

Chapter Two

Literature Review

This chapter describes some important theories which are related to the research. In this literature review, the theories discussed are the definition of attitude in general and language teaching is the following discussion in this chapter. The next aspect of this discussion is the types of attitude in which this part is review student's attitude in learning English language along with its three domains. The next discussion is the importance of attitude in language learning, and review related studies, and conceptual framework. Thus, this chapter is expected to give some ideas which are supported by some theories regarding this research.

Attitude

Exploring students' attitude toward learning language will help teachers and students to achieve the objective or aim in language learning. It has been long that attitude is associated as one of the considerable factors in language learning process. Most researchers create a conclusion that students' attitude is a part of an essential component of second and language learning pedagogy (İnal, Evin, & Saracaloğlu, 2012).

Definition of attitude. In general meaning, attitude is defined as how someone behaves into something or object to whether it is positive or negative. According to Merriam Webster Dictionary (2017), attitude is the way of people to think and feel about someone or something. In addition, it was also added by Merriam Webster Dictionary that attitude is a feeling or how someone way of thinking which affects a behavior of a person. Abidin, Mohammadi, and Alzwari (2012) stated that regarding the definition of attitude in psychology and education

field, it is mentioned by several researchers that attitude has some different definitions. Mamun, Rahman, Rahman and Hossain (2012) argued that attitude is a construction of psychology which defines an object.

In addition, the idea of its definition is also discussed by Inal et al. (2010) that attitude is distinguished as a part of emotions manifested by relationship and feelings in community. Learning cannot be successfully achieved if students do not have positive attitudes since attitudes are believed as an influential factor. It is also cited in Picken (2007) who mentioned that “an attitude is as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related” (p. 44).

Furthermore, Montano, & Kasprzyk (2008) also added attitude can be different since it is influenced by someone’s belief toward something which eventually changes someone’s behavior as well. Therefore, someone who has strong beliefs toward positive outcome will perform positive attitude, and someone who has strong beliefs toward negative outcome will perform negative attitude. In addition, Melhim explained as cited in Astriani (2016) about positive and negative attitude which is defined as:

Positive attitude is taking a decision of acceptance or reaction that agrees the attitude we met or it is the attitudes that reveals the advantages of the subject to take up its value. However negative attitude is defined as revealing the advantages of the subject to dismiss it, and to weaken its strong attitude (p. 8).

Based on the definition of attitude stated above, it has several meaning in point of view of psychology and education. However, it tends to have a similar meaning. Therefore, the researcher might conclude that attitude is belief or point of view of someone to see and behave toward a particular object.

Types of attitude. Attitude cannot be separated from learning process since ability and attitude are related to each other to make a better performance of learning. Minister of Education, Guyana (2016) stated that attitude may change someone's aspect of life, including their education. Students' attitude on learning can assign willingness and ability of theirs to learn. A negative attitude will shape students to their poor performance in learning. To change students' negative attitude toward learning, it is necessary to find the factors and to use that information. Attitudes are divided into three since it deals with human ability to think (cognitive), emotional expression (affective), and how they behave in psychomotor (behavioral). According to Santillan, Garcia, Castro, Abdala, and Trejo (2012), attitudes are divided into three aspects or components namely affective domain, behavioral domain, and cognitive domain which is also called as pedagogical components.

In addition, it is also asserted by Berg, Manstead, and Wigboldus (2006) that one of the commonly recognizable types of attitudes is ABC models. It is mentioned that attitude has three components, i.e., affective, behavioral, and cognitive. Affective is about personal feeling of an individual toward an object. Behavior deals with individual's attention of an attitude object. Cognitive is related to individual's beliefs of an attitude object. Thus, what has been stated

above about the components of attitude, it can be elaborately explained that attitude consists of three elements namely, affective, behavioral and cognitive.

Cognitive domain. This domain is always linked with how someone uses their ability to think and understand something. Santillan, Garcia, Castro, Abdala, and Trejo (2012) argued that the cognitive component refers to a mental process of perception, conceptions and beliefs about particular object. For example in a learning process, cognitive component deals with the ability of someone to perceive and understanding subject delivered. Eshghinejad (2016) explained that cognitive attitude involves learners' beliefs in language learning process of how learners receive and understand the knowledge that they learn. Also, the aspects of this domain are divided into four such as relating the prior knowledge to the new one, creating, checking, and applying.

Furthermore, Cognitive was also discussed by Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) that it deals with how learners' intellectual skills on receiving and developing the knowledge they learn. It also involves specific facts recognition procedure and concepts which eventually will present intellectual abilities and skills development. He also classified cognitive domain in learning into six levels. Here are the following categories of cognitive domain.

