

II. FRAME OF THEORIES

This chapter deals with the concept of attitude, types of attitude, characteristics of attitude, components of attitude, function of attitude, attitude in second language learning, notion of speaking English, types of speaking skill, aspects of speaking, evaluation on speaking ability, the relationship between attitude and speaking in EFL, theoretical assumption and hypothesis.

2.1 Concept of Attitude

In education, attitude plays an important role in accepting or rejecting something (object). Attitude is a product of interaction process in which somebody gives respond 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 accept/ 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 attitudes object plus information pertaining to them”.

Gardner and Lambert (1972:9) state that an individual attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of individual's

beliefs or opinions about the referent. 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 an 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.

Klausmeier (1985:382) states that attitude may be learned by observing an object. A positive attitude may be formed for the first time as the observer reacts favourably to the object. It is strengthened if the objects' behaviour is rewarded in the presence of the observers by observing the object. The observer will get the information from the object, and it will affect the observer to decide accepting or refusing an object. If the subject accepts the object, the output of this action will be positive attitude. Conversely, if the subject refuses an object, negative attitude will be as the output.

Then according to Walgito (1980: 52), attitude is human tendency involving certain feelings in responding to an object and it is born as the effect of his experiences. It means that human tendency to accept or reject the object is influenced by his experience, understanding, belief, thinking also to respond the object with certain ways towards his environment. Therefore, in teaching learning process, students attitude towards the object is a crucial thing, because it can

produce positive and negative action, in which those actions will influence the students' ability.

Based on the opinions above, it can be inferred that attitude is subject tendency with certain feelings to refuse or accept an object based on his own judgment and evaluation as well as their experience towards an object as the output from his own observation. After observing the object, then, the subject will have his own attitude in the form of positive or negative attitude.

People with certain attitude toward an object will show certain action toward it. For instance, students who have favourable attitude (happy, like, accept) towards English will give different action from those who have unfavourable attitudes (reject, hate) towards English lesson. The first students will tend to get in touch with the people or the culture, they will give big effort to gain it to be able to communicate in English in many way such as want to have conversation with the native, want to know more about their culture and many things even may be want to be native speaker and stay with them in their country. While the second one will tend to stay away, avoid, hate and dislike it. They do not want to do anything to improve or at least to follow English teaching learning process well.

2.2 Types of Attitude

Relating to the teaching English as a second / foreign language, there are three types of attitudes (Setiyadi, 1999), they are:

1. Attitude to English as a foreign language

As we know that English is the international language. In Indonesia English is a second language. Attitude to English as a foreign language is the human tendency about how important is the English in this era, how the people understand that English is the international language, and how the people know the beauty of English as a language.

2. Attitude to English teaching learning

Attitude to English teaching learning is an attitude to the process of teaching learning of English. The students who have a positive attitude will think that English is interesting, English is fun, and they will learn English out of school hours. Different with the students' negative attitude who don't like to study English anywhere.

3. Attitude to native speakers of English

It is about how the people or students think about the native speakers of English. Are they a good people, a bad people, a smart people, or an arrogant and selfish people, etc. It is based on the attitude of the students whether it is positive or negative.

Attitude in general is human tendency involves certain feelings in responding an object and it is born as the effect of his experiences. From these three types of attitudes above, it is suitable to the second year students of senior high school that learn English as a second / foreign language.

2.3 Characteristics of Attitude

Attitudes emotionally toned predispositions to react in a confident way towards persons, object, and ideas. According to Klausmeier (1985:376) an attitude has four characteristics:

1. Attitude 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 support it. Conversely, an unfavourable attitude leads to avoidance or conflict. For example, high school students with favourable attitude towards English take elective courses in English. But the negative attitude's students complete only the required courses and manifest their dislike of the subject matter while taking the courses.

2. Attitude 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 concept and principle.

4. Attitudes vary in significance to the individual and society

Some attitudes are higher significance to the individual than others. Attitudes towards other persons are typically high significance. For example, students who feel that other students are friendly and helpful, they will approach them with openness and warmth. These students express their emotional dependency freely favourably towards themselves. On the other hand, students who feel that other students are unfriendly and naughty, they will reject or isolate them.

