

II. FRAME OF THEORIES

A. Attitude

1. Definition of Attitude

In education plays, an attitude is important role because through attitude someone can accept or reject something (object). Attitude is a product of interaction process in which somebody responds from the received stimulus. So attitude is related to object, and in order to make adaptation towards object, it is influenced by social environment as well as the readiness to respond it. It is supported by Baron and Byrne (1994): “Attitudes are enduring mental representations of features of the social or physical world. These representations include evaluations of *attitude object* plus information pertaining to them”.

Gardner and Lambert (1972: 9) states, “An individual attitude is an evaluative reaction to some references or attitude object, inferred on the basis of individual’s belief or opinion about the reference”. In practical term, then, an attitude is a construct derived from subjects’ answer to a number of questions about an object. As said by Travers (1982: 376) “Attitude refers to positive approach or negative avoidance of an object”. So, attitude involves the concept of rejection or acceptance and also involves some kind of affecting (feeling) responses to the object involves. For individual, to answer all the questions about the object, and also to have positive or negative attitude towards an object, the individuals have to observe the object.

Based on those opinions above, the researcher concludes that attitude is subject tendency with certain feeling to refuse or accept an object based on his own judgment and evaluation as well as their experiences towards an object as the output from his own observation. After observing the object, then, subject will have his own attitude in the form of positive or negative attitude. People with certain attitude toward a thing will show certain action toward it. For instance students who have favorable attitudes (happy, like, accept) towards English will give different action from those students who have unfavorable attitudes (reject, hate) toward English lesson.

Fishman and Agheyisi (1970) have suggested that there is a mentalist and behaviorist viewpoint to language attitudes. According to the mentalist view, attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection". Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way are they quantifiable. According to behaviorism, attitudes are a dependent variable that can be statistically determined by observing actual behavior in social situations. This also causes problems; it can be questioned whether attitudes can be defined entirely in terms of the observable data. Based on the explanation about the attitude above language attitudes are the feelings people have about their own language or the languages of others (Dittmar 1976: 181).

2. Characteristics of Attitudes

Attitudes emotionally express the gesture to react in a consistent way towards persons, object, and ideas. According to Klausmeier (1985:376) an attitude has four characteristics:

- 1. Attitudes influence approach and avoidance behaviors*

Attitudes are very important in daily life because they determine the direction of many activities. If individuals have a favourable attitude towards something, they approach it, or are supportive of it. Conversely, an unfavourable attitude leads to avoidance or conflict. For example, high school students with favourable attitudes towards English take elective course and manifest their dislike of the subject matter while taking the courses.

2. *Attitudes are based on feelings and information*

The affective component of an attitude refers to the individual feeling towards an object, person, event, or idea. While the cognitive component refers to person's knowledge about entity.

3. *Attitudes may become stronger or may change direction*

Some attitudes are learned initially, become stronger or endure. Others are learned, but the later modified. Moreover which ones endure and which are modified vary from one individual to another and from one group to another. In this regard, our attitudes are less permanent than our understanding of concepts and principles.

4. *Attitudes vary significance to the individual and society.*

Some Attitudes are of higher significance to the individual than others. Attitudes towards other persons are typically of high significance to the individual. For example, students who feel that other students are friendly and helpful will approach them with openness and warmth. These students express their dependency freely favorable towards themselves. On the other hand, students who feel that other students are unfriendly probably experience isolation or rejection and lose most avenues for the interchange of feelings and ideas. Attitudes and values vary in their importance to differently organized segments of problems. As an example, differences in values among groups of parents of a community result to agree upon the attitudes and values that students should learn in school.

From the characteristics above, the writer can summarize that each characteristics of attitudes will help the students to react towards an object, person, event or idea. Thus, since attitude can be changed or modified, therefore students' bad attitudes towards language learning (English) especially in reading ability, also can be repaired to become positive, Even if it has been endured by students, so at least it can be modified to be better. Therefore it is an English teacher's duty to change his students' unfavorable attitudes toward English lesson becomes the favorable one since they learn English formally at school. What English

teacher can do is basically by improving their motivation as well as corrects their miss perception about English lesson itself which firstly they got at the first time they learn.

3. Functions of Attitudes

McGuire (1969) in Travers (1982: 378) identified a number of different categories of attitude function.

