

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Attitude in learning English

Attitude is important in learning English because to get success in learning process should have attitude to measure the purpose of learning English. Attitudes are important to us because they cannot be neatly separated from study.¹ Attitude is considered as an essential factor influence language performance.² Meaning that attitude is very important in learning process. Concept of attitude could enhance the language learning process because attitude can influence the nature of student's behavior and belief towards the other language. Students should acknowledge that positive attitude of facilitates in learning english.

Attitude aspect consists of three components that available in learning English. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism, and human humanizm respectively.³ It means that in attitude concept of language learning there are three aspects like behavioral, cognitive and afective or emotional.

¹ Dr. Mohamad Jafre Zinol Abidin. "*EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students*". Asian Social Science vol 8, No 2. February 2012. P.121

² *Ibid.*

³ *Ibid.*

a. Behavioral Aspect of Attitude

Behavioral aspect of attitude tell about respons of someone to the object in particular situation. Kara stated:

“positive attitude lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally”.⁴

So, if learners have positive attitude otomatically, they want to learn more and find the information to increse their skill.

b. Cognitive Aspect of Attitude

Cognitive aspect of attitude describes about beliefs of the learner to receive knowledge and understanding in the learning process. The cognitive attitude has four steps. There are connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situation.⁵ In conclusion cognitive aspect of attitude explains about the way of someone to get knowledge in learning process.

c. Affective or Emotional Aspect of Attitude

Attitude can help learners to express their emotional in situation, and then learners can express like or dislike about the object. In other words, it is about feelings and emotion. Feng and Chen stated: “learning process is an emotional process. It is affected by different

⁴ *Ibid.*,122

⁵ *Ibid.* 122

emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yield.”⁶ In other words, the emotions of learners influence their attitude to the language.

So, positive attitude will help someone to increasing the object. On the contrary, negative attitude means that the way to avoid, distroy, and give disadvantages to the object.

2. The Nature of Attitude

One of aspects that often found by English teacher at several schools in Indonesia is the students do not have good response of learning English itself. This problem is probably because by English is supposed as foreign language in our country. This phenomenon is different from the other countries in which English is considered as their native language or second language. Good response means good attitude. In other hand, the students who have negative attitude of learning English are needed to be solved by the teachers as well as possible by giving more suggestion and more attention in order that the purposes of educational can be possibly achieved.

Attitudes like all aspects of the development of cognition and affect in human beings are developed early in childhood and are the result of parents and peers’ attitude contact with people who are different in any number of ways and interacting affective factors in human experiences.

⁶ *Ibid.*

These attitudes form part of one's perception of self, of other, and culture in which one is living.⁷

Dealing with attitude, Calhoun and Acocella states that an attitude is a cluster of ingrained beliefs and feelings about a certain object and a predisposition to act toward that object in a certain way.⁸

In the other hand, attitudes considered as the people's tendency to act positively or negatively of learning something. That is way the writer concluded there are people who have positive or negative attitude toward something. For instance, there are students who have positive and negative attitude of learning English.

If the students do not have interest and motivation to increase and measure the target of language to communicate with other people. On the other hand the learners will possess a negative attitude and they do not have motivation and interest in language learning. So, learners' attitude could incorporate in learning English because it can influence their performance in acquiring the target of language. The students' attitude of learning an object is perception which is followed by a tendency to an effort, as a their attitude of learning the object itself. In other words, the attitudes are the interactions to do everything for the object. Zimbardo and Ebbsen says: "the attitude as predisposition toward some one, idea, or object that contain some components such as: cognitive, affective, and

⁷ H. Douglas Brown. *Principles of Language Learning and Teaching Third Edition*, (New Jersey: Prentice Hall Regents, 1994) p.168

⁸ Drs. Alex Sobur, M.Si. *Psikologi Umum*, (Bandung: CV Pustaka Setia, 2003) p.359

behaviour.”⁹ Whether it is related to students’ positive attitudes of learning English, so it can be notice from their response of learning English, for example: they always do their assignments and homework given by the English teacher.

