

Chapter Two

Literature Review

This chapter presents reviews of some related theories to this research. It consists of a number of headings such as definition of attitudes, types of attitudes including positive and negative attitudes. This chapter also discusses factors influencing attitudes, and factors influencing learning language.

Theoretical Review

Definition of attitudes. According to Eagly and Chaiken (1998) as cited in Bartram (2010) attitudes can be defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p. 269). In other hand, attitudes are a person’s character which is made from his/her prior knowledge. This knowledge influences their thinking and their sense of a human to respect or disrespect others. On this research, attitudes are defined as students’ perception, belief, and thoughts of learning English (Noursi, 2013).

According to Montano and Kasprzyk (2008), as cited in Abidin, et al. (2012), stated:

Attitude is determined by the individuals’ 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 (p. 71).

According to Gardner (1985) as cited in Abidin, et al. (2012, p. 121), “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.” Baker (1988) as cited in Bhaskar and Soundiraraj (2013) also pointed out “attitudes are dispositions to approach an object, a person, an institution or an event favorably and unfavorably” (p. 112). The researcher concludes that attitudes refer to people’s favorable and unfavorable point of view reflected in their daily life.

Types of attitudes. Ellis (1994) in Bhaskar and Soundiraraj (2013) stated that positive attitudes toward second language (L2) learning and its L2 teachers can improve students’ study while negative attitudes can obstruct it. Students’ attitudes also influence their L2 proficiency which can be noticed from students’ individual performance. Students who have positive attitudes can reach their goal successfully, while students who have negative attitudes will feel difficult to reach their objective in learning or acquiring English language. According to Brown (2000), the negative attitudes can be changed by using appropriate methods and materials to support students to acquire their target language (English). Students who have negative attitudes can be supported by good learning methods and materials to enhance their ability in target language.

Positive Attitudes. Tchekpassi (2013) stated that instrumental orientation triggers students’ positive attitudes toward English. Kara (2009) mentioned that positive attitudes guide students to positive behaviors toward their course of study by actively joining the course, and motivate them to learn deeper. These kinds of students are excited to solve their problems, to get new information, to use their own skills in daily life, and to keep in course emotionally (as cited in Abidin, et

al.,2012). According to Gardner (1985), proposition of L2 learners who have positive attitudes toward target culture will successfully learn the language than people who does not have (as cited in Chang, 2010). For example, people like Korean culture so that those people will try to find much information of Korea and to learn Korean language.

Cho and Teo (2014) conducted research on *Students' Motivational Orientation and Attitude toward English Learning* at three governmental secondary schools in Thailand, namely Pattany, Yala and Narathi. They focused on students' grade 9 and the result showed that students had favorable attitudes. The result also followed by strong instrumental orientation with moderately high integrative orientation in English learning. According to Cook (2008), instrumental orientation is learning the language for career goal or other practical reason, whereas integrative orientation is learning the language in order to take part the culture of its people.

Tanni (2015) investigated the attitudes toward English among AL-Quds Open University students in Turkarm Branch, Palestine. In this study, he distributed the questionnaire to 180 respondents from different faculties and levels (year of study). The result indicated that majority of students in AL-Quds Open University, Turkarm Branch have positive attitudes toward English. It can be seen from the mean score of the research that whole attitudes toward English in the research questionnaire met the estimation of Likert scale. Besides, female students' attitudes toward English are more positive than male students. The university wished to offer equitable number time for English communication courses, to give students' chance for practicing and improving their English skills.

Then, the teacher should encourage the students to get involve in co-curricular English activities to use English in speaking and writing.

Negative Attitudes. According to Tchekpassi (2013), negative attitude can be said as poor attitudes or unfavorable attitudes. It gives negative impacts to the persons' behavior toward some objects. These attitudes may lead to resistance, conflict or discrimination towards their object.

Zhu's (2010) research on college students' attitude toward error correction revealed that learners felt annoyed, distracted and disappointed by the teacher's error correction. It happened because the teacher did the correction every time the learners made errors in learning English. They did not like when the teacher corrected every word they spoke and some students, indeed, left the classroom participation because of teacher's correction. These were the impacts if the teacher always gave comments to the students' work. Some students did not like this and it made students have negative feelings to the teacher.

Phillips and Filmer-Sankey (1993) as cited in Bartram (2010) examined students' attitudes toward French, German and Spanish languages. The research showed that students disliked listening to the lecturer who spoke in target language. It happened because the lecturer overused the target language and was not communicative with the learners' language. Communication with the learners' language is vital. Overused target language became major reason of students' demotivation. Here, lecture should maintain as well how to use target language and how to communicate with the students, especially at the beginning of the learning.

