

2 LITERATURE REVIEW

This chapter provides the explained patterns related to theories used in this study, such as; (1) concept of attitude, (2) classifications of attitude, (3) aspects of attitude, (4) concept of English, (5) Concept of English language learning, (6) concept of English native speakers, (7) attitude toward English, English language learning, and English native speakers.

2.1 Concept of Attitude

In education, attitude plays an important role in accepting or rejecting something. Attitude is a product of interaction process which somebody gives respond from the accepted stimulus. In other words, attitude closely related to object upon receptor. Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Abidin, 2012).

Al-Mamun et.al (2012) claims that attitudes are enduring mental representations of features of the social or physical world. These representations include evaluations of how attitude is valued and how the information is pertaining them. It is influenced by social environment as well as the readiness to accept or respond. Montano and Kasprzyk (2008) in Abidin (2012:120) beliefs,

“Attitude is determined by the individual’s 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.”

Gardner and Lambert in Irawan (2013:8) points out that an individual attitude is an evaluative reaction to some referent or behavior of the object, inferred on the basis of individual’s belief or opinions about the referent. Practically, an attitude understood as a constructive response derived from subject’s answer to a number of questions about object. In line with Gardner and Lambert, Ardeo (2003) believes that attitude intuitively refers to positive approach or negative avoidance of an object. In addition, the role of attitude involves the concept of rejection or acceptance towards object faced.

Someone would react positively or negatively towards anything they face in terms of whether the object they faced is something unconsciously accepted or rejected in their mind. Furthermore, it also involves emotional or affective (feeling) responses toward object upfront. Individually, to respond every single object upfront, someone ought to have at least background knowledge about object they faced. People with certain attitude toward an object will show certain action toward it. For instance, students who have favorable attitude towards English will give different action from those who have unfavorable attitude toward English lesson. The first students will tend to get in touch with the people or the culture. They will work hard in order to be able to communicate in English in many ways such as a willing to have a conversation with the natives, want to know more

about their culture and many things even want to live with native speakers in their country. While the second one, the students with negative attitudes, 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 and learning process well.

Al-Tamimi and Shuib (2009) state that attitude may be understood after observing the object. A positive attitude may be formed and appears for the first time as the observer reacts favorably towards object. It is strengthened in the condition of the objects' behavior rewarded in the presence of the observer. The observer could have complete information from the object. Then, the information would be analyzed and affecting the observer to decide whether he is going to accept or reject the object. If the subjects accept favorably the object, the output of their acceptance probably results positive impact in line with positive attitude. Whereas, if the subjects refuse the existence of the objects, negative attitude will probably appear as the negation.

Al-Mamun et.al (2012) believes that attitude is a construct that explains linguistic behavior in particular situation and condition. He further explains that attitudes existence in learning refers to human tendency involving certain feelings in responding to an object and it is born as the effect of experiences. It means that human tendency to accept or reject the object is influenced by their experience, emotion, affection, understanding, belief, and background knowledge to respond the object with certain ways among their environment. Therefore, in teaching learning process, student's attitude towards the object is a crucial thing since its existence would provoke beneficial impact on learning or vice versa, slow down the main purpose of learning.

Gardner and Lambert (1985) cited in Al-Tamimi and Shuib (2009) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

Further, Wenden (1991) cited in Al-Tamimi and Shuib (2009) proposed a broader description on attitudes. According to him, the term attitudes includes three components namely, cognitive, affective and behavioral. A *cognitive* component is made up of the beliefs and ideas or opinions about the object of the attitude. The *affective* one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the *behavioral* component refers to one's consisting actions or behavioral intentions towards the object.

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 judgment and evaluation as well as their experience towards an object as the output from his own observation. After having observation towards the object, the subject will have his own attitude in the form of positive or negative attitude. Therefore, that language teacher, students, or even researchers should acknowledge that high motivation and positive attitude of students facilitate target language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude

and will not be motivated and enthusiastic in language learning. Furthermore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

2.2 Classifications of Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Abidin, 2012). Furthermore, the researcher assumes that the concept of attitude can be seen from these three kinds of classification. Each one of this classification has different features to bring out language attitude results. Accordingly, Setiyadi (2006) points out that the attitude is classified into three kinds of classification i.e., attitudes to English, attitudes to English language learning, and attitudes to native speakers of English. These three attitudinal classifications are based on the theoretical assumption that attitude in learning a target language may affect motivation in learning the language; motivation can mediate any relation between language attitudes and language achievement (Setiyadi, 2006:29).

