## CHAPTER 2
## LITERATURE REVIEW

## 2.1 Theoretical Framework

### 2.1.1 The Natures of Attitudes

A hypothetical construct termed attitude is used to explain the direction and persistence of human behaviors. In other words, attitude is an individual's cognitive and evaluating positions toward objects, people, or concepts that shape their actions and behaviors. According to this definition, attitudes are essential in influencing and directing behavioral patterns because they provide information on the motivations, preferences, and tendencies that drive individuals to action. Baker (1992) described attitude as an abstract concept used to interpret the direction and consistency of human behavior. Wenden (1991) comprehensively presents the attitude concept that is cited in Abidin's (2012) research. Additionally, Garrett (2010) discusses the concept of attitudes as an individual's evaluations or predispositions toward certain ideas, behaviors, or entities, shaped by personal experience and social influences. Attitudes, though internally held and complex, often manifest through observable behaviors and language choices. Garrett emphasizes that attitudes are not static; they evolve over time, influenced by factors like social context, identity, and cultural background. These attitudes are crucial in understanding how people interact, communicate, and respond to the linguistic diversity around them. Attitude is classified into three components cognitive, affective, and behavioral. The cognitive aspect as an individual's concern thoughts and beliefs, affective refers to the individual's feelings and emotions, behavioral involves the tendency to adopt particular learning behaviors. In the field of education, especially

language learning, attitude's major role is described as a part of everyday expression, the outcome of education is affected by individual predisposing attitudes. (Baker, 1992).

### 2.1.2 Language Attitudes

Language attitude described as a broad term that encompasses various specific attitudes. It implies that language attitude is a general concept that includes different types or categories of attitudes related to language. Baker (1992) described language attitude as a broad concept that encompasses various specific attitudes, each reflecting different perceptions, beliefs, and evaluations toward language and its users. These attitudes are shaped by cultural, social, and individual factors and play a significant role in how people perceive and interact with different languages and their speakers. Furthermore, Garrett (2010) stated that language attitudes impact how individuals perceive speakers of various language forms, often affecting social judgments and interpersonal relationships. For instance, speakers of prestigious dialects may be viewed more favorably, while those with stigmatized dialects may face negative stereotypes. This research intended to focus language attitudes on learning a new language. The ability to acquire a second language is not only influenced by mental competence or language skills, but also on the students' attitudes and perceptions towards the target language. Attitude concepts could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards other languages (Abidin, 2012).

Language attitudes play a significant role in several aspects of language education. These include the reasons for learning a language, the methods and approaches used in language teaching, the formation and dynamics of language groups and communities, the practical applications and uses of language in different contexts, and the classroom processes and dynamics during language lessons. This

model emphasizes the influence of language attitudes across different domains of language education, highlighting their importance in shaping language learning and teaching experiences. Baker (1992) proposed a theoretical model of language attitude roles in education as "reasons for learning a language, language teaching, language groups and communities, uses of language, classroom processes in language lessons". Furthermore, Verspoor (2011) pointed out that in second language learning, positive attitudes address a high motivation for learning. In another word, learners with a positive attitude will have interest and tendency in language acquisition, if the learner possesses a negative attitude, it will not be motivated and enthusiastic in language learning.

### 2.1.3.1 Aspects of Language Attitudes

Attitude concepts are widely agreed to have a multiple componential structure (Kircher, 2022). The attitude concept has three components: behavioral, cognitive, and affective. These three attitude aspects are grounded on the three theoretical approaches of behaviorism, cognitivism, and humanism correspondingly. Each one of these dimensions has different features to bring out language attitude results (Abidin, 2012; Kircher, 2022; Wenden, 1991). These components are grounded in the theoretical approaches of behaviorism, cognitivism, and humanism, respectively. The behavioral aspect focuses on observable behaviors and interactions with language, while the cognitive aspect explores thoughts, beliefs, and mental processes related to language. The affective aspect delves into emotions, feelings, and attitudes towards language. By considering these dimensions and theoretical frameworks, researchers can gain a comprehensive understanding of language attitudes and their outcomes, as each dimension brings forth unique features and

contributes to individuals' language-related behaviors, thoughts, and emotions.

### 2.1.3.1.1 Cognitive Aspect of Language Attitudes

The word cognition refers to the mental processes and abilities involved in the processing and validation of information (such as perception, memory, imagination, intelligence, and reasoning, among others), which are not emotional or affective. The word knowing is the human potential of understanding a certain reality and of establishing relations through mental processes and abilities whose individual product is knowledge (Carlo, 2017; Verspoor, 2011).

Students should acquire proper appropriate cognitive and affective levels to the learning environment. Students' positive attitudes toward an educational institution and its teachers and courses improve the quality of their learning. Students need to internalize the understanding that learning is life itself, not some variation that is independent from their lives. The utility of a subject to be learned should be stated clearly to students before its content is introduced (Bloom, 1976). Verspoor (2011) highlights that insufficient exposure to a language significantly limits a learner's cognitive development, affecting their language comprehension. Without regular interaction with English, students struggle to process and understand the language, which affects their proficiency and engagement.

### 2.1.3.1.2 Affective Aspect of Language Attitudes

A Positive affective state contributes to language learning. Language acquisition can be helped or affected

by incidental and fleeting states of emotion, which are directly linked to language learning. Depending on the demands of the task, learners' affective states can have different effects on performance, with possible downstream repercussions on motivation and attitudes toward the language learning process (Hayakawa, 2020). Mercer (2018) discusses how anxiety and fear of failure significantly impact learners' emotional engagement, creating barriers to active participation. These emotional states lead to avoidance behaviors and contribute to negative attitudes toward the language. Learners' fear of making mistakes in language use, as discussed by the participants, strongly aligns with this emotional barrier.

**2.1.3.1.3 Behavioural Aspect of Language Attitudes**

The behavioral component of attitudes relates to how we are inclined to act, often aligning with our thoughts and feelings about a particular subject. It involves our predisposition to behave in ways that are consistent with our cognitive and affective evaluations (Alam, 2023). Additionally, according to Ryan (2017) stated that motivation, which is influenced by intrinsic and extrinsic factors, directly impacts learner engagement. Behavioral component of attitudes reflects participants' tendencies to act in ways that correspond with their cognitive and affective evaluations of learning English.

The willingness and desire of an individual to engage in language learning activities can be described as motivation (Baker, 1992; Skinner, 1953). This viewpoint states that motivations related to learning a language, such as achieving goals, drive people to pursue certain

behaviors. As a result, motivation throughout the language learning process can be understood as a behavioral phenomenon that is influenced by individual actions and outcomes (Rasool, 2019). In contrast, demotivated students contribute to challenging and unpleasant language learning experiences, thereby hindering the achievement of educational objectives (Kaivanpanah, 2011).

Students' emotions, interest and beliefs about learning affected their behaviors. Positive attitudes led to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students were observed to be more eager to solve problems, acquire information and skills useful for daily life and to engage themselves emotionally, thereby meeting the requirements of the courses (Batang, 2018).

### 2.1.3 Santris and Islamic Boarding School

Pondok Pesantren had two terms and contained one meaning. The Javanese call it pondok (lodge) and pesantren (Islamic boarding school). The term "lodge" comes from the meaning of dormitories of students called lodge or domicile. "Islamic boarding school" is an Islamic school located in Indonesia. Between pondok and pesantren are two words that are identical with the dormitories as places where *santri* (Islamic Students) or pupils learn. Islamic Boarding school is an educational institution and broadcasting Islam which is the identity of pesantren (Thahir, 2014). The purpose of education in Islamic boarding school is to shape and develop Muslim personality such faