CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, and conceptual framework.

A. Previous Related Research Findings

There are many research findings which are related to this research, some of previous research findings which are related to this research are described below:

Hyoshin Lee and Sungho Park in their research, "Effect of learning IELTS on Korean and Chinese collage students' attitudes towards learning English and language proficiency". Their research aims to compare the effects of learning IELTS on the attitudes towards learning English and the improvement in language proficiency of Korean students and Chinese students studying in Korea. They in-depth interviewed with the two lectures and the students who attend the classes are employed and the data are analysis and also to did this research, pre- and post-tests on the students' attitudes and language proficiency level. Finally, they found that provide implications for affective teaching methods in an Asian EFL context.[1]

Keith Graham and Zohreh Eslami, "Attitudes toward EMI in East Asia and Gulf: A Systemic review" their result of the research showed that factors affecting attitudes include language and content issues, choice of medium of interaction, instructor quality, motivation to learnt English and deficit views of the L1. As a result of the findings, it is suggested that governments and universities review their

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[1]Hyosin Lee and Sungho Park, *Effect of Learning IELTS on Korean and Chinese Collage Students' Attitudes towards Learning English and Language Proficiency,* international Journal of language (2018). *(Accessed on Mei, 23 2020)*

EMI policies in order to ensure education quality and maintain the status of local languages. Their research used a systematic literature review method to synthesize findings on attitudes toward EMI in East Asia and Gulf.[2]

Fitri Karimah Pasaddai, SittiZainab Mukhtar and Adriyani Syaharuddin, "Telling Inspirational Experience to Improve Student's Speaking Ability Based on Personality Types", in their research stated that students have different scores in speaking. Some aspects can affect students' ability to speak including lack of vocabulary, lack of grammar, fluency, comprehension and pronunciation. Furthermore, personality type can affect students' ability to speak due to their weaknesses and strengths within themselves. The objectives of their research were to find out whether telling inspirational experience as a method can improve the students' speaking ability that consists of grammar, vocabulary, fluency, pronunciation and comprehension, and to find out the type of personality that high the highest score in speaking. Then, their research used pre-experimental design using cluster random sampling as the sampling technique. Also the chosen sample was the second year of exact eleventh from SMA Negeri 1 Pinrang in Academic year 2015-2016.[3]

Based on the researchers who have done their researchers about the attitude and also speaking ability, both of them have a relation and very important to be a good personality to speak each other. Then, many factors that include influence the

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[2]Keith Graham and Zohreh Eslami, *Attitudes toward EMI in East Asia and Gulf: A Systemic Review,* International Journal of Language Problem and Language Planning (2019). *(Accessed on Mei, 23 2020)*

[3]Fitri Karimah Pasaddai, Sitti Zainab Mukhtar and Adriyani Syaharuddin, *Telling Inspirational Experience to Improve Student's Speaking Ability Based on Personality Types,* International journal of Languange (2019)

people's attitudes include the language and their daily attitudes. Therefore, in this research will conducting, the researchers will observed and analyzed the students' attitude speaking English cause if this research found the some solutions from the problems in students' speaking ability, so the next research will looking for the affective solutions to the problems about the attitude in students speaking and daily attitude from the students or people.

B. Some pertinent ideas

1. The Concept of Attitude

a. The definition of attitude

To understand about attitude as a concept, it is essential that we take into account the definition of attitude about by some writers:

Eagly and Chaiken in Al Noursi maked definition about attitude, attitude is defined as psychological tendency which can be done by evaluating a particular entity with several degrees of favor or disfavor.[4]

Attitude are (1) position of the body, as suggesting some thought, feeling, or action, (2) state of mind, behavior, or conduct regarding some matter, as indicating opinion or purpose, (3) the position appropriate to the expression of some feeling, whether consciously or unconsciously assumed.[5] This statement indicates that attitude is the position somebody who feels comfortable to express his feeling, emotion and thoughts. It also implies that somebody acts or behaves by expressing his mind.

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[4]Omar Al Noursi, *Attitude towards Learning English: the case of the UAE Technological High School.* (International Research Journal 2013).

[5]*The New International Webster's Comprehensive Dictionary of the English Language,* (Printed in Colombia, trident Press international, 2003).

Attitude is (1) the way that you think and feeling about somebody/ something; that way you behave towards somebody/something that shows how you thing and feel, (2) confident, something aggressive behavior that shows you do not care about other people's opinion on that you want to do things in an individual ways, (3) a position of body".[6]

This statement indicates that attitude is the position of somebody who feels comfortable to express his feeling, emotion, and thoughts. It also implies that somebody acts or behaves toward an object without thinking about other people's opinion.

"An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative view of a person, place, thing, or event-this is often referred to as the attitude object".[7]

Based on definition above, the researcher can makes conclude that attitude is and expression of somebody's feeling, emotion, and thoughts that can be seen by looking at how somebody behaves and act. Attitude can happen in negative or positive form. People can also have conflicted or ambivalent attitude toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Somebody who has good attitude toward something will show his/her good reaction to the object. If somebody has

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[6]A s Hornby, *Oxford Advances Learners Dictionary of Current English (twenty- Fifth Impression).* (London: Oxford University press. 1987).

[7]Wikipedia,http://en.wikipedia.org/wiki.attitude_%28phsycology%29. (Accessed on October 10th 2019).

a bad attitude toward something, he/she will show his/her bad reaction toward the object.

  b. The components of attitude

      Basically, attitude has three main components; cognitive, affective, and behavioral. As stated by Nana Sudjana present as follows:

  1) The Cognitive response

      Cognitive response refers to the thoughts, beliefs, and ideas toward certain object or stimulus. Cognitive responses consist of six stages:

  a). Knowledge is: the ability to remember the material which has been knew and then thought the establishment of the concept until become a theoretical or abstract generalization. This consists of the skill to identify and remember terminology, formulas, definition, facts, ideas, ordering, methodologies, and basic principle.

  b). Comprehension is the knowledge will include acceptance of the communication in different forms of presentation, organization be level without change the meaning and can be explored. This is defined as the skill to understand a concept. For example someone demonstrates understanding when they can explain something that they have heard using their own word. And, giving examples concerning the explanation.

  c). Application or use the principle or method on a new situation. This is the ability to utilize abstraction for concrete or specific situations. The abstraction may be an idea, or technical guideline.

d). Analysis is or use of the principle or method to new situation. This is the effort to classify and integrate information into element or suction to get an obvious organization and hierarchy. Analysis is a complex skill that uses the skills of knowledge, comprehension, and application.

e). Synthesis is more difficult level of this analysis is covering children to put the parts so can forming a whole Kohern. This is to put together the analyzed elements and suction into integrative form.

f). Evaluation level is considered to be the top most difficult in the ability of the students to take decisions or express opinions about value in something goals, ideas, work, problem solving, methods, materials, etc. this is awarding decisions about an object's value through purpose, aspect, concept, solution and methodology.

2) The affective response

The affective response refers to the feeling or emotion of an individual toward an object. Affective attitude appears in some student's behavior such as their attention toward a subject, discipline, respect toward the teacher or their friend, and social interaction. There are some affective categories namely:

a) Receiving/ attending is, which is a kind of sensitivity in receiving stimulation (stimulation) from outside who come to the students in form problems, situations, symptoms, etc. refers an individual's sensitivity in receiving stimulus from extrinsic sources toward a problem, situation, indication, etc. it concludes awareness,

desirability to receive the stimulus, controlling, and selection or extrinsic stimulating.

b) Responding is giving a reaction by someone toward an extrinsic stimulus namely the reaction given by someone to stimulation that comes from the outside. This includes precision reactions, feelings, satisfaction in responding to external stimuli dating to him. It includes a reaction, feeling, or attempt to satisfy an answering stimulus.

c) Valuing inn this evaluation included willingness to accept the values, background, or experiences to receive the value of an agreement to these values, is refers to the value given and belief toward an indication or stimulus.

d) Organization is improving the value through an organization system, relating one value to another value, consolidating or prioritizing value, namely the development of value into one system organization, including relationship one value with stabilization, and the value of its exiting priorities. It includes the concept of value is an integrated value, value system organization, etc.

e) Characteristic value is an integrated value system that someone processes which influence personality and behavior of the value or internalization of the integration of all a value system that has been owned by someone, which affects the pattern personality and behavior.