In the following, the three classifications of attitude i.e., attitudes to English, attitudes to English as a subject to be learned, and attitudes to native speakers of English are briefly described.

2.2.1. Attitudes to English

Attitude to English deals with the way students behave and react in particular situations in terms of English use. In this point of view, students' attitudes toward English as international language that is often used in many kind of daily life are figured. Then, it also examines how they see it as a language that is often spoken by others, a community that communicates in different utterances from their mother tongue. Their understanding towards English generally may affect their perspective towards the importance of English for their possible future. Hence, it will create such paradigm for the students to be physically involved in the advance of the millennium in communicating in English among other nations.

Furthermore, student's reaction towards English is something that needs to be investigated. Teacher should deal with students with different attitude towards English. Then, the teacher must cooperate well with students in classrooms considering English is something they do not want to learn or with students who are psychologically interested in English but experientially and physically having difficulties in it which then ended with avoidance and negative attitudes. Gardner and Lambert (1972) in Abidin (2012) concludes that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also by the students' attitudes and perceptions towards the target language. They belief that attitude could affect the process of language learning and influence the nature of student's behaviors and beliefs towards the other language, its

culture and community, and this will identify their tendency to acquire that language.

Supportive actions would probably appear as the impact of positive attitudes students have such as motivation, eager, and desire to master English. Many researchers have tried to address it under the same issue including Gardner and Lambert (1972) in Abidin (2012) who claims that language learners may have motivation as an inner drive in learning language. The first is integrative motivation, which refers to the desire of language learners to acquire the language to communicate in it satisfactorily and to gain closer contact in English. The second is instrumental motivation. It refers to the functional need for learners to acquire the language in order to fulfill some utilitarian purpose, such as applying a job, or a place at a university. Those attitudes will create big impacts both on process and result of English language learning

2.2.2. Attitudes to English Language Learning

Kara (2009) states that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. Accordingly it is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Conversely, negative attitudes could create results contrarily.

In 2013, the new English curriculum "*Curriculum 2013*" based on *Competency-Based Curriculum* was implemented. Nuh, Ministry of

Education states that this curriculum represents an outstanding change, compared to the previous one, “*Unit Level Education Curriculum*” (KTSP) 2006. “*The curriculum recommends that English to be conquered in communication correctly.*” (Direktorat Pembinaan Kursus dan Kelembagaan Kemendiknas, 2009). Yet, the new curriculum is not applied as planned mainly to the whole element of education because of the obvious differences between the main standards and the readiness of every single aspect involved in teaching and learning. Apart from that case, the new curriculum emphasizes on students ability to push them onto independent effort of learning.

Furthermore, it is strengthen by the vision of the curriculum that it guides the students to find out, not to be told (Discovery Learning) (Direktorat Pembinaan Kursus dan Kelembagaan Kemendiknas 2009). The eager of the students of the students to discover in learning second language depends heavily on student’s perspective towards the case they faced. In this situation, a motive to be involved in learning depends heavily on students’ attitudes upfront as attitude is one of the key predominant factors for success in language learning (Abidin, 2012).

2.2.3. Attitudes to English Native Speakers

The development in communication and business technology throughout the recent years has been growing really fast (Wu, 2009). It deeply influences the field of English language teaching and learning, government policy,

curriculum, creativity and understanding the nature of students and their needs of English. The advance of the technology allows the spread of information through audio and visual; movies, songs, product, advertisements, etc. This fact forces the students to recognize English through facilities which do not necessarily require English language learning taken in classroom.

One factor included in those is the existence of Native Speakers of English. As claimed by Wu (2009) that the existence of Native Speakers of English is believed as the model of English use. Native Speakers of English are considered as the embodiment of the English standard. Accordingly, English language learners are expected to have at least standard the native speakers' vocabulary, grammar, idioms and culture. Furthermore, Ja-Park (2008) claims that English teaching and learning aimed the target language learners to speak like a native speakers of English (NSE) seem to be well matched with the timing of globalization.