Pasty M. Lightbown states that positive attitude produce successful learning or successful learning engenders positive attitudes, or whether both are affected by other factors.¹⁰ Furthermore, Loree states that: “attitude categories in to three components, there are affective, cognitive, behavioral components.”¹¹

- a. Affective component is one of feeling for an object. For example: the students like the English taught by the teacher in the classroom.
- b. The cognitive component deals with ones perception or concept about an object. For instance, the students believe that by enjoying the English taught, automatically it will increase their English ability.
- c. The behavioral component is the result of cognitive and affective components the activity to do something. Such as, practicing English, making the exercises given and making home work, etc.

Based on the explanation above, the problems that become the focus of this research is on affective, cognitive, and behavioral components of the students’ attitude of learning the English.

⁹ Drs.H.Abu Ahmadi. *Psikologi Sosial*.(Jakarta : Rineka cipta, 1990) p. 163

¹⁰Pasty M. Lightbown and Nina Spada. *How Languagea Are Learned*, (New York: Oxford University Press, 2006)p.63

¹¹ Loree M. Ray. *Psychology of Education*. (New York: The Donald Press Company 1965) p.422

Donald describes;

“an attitude prepares an individual to be motivated in specific ways, a student who has a positive attitude of learning assignment will be motivated to make his/her assignments, which is given a teacher. While a student with negative attitude will not study at all or will study poorly.”¹²

From the explanation of the components of attitude above, it is clear that affective and cognitive components will also be followed by the positive behavioral component. For instance, the students enjoy the English because it is beneficial and useful for their future, so they will do the activities to learn it as well as possible.

In other words, those who have positive attitude or negative attitude of learning English will also determine their achievement and their English score.

On the other parts, attitude cannot be seen. A person's attitude can be inferred by observing his behavior in situation where he has a choice of positive and negative ways of responding.¹³ Based on this opinion, it can be concluded that one's attitude of learning and object can be inferred by giving a kind of questionnaire about it. For instance, we give him a number of statements about objects, events or ideas and ask him to indicate whether he likes or dislikes various items of this pattern of like or dislike. We infer his attitude of learning the object to which the items refer. In the other word the result of the questionnaire can be used to determine whether she or he has positive or negative attitude or

¹² Donald, Frederick, J.Mc. *Educational Psychology* (California : Belmont, 1965) p.311

¹³ *Ibid.* 311

learning them. Therefore, in order to know the attitude in learning English, we give them the questionnaire about the attitude of learning the English in senior high school level.

3. Achievement

Hornby explains that achievement is the effect of result of a event, or of circumstance.¹⁴ From the explanation above it is concluded that achievement is a result that someone gets after she or he learns the material of a subject matter within a certain period time. In this study, English achievement is the result of the students after she or he got the English test given by the teacher.

We should know what matter in achievement of the students. Ovid

K. Wong states:

“We offer two commonsense interpretations of the findings. First, students need to keep up with school attendance to increase the learning time. Second, how does the social-economic status of a family (reflected by free/reduced lunch) influence student learning? Can this be due to students taking part-time employment or parents setting low students expectation? Learning distraction and low expectation can be the environmental influence of a free/reduce lunch student and both influences are detrimental to student achievement.¹⁵ “

So, high expectation of parents and teacher are very important to stimulate and influence student achievement. Besides, parents and teacher should pay attention about communicate high expectation and learning

¹⁴ Hornby. Op.Cit.,

¹⁵ K.Wong, Ovid and Daniel M.Casing. *Equalize Student Achievement Prior* (Maryland: Rowman and Littlefield Publisher, 2010)p. 92

ability, social-economic and religious background. As a teacher we should interact with students.

