

CHAPTER II

THEORETICAL REVIEW

A. Attitude

1. Nature of Attitude

People hold thousands of attitude, including those about family, friends, public figures and many more. When we talk to someone, we start to form opinions about them. Within minutes or seconds, we probably have strong ideas about whether they are kind, and friendly, or whether they are rude and unfriendly.

There are many attitude definitions from many researchers. Among them, Mednick et al stated an attitude is a predisposition to act in a certain way towards some aspect of individual's environment, including other people. The word 'predisposition' means that there is a tendency toward an action, not that an action will always follow. Circumstances will determine whether or not it would be desirable to engage in some sort of action as a result of an attitude.

Gardner claimed that attitude is an evaluative reaction to some attitude object. Attitude objects may be concrete (e.g book) and abstract (e.g human rights). Eagly and Chaiken, as cited in Zanna and Albarracin (2014) stated that attitude is not directly observable but can be inferred from observable responses. Hogg and Vaughan (2005) suggest that attitude

represent an individual's like or dislike for something or somebody and they behave towards events or others.

From those definitions stated above it can be concluded that attitude is willingness to respond positively or negatively to attitude object.

2. Component of Attitude

Historically, the most prominent framework for study of attitude has been the tripartite or three-component model (Fazio & Olson). They are affective component, behavior component and cognitive component. Affective denotes individual's feeling. Behavior denotes individual's intention towards to an attitude object. Last, cognitive denotes the beliefs individual has about an attitude object.

In CACModel suggest by Schiffman and Kanuk as stated in Visal (2014) that attitude are constructed around three components: (1) a cognitive component (beliefs), (2) an affective component (feeling) and (3) a conative component (behavior).

As has been stated before, it is generally accepted that attitude consist of three components: affective component (feeling or emotion), behavioral component (response or action), and cognitive component (belief or evaluation).

a) Affective component

This component involves an individual's feelings or emotions about an attitude object. The affective component becomes stronger as an

individual has more frequent and direct experience with the attitude object. Statements such as “I like or dislike it” or “I prefer this one” reflect the affective component.

b) Behavioral component

This component refer to the individual’s behavior occurs as a result of his or her feeling about an attitude object. The behavioral component refer to an intention to behave in a certain way toward someone or something. This component can be measured by observing behavior or by asking an individual about his behavior or intention.

c) Cognitive component

This component reflects an individual’s perceptions or beliefs. Cognitive elements are measured by asking about thoughts. The statement “I believe snakes are dangerous”, reflect the cognitive component of an attitude.

3. Factors influencing attitude

Several factor may influence an attitude. In most studies, education, experience, prejudice, and environment, are the most commonly factors influencing an attitude.

a) Education

Family is the first place of education. It has a large impact on the formation of someones’ attitude. It is because we tend to imitate our parents’ habits and behaviors. Our parents teach us not only knowledge

but also faith, moral, social and others. If there is something wrong in the early education, the opportunities for children to have negative attitude will be higher.

After getting education at home, children begin to enter formal education or school. In the school teachers have to educate and teach as well as improve and refine their students' attitude brought from their families.

b) Experience

Attitude will be easily formed when personal experience involves emotional factors. In situations involving emotions, appreciation will be more in-depth experience and longer trace. For example, someone who has experienced a bad thing will be more careful in determining his steps because he does not want to repeat the same mistake.

c) Prejudice

According to Cambridge dictionary, prejudice is an unfair and unreasonable opinion or feeling, especially when formed without enough knowledge (usually negative). Prejudice includes all three components of attitude (affective, behavior, and cognitive). For example disliking people without knowing their abilities just because of their religion, nationality, or soon.

d) Environment

Attitudes develop by an individual, whether positive or negative are the result of environment influence. If someone is in a good environment it can provide a good influence and develop his positive attitude. Meanwhile, if someone is in a bad environment it can give a bad influence that is not good for him.