2.3 Aspects of Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, she claims that learning process has social aspect as well as psychological aspect besides the cognitive one. Attitudes concept can be seen in

those three aspects. Each one of these aspects has different characteristics which then it will show different attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive, and affective (Abidin, 2012). In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

2.3.1. Behavioral Aspect of Attitude

The behavioral aspect of attitude refers to someone behave as he or she behaves and reacts in certain circumstances, Kara (2009). In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that,

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

2.3.2. Cognitive Aspect of Attitude

The aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.3.3. Emotional Aspect of Attitude

Feng and Chen (2009) state that, *“Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.”* Attitudes can help the learners to express whether they like or dislike the objects or surrounding situations. Inner feelings considered as aspect influenced the attitudes of target language learning.

Norris-Holt (2001) beliefs that emotional aspect on learning covers effort, desire and affect. Effort refers to the time spent in studying the language and the drive of the learner. Desire indicates how much the learner wants to be more proficient in the target language. Affect illustrates the learner's emotional reactions favorably to language learning. It is agreed that the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

2.4 Concept of English Language

English is one of the most important languages for acquiring access to the world globally. Talebinezhad (2001) states that English as International Language (EIL) refer to the use of English by people of different nations in order to communicate with one another. Its existence provokes the society to have better communication and understanding among others. Most of people; when they meet others especially foreigners, speak in English to have better understanding. Accordingly,

many kind of business such as politics, science, technology, education, and international negotiation involving many hand of nations provoke the society to master English. In other words, the following headings together may constitute the necessary of English mastery in this globalization era.

Language, so far as we know, is something specific to a human that is the researcher may say that it is one of many characteristics that distinguish humans from all other living things. Talebinezhad (2001) claims that as a lingua franca of the past century and the new millennium, English is urgent means to acquire as an ability of communication. Johnson (2001) records that English is the most widely spoken language in the world, with more than 300 million speaking it as the first language, more than 200 million people speaking it as a second language, and more than one billion people speaking it as a foreign language. She further states that some countries consider English as their second language; apart from their own mother tongue, and many of nations assume English as their foreign language. Accordingly, apart from its status in many nations, many people forced to deal their daily life with English even in their very simple activity. It is; therefore, agreed to assume its role as the global language. Its influence is increasing with the advancement of information technology which has evidently accelerated the explosion of knowledge, increased the speed of communication for various purposes and devices, and gradually created a global culture. A claim that this global language will contribute a great deal to one's success in this information era is then not an exaggeration. Thus, in this year of inquiry about globalized era, English language acquisition should forcibly be taken as positive development especially for those considered as nonnative speaking countries.

English in Indonesia is generally recognized as foreign language. English is designated as the first foreign language in accordance with the Decree of the Ministry of Education and Culture No. 096/1967 December 12, 1967. (Rahmajanti, 2008). The decision of English as the first foreign language in Indonesia among other foreign languages is based on several considerations. Rahmajanti (2008) states that our national language cannot currently be used as a means of communication with the outside world in the context of foreign policy and to develop relationship with other nations. The fact that English is the language of international communication, the language of science, modern technology, trade, politics, and used in almost all fields, give a clear priority that it should forcibly be acquired well by Indonesian society. In other words, Indonesian people should realize that their participations on English language learning could create beneficial impact for themselves in line with the purpose of this nation postulated in its constitution.

English in Indonesia developed under the control of government from the beginning of the first implementation of language learning in school officially. Rahmajanti (2008) states that Indonesian government has taken steps in improving and changing the English teaching strategies with the launch of the Decree of the Ministry of Education and Culture No. 060/U/1993 dated 25th February 1993 and the Decree of the Provincial Department of Education and Culture, East Java, no. 1702/104/M/94 SK dated 30th March 1994 (the Basic Course Outlines for English at the Primary Education). She further states that since then, English can be taught to elementary-school-aged learners. This decision is in line with what is posted in the Regulation Plan (RUU) of the System

of National Education that the final goal of the English language learning at the elementary school is to enable the students to be functionally proficient in English in the globalization era, Rahmajanti (2008). In other words, English language learning should forcibly be handled well by many sides to provoke better mastery proposing better human resources capability of communication. Thus, In the Indonesian context, a good mastery of English will indeed support the acceleration of the country development.