Attitudes and values vary in their importance to differently organized segments of society, such as the community, state and nation, and therefore can cause problems. As an example, differences in values among groups of parents of a community result in failure to agree upon the attitudes and values that students should learn in school.

From the characteristics above, it can be inferred that each characteristic of attitudes will help the students to react towards an object, person, event or idea. Thus, since attitudes can be changed or modified, therefore students' bad attitudes towards language learning (English) 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 teachers' duty to change their students' unfavourable attitudes towards English lesson become the favourable one since they learn English formally at school. What the English teacher can do is basically by

improving their motivation as well as correct their miss-perception about English lesson it self which firstly they got at the first time they learn English.

2.4 Components of Attitude

Attitude is a unit of some evaluative components. They are beliefs, knowledge, or observation, and then emotion or feeling, the last is a tendency to do an action based on those evaluations before. Those components cannot be separated since it is a fixed system of individual which result on positive or negative evaluation. Thus, the evaluation followed by certain feeling which leads to a tendency whether pro or contra. Katz and Scotland (1959) in Travers (1982:377) suggest that attitudes include the following components:

1. Cognitive Components

It corresponds to a persons' knowledge about entity. Attitudes differ in the extent to which they involve knowledge and believe. Some attitudes are highly intellectualized. The cognitive basis for many attitudes may be misinformation. Travers (1982: 377) assumes that the word cognitive implies knowing, hence, the cognitive component of an attitude is that aspect based on beliefs or knowledge.

2. Affective Components

Affective components consist of positive or negative affect (feelings). Klausimeier (1985: 376) states that affective cognitive refers to the individuals feelings associate with an object, person or idea that is something pleasing or displeasing, liked or disliked. So, affective component gives evaluation towards

knowledge or experience about like or dislike. If he likes the object, he will tend to have positive attitude, but if he doesn't like, he will give negative attitude.

3. Action Components

An individual knowledge is evaluated by his feeling. After evaluating process happened, an individual will have a tendency to react towards the object. These individuals' tendency to behave and to react is the final decision after the whole process.

Knowing those three attitude components, then the writer formulates that those three components have an important relation each other. It means that to build an individual attitude is started by an individual knowledge, certain feeling up to the final component, that is individual tendency to react and behave towards the object, whether in the form of positive or negative attitude.

2.5 Function of Attitudes

McGuire (1969) 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. For example, in learning language a student who finds 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 student represents 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. In this way the environment is simplified, so that interactions with it can be more readily handled. In more simple term, we perceive an object and classified it as an object we have already known before, or we have knowledge about it. After classified the object, we are in a position to respond it 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 the 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

This function involves the direct gratification of need. For example, if we find the benefit in learning a language, we will feel that it is necessary to learn the language. It will build a positive attitude because of that necessary or need.

4. Ego Defense Functions

Someone has ego defense function of attitude to maintain his belief. For example, a student who believes that learning English will be more useful than learning mathematics, he will ignore someone's opinion who said that learning mathematics is more useful than learning English. This ignoring is the effect of ego defense as the function of attitude.

According to those four functions of attitude, the researcher concludes that the functions of attitude 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 to the object after observing it. 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 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.

2.6 Attitude in Second Language Learning

As mentioned previously, attitude is a tendency in human to accept or reject object based on his evaluation as the result of their observation towards the object. Thus, students' attitude towards English lesson is students' tendency towards English lesson as a result of their evaluation towards English as a language. Students may evaluate English both through formal situation that is teaching learning process in the class and informal media like English news programs,

television, films, music, and many other in which from those experiences they will process them in their mind through three components of attitude and then they evaluate and decide whether it is acceptable or not. In other sentences “all of students” experience both from formal and informal will determine their attitude towards language learning. If their experiences towards English are favourable, then their attitudes towards English language learning will be positive and conversely, their unfavourable experiences towards English make them less motivated to learn and finally their English ability won’t be maximal, as it is said by Spolksky (1989: 136), the attitudes lead to the development of the degree and kind of motivation that has such an important influence on the amount of effort a learner is prepared to make in learning a second language. Relating to the teaching English as a second / foreign language, there are three types of attitudes, they are attitudes to English as a foreign language, attitudes to English teaching learning, and attitudes to native speakers of English (Setiyadi, 1999).