3) The behavioral response

Behavioral interaction refers to the behavior tendency or disposition of an individual toward a certain object. It also refers to the skill or action that comes after receiving an experience. There are six behavioral stages.

a) Reflexive movement (subconscious movement).

b) Basic movement ability.

c) Perceptual ability (the ability to differentiate visual, audio, and motoric skills).

d) Physical ability (for example strength, harmony, and accuracy).

e) Movement ability (from simple skill through complex skill).

f) Communication ability (such as expressive and interactive skill).[8]

Cognitive, affective and behavioral are components of attitude that are connected with each other. Cognitive aspects are related to thoughts, beliefs and ideas toward a certain object. These aspects influence someone's feelings or emotions affective aspect. Affective attitude appears in some student's behavior such as their attention toward a subject, discipline, and respect toward the teacher or their friend and social interaction. Behavior tendency of disposition of an individual toward a certain object. It also refers to the skill or action that comes after receiving and experience. Someone's beliefs and feeling are manifested in their action toward.

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[8]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar, (Ed. Cet. XI. Bandung: PT Remaja Rosdakarya.* 2008).

c. Kinds of Attitude

There are two kinds of attitude; they are positive attitude and negative attitude. Positive attitude is an optimistic approach of person to achieve good result Resourcefulness and determination and leading attributes to look for options or other alternatives when confronted with problems that need remedial measures. A positive attitude leads to happiness and success and can change your whole life. If you look at the bright side of life, your whole life becomes filled with light. This light affects not only you and the way you look at the world, but it also affects your environment and the people around you.[9] And negative attitude is a pessimistic mind-set of a person who is not capable of handling critical issues as he easily gives up and does not bother to explore available means that lead to the resolution to an issue or problem.[10]

d. Attitude function

There are five functions of attitudes as presented below:

1) Badge value: its function is to help define someone and make up-front statement about who they are and what they believe.

2) Adaptive: its function is to reflect something that someone would like to accomplish their goals and something that someone may dislike blocking those goals.

3) Knowledge: it function is to allow someone to categorize about object and more easily manage their world.

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[9]http://www.successonciousness.com/positive_attitude.html. (Accessed on January 22nd, 2020)

[10]http://simonarich.com/negative-attitude.html. (Accessed on April 5th, 2020)

4) Value expressive: its function to allow someone to express their beliefs about what they consider to be right or wrong.

5) Ego defense: its function is to protect someone from their fears and rejection.[11]

Based on the explanation above, the researcher concludes that attitude has an important role in learning. Learning attitude decides the intensity of learning activity. Positive learning attitude causes higher intensity in the activity than negative learning attitude. Learning attitude has an important role in deciding students' activity.[12] If someone has a positive attitude toward learning, he will be more intensive in learning. On the country, if someone has a negative attitude toward learning, he will not be intensive in learning.

e. Attitude Measurement

An attitude scale is a common way that is used in measure attitude. It is used to measure an individual's attitude toward a certain object.[13] Attitude scale are relatively crude measuring instruments and do not give in depth information. Their function is to divide people roughly into a number of broad groups, with regard to a particular attitude.[14] This technique attempts to determine what an individual believes, perceives, or feels.[15] There are several types of scales that can be used to measure attitude.

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[11]http://users.ipfw.edu/bordens/social/attit.html. (Accessed on April 6th, 2020)

[12]Djali, *Psikologi Pendidikan,* (Jakarta, Bumi Aksara, Cetakan Keempat, 2009).