Another research from Bahous, Bacha, and Nabhani (2011) explored students' and teachers' opinion about hindrances of students' learning English in Lebanon. The result indicated that students were not motivated in learning English because the class was over active in writing than practice. They also disliked the materials and they thought the course had little inappropriate link to their future career. The students had disputation in their mind, and eventually it made students unhappy and uninterested in the lesson. This is an emotional aspect of attitudes as Feng and Chen (2009) stated that "learning process is an emotional process" (p. 95).

Factors Influencing Attitudes

Students' perception on English. How the students think about English can also influence their attitude. When they think that English is important, they will focus on it and also conversely. A research from Shirbagi (2010) in Tabriz and Kurdistan University, Iran figured out that statement. His research was about Orientations and Attitude of Iranian University Students for English Language Learning, with 400 students as the participants. The result showed that the respondents had favorable attitudes toward learning English. The participants commonly liked spending their time learning English as a subject. Most of participants (85 %) also thought that English is important in their curriculum. They also recognized that English is one of the subjects which can help them to find a great job. Students also perceived that learning English can give them an opportunity of cross-cultural exchange.

Teachers' role. Bartram (2010) that a teacher can influence learners' attitudes. Learners view a teacher as an agent or a person who has roles in forming

their attitudes. How the teacher teaches also affect a learner-teacher relationship. It means, different teaching practices and styles from teacher will be perceived differently by the students, then, this condition can affect to their relationship. When teachers' teaching practices and styles are agreed by students, it can make good relationship between both of them and also conversely. In some cases, students will leave a class because they do not like their teacher's teaching methods (teachers' teaching practices and styles in the classroom), way of interaction to the students, or even personalities.

Parents' role. Parents can also influence students' attitudes toward learning English. According to Sultana and Rosli (2016), parental involvement has positive impacts on students' accomplishment and abilities in learning English. The parents also influence students' attendance, behaviors and low rate of drop out. Parents also will feel anxious when their children do not perform well in the English subject, also, a significant parental involvement and encouragement found that the parents have higher expectation in the English subject than other subjects. Clearly, here, parents give their influence to students on their learning English language in term of involvement and encouragement to students learning process.

Learning activities influencing students' attitudes. Lee, Buckland and Shaw (1998) as cited in Bartram (2010) mentioned students are lack of interests in learning activities such as copying from the board/book, working with partners, group and textbooks, answering questions, listening to explanations and tapes, repeating, doing language exercise, etc. They also mentioned that students prefer popular learning activities such as pair and group work than unpopular learning

activities such as reading aloud, test of vocabulary, and copying from the board/book.

English Language Learning

English as a Second Language/Foreign Language. Learning English as second language cannot be separated from the age of the learners. According to Mayo (2003), success and rate of Second Language Acquisition (SLA) appear, intensely influenced by age of the learners. She also added that the old learners are better than young learners. Cenoz (2003) stated that the age is an important factor of second language learning. Young learners have positive attitudes toward second language learning, and also more motivated because the teaching methods applied for the young learning focused on more communicative skills than formal situations. Furthermore, students' second language acquisition are also different if they learn the language with a native teacher or a non-native teacher, they have learned the language since they were a child, or they live in an environment supporting them to use the language.

Factors influencing English language learning. One of the influencing factors to learning language is motivation. Ebata (2008) stated that motivation has an important role in learning language. Furthermore, she investigated three factors that influence motivation in learning language. Students' self-confidence is the first factor and it has a big influence on students. It enhances students' motivation and energy to learn by themselves. Students' experience of success and satisfaction is the second factor. Experience of success here can be determined as they can communicate their thoughts to people and sense of success when they complete a challenge task in a targeted language. The last, as said by Ebata (2008)

good connection between students-teachers and students-students. Teachers and students should make a mutual connection. They should know one another. Students should know their teachers, respect them, and give critics politely when their teaching is not understandable. The teachers should also know their students well, appreciate them, and deliver understandable explanation. Besides, the teachers need to know students' aim at learning English, students' upcoming objective, and importantly students' personalities.

The other factor is method of learning that can influence to someone's attitudes. Research of Ali, Mukundan, Baki and Ayub (2012) revealed that some students' attitudes became more positive during using CALL (Computer Assisted Language Learning) in learning vocabulary than using other methods (Contextual Clues and Dictionary Strategy). The students' attitudes were influenced by the method that they thought the methods were useful. Clearly, appropriate and useful learning method can influence someone's attitude.