As we know, English is learnt as a foreign language. It means that the language is not the mother tongue. Language also is a part of a culture and culture is a part of a language. The two are intricately interwoven and both of them can’t be separated. Therefore in learning English as a foreign language, we also learn about the culture of English.

Lambert’s (1967) work on attitudes in second language learning referred often to Hui (2003: 340) states that in the foreign language context, students are able to succeed if they are engaged in learning materials which are related their needs and

interest. The degree of relevance affects the degree of willingness, which in turn, influences the degree of participation and commitment. Material might include cross cultural text for students to become culture sensitive and syllabuses may spell out the capability of students engaging in meaning negotiation at the level of cultural schemas as one of the goals of foreign language learning.

Supporting Hui's statement, Lambert (1963: 358) states that an individual acquires a second language gradually adopts various aspects of behaviour which characterized members of another linguistics- cultural group. The learners' ethnocentric tendencies and his attitudes towards the other group are believed to determine his success in learning the new language. The orientation is instrumental if the purpose of language reflects the more utilitarian value of linguistics achievement, such getting ahead in one's occupation, and integrative if the students are oriented to learn more about the other cultural community as if he desired to become a potential member of the group.

From the description above, English culture of course has different values with Indonesians. It will lead the students to like or dislike English. By the different values, it can be make the students less interested in learning English, moreover to be involved in English culture. Then, they tend to give negative attitude towards English such as avoid, hate and no motivation to learn the language intensively. Finally their English ability will be low.

So, it is clear that how important the attitude is in determining the students' success in learning a language. Attitude in learning a target language may affect motivation and motivation can mediate any relation between attitudes and language ability.

Realizing how crucial the role of attitude is, therefore this research tried to investigate students' attitudes of SMA N 1 Kalirejo towards three types of attitudes as mentioned before, they are attitudes towards English, attitudes towards learning English and attitude towards native speaker (Setiyadi, 2003). But, the researcher just used two types of attitude that more suitable to the second year students, that are attitude to English as a foreign language and attitude to English teaching learning. To gain the data of students' attitudes, the researcher applied a questionnaire which consists of those two types of attitude. After that the data was analyzed whether there was a significant effect of students' attitudes to their English speaking ability or no.

2.7 Notion of Speaking English

Speaking ability is an aptitude of human being in communicating each other even in different language. Speaking is one of effective way to interact and communicate among people in social life. Brown (1980) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on the theory above, there are three main important points of view which must be occurred to the participants of

communication (speakers and listeners) to construct the meaning during the interaction among them.

Speaking is also the ability to receive and to produce the words which have meaning. Byrne (1984:9) defines speaking as two-ways process between speaker and listener and it involves the productive skill and receptive skill of understanding. Actually, speaking process needs at least two peoples , one as a speaker and the other as listener.

Brown also classifies types of spoken language into two types, they are monologue and dialogue. In monologue, when a speaker uses spoken language like in speech, lecture, etc, the hearer must process long stretches of speech without interruption the stream of speech will go on whether the listener comprehend or not. While dialogue, involves two or more speakers and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers. On the other hand transactional language is dialogue which involves two or more speakers and the purpose is to convey propositional or factual information.

