in all, attitude towards English may be viewed as how the learner perceives the language and Motivation as their will or desire to learn and master it. Hence, both a positive attitude and strong intrinsic and extrinsic motivation could be crucial for the language learning process.

English learners with strong inner and external learning drives would often take a positive attitude towards the learning process, and most importantly, invest a great deal of their effort in mastering the language with a clear objective and a strong desire. This would result in better grades compared to those without the same motivation (Liu, 2014, p. 1250). Thus, in the field of education and many other matters, someone's motivation is a variable that needs to be studied and taken seriously. Knowing how to motivate and pinpoint the problems of unmotivated learners could increase the chance of successful learning activities.

b. Extrinsic and intrinsic motivation

Motivation can be divided into two types; Extrinsic and Intrinsic. Extrinsic motivation is the outside force that powers the language learning process such as

praises, acknowledgment, rewards, and recognition. (Kong, 2009 in Liu, 2014, p. 1250). Meanwhile, intrinsic motivation is something that drives a learner to respond to what they need such as curiosity, the desire to know further, to grow, and to improve, (Liu, 2014, p. 1250).

On the other hand, Intrinsic motivation is generally connected to an individual's will to better understand the target language cultural group, this inner drive to blend in the target culture itself also affects the attitudes of language learners (Geddes, 2016, p. 706). In a learning process, both types of motivation might be crucial for a successful learning process may hinge greatly on the learners' drive to study a subject. If the learners are motivated, they might be more likely to take the learning process seriously. However, the opposite would perhaps also be true as learners would not improve themselves and receive feedback seriously if they do not have the drive to learn a lesson in a learning program.

c. Investigating learners' motivation

One way to measure and determine the motivation of language learners is by a survey study. Previously, Geddes (2016) conducted survey research on Korean university students using a 4-Likert questionnaire that asked the respondents why they learn the English language. The study explored various reasons why the aforementioned students studied the language and how motivated they are to master English. Some of the survey items inquire the students on whether they

learn English for a better career, personal enjoyment, or to meet people from other countries.

B. Previous Studies

Researches on students' attitudes and motivation towards the English language has been previously conducted on various groups of participants from a group of university students in Korea, to a group of undergraduate students in Iran.

1. Research Entitled “Korean University Students’ Attitudes and Motivation towards Studying English” by Geddes (2016)

This survey by Geddes (2016) carried out a study on the attitude and motivation of Korean university students related to English learning. The research attempted to identify the attitude of the research participants towards English learning in order to find out whether participating in English classes after school hours gave negative impacts on their attitude to learn English. Some college students were concerned and uneasy with the proficiency level of their English. However, their attitude was still positive with the potential and the prospect of their future in English learning as obtaining a better job was uncovered to be the main reason for them learning English.

This research would delve into the very same topic as the research by Geddes (2016). Mainly the attitude and motivation of language learners toward English. However, this study will be conducted to a different population, mainly that the

respondents would come from Indonesian students from five schools in Purwokerto. Hopefully, this would provide considerable contributions in terms of data and comparison to the discussions of learners' attitudes and motivation.

2. Research Entitled “Language Learning Motivation among Iranian Under-graduate Students” by Vaezi (2008)

Vaezi (2008) conducted research to uncover Iranian undergraduate students' instrumental and integrative motivation towards English learning as a foreign language. During the study, it was found that the respondents of the research were motivated instrumentally. Furthermore, the results showed positive attitudes with very high motivation values towards English language learning.

Similar to the study conducted by Vaezi (2008), the researcher would also seek to investigate language learners' motivation towards English using a survey with an online questionnaire. However, there will be some differences. One example, this research would add one more variable to be investigated; learners' attitude. Moreover, the study would be conducted in Indonesia with students from five junior high schools in Purwokerto as the survey respondents.

3. Research Entitled “English in an Arabic environment: Current attitudes to English among Kuwait University Students” by Malallah (2010)

Malallah (2010) investigated Kuwaiti University Students' attitudes towards the English language. It was found that the respondents harbor a positive attitude

towards the language. Furthermore, the research supported the idea that there was a connection between the attitude of the participants, their achievements, and their practical need for the English language in their lives.