2.5 Concept of English Language Learning

Since English is widely regarded as the world's language, the number of people who learn English is increased. Yufrizal (2008:5) states that Foreign Language Learning is generally differentiated from second language acquisition. Krashen (1985) in Yufrizal, (2008:5) assumes that language learning refers to 'knowing the rules' having a conscious knowledge about grammar. Then, Setiyadi (2006:21) tries to address this term onto two classifications in the context of target language mastery based on Krashen argument. He assumes that there are two ways of gaining a target language. They are *acquisition* and *learning*. He further states that *acquisition* is understood as a subconscious process that is specific to the process used in first language mastery in all important ways. On the other side, *learning* is understood as conscious knowing about the language. Therefore, significant differences on both of terms reflect their own process of language mastery. For the second time, Setiyadi (2006:21) explains the phenomena onto further two significant differences. He states that for those people classified in *acquisition* are not always aware towards their achievement on language mastery. On the other

side, those language learners considered as *learning*, they have bigger proportion on the rule of the language.

Furthermore, Krashen (in Yufrizal, 2008:5) assumes that *acquisition* occurs on natural communicative situations. It is believed that people who are categorized in *acquisition* are only aware of the fact that they are using the language for communication. Meanwhile, in language *learning*, language learners have conscious knowledge of the language. They focused on how to use and apply it in proper grammatical rules. Most of them who are concerning on grammatical rules does not always end in good speaking. Setiyadi (2006). The students who memorized the rules of the language may not be able to speak fluently but perhaps they are able to succeed on a standardized test of English language.

Both second language mastery classifications mentioned above have their own characteristics in terms of how learners respond English language learning alongside their English learning period. Hence, those characteristics believed as it has been taken care by linguists whether the place learners learnt the language consider as English as foreign language or English as second language. Krashen (1982 (in Setiyadi 2006:20)) assumes that there is no specific distinction between the patterns of second language learning or foreign language learning. He claims that second language learning recognized as learning a new language in a foreign language context. Some countries consider English as a second language; Malaysia, Brunei Darussalam, and Singapore, due to their language environment.

One of the most visible examples can be taken from Malaysia where the society speaks Malay as the first language. Then, they speak English temporarily

separated from their mother tongue, Malay. Therefore, the term of English as second language is fairly recognized. Meanwhile, what appear in the countries considering English as foreign language is vice versa. Indonesia is one of few countries applied this pattern. Here, the societies consist by multicultural tribes. Even though Bahasa Indonesia has been nationally established as national language, society prefers to use their kind as their second language. Hence, this perspective towards English creates varies approach on learning it. The problem of the process and learning results may possibly cause by some factors. i.e. psychological factors. Additionally, people also have different attitudes and responses facing the learning approaches, methodologies, and possibly techniques of the language learning. Different types of process of acquiring the language may produce different problems and finally provide different opportunities for learning success (Setiyadi 2006:30).

2.6 Concept of English Native Speakers

People are becoming more interconnected in the fast-growing trend of globalization era through cultural and technological advancement. English has become the primary medium of international communication (Talebinezhad, 2001). With the overwhelming influence of English, it is apparent that the number of English learners soars among the globalization era. Therefore, the discussion of English teaching and learning is taking into account as a consequence.

According to Ja-Park (2008), Bloomfield used the term, ‘the native language’ instead of ‘native speaker’ and by that term he meant “language learned at one’s

mother's tongue" or "the first language one learns to speak." In this case, there is a relationship between the native speaker and the first language/ or mother tongue acquired by human. A native speaker can be regarded as a speaker of his or her mother tongue. However, it was the early part of the 20th century when Bloomfield used the term relating one's mother tongue. In line with that, he adds that it means that we are native speakers of our language uttered in everyday life.