[13]Nana Sudjana, *Penilaian Hasil Proses belajar Mengajar.*

[14]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement,* (Printed in Great Britain, Heinemann, 1976).

[15]L.R.Gay, *Educational Research Competencies for Analysis and Application,* (Columbus, Ohio, Floridina International University, Fifth education, 1996).

1) A Likert Scale

A likert scale asks an individual to respond to a series of statements by indicating whether she or he strongly agree (SA), agree (A), is undecided (U), disagree (D), or strongly disagree (SD) with each statement. Each response is associated with a point value, and an individual's score is determined by summing up the point value for each statement. The point values for positive statement might be:

SA=5, A=4, U=3, D=2 and SD=1. For negative statement, the point values might be SA=1, A=2, U=3, D=4 and SD=5.[16]

In order to produce a likert scale, one should follow certain steps:

a). We compose an item pool,

b). We need a sample of respondent on whom to try the items.

c). We score the print of each respondent.

The likert scale has some advantages namely:

(1). It tends to perform very well when it comes to reliability.

(2). Provides more precise information about the respondent's degree of agreement or disagreement and respondent usually prefer this simple agree/ disagree score.

(3). Possible to include item whose content is not obviously related to the attitude in question. Therefore, subtler and deeper ramifications of an attitude can be explored.[17]

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[16]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement.*

[17]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement.*

2) A Thursone Scale

A thursone scale asks an individual to select from a lot of statement that represent different point of view those with which he or she in agreement.[18] Thursone attempted to devise an attitude scale by getting people to compare attitude statement, two at a time and judge which of each pair is the more positive or more negative.[19]

There is certain step that should be conducted to produce a thermoses scale. First, one must design and collect a pool of items from related literature and from interviews. After that, one needs a group of judges. Next, the items are reproduced on cards or slips of paper and each judge is given one complete set of items in random order. Finally one has to assemble all the judgments for each statement.[20]

3) A Guttmann Scale

A Guttmann scale also asks respondent to agree or disagree with a number of statements. A Guttmann scale attempts to determine whether an attitude is multidimensional. It is multidimensional if it produces a cumulative scale. In a cumulative scale, a respondent who agree with a given statement will also have agrees with all related preceding statements. For example, if a respondent agreed with statement 4, he will also be agreeing with statement 3, 2 and 1 because they are related.[21]

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[18]L.R.Gay, *Educational Research Competencies for Analysis and Application.*

[19]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement.*

[20]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement.*

[21]L.R.Gay, *Educational Research Competencies for Analysis and Application.*

The procedure of a Guttmann scale is designed to test a given universe of content or group of items for "scalability" by seeing whether it will yield a scale with a satisfactory coefficient of reproducibility. The advantages of Guttmann scale are: first, it will prevent someone from building a single scale for universe of content that really demands two or more separate scales. Next, it offers the important safeguard of multidimensionality. It is also very useful when we wish to examine small shifts or change in attitude. Finally, it can produce some short highly affective scales.[22]

In looking over the explanation above, the researcher decided to used likert scale to know the students' attitude speaking English more preside information about the respondents.

2. Concept of Speaking

The researcher will explain the concept of speaking as independent variable such as, definition of speaking, speaking skill, the way to get a mastery/ successful speaking, the important thing that must be paid attention in speaking and language factors.

a. The definition of speaking

Speaking is the process of releasing voice influenced by thinking process in the brain. Before a word a sentence goes out from the mouth, it passes a thinking process in the brain. It is supported by "Speaking is a process of releasing voice the can understand as a mind expression from the coordination between centers talking in brain".[23]

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[22]A.N. Oppenheim, *Questionnaire Design and Attitude Measurement.*

[23]Nur Asia, *"Teaching English Intonation in Speaking (daily conversation)"* unpublished STAIN PAREPARE

Tarigan stated that speaking a language skill that is developed in child life, which is produced by listening skill and that period speaking, is learning.[24] Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and purpose for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