The research above showed that attitude in language learning does affect the achievements of a learner. Therefore, the researcher would also conduct similar research. However, the researcher would only focus on finding out the attitude of learners as well as their motivation towards English as an additional more variable. Another difference between this research and the one from Mallah (2010) would be the population. Instead of Kuwaiti University students, the researcher opted to conduct the study in Indonesia with junior high school students from five schools as the population of the survey research.

4. Research Entitled “Attitudes toward English language learning among EFL learners at UMSKAL” by Ahmad (2015)

Ahmad (2015) also carried out an investigation related to attitude towards the English language. The researcher chose undergraduate Malaysian students' attitudes to be the respondents. The students were asked about their stance towards English language learning and the study found that overall, the 238 students who completed the 30-item questionnaire showed a positive attitude towards English language learning.

The above was another study that provides contributions, data, and comparison to the general discussions of English language learners' attitudes towards the language. The researcher aims to deliver similar contributions however with an additional variable which is motivation. Furthermore, the target population of the study would be different as well. However, instead of Malaysian undergraduate students, the researcher selected junior high school students from five schools in Purwokerto, Indonesia.

5. Research Entitled “The relationship between Saudi EFL students’ attitudes towards learning English and their academic achievement” by Al Samadani & Ibnian, S.S. (2015)

Al Samadani & Ibnian, S.S. (2015) investigated and explored the attitude of 112 Al-Qura University English major students toward English learning. Furthermore, the researchers studied the factors affecting the activities related to English learning. One of the main points of the research is that the study also attempted to find whether there is a relationship between students’ grade point average (GPA) and their attitude. All in all, the research found that the participants had positive attitudes across the board and those with the highest positive attitude towards English had high GPA scores.

The study above is another example of an investigation of language learners’ attitudes towards the language that they are learning. The study by Al Samadani & Ibnian, S.S (2015) also showcased that language learners who had positive

attitudes would have better grades and achievements compared to those who did not. The study that would be conducted by the researcher would differ in a way that it only focuses on investigating the current condition of the learner's attitude towards English. Additionally, an extra variable will be added which is the motivation of the respondents. The population would also differ as the research participants come from five Indonesian junior high schools in Purwokerto.

6. Research Entitled “A Survey Study of Reading Motivation of EFL Undergraduate” by Albasyar (2020)

The aim of the research by Albasyar (2020) was to identify the motivation of undergraduate university students to read. The survey study was carried out in one of the private universities in Yogyakarta with the respondents being 51 new students of the university. The study used a questionnaire as its instrument and the survey revealed that the respondents had a higher mean value intrinsic motivation than extrinsic one.

Similar to the aforementioned study, this research would also be a survey to investigate motivation towards English. However, the sample used in this study would be junior high schools from Purwokerto. Furthermore, the research would add one additional variable which was students' attitude toward the English language.

7. Research Entitled “Junior High School Students’ Readiness to Participate in E-learning and Online EFL Classes during the COVID-19 Pandemic” by Maburr (2021)

A closed-ended questionnaire to study students’ opinions towards English learning has also been done before. Maburr (2021), in a study “Junior High School Students’ Readiness to Participate In E-learning and Online EFL Classes during the COVID-19 Pandemic”, conducted a quantitative survey on Indonesian high school students with readiness, motivation, and willingness to join online English classes being some of the discussed topics in the study.

Despite the similar method of data collection and research design, the topic of this research would be different as the study would attempt to investigate students’ motivation and attitudes towards learning English in general. The researcher’s goals are to investigate the climate of attitude and motivation of junior high school students in Purwokerto using a closed-ended online questionnaire. Furthermore, the population and respondents for this survey study are different.

Despite the fact that this research would be similar in some ways to most studies mentioned above, the population of this study would be different as they come from five high school students in Purwokerto, Indonesia. Therefore, the researcher hopes that this research may contribute more data and comparisons for the vast discussion of attitude and motivation towards English learning.