

CHAPTER 2

LITERATURE REVIEW

2.1 Students' Attitude Toward English Language Learning

English as a global language enters all aspects of human life. Over time, people around the world learn English to support their various purposes. However, many people find it difficult to understand English, especially since English is a foreign language in Indonesia. Since language attitudes are related to how much students desire to learn a language, they can influence that learning. Student attitude is thoughts or emotional state toward learning something, especially those exposed to their behavior related to how they feel and comprehend what they are learning (Ahmed et al., 2011; Wigati, 2019). Moreover, Astrid et al. (2020) discussed that attitude is a crucial aspect of learning a language and is interpretable as students' feelings, thoughts, and how they behave toward learning English, which is affected by their learning abilities. In other words, students' attitudes could reflect how they behave, which is driven by their thoughts and feelings when learning English.

Understanding the variety of attitudes that students possess toward learning English is essential. Mohamed (2012) claimed that students' attitudes toward English language learning could be positive or negative. Moreover, Astrid et al. (2020) added that a positive attitude toward language learning will result in good behavior and better learning outcomes. Conversely, a negative attitude can lead to negative behavior and hinder the learning process. On the other hand, Meng (2010) clarified that students' positive attitudes will support them in overcoming their learning difficulties, building self-confidence, and maintaining their continuity in learning English, while negative attitudes will make them feel under pressure to learn, encounter many challenges, and even be reluctant to use English, which lead to an insignificant improvement in their potential. Thus, students' attitudes are crucial to their success in learning English, as a positive attitude has the power to guide students toward improving their English abilities and their learning outcomes.

2.2 Attitude Forming Components

To find out students' attitudes, it is crucial to understand its forming components. According to Zulfikar et al. (2019), attitudes consist of three components such as affective components, cognitive components, and behavioral components. In this study, the affective components encompass students' emotions and feelings toward learning English. The cognitive component includes thoughts and beliefs concerning English, while, the last component is behavioral which relates to how students behave toward learning English.

Moreover, they elaborated on the affective components which encompass students' feelings related to English learning. The cognitive component consists of their reason for learning English, their English language ability, and their thoughts on the importance of learning English. Lastly, the behavioral component consists of their attention and participation while learning English. Hence, by understanding the attitude components, teachers can implement English learning in classrooms that can train the students' affective, cognitive, and behavioral aspects.

On the other hand, it is important to know more about the occurrence of affective, cognitive, and behavioral processes. Ahmed et al. (2021) mentioned that the affective process occurs when students' particular feelings arise while they learn a language, these can influence their perspective and behavior toward English language learning. Apart from that, they explained that the cognitive process begins when students' beliefs and thoughts create an outline for how they will respond to something. Meanwhile, the behavioral process of students happens as they react and behave in different circumstances. To summarize, students' attitudes toward learning English are linked with their feelings during learning, their beliefs, and thoughts that will create their learning responses, as well as how they behave during the whole learning process.

2.3 The Importance of Recognizing Students' Attitudes

Recognizing and understanding students' attitudes by teachers will positively impact future classroom learning. Ahmed et al. (2021) investigated students' attitudes as an essential component in language learning to bolster students' positive attitudes resulting in a more interesting and effective English classroom. In considering the pivotal role of teachers in constructing the learning environment, it is necessary for teachers to actively contribute to fostering students' attitudes more positively to obtain better results in their English learning.

In addition, emphasizing the various teachers' responsibilities in the classroom, Archana and Rani (2017) mentioned that teachers hold the roles of managers, facilitators, assessors, evaluators, and learners. Besides, Rindu and Ariyanti (2017) argued that a good teacher must be capable of performing their proper role depending on different circumstances. Teachers must realize that students exhibit both positive and negative attitudes depending on certain conditions. Therefore, teachers can adjust the learning methods as Brown (2000) suggested such as using media in certain classroom activities to help students achieve a deeper understanding and regard of foreign languages. Thus, teachers can mitigate the students' negative attitudes by modifying teaching strategies to cultivate a refreshed learning atmosphere and foster students' motivation to learn.

Apart from that, students will have a better attitude toward learning and achieve higher learning results if the teachers are successful in performing their responsibilities properly. Additionally, as highlighted by Ferrer (2020), motivation can encourage students to continuously engage in the learning process to achieve their learning goals. That way, motivated students are more likely to continue learning and show a positive attitude, which greatly affects their learning outcomes. Therefore, teachers can assess students' learning achievements and use the results to improve the teaching quality with more students' positive attitudes.

2.4 Study of the Relevant Research

Several studies have explored students' English learning attitudes in various educational contexts and focus. For instance, a study conducted by Abidin (2012) focused on secondary school Libyan students' attitudes by paying attention to their attitude-forming aspects namely behavioral, cognitive, and emotional aspects. Additionally, the study examined variations in students' attitudes based on their demographic profiles, such as gender, study field, and academic year. The participants from three study years completed a questionnaire as a measuring tool. The results demonstrated that the participants lacked awareness of how crucial English which indicated they had a negative attitude.

Besides, Ahmed et al. (2021) explored the attitudes of the Iraqi Kurdistan Region students toward learning English by examining affective, cognitive, and behavioral language attitude aspects. To collect data, this study utilized a survey of 400 students from different universities in the Region. The research uncovered that most students felt disapproval of learning English which made them feel compelled to learn English.

In a similar topic, Isti and Istikharoh (2019) analyzed the EFL students' attitudes and the factors that form them. This survey research was conducted on grade 7 students from a junior high school in Sokaraja Regency, Indonesia. The data collection techniques used by researchers were questionnaires, interviews, and note-taking observations. According to the research results, the affective aspects of the students (68.10%), cognitive aspects (64.7%), and behavioral aspects (68.8%) were positive. The results are strengthened by observation and interview data. Apart from that, the research identified influential factors: mass media, reference groups, teachers, personal experiences, parents, learning environments, and classroom tasks.

Moreover, Pelu (2019) aimed to determine students' attitudes toward classroom management, their teacher, and materials. The researcher conducted a random sampling of 50 grade 7 students at private junior high schools in Makassar, Indonesia. The questionnaire results proved that students' positive

attitudes toward the teacher (59.24%) and toward the materials (53.64%). However, students had a neutral attitude towards English classroom management with a score of (39%).

Furthermore, Seni and Lekatompessy (2021) conducted a research survey to investigate how students form their attitudes toward learning English. The researchers took ten students from each of the five junior high schools in Dobo, Indonesia. Subsequently, the questionnaire explored students' learning interests, weekly study frequency, class attendance, and their pre-class habits. It consisted of 21 questions, including five open-ended interview questions addressing the urgency and challenges of learning English, preferred learning methods, and the skills they want to develop. The majority of students had high motivation, which indicates a positive attitude toward learning English as shown by their classroom preparation, classroom interactions, responses to assignments given, and exam preparation.

Meanwhile, Zulfikar et al. (2019) explored the students' English Department beliefs about English to understand their attitudes, feelings, and behaviors toward English learning. On the other hand, this research also investigated students' learning needs. This study revealed students had a positive attitude that was classified into several components. Firstly, affective consists of their interest in learning English, their feelings in learning English, and their preference in learning English. Subsequently, cognitive consists of their reasons for learning English, their English language ability, and their thoughts on the importance of learning English. Furthermore, behavioral consists of their attention and their classroom participation.

Therefore, to fill such a gap, this study explored students' attitudes to English language learning activities in the classroom, specifically within the Indonesian educational context. In contrast to previous studies which mostly explored the junior high school and university-level students' attitudes using different methods and focuses. In addition, this research utilized a descriptive case study that will provide valuable contributions to both the theoretical framework and research outcomes.