From the definition above, the researcher can concludes that speaking is the way of human life to communicate with another. This may take on any place, such as in the class, meeting, competition, or conference. When people speak, he or she can share and find new information or update news by one people to another people.

b. The skill of speaking

Brown and Yule in Nunan another basic distinction we can make when considering the development of speaking skills is between monologue and dialogue.[25] The ability to give interrupted oral presentation is quite distinct from interacting with one of more other speaker for transactional and interactional purpose. While all native speakers can and do use language interaction ally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. This is a skill which generally has to be learned and practiced. Most language teaching is concerned with developing

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[24]Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pengajaran Pembelajaran Bahasa* (Bandung: Angkasa. 1990).

[25]David Nunan, *Designing Tasks for the Communication Classroom* (Cambridge: Cambridge University Press 1998).

skill is short, interactional exchanges in which the learner is only required to make or two utterances at a time.

Speaking is one of the languages skills in learning activity that are used in communication; there are three situations in which the students find in learning activity:

1) Interactive

Interactive speaking situation include face to face conversation and telephone calls, in which the students are alternatively listening and speaking and the listeners or audiences have a chance to ask for clarification, repetition or slower speech from the speaker.

2) Partially interactive

Some speaking is partially interactive, such as when the speakers are giving speech to a live audience, which the audience does not interrupt about the speech. The speaker nevertheless can see the audience and judge from the expression of the audience café and body language, whether may be the audiences is being understood.

3) None interactive

The other situation is non-interactive, such as when recording a speech for radio broadcast. In here the audience only listen the speech.

c. The way to get a mastery/ successful speaking

According to Sadjono "The mastery of speaking is best on the iron laws that cannot be changed".[26] In this book, the iron laws are classified become

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[26]Sadjono, *Antologi Pengajaran Bahasa Asing Khususnya Bahasa Inggris* (Ppltk Press, 1987).

four they are: the high duration of study, the high duration of practicing, the small quantity of the speaking I the class and a good teacher.

The high duration of study, generally to get a good result in studying the learner much pends much time to study. It also happens in studying English (especially in speaking ability), if an English learner wants to get a good result in their English, of course he must set up their time to speak as much as possible. It means he must improve the duration of study.

The high frequency of practicing is very important way to develop the English learners' speaking ability. The successful of speaking based on how often the English learner uses their time to practice their English.

The small quantity of speaking class influences the learners' ability in speaking mastery. By creating the small quantity of speaking class the teacher's attention is more focus and can control the mistakes made by student easily.

A good teacher is power of education because a good teacher also influences the students' successfully. The good teacher here means a teacher being able to set up the class to be a conductive class where the communication between the teacher and the students flow fluently. In speaking class, if the communication between them can run well the condition of speaking activity in the class will happen without getting depression.

d. The important thing that must be paid attention in speaking

In this case, the researcher explains the important thing that should be paid attention to build speaking ability in students. They are;

1) A theme

A theme is the important things in the class speaking activity because by presenting the theme, the student are going to understand about something that they want to talk and ask, so without a theme in speaking activity, the fluent speaking will never reach well.

2) Self-Confidence

According to Rolheiser in Darnawati that self- confident is an attitude which allows individuals to have positive and get realistic views of themselves and their situation. With self-confident people trust their abilities, have a general sense of control in their lives and believe that within reason they will be to do what they wish, plan and expect.[27]

The students' self- confidence is the based on speaking activity, the student who do not have a good self-confident they will get difficulty in improving their speaking ability because they feel afraid and shy to show opinion in speaking activity.

3) Student Experience

Student experiences, there are the differences between the students who has many experiences and poor one. In speaking class, the students will be easier to make out word from their mouth controlled.

e. Language factors

Language factors are component of mastering speaking subject, when speakers are speaking. It means that the speaker produce their ability of

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[27]Darmawati K., The Influence of Students' Self- Confident toward English Speaking Classroom Interaction of the Second Year Student of SMA Negeri Pangkajenne Sidrap. (Parepare, STAIN parepare, 2009).

language component. According to Higgs and Clifford, "They either five language factors are recognized in analysis of speech process. They are Accent/pronunciation, grammar, vocabulary, fluency, and comprehension".