Coleman says that student background and social-economic status are much more important than school funding to ultimately determine students' achievement. The Coleman report concluded:

Schools bring little influence to bear on a child's that is independent of his background and general social context; and... this very lack of independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school.¹⁶

Based on the explanation above, there are two factors that influence student's achievement; the first is school and the second one is home and community. The school factor focuses on the quality of teacher and class. The home and quality factor focus on parents' education as reflected by the parents' potential income and their social-economic status and religious background that teach by the parents to the children is also important one to increasing their achievement. Teachers prefer higher-economic status schools because they want to offer a more salary. Money is needed in education because it is important to teachers for living. Class is another important thing for student learning because it frequent teacher and student interaction and learning activities. As a teacher, he should pay attention to the class size because it can determine the students and teacher to be successful in teaching and learning process. One solution is to hire another teacher, so the 30

¹⁶ Ibid.,p.93

students can be split into two classes of 15 students each.¹⁷ So, the best way to make success in teaching and learning process is that each class consists of 15 students.

In addition education of parents is a big contribution to the family's income and environment of home. Family contributes to the income of school. Good educated parents are motivation and good predictor of student's academic achievement. An important factor influencing student's achievement is to the home and social community because many people believe that students will get better of achievement when the home and community give positive influence to the students to do a good ways at schools. Based on the explanation, student's achievement is a collaboration between home and school to guide student to success.

a. English Learning Achievement

Achievement in learning means that the results in learning process by students in doing activities like exercises and test. In this research, learning achievement is measurement of the achievement in mastering the language skills; they are receptive skills (listening and reading) and productive skills (speaking and writing).

Reading and listening are the receptive skill in language that are very important to be mastered. It is because by having qualified reading and listening skill, the students are able to receive much information in English.

¹⁷ Ibid., 94

Reading is a fluent process of readers combining information from a text and their own prior knowledge to build meaning. The goal or achievement expected in reading is that comprehension.¹⁸ Comprehension is the active process of constructing meaning from text which involves accessing previous knowledge, understanding vocabulary and concepts, making inference, and linking key ideas.¹⁹ Listening is a measure ment of, the students comprehension in understanding phonemes, sentences and, grammatical in the text.

On the other hand there are, also productive skills (speaking and writing). Speaking is an activity uttering ideas, opinions, and information trough spoken language. Chaney stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.²⁰ The goal of speaking mastery is that the students are able to communicate by using the language learned fluently and accurately. So, If the students understand about the communication means that the students can reach the meaning of communication to get the idea and can speak well and can get the high achievement. Other productive skill that should be mastered by the students in order to get the high achievement in English is writing. Writing is an activity that a person does to express his ideas, feelings, or

¹⁸ Neil Anderson, "What is Reading", in David Nunan, *Practical English Language Teaching*, Mc Craw Hill, Sydney, 2003, p.68.

¹⁹ Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Method of Reading Instruction Grade K-3*, ASCD, Alexandria, 2004, p.98.

²⁰ A.L. Chaney and T.L. Burk, *Teaching Oral Communication in Grades K-8*, Allyn&Bacon, Boston, 1988, p.13.

something by using written language.²¹ In learning writing, the students should know how to express their ability in writing and understand about word, sentences, grammar, and punctuation in writing activity.

4. The overview of the attitude of learning English

Gardner states that the various ways of classifying attitudes can be seen reflected in the relationship between the attitude measures and indices of achievement in a second language.²² Based on theory above, we can conclude that attitude will influence successfulness in learning English. Furthermore, Gardner also classified in terms of relevance to second language achievement. Some attitudes are obviously more relevant to the task of learning a second language than others and such differences would be expected to be reflected in the correlations of various with indices of achievement in a second language.²³

B. The Relevant of the Research

In 2012, Dr. Mohammad Jafre Zainol Abidin conducted a research entitled “EFL Students’ Attitude towards Learning English Language: The Case of Libyan Secondary School Students”. This research concerned on cognitive, affective and behavioral attitude in this school. He found that attitude concept was considered as an essential component in language learning. So, a positive attitude should be the umbrella of language

²¹ A.S. Hornby, *Op.Cit*, p.1500.