According to Wong (2009) a "native speakers of English" refers to someone who has learned and used English from early childhood. He adds that it does not necessarily mean that it is the speaker's only language, but it means it is and has been the primary means of concept formation and communication. It means having lived in a truly English-speaking culture during one's formative years, so that English has been absorbed effortlessly as mother tongue.

Traditionally, native speakers have tended to be regarded as the model (Wu, 2009). Native English speakers have the advantage over non-native speakers and are often considered around the world as the embodiment of the English standard. He further states that accordingly non-native speakers are expected to mimic the native speakers' vocabulary, grammar, idioms and culture. Even if it is doubtful for the students to recognize the concept of English native speakers directly because of they barely ever taught, meet, or even interact with native speakers of English, the researcher believes that student's background knowledge about native speakers of English has been constructed since they have already known it through well spread technology and information. As it is mentioned by Ja-Park (2008) that we are living in a global world where English is the most favored and widely employed language.

2.7 Attitudes toward English, English Language Learning, and Native Speakers of English

Based on the relevant theories, attitude is crucial elements to determine success in learning English Foreign Language. The researcher assumes that student' attitudes towards English, English language learning, and native speakers of English would affect the achievement on English language learning taken. The more positive attitude students have the better achievement on target language learning. Shams (2008) shows that attitude is considered as significant predictors of academic success rather than school entrance examinations. There are several supportive possibilities of that phenomenon could occur. English language learner with positive attitudes would probably enhance themselves to have better performance whether they have it towards English, English language learning or even native speakers of English. Each of it would have different influence towards students. Yet, the positive one is considered as beneficial aspect rather than another one that teacher should take into account.

Student's attitudes towards English generally refer to their perspective on how they recognize English as it is considered as international language linked nations. This view stimulates students to consider English as the vehicle lead them to comprehend world development progress better or vice versa. Each attitude appears would affect the process and the results differently. If students consider English is something necessary, probably they will have a kind of greater self-portrait towards the language learning process and results. In contrast, if the students see English without further beneficial impact, their performances on learning would also be influenced differently. The researcher believes that this

paradigm worth on students' performance to be observed since the subject existence would determine the success of English language learning.

Despite of the other aspects such as facilities, teacher, and circumstances of language learning take place, student's attitudes towards learning considered matter in it. Abidin (2012) argues that attitude is one of the key predominant success factors in language learning. English language learning comes as the second since the students have already recognize English generally. English language learning considered as the next phase as students have already determine their attitudes towards English. The perceptions of individuals about language learning, their motives for learning the language, the feelings they have of themselves and their attitudes may influence how well they will eventually learn the language (Troudi, 2006). Of course, the attitude owned by the students will affect the process and the results of the learning. Students claimed that they have already had attitudes towards English which then it affect their performance in English language learning. Abidin (2012) also shows that student's achievement in English language learning not only depends on the capacity of the students obtaining English, but also on the learner's attitudes towards language learning.

The attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance (Troudi, 2006). He adds that English language learning is socially formed by means that it takes place in a social context. It refers to the involvement of dynamic interaction among teachers, learners, and tasks given to students. The researcher assumes that those students who possess positive beliefs about language learning have a

tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, or even low cognitive achievement, and negative attitudes which then lead the students onto poor mastery of target language learning. Tella (2010) in her investigation claims that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

English Native speakers are believed that they also take part in supporting student's English mastery. Wu (2009) claims that English native speakers have the advantage over non-native speakers and are often viewed around the world as the embodiment of the English standard. The existence of English native speakers through the advance of technology may help the students to construct their background knowledge about English native speakers look like even though students barely ever meet or even interact with them. The matter of students like or dislike towards English native speakers would affect students' mastery of English. In line with that, the English native speakers also often found as role model of how English is recognized in its use. Therefore, those possibilities are predicted as one of many factors influencing the mastery of the target language.

This chapter has already explained theories used in this study, such as; The Concept of Attitude, The Classifications of Attitude, The Aspect of Attitude, The Concept of English, The Concept of English Language Learning, The Concept of Native Speakers, and Students' Attitude toward English, Language Learning, and English Native Speakers.