1) Accent/ Pronunciation

Pronunciation is a particular person's way of pronouncing a language or the word language.[28] And Mckeenhil states is it actuation or grammar in pronunciation something: articulation, utterance, pronunciation cannot be separated from intonation and stresses are largely learnt successfully by imitating and repetition.[29]

From the meaning and statement above shows that the quality of speaking can look from the ability in producing words by using proper pronunciation.in speaking English must get more attention because if the English Learner made mistakes in their pronunciation, it causes misunderstanding for the listeners. So pronunciation is very important target to catch.

2) Grammar

Learning a language (especially in English) the learners must give their attention with grammar. The reason is grammar has an important function in creating a language. A language consists of words and sentences and they are arranged and combined by a rule that called a

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[28]Michael Brooks, *Longman Dictionary of Contemporary English*. (Pressed: Pearson educational Limited 2000).

[29]Mck Hill. Han L. *Webster's New Twentieth Century Dictionary*. Second Edition, (New York: Simon and Schuler Morgan C T King, 1997).

grammar. From the explanation above bases on the following statement "grammar is rules for forming words and making a sentence".[30]

Based on the explanation above the writer concludes that every language cannot avoid from the grammar, in learning and teaching English grammar gets serious attention not only in writing and speaking but also in other skills. The learner will get predicate master in English when the learners are able to apply their grammar well in speaking and writing.

In speaking, grammar has important role, the quality of arranging words and sentences are decided by grammar, so the grammar understanding is needed. There are many types of English grammar, so the grammar such as tenses, modal auxiliary, gerund, etc. the grammar have important role in arranging, managing and combining words and sentences.

3) Vocabulary

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meaningless complete than a dictionary".[31] The English learners must have many of vocabulary because vocabulary that had by the learners influence with their ability to produce any sentences, because the learners that have many vocabulary are easier to produce sentences than the learners who have poor of vocabulary.

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[30]Rnaldolp Quick, *Teaching Vocabulary.* (USA:Houghton Publisher. 2014).

[31]Michael Brooks, *Longman Dictionary of Contemporary English.* (Pressed: Pearson Educational Limited 2003).

4) Fluency

According to Longman, the definition about fluency, "Fluency is able easily to speak". In fluency practice, the learners concrete on communicating fluently, paying little attention to accuracy.[32]

In teaching speaking, one of the purposes that are the students must to speak English clearly and correctly. They can make their speaking effectively by pronounce acceptable word to make the listener understand about what they are speaking.

Therefore, the English teacher must help the students by using many kinds teaching aids and the appropriate technique in order to the students easy to catch the lesson in teaching learning process.

5) Comprehension

The last language component is comprehension. Comprehension has meaning the mind's act power of understanding or the exercise to improve one understands.[33] The statement about means the understanding is a subject which is very important for the learners for study, because the learners can be easy to learn it if we are able to catch or understand the point of subject learnt. So, comprehension has a great role in learning.

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[32]Glenn Flucher, *Testing Second Language Speaking* (London: Person Education Limited, 2003).

[33]A. Hornby. S, *Oxford Essential Dictionary*. (New York: Oxford University Press, 2003).

C. Conceptual Framework

The conceptual framework of this research is designed as follow:

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                        │    Attitude     │
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           ▼                     ▼                     ▼
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    │  Cognitive  │      │  Affective  │      │ Behavioral  │
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           ▼                    ▼                    ▼
    ┌─────────────┐      ┌─────────────┐      ┌─────────────┐
    │ • Thought   │      │  • Feeling  │      │ • Attention │
    │ • Believe   │      │             │      │ • Discipline│
    │ • Ideas     │      │             │      │ • Respect   │
    └──────┬──────┘      └──────┬──────┘      └──────┬──────┘
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