1. Adaptive functions

Some attitudes serve highly utilitarian purposes. The function of attitude is adaptive to enable the subject to get the purpose. Consider, for example, in learning language a students who find difficulties in learning a language will develop his attitude by recognizing his weakness in learning a language, and then he will overcome it and find the solution. Recognizing weaknesses in language learning by a students represent an adaptive function of attitude that serves the purpose of mastering the language.

2. Cognitive Functions

Another section of McGuire's book makes the point that concept, permit the classification of the endlessly varied phenomena of the world into a limited number of categories and that in this way the environment is simplified so that interactions with it can be more readily handled. In more simple term, we perceive knowledge about it. Having thus classified the object as an object we have already known, we are in a position to respond it as we respond to all same objects we knew before. Perceiving an object and classifying it using our knowledge about the object, we use cognitive function of attitude, so that we can respond it in a right way. For example, we have ever studied English in first grade of SMA. Then we in second grade certainly know and have knowledge about English subject. Then because of our knowledge we will perceive and classify the object and give respond as the same subject we knew before. We use cognitive function of attitude when we perceive and classify the English subject.

3. Need Gratification Functions

The function included here are those that involve the direct gratification of need. For example, we have a positive attitude towards good food, friendly company, ad a warm and dry environment. It means that if we find the benefit in learning a language, we will feel it is necessary to learn the language the language. Because of that necessary or need, it will build positive attitude towards it.

4. Ego-Defense Functions

Someone has ego-defense function of attitude to maintain his belief. For example, a students who believes that learning a language will be more useful than learning mathematics will ignore someone's opinion who said that learning mathematics is much more useful than

learning a language. Then because of his belief, he will study a language more optimum than studying mathematics. This ignoring case reflect someone ego-defense function of attitude.

According to those four functions of attitudes, the writer concludes that the functions of attitudes are very important for the students in learning the language. Each function of attitude will be able to guide the students to have an attitude towards an object, after observing the object. The function of attitude will help them to overcome the problem they have towards an object and finally it will produce a solution to behave towards an object. So, again the functions or roles of attitude are very important for the students to make them have a positive attitude towards an object (English lesson) which finally increase their ability in reading ability.

B. Reading

1. Definition of Reading

Reading knowledge is broadened and well-informed by reading. Reading is one of the important ways to dig the knowledge widely. It can be broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

Another thing should be remembered in reading is that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages there are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of the students say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible (Hill, 1997:58).

According to Hill, (1997:59) reading is what the reader does to get the meaning he needs from textual sources. Meanwhile Bond and Wagner (1960) explained the meaning of reading as the process of acquiring and author's meaning and of interpreting, evaluating, and effecting upon those meanings. Dubin (1986) explained the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work.

Those statements above show the various definitions of reading, they mean are still general. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if someone reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Anderson (1997), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

- a. Reading for details and fact is reading to know what is done by the subject of the story
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story

- d. Reading for inference is reading to know what is the writer meant by its story
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story
- g. Reading for comparing or contrast is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aim of reading is:

- a. Reading for pleasure
- b. Reading for information (in order to find out something or in order to do something with the information you get).

Meanwhile Lester and Crow (1976) classified two general purposes.

These purposes includes; leisure-time reading and more serious reading.

1. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
2. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

3. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

a. Intensive reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. Extensive reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones own pleasure. This is a fluency activity, mainly involving global understanding, forexample, Reading a newspaper, article, short story or novel.

In other words, Grellet (1981) defines that skimming is quickly running ones eyes over a text to get the gist of it. While, scanning is quickly going through a text to find a particular piece of information. So if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activity is called scanning. But if he reads all the passage in order to know about what it deals about his reading that is called skimming. In skimming a reader must ask himself what the text talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself weather or not the text contains what he is looking for and if any, he must find where it is located, he moves also his eyes more or less quickly over the text for specific items.

4. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic. Comprehension means relating what we do not know or new information, which is not random collection of facts but a theory of a world in each of our heads. Reading with comprehension means to understand what has been read. Rubin (1982) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern with word meanings and reasoning with verbal concepts. English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan said that most SMA graduates are still very poor in their reading comprehension, since they cannot usually read or understand articles in English. There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:

1. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.
2. Interpret verbal connotations and denotations.
3. Recognize and understand the writer's purpose.
4. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
5. Identify the antecedents of such words as who, some, or they.