Review of Related Studies

A research conducted by Nair, Setia, Mohamad, Kadir, Luqman, Vadeveloo and Ngah (2014) on attitudes, parental encouragement and perception of the importance of English in English language learning found that students had positive attitudes and were aware of the importance of learning English. The students also had adequate support from their parents in learning English. Students' perception on the importance of learning English and their attitude in learning language showed significant and positive correlation. It means there is a positive correlation and influences each other between students' attitude and their

perception on learning English. When students think that English is important, it can influence to students' attitude in positive way and also conversely.

Another research of Tchekpassi (2013) explored Togelese high school students' attitudes toward learning English. The result showed that most of the respondents had positive attitudes toward learning English. In addition, the respondents' explanation showed that they had positive attitude toward learning English that students who perceive positive attitudes as positively affecting learning while negative attitudes negatively impact learning. Furthermore, Abidin, et al. (2012) carried out research on EFL students' attitudes toward learning English language: The case of Libyan secondary school students. The result indicated that respondents had negative attitudes toward learning English. The negative attitudes were in term of cognitive, behavioral, and emotional aspects,

“which cognitive known as knowledge that they receive and their understanding in the process of language learning, also behavioral aspects of attitude deals with the way one behaves and reacts in particular situation and emotion aspects known as inner feelings and emotions of English foreign learner which can influence to their perspective and attitude toward learning the target language” (p. 121-122).

Indeed, the research also revealed that students' gender and department influenced their positive attitudes, in term of polite behaviors, more significantly than their age and batch.

Conceptual Framework

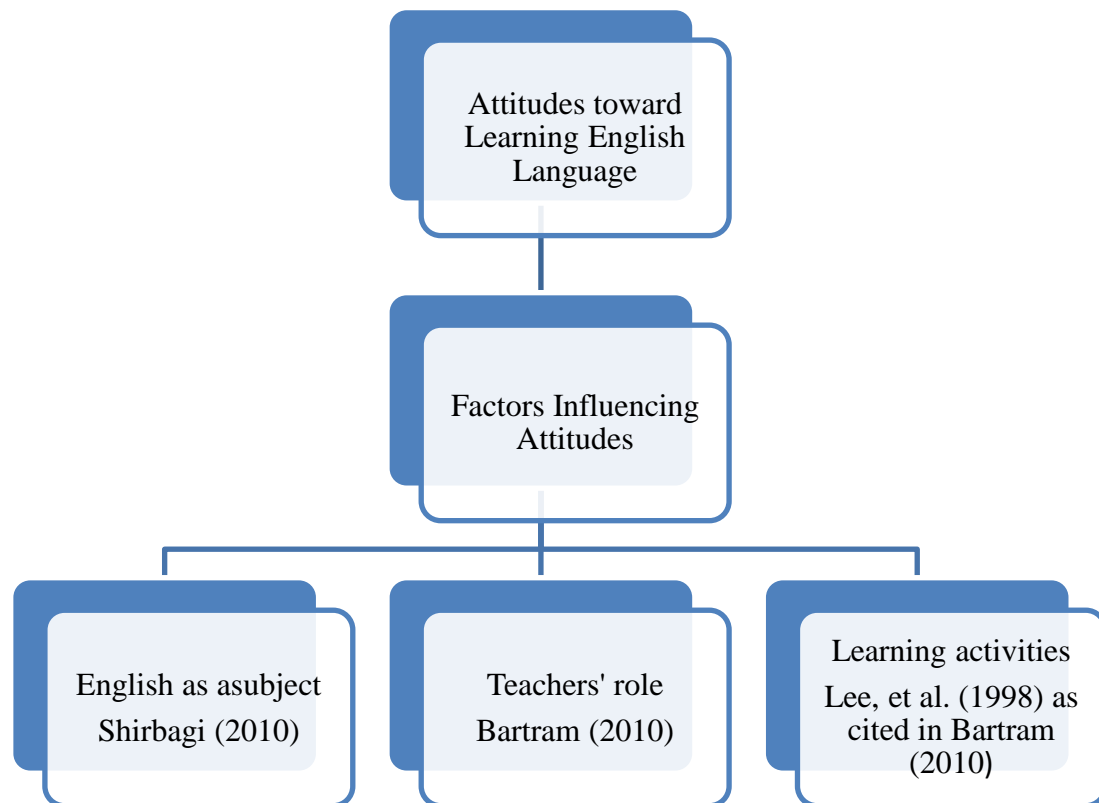


Figure 1. Concepts of Attitudes toward Learning English

In the Figure 1, it can be seen that attitudes towards English language learning are influenced by some factors. The factors influencing attitudes showed in the figure are English as a subject, teachers' role, and learning activities.