On the relevancies of curriculum that were applied in Indonesia, especially in speaking subject, students are hoped to be able to express the meaning of short functional text and monologue text in form of recount, narrative, and procedure in daily context and in accessing the science. Therefore, after being taught the English, the students are hoped to have a good ability in speaking. They have to

be able to communicate, convey the meaning, and have a good conversation. But, there some factors should be underlined in speaking, according to Heaton (1991):

1. Standard of voice

According to Gilman (1968) the characteristics of voices is commonly described as pitch, loudness, fluency, duration, and quality. Brown (2001:198) separates teaching pronunciation into two, they are:

- a. The beginning levels: learner hopefully can surface that threshold beneath which pronunciation detracts from their ability to communicate.
- b. The advanced level: learners focus on elements that entrance communication intonation features that go beyond basic patterns, voice of quality, phonetic distinction between registers and others refinements that are far more important in the several stream of clear communication than rolling the English/r/or getting vowel to perfectly imitate a native speaker.

2. Comprehensibility

Heaton (1991:35) describes that comprehensibility denotes the ability of understanding the speakers' intension and general meaning. It means that the speakers and listeners must grasp the meaning quickly and correctly while speaking so that the conversation can run well.

Based on the ideas above to acquire the language especially in speaking, the pioneer of education must give more opportunities to the students to practice speaking during the class in order to make them accustomed in speaking English.

2.8 Types of Speaking Skill

Based on categorical level of proficiency of speaking in foreign language, speaking can be divided into three types of speaking skill

1. Beginner level

In this type, people can't speak in foreign language. When they make a conversation, their partner totally do not understand what are being said by him/her.

2. Intermediate level

People with this type are able to speak in English but sometimes they still make some mistakes but not totally wrong. It can be tolerated because he/she only makes local errors not global errors so that it will not influence the whole meaning. People in this type have a little ability to communicate in English but not too fluently.

3. Advance level

This type is the highest level on English proficiency, people in this level are able to communicate in English even in the native environment. They can speak English fluently and totally understandable by others. Beside that, their pronunciation almost likes a native speakers.

2.9 Aspects of Speaking

The aspects of speaking are as follows:

a. Speaking mode

The first feature is the speaking mode: it can be isolated (the words are pronounced in isolation with pauses between two successive words), connected (usually used when spelling names or giving phone numbers digit by digit), or continuous (fluent speech).

b. Speaking fluency

With the three speaking modes, the speech input can be spontaneous or read (scripted speech for data entry by computer operators or a text dictated to a secretary from a manuscript document).

c. Speaking rate

It is obvious that the speech production rate varies from one speaker to another. The speaking rate depends on the explanation conditions in particular due to stressful operating conditions such as adverse physical environments. The speaking rate can be slow, normal or fast. This may be measured by statistical distribution of the average number of speech frames within a set of sentences that has given. If the performance result is obtained with a particular speaking rate that is not used during the exploitation it has to be specified. A tool may be required by the application developer to measure speaking rate.

d. Non-speech sound

The users are likely to produce acoustic sound that are not relevant to the application, such as cough, sneeze, lip smacks, clicks, etc. these extra-linguistic phenomena (or non linguistic phenomena) may be considered as part of the speech modeling (implementation of the rejection mode described below), or may be tackled at the linguistic level or other higher levels.

The application developer has to know if these phenomena are handled or not, and how to tune the system for that purpose if any intervention is needed.

2.10 Evaluation on Speaking Ability

Tests are most powerful as they often the single indicators for determining the future of individualism (Shohamy 1997:2). According to Douglas Brown (2000:390), there are many kinds of tests in second language learning, each with a specific purpose, a particular criterion to be measures. They are as follows:

a. Proficiency tests

A proficiency test is not intended to be limited to any course, curriculum, or single skill in the language. Proficiency test have traditionally consisted of standardized multiple-choices items on grammar, vocabulary, reading comprehension. And sometimes is a sample of writing.

b. Diagnostic tests

A diagnostic test is designed to diagnose particular aspects of language.

Achievement tests are useful for analyzing the extent to which students have acquired language that have already been taught.

c. Placement tests

Certain proficiency tests and diagnostic test can act in the role of placement tests, whose purpose is to place a student into an appropriate level or section of a language curriculum.

d. Achievement tests

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question.

e. Aptitude tests

A language aptitude test is designed to measure a person's or general ability to learn a foreign language and to be successful in that undertaking.

