

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Attitude**

##### **1. Definitions of attitude**

Every single person has their own behavior regarding any phenomenon in their life, it is also encountered in education and university. There may be phenomena encountered by students with their personal responses; they might show their attitude as the response regarding education as example online English learning media.

There are several thoughts about attitude expressed by the experts:

Crano and Lawrence (1982:15) define the attitude as the individual internal behavior, which goes in someone's mind. While Morgan (in Maya, 2015:5) define that, an attitude is generally defined as a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situation. There is another opinion which says that attitude is the individual's awareness that determines the real action and the actions that will occur, that for it is a matter that determines the attitude of nature, the nature of both the present and future actions. (Abu Ahmadi, 1988: 52)

It seems that according to the three definitions above, there is no noticeable difference between one another and there even seems to be mutual reinforcement, that for instead it appears to be a more appropriate definition. Apart from that all the clear attitude or attitude is always directed at a thing or an object.

##### **2. Types of Attitude**

The types of attitudes are distinguished on:

- a) Positive Attitudes Positive attitudes are attitudes that indicate acceptance, acknowledge, approve and implement the norms that apply where the individual is located.

b) Negative Attitudes Negative attitudes are attitudes that show behavior that does not agree with the norms prevailing where individuals are. Positive attitudes and negative attitudes related to norms, without knowing the prevailing norms, one will not know whether a person's attitude is positive or negative. (Sunyoto, 2012: 274).

### 3. Factors that influence attitudes

According to Azwar (2013:17), there are several factors that stimulate the attitudes. These factors are as follows:

a) Personal experience

Personal experience can be the root for the formation of attitudes; personal experiences should grant a solid impression. The attitude will be more easily created when personal experience happens in conditions involving emotional aspects.

b) Other people's influence that are considered important

In general, people tend to adapt the attitude of people in society. This tends to be motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

c) Influence of culture

Culture is one of the factors that could influence the person's attitude creation. Culture has colored the attitude of members of the community because the pattern is culture that gives individuals experience public care.

d) The mass media

The mass media such as television or other communication media can affect someone's attitude based on what they watch or listen. These influences start from habit or even unite with their personal characterization, behavior, and attitude.

e) Institute of Education and Religious Institutions

The place where a person works, occupation, and education institution gives different influences to a person's attitude. For example: a person who was raised in a military background will have a different attitude from person who was raised in religious institutions.

f) Emotional Factors

Sometimes, a form of attitude is based on emotion which serves as a sort of pointing frustration or disaffection of the ego defense mechanisms.

That for, it can be concluded that the formation of attitudes is influenced by various factors, experience of object that gives a good impression will form a positive attitude; less experience will form a negative attitude. While the emotional factors, it is more on the psychological condition of an individual, feelings of attraction, pleasure, and feelings of need will form positive attitude, while feelings of hate and distrust will form a negative attitude. Meanwhile other factors forming attitudes include communication influences, group interactions, and influences culture.

**B. English as Foreign Language**

English language is generally known in the world. Not all countries adopt it as a second or main language. English become a foreign language for non-English speakers. Harmer (2007: 19) states that EFL described situations where students are learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Brown (2001: 116) says those foreign language contexts are those in which students do not have ready-made contexts for communication outside their classroom. EFL is prepared for the students in the specific time or events. Using English for global communication, especially on the internet, means that our students are in fact part of a global target-language community. They are prepared to communicate by using English as a global language in the future. Because English becomes a powerful influence in daily life, finally learning it from an early age is needed.

### **C. Definition of Vocabulary**

Vocabulary is one of the important parts or aspects in English learning that should be mastered by especially English students. Vossoughi (2009:1) defines that vocabulary is the tool we use to think, express ideas and feelings, and learn about the world. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

### **D. Kinds of vocabulary**

The following are some type of vocabulary that defined by the experts as follow:

Commonly, some experts differentiate two categories of vocabulary: active and passive vocabulary. Haycraft (1997) separated vocabulary into two, active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce properly and use practically in speaking and writing. On the other side, passive vocabulary is the words that the students recognize and understand when they occur in a context, but they cannot utter correctly by themselves.

According to the explanation above, it can concluded that there are two main types of vocabulary. First one is active which means the speaker understands and is able able to speak clearly and often in their speaking. While passive vocabulary is a word those speakers can recognize the word of things but they cannot pronounce it properly in writing or speaking.

Good in Rohani (2011) categorize vocabulary into four kinds, they are as follows:

- a. Oral vocabulary consisting of words, which are actively used in speech. The significance of character of oral vocabulary is that it is actively used by the speaker and in unrehearsed situations.
- b. Writing vocabulary consisting of words which are actively used in writing since it is not under the constraints of time. It is substantially under range than the vocabulary of unrehearsed.