²² R.C.Gardner. *Attitude and Motivation in Second Language Learning* (Singapore: The Chaucer Press, 1985)p.51

²³ *Ibid.* 52

learning. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. Cognitive performance can be achieved if the EFL learners process positive attitudes and enjoy acquiring the target language. For the reason, the affective perspective, especially attitude, should be considered in language research.²⁴ it is different, because in this reasearch, the researcher finds the correlation between attitude in learning English and English achievement of the second year of MA Al-Qasimiyah Sorek 1 Pelalawan Regency.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, the writer concludes several factors to be operated which, are described in operational concept. The indicators are follows:

Variable X:

1. The affective component

In affective component there are 8 questions there are number 1 until number 8.

- a. The students express like or dislike about the object.
- b. The students feeling for an object

²⁴ Dr. Mohamad Jafre Zinol Abidin. "EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students". Asian Social Science vol 8, No 2. February 2012.p.126

Items	Statement	Alternative response					N
		SA	A	U	D	SD	
		5	4	3	2	1	
1	I like to study English subject						
2	I like to read English book to improve my English ability						
3	In my opinion. English subject is not a very difficult whether it is compared with another subject						
4	I enjoy and never bored and studying English in the classroom						
5	I am very happy whether I could by and read English book because English is useful for my future						
6	I am very happy whether English teacher explains the material specifically						
7	I am interested to the English subject because of various the teacher's strategy in teaching English						
8	I am pleased to practice English and never care whether making mistake, because mistake is process in teaching and learning English						

2. The cognitive component

In cognitive component there are 8 questions there are number 9 until number 16.

- a. The students' perception or concept about an object.
- b. The students' beliefs to receive knowledge and understanding in the learning process.

Items	Statement	Alternative response					N
		SA	A	N	D	SD	
		5	4	3	2	1	
9	English subject is an extremely important subject to be learn by senior high school students						
10	It does not matter for me whether the English teacher takes more time to teach English						
11	In my opinion, mastering and understanding the materials are given by English teacher in the classroom is the aim of learning English subject						
12	In my opinion, we have to confidence to practice my English to my English teacher and friends						
13	Reading English books, English dictionary, English magazine and newspaper will enrich my vocabulary						
14	If I have problems in learning English, I ask to my English teacher						
15	I learning English is not to pass the exam, but also increase my English ability and get a good job						
16	Learning English does not make me busy and careless to review another subject						

3. The behavioral component

In behavioral component there are 8 questions there are number 17 until number 24.

- a. The students respond to the object in particular situation.
- b. The students' activity to do something.

Items	Statement	Alternative response					N
		SA	A	U	D	SD	
		5	4	3	2	1	
17	I never absent in attending the English class						
18	I usually write my note to make me understand more about the English materials that are given by English teacher						
19	I am always serious in attending English discussion						
20	Whenever I am given homework, I do it by my self						
21	I always do my assignment and submit it on time						
22	Homework helps me to recall the previous lessons						
23	I never cheat whenever I have test						
24	There is no reason not to study the English subject because English subject is a crucial skill in this area.						

Variable Y:

Since the data about the students' achievement in learning English are obtained through the examination conducted by the school, the writer will interpret the student's score or achievement into some measurable categories as follows:

The Category of Students' Achievement

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (in Samsu Duha)²⁵

The standard minimum score (KKM) for English lesson of the second year of senior high school is 70 point.²⁶ The scores of dependent variable (Y) can be seen based on English achievement obtained from the teacher's documentation.

D. The Assumption and Hypothesis

a. The Assumption

In this research, the writer assumes that:

1. The students' attitudes in learning English are various.
2. The students' English achievement is influenced by several factors; one of them is various attitudes.

²⁵ Samsu Duha. *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-kautsar Sail Pekanbaru*. Pekanbaru: Unpublished (2009), pp. 54

²⁶ Badan Standar Nasional Pendidikan. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah Standar Kompetensi dan Kompetensi Dasar SMA/MA*. Jakarta: BSNP.2006. p. 126

b. Hypothesis

The hypothesis which is necessarily tested through this is as follows:

1. The Null Hypothesis (H_0)

There is no significant correlation between attitude in learning English and English achievement.

2. The Alternative Hypothesis (H_a)

There is a significant correlation between attitude in learning English and English achievement.