In interpreting a test it is important to note which linguistic units are being tested. Speaking or oral production tests can be test of overall conversational fluency or pronunciation of a particular subset of phonology, and can take the form imitation, structure responses, or free responses.

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. In (Kitao & Kitao, 1996), mention that there are not yet good answers to questions about the criteria for testing these skills and weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately; hence they lack the ability to communicate their ideas correctly. This is one of the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they cannot pronounce all the sounds correctly.

Another difficulty is the administration of speaking skills testing. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988).

Finally, the assessment and scoring of speaking skills are the biggest problems. If possible, it is better to record the examiners' performance and the scoring will be done upon listening to the tape. In testing oral proficiency, or oral skills of second language learning, four components are emphasized. These include: vocabulary, grammar, semantic, and phonology. Accurate assessment of limited-English speaking learners requires a total description of the communication skills, linguistic structures, and functional usage of the learner's language within all social domains (Silverman, Noa & Russel, 1977).

2.11 Relationship Between Attitude and Speaking in EFL

As mentioned in the previous pages, one of the students' factors of ability towards English is attitude. Attitude means students' tendency to accept or reject object based on their evaluation towards the object, whether it is good or not. Therefore students' evaluation can be positive and negative. Winkle (1983: 30) stated that positive evaluation reflects on favourable feeling such as satisfactory, happy, sympathy. Conversely, the negative one will reflect unfavourable feeling, like avoid, hate and afraid. Those feelings play important role in students' attitude establishment.

Referring to those statements, in learning English, students' positive attitude comes from positive evaluation and negative comes from negative evaluation towards English as a language and English as a subject. Students' negative perception or experience towards those two types of attitude causes unfavourable attitude towards English lesson which then make them less motivated in learning English and finally make them unwilling to speak in English. For example if students have negative evaluation towards English teaching learning, they will not interested and dislike the lesson, their mind will refuse to learn English intensively. As a result they will be less motivated to do some effort in order to understand the material in English subject. They don't respond the material and don't want to try speaking English.

There are some indicators that show the negative students' attitude towards English, such as the students pay less attention to teacher, refuse to accept suggestion, do not want to ask or discuss some problems in English, and last ignore the school task and homework (Travers, 1982). Leng Hui (2003:340) stated that in the foreign language context, students are able to succeed if they are engaged in learning materials which are related to their needs and interest, the degree of relevance affects the degree of willingness, which in turn, influences the degree of participation and commitment.

Based on those statements, it can be concluded that if students already have positive attitudes, it automatically will affect their willingness as well as their participation and commitment to study well. Finally those positive actions will encourage them for example, try to speak in English when the lesson occur, read English books much, pay attention to the lesson intensively, ask questions, do more practice in speaking English both at school and home, take an English course after class in which all of that positive action make their English ability increased and they can speak English well.

The relationship between students' attitude and their speaking ability can be seen below: "Students who learn a lesson attentively, doing an assignment well, participate actively in discussion, also give a good response to the challenge that appear in learning English. Those are students' attitude whose will get success in learning English" (Russeffendi, 1980: 130-131).

2.12 Theoretical Assumption

Based on the theoretical review, attitude has important role in the students' learning ability. Thus, the writer believes that attitude to English and speaking ability are strongly interrelated that the students will not have a good ability without have a good attitude on its subject.

In this study, the writer assumes that the students who have a positive attitude in English, they will have a good ability on it. They will try to study about English and its culture and also try to speak English in English class at school.

Based on the statements above, the writer wants to investigate the effect of students' attitude to English on their speaking ability and also analyze the effect of attitude to the three speaking aspects. They are pronunciation, fluency, and comprehension.

2.13 Hypothesis

Referring to the theoretical views, and assumption above, he writer stated the hypothesis as follow:

1. There is a significant difference between students with positive and negative attitude toward their speaking ability at the second grade of SMA N 1 Kalirejo.

2. There is an effect of students' attitude to the three speaking aspects. They are pronunciation, fluency, and comprehension.