Table 1		
<i>Categories of Cognitive Domain (Bloom, 1956)</i>		
Category	Examples	Key Words verbs
Knowledge: recall data or information.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites
Application: Use a concept in a new situation or unprompted use of an abstraction.	Use a manual to calculate an employee's vacation time. Apply laws of	Applies, changes, computes, constructs, demonstrates, discovers,

Category	Examples	Key Words verbs
Applies what was learned in the classroom into novel situations in the work place.	statistics to evaluate the reliability of a written test.	manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates,

Category	Examples	Key Words verbs
	Revises and process to improve the outcome.	reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Affective domain. The affective (emotional) domain is related to all those emotions and feelings that influence a certain actions or case, for example, trust and distrust reaction, and like or dislike toward something. Brown (2000) stated that affective domain deals with an emotional side of human since it points to feelings which are related to factors of personality. Those feelings can be both self-feeling and others' feeling into something. Because affective deals with someone's' personality to like something, Feng and Chen (2009) asserted that emotional feeling is a part of learning process, and it can be affected by emotional factors such as teachers and students are engaged in various emotional activities in

class. In addition, Bloom et al. (1956) classified affective into five levels from the simplest one to the complex one.

Table 2		
<i>Categories of Affective Domain (Bloom, 1956)</i>		
Category	Examples	Key Words verbs
Receiving Phenomena: Awareness, willingness to hear, selected attention	Listen to others with respect, listen for and remember the name of newly introduced people.	ask, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, and uses.
Responding to Phenomena: active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Participates in class discussion, gives a presentation, question new ideas, concept model, etc.	Answers, assist, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, and writes.
Valuing: The worth or value a	Demonstrates belief in	completes,

Category	Examples	Key Words verbs
<p>person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p>	<p>demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Recognizes the need for balance between from and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life</p>	<p>Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders,</p>

Category	Examples	Key Words verbs
	<p>plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p>	<p>organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem-solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p>	<p>Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

Behavioral domain. This attitude deals with how someone behaves or physically does toward a particular object. Eshghinejad (2016) stated that behavioral attitude involves someone to behave in a particular way towards an object. Also, this is the only attitude which visible since it shows an action. Kara (2009) investigated that positive attitude may influence students to behave positively in studying, enjoying themselves in it, and willing to learn more. Such students also show their positive attitude to be more enthusiasm in solving a problem, acquiring things useful in life, and involving themselves emotionally.

Bloom et al. (1956) also mentioned that behavioral attitude is also called as psychomotor domain since it involves physical movement and coordination. Practice is required in this domain to achieve the development of these skills. Besides, this skill is measured such as speed, precision, distance, procedures, or techniques in execution. Here are following six categories of Bloom's theory in behavioral attitude namely *perception*; the ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation. *Set*; readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets). *Guided Response*; the early stages of learning complex skill that includes imitation and trial and error and adequacy of performance is achieved by practicing. *Mechanism*; this is the intermediate stage in learning a complex skill and learned responses have become habitual and the movements can be performed with some confidence and proficiency. *Complex Overt Response*; the skillful performance of motor acts that involve complex movement patterns and Proficiency is indicated by a quick, accurate, and highly

coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. *Origination*; creating new movement patterns to fit a particular situation or specific problem and learning outcomes emphasize creativity based upon highly developed skills.

The Importance of Attitude in Language Learning

Attitude is considered as one of the factors to succeed students' learning process. Shams (2008) stated that there are some factors which can influence students' learning process namely motivation, personalities, aptitudes, and ages, attitudes, learning achievements, intelligence and anxiety. Shams also mentioned that those factors could develop students learning quality to be more qualified. Therefore, the importance of attitude in language learning is presented as follow:

Influencing performance of language. As experienced by the researcher, some students might think that learning English is difficult, and some are not. This opinion or belief will create positive attitude which in the end it will succeed the students' learning process. However, some students will not think that way, and as a result, negative attitude are raised. Therefore, attitude, in this case, will take part as a supportive factor in learning language especially English itself. As cited in Eshghinejad (2016), attitude is considered as a vital role to influence the performance of language.

Influence students' behavior. In learning process, every student has their preference or style to study. By allowing them to do what they want or desire as long as it is still in line with the objective or aim of the learning, they will actively join and participates to the class. At this point, students' behavior is emphasized since it deals with attitude itself. Inal et al. (2012) asserted that attitude in learning

can influence students' behavior like choosing what kinds of book to read, styles of language to speak, and types of friends and teachers to study. Thus, attitude is able to influence students' behavior in learning English.