5. Factors Affecting Comprehensions

As it has already been shown, reading comprehension need some intellectual ability to master it. There are six basic factors that influence the students' ability in comprehending written materials.

a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a students who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events an feelings if the story.

b. Intellectual Abilities

The following is a list of characteristics commonly displayed by students who are talented or gifted in Intellectual abilities:

1. Understands complex concepts
2. Draws inferences between content areas
3. Sees beyond the obvious
4. Thrives on new or complex ideas
5. Enjoys hypothesizing
6. Intuitively knows before taught
7. Uses an extensive vocabulary
8. Does in-depth investigations
9. Learns rapidly in comparison to peers
10. 1 - 2 repetitions for mastery

11. Manipulates information

The intellectually gifted are children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability. ([Michael](#) and [Chris](#), 2005) second aspect of comprehension is the students. Ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

c. Language Abilities

The third aspect is the students' language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax which links deep and surface structure. Some language skills play a significant role in academic development.

Students should be able to rhyme, to understand that letters stand for specific sounds, and to detect individual speech sounds, called phonemes in words. They can then recognize and manipulate speech sounds. This skill, which is the foundation of learning to read, has been

labeled 'phonological awareness' or 'phonological decoding.' As an example, when a student learns to read he must sound out each letter before he recognizes the word. Students with difficulties in phonological awareness will not consistently recognize the sounds associated with each letter and will struggle to learn to read fluently. Research studies have shown that these problems in phonological decoding are evident in almost all cases of developmental dyslexia or reading disorder (Abikoff, 2005).

d. Affection

Affection is usually identified with emotion, but actually these are very different phenomena although closely related. Whereas the emotion is an internal individual response which informs of the survival probabilities that every concrete situation offers, affection is a process of social interaction between two or more organisms. Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by reader's attitude and beliefs, readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other (M.P. González, E. Barrull, C. Pons y P. Marteles, 1998).

e. The purpose of reading

This fifth factor also determines the comprehension ability, students could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and committing the entire story to memory. Once a

purpose for reading is established, students can be directed about which method of reading best will achieve that purpose. These methods for reading include skimming: reading to gain an overall understanding of the content of the text scanning: reading to locate specific information re-reading: reading to confirm meanings and understandings and to clarify details (Franchoise, 1981).

f. Skills of comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose; the ability to comprehend develops gradually from the simple to the complex skills. The teacher gives a balanced program, include direct teaching of techniques which will aid the students in developing attitudes and skill of thoughtful, purposeful reading. "We can expect the comprehension of written language to approximate the comprehension of spoken language. When that happens, then reading comprehension has developed, for practical purposes, to its limiting or asymptotic level". (It is possible for reading comprehension skill to develop so as to exceed listening comprehension skill, but that is another matter). All other limitations are imposed by linguistic abilities, relevant knowledge, and general intelligence. If we make things more complex than this, we push onto the concept of reading comprehension all these other important aspects of cognition, with the muddle that result from conceptual conflation. (Charles et all, 1994)

6. Language Attitude and Reading Ability

Based on the theories that have been explained above about language attitude and reading ability, the writer takes some statements that can be as the main topic of this analysis. The statements are as follow:

1. The correlation between language attitude and reading ability.

One reason why students find reading in some subject fields difficult because of their language attitude, whereas, in fact of language attitude is the most important thing in reading skill. Most of the students find difficulties in interpreting; the students still just continue their reading and hope that the meaning they read is not really important or the meaning will become clear later on. Sometimes this condition that students passed usually as the key of their reading and understanding. Students cannot catch and grasp the idea from their reading as well as possible. So students have to understand about the language attitude before reading is better for them. Because knowing the the language that student learn especially about the way how the native speakers delivered their opinion or their intens is very important to improve how students understand the article that they read. About culture, tradition and the intonation of the native speaker.

2. Why they are correlated?

Because, the attitude of the students is really able to influence the ability of the students in learning English and in this case the ability in reading.

3. How to measure the correlation between language attitude and reading ability?

To measure the correlation the writer made a research to answer the problem formulation by giving a reading test and by analyzing the attitude and willing of the students of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu.