4. Types of attitude

Attitude can be referred to our response to people, places, things, or events in our life. It is very important to know about different types of attitudes because of their importance in our life. Different people may hold attitude toward the same attitude object for different reasons. For example, some people vote for the president because they like him, whereas others against the president because they just dislike him. Attitude usually develop from our own thoughts which may be positive, negative or neutral.

a) Positive attitude

We tend to label people have positive attitude when they show or do a good deed. Positive attitude means an individual have or show a good view or response toward an attitude object. Individual who has positive attitude has many benefits which effect out other kinds of behavior in a good way.

b) Negative attitude

Such type of attitude will make individual always searching weaker elements of the attitude object and are not inclined towards positive elements. People who has negative attitude are always carry the sentiment of hatred for attitude objects. They often compare themselves with other people and find the bad in them only. Such type of person is exactly opposite of the one with positive attitude.

c) Neutral attitude

People with this type of attitude cannot decide what is good or not for themselves. They do not give enough importance to the situation. They tend to run away from the problem and leave it for someone else.

B. Language Attitude

1. Nature of Language Attitude

Language attitude is a broad term and consists of different aspects. Gardner distinguishes three types of language attitudes: (1) Attitudes towards a language community, (2) attitudes towards a language, which can include attitudes towards language learning, or towards specific aspects of the language, (3) attitudes related to the learning situation, such as how the teacher or the course is perceived.

Holmes expressed three levels of attitudes towards a social or ethnic group. The first level is the attitude towards a social or ethnic group. The

second level is attitude towards the language of that group, and the third is attitude towards individual speakers of that language. In Fasold's point of view language attitude should not restrict themselves to attitudes towards language only, but should open themselves up to the speakers of whatever language and society they live in. It is very important to look at certain key variables in order to study language attitude. Attitude toward language might be different according to age, gender, ability, language background and cultural background for the people in society.

From the explanation above, it can be summarized that language attitude is actually the feeling people have about language. People generally do not hold opinions about language in a vacuum. They develop attitudes towards language which reflect their views about people who speak the language and the contents and functions with which they are associated.

2. Component of Language Attitude

In general terms the study of language attitudes has been based on two theoretical approaches (Anastasia, 2009): the behaviorist approach and the mentalist approach. According to the behaviorist perspective, attitudes are behaviors or responses to a given situation. Fasold commented that this viewpoint made research easier to undertake, since it is only necessary to observe, tabulate and analyze overt behavior.

The mentalist perspective, on the other hand, means that language cannot be observed directly since it is mental. The mentalist view defines

attitude as an internal state of readiness which when aroused by stimulation will affect the response of the individual. The mentalist view is the most represented one and has three components, the affective (emotional reactions and feelings), conative (behavioral intentions and interest), and cognitive (individual's belief system, knowledge and perceptions).

a) Affective Component

Affective refer to the emotional feeling such as a person's feeling of enthusiasm for poetry written in certain language. The inner feelings and emotions of English Foreign Language (EFL) learners may influence their perspectives and their attitude toward English.

b) Behavioral Component

★ Fishbein argues that the behavioral component consists of intentions to act and does not lead to or include concrete actions. According to this definition, a behavioral aspect does not necessarily result in actual behavior, but can merely represent a person's desire to act.

c) Cognitive Component

Cognitive component refers to beliefs about the nature of object and its relations to other objects. This kind of relationship can be reflected in a person's belief that learning English will help

them to get better job. People who hold this belief has established a connection between the acquisition of English and finding better job.

3. Types of Language Attitude

Learning process is regarded as positive change in the individual's personality. Since individual has learned a specific subject they are supposed to think and behave in different manner (Kara).

Most of the researchers agreed the positive attitude towards the target language will affect more positive result in the learning. In contrast, negative view to the language being learned will be more likely to cause negative result in the study.

Baker (1992) divided language attitude into two types. An integrative attitude which concerns more on social and interpersonal orientation. On the other hand, an instrumental attitude is mostly self-oriented.

1. Integrative Attitude

According to Gardner, integrative refers to a positive attitude towards target language. It has defined as a desire to be like representative members of the other language community. It also in line with Brown (2000) who stated that learners who had integrative attitude will try to

integrate themselves within the culture of the target language, to identify them with and become a part of that society.