Improving language details. There are some linguistics aspects in language (e.g., English). Mott (2008) stated that linguistic aspects consist of phonetic, phonology, morphology, syntax, semantic, and pragmatic. In learning English, some learners might study some of those linguistics aspects. This language details may not only be successfully achieved by learners' ability or competence but also by students' attitude. Shahrzad (2016) maintained that students' attitude is believed in determining if or not attitudes are able to absorb the language details. Besides, Abidin et al. (2012) also asserted that students' ability to master second or foreign language cannot only be influenced by their mental competence or skill of language but also by attitudes and perception on the target language. Accordingly, in learning English, attitudes also play roles as language detail influence, so that the students can have good mastery of linguistic aspects.

Improving psychological and social aspects. As it stated above, the successful language learning process is not fully determined by intellectual aspects, but also by students' attitude. It means that in learning language, attitudes should come at first place as a factor to succeed rather than only relied on the skill of language, intellectual. Tella, Indoshi, and Othuan (2010) asserted "negative attitude toward English is the most affective and psychological factor that results in the students' poor performance in English" (p. 3). Abidin et al. (2012) mentioned that concept of students' attitude can improve the process of language

learning, affecting the nature of beliefs and behaviors of students toward language in general, community and culture and identifying students' tendency in acquiring language. Consequently, attitude is one of the aspects of improving students' psychological and social aspect in learning English.

Improving students' motivation. Learners who come to class will have different attitudes since they are already approached by their previous attitudes. It will probably be changed or developed either positive or negative depending on how teachers handle the learning process. Positive attitude will influence students to improve their motivation to study, and in contrast students will be demotivated if teachers' teaching style is rejected, negative. According to Gardner (1985), learners' attitude in learning language is divided into two such as prior attitude and developing attitudes towards second or foreign language during the language learning. Prior attitude might be negative or positive may come from learners' impression toward second or foreign language and community and people who speak that target language. Besides, developing attitudes will be achieved during the language learning process. The way learners feel positive then this attitude will be helpful as detrimental to succeed the language learning.

Review of Related Studies

There are various studies related to this research, but the researcher only took two related studies. The first research is a study conducted by Khoir (2014) that aims to portray the students' attitude towards English and on how they apply their attitude in their daily life. Also, this research tries to find out the orientation in studying English. This research was conducted of the English Department of UIN Sunan Kalijaga, Yogyakarta. Besides, the participants of this study were 147

students. In order to know more about the students' attitude in learning English, this research used five-point scale questionnaire survey to collect the data. The questionnaire consisted of 38 statements, and to gain better understanding of the object, the researcher applied semi-structure interview to some selected participants. The result of the study shows that the participants tend to have positive attitude towards English. The participants also know the importance of English in globalization era, learn English proudly, and intend to practice English well. Additionally, for the students' orientation in learning English, they are influenced by both instrumental orientation and integrative orientation.

The second study related to this research is taken from Astriani (2016) is that aims to investigate students' attitude on the implementation of the presentation technique at English Language Education Department of Universitas Muhammadiyah Yogyakarta regarding cognitive attitude (beliefs) and affective attitude (feeling) aspects. The participants of this research were six students in the academic year of 2010-2013. This study employed qualitative method with descriptive research design which could enable the researcher to see depth information of this study. Besides, the interview was used as data collection method of this research. Hence, regarding the aspect of cognitive attitude (beliefs), the participants believed that the presentation technique offered some advantages such as increasing their self-confidence, training the public speaking skill, managing the time, practicing the teamwork, increasing self-responsibility, developing English Skill, training their body language, enhancing critical thinking, and enhancing creativity. Regarding students' affective attitude

(feeling), the participants felt happy since it enhanced their English proficiency. Also, it helped the students to delegate the materials equitably.

Accordingly, the first research which talks about language attitude of students toward English can give a contribution in this research such as the literature review from the general over view about attitude into the specific information about types of attitude in the view of language learning. The second research under the title “Students’ Attitude on the Implementation of the Presentation Technique” is also considered as a contributor in this research. The important aspect of the research which can help the researcher is to adopt the interview guidelines in the interview as the research instrument. Hence, the result of those two studies can contribute the research.

Conceptual Framework

Attitude is considered as an essential aspect of language learning since good teaching methodology and technique is considered not enough. It is mentioned that attitude is one of the influential factors to succeed language learning performance. Some research has already proven that successful language learning is not only relied on students’ intelligence, but also on students’ attitude toward learning itself. Attitude in language learning is also divided into three components and usually also called as ABC models which means Affective, Behavioral, and Cognitive.

This study seeks to find out the phenomenon of students’ cognitive attitude in the setting of language learning atmosphere in class. Once the researcher already gets the data of students’ cognitive attitude, then it will be continued in

exploring student's affective attitude in language learning as well especially in that department.

Figure 1

Conceptual Framework