- c. Listening vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.
- d. Reading vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.

Furthermore, according to Heriyawati (2010) there are two kinds of vocabulary: high and low frequency vocabulary. High frequency vocabulary is one which is often used by the speakers, such as pen, orange, and table. Meanwhile, low frequency vocabulary is one which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listener, for example, aardvark, which is a name of an animal.

#### **E. Importance of learning vocabulary**

Learning vocabulary is very important in learning a language especially English, because the prospective knowledge that can be known about a word is rich and complex (Schmitt, 2000:5). Due to the complexity of words, we have to find out the best way to enrich students' vocabulary. Without vocabulary mastery to express a wider range of meanings, communication cannot happen in any meaningful way (Vossoughi and Zargar, 2009:80). It means that vocabulary is part of language construction that must be mastered by the student to get perfect English language.

#### **F. Definition of Grammar**

Grammar is an important component of a language. Studying the grammar of a language will affect the mastery of language skills. Therefore, in studying language properly, grammar is a subject that should be studied in depth. The students need to be given acceptable provision of grammar that for they have good language skill.

There are several definitions of grammar. First, according to Richards and Schmidt (2010: 251-252) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The next definition, Yule stated that grammar is the process of

describing the structure of phrases and sentences by considering its order in a language (2006: 74). The last, grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000: 8).

As can see in the description above, grammar is one of the very essential aspects that need to be mastered by the learner beside the vocabulary. To make a good sentence or good language, those vocabularies need to be structured in order to get proper meaning, context, and rule of language.

### **G. Importance of learning Grammar**

Lock (1997: 1) claims that grammar is a set of rules which specify all the possible grammatical structures of the language including two aspects. They are the arrangement of words and the internal structure of words. In line with Lock, Brown (1994: 347) states that grammar is a system of rules overriding the conventional arrangement and connection of words in a sentence. Grammar has an important role in the presence of the four language skills because grammar is the basic of English. Though it know that grammar has an important role in language learning, the learners often feel that grammar has become a complex fragment in language learning. It can be a big matter for the learners if they lack grammar comprehension.

According to Bastone (1994: 3), “Language without grammar would surely leave us seriously handicapped”. Based on the statement, in language teaching, grammar is an integrated part of language used by the learners in everyday communication. It can be realized that without studying grammar, someone would not be able to speak English in the proper way. Although it know that grammar has an important role in language learning, the learners often feel that grammar has become a complicated section in language learning. It can be a big problem for the learners if they lack grammar understanding

### **H. E-learning**

E-learning or abbreviated as electronic learning is a learning method that uses external technologized tool, equipment to support the teaching learning activity. It has a more interactive way and makes students more understand

with the material. The e-learning can also be used for replace face-to-face meetings if cannot be held for some reason.

In today's condition regarding the pandemic of Covid-19, e-learning method is way suitable for this, because the ordinary class attending is temporarily prohibited, the learning way can use e-learning and students can access it from home. The e-learning can also be applied for submitting assignments and examinations.

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad et al (2009) defined E-learning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is narrowed by some researchers as any learning that is internet-enabled or web-based (LaRose et al, 1998; Keller and Cernerud, 2002).

Based on the explanation above, it can be concluded that e-learning is a learning method that utilizes the internet technology to support the teaching lecturing during the pandemic of Covid-19.

## **I. Previous Related Research Findings**

To compose this thesis, these are some previous research findings related to this research that can be described as follows:

Febrianti(2018) in her study, which titled "*Students' Attitude Toward Quipper School As An English Online Learning Media at Sman 1 Argamakmur Bengkulu Utara*", concluded that that students' attitude toward "Quipper School" as an English online learning media was positive. The respondents in this study are 6 classes from each grade. Students had a positive attitude toward Quipper School on each aspect. There were 3 aspects in this research, they were cognitive, affective, and behavior aspects. The highest mean score for each aspect is cognitive aspect. The lowest mean score is for the affective aspect. However, in general, students' attitude for those aspects is positive.

Pekel (2002) had conducted a research about Students' Attitudes towards Web-Based Independent Learning at Bilkent University School Of English Language. He concluded that students' attitudes towards an innovative educational tool: the internet, The positive results are quite encouraging as they imply a welcoming of a new and beneficial educational tool which can offer learners who seek their own paths various opportunities for better learning leading to autonomy, which is claimed to make learning a more meaningful, effective, and long-life experience.

#### **J. Moodle as an online learning platform**

Moodle is the short name for Modular Object Oriented Dynamic Learning Environment. Moodle is a learning management system (in some literatures, it is called a virtual learning environment. In general, it is considered as a freeware, which means that it is relatively free to use (moodle.org, 2014).