Basically an integrative language attitude is an attitude which is characterized with some desire and behaviors of the learners to integrate themselves with the language being learned. According to Baker, an integrative attitude to a particular language may concern attachment to, or identification with a language group and their cultural activities. Wanting friendship within that group indicates an integrative orientation. An integrative learners not only learn a language to have a proficiency in it, but also wish to know, imitate or adapt themselves to the culture related to the native speakers of the language. With such attitude learners may read lots of books, papers, or magazines written in the language, want to speak in the language with people they meet, and even perhaps wish to live in the country where the language is widely used. Researchers have claimed that learner with this attitude are more likely to succeed in mastering the target language than those who are not. Gardner on his research found that the integrative learners are generally more successful in acquiring French than those who are instrumentally oriented.

2. Instrumental Attitude

An instrumental attitude characterized by a desire to gain social recognition through knowledge of foreign language (Gardner and Lambert, 1972). It is accordance with Holt's (2001) who stated the purpose of the

language acquisition is more ulterior, such as meeting the requirements for passing a test, applying a job, even achieving higher social status.

An instrumental language attitude identified when the learners study a language in order to fulfill only material needs, but has not the need of being part of the culture related to the language. Students who are less motivated in practicing the language outside the classroom are often less interested in understanding the culture or the native speakers of the language. They never have an interest in reading books, papers, or magazine or watching movie in which the language is used. The attitude is also usually followed with no desire to interact with the native speakers of the language even when there is actually a good opportunity to do so. With this attitude the learners tend to be less successful in reaching the goal of the learning.

C. Previous Study

1. Attitudes of Learners Toward English: A Case of Chinese College Students by Yang Yu, M.A (2010)

The purpose of the study is to investigate the attitudes of Chinese college students toward English, English education policies in China, and their purposes in learning English. The researcher used questionnaire and interview to collect the data. The researcher found that Chinese college students have positive attitudes toward English and China-English. They acknowledge the fact that many varieties of English exist, but they prefer to learn American and British English rather than others. According to

the result, China English is acceptable and it easier for them to understand. She also found that the longer students have learned English, the more they have positive attitudes toward English. However, they were not satisfied with the English education policies in China, they supported the policy that early English education begins at Grade 3 in elementary school but argue against the practice that college students expected to achieve the same English language proficiency since some students will not use English frequently in their future jobs.

2. An Evaluation of Students' Attitudes toward English Language Learning in Terms of Several Variables by Mehmet Nuri Gömleksiz

The purpose of the study done by Gomleksiz is to explore students' attitude toward learning English in terms of gender, grade level, and department variables. The data collected through questionnaire involved 1275 (594 male and 681 female) students at Firat University, Turkey. 614 of the students are freshmen and 661 students are sophomores. As to the department, students are distributed in nine departments as follow: Elementary Mathematics Education (n: 136), Early-Childhood Education (n:87), Turkish Language Education (n:176), Social Studies Education (n:175), Elementary Science Education (n:172), Elementary Education (n:197), Computer Education & Instructional Technology (n:176), Fine Arts Education (n:72), Religious Culture and Moral Education (n:84).

After collecting and analyzing the data, the researcher found that female students had more positive attitudes in interest, usefulness and

teacher subscales than male students. He also found sophomores' tendency toward learning English was higher than freshmen' in those aspects. As to the department, students' attitudes vary from one department to another as follow:

- a. Elementary Mathematics Education, Turkish Language Education, Social Studies Education, Computer Education & Instructional Technology and Religious Culture and Moral Education departments felt more confident than those of Early-Childhood Education, Elementary Science Education, Elementary Education and Fine Arts Education departments.
- b. Students of Elementary Mathematics Education and Turkish Language Education believe usefulness of learning English more than the other student groups.
- c. Students of Elementary Mathematics Education and Social Studies Education had more positive attitudes towards their English teacher than the students of Elementary Education, Fine Arts Education and Religious Culture & Moral Education departments.

3. High School Students' Attitude towards Learning English Language by Gajalakshmi (2013)

This study was attempted to investigate the IX-standard students' attitude towards learning English language. The results revealed that there is a significant difference based on the gender,

locality of the school, type of school, type of management. Male students have high attitude towards English than female students. Urban area students have high attitude towards English than rural area students. Co-Educational school students have high attitude towards English than other school students. Government school students have high attitude towards English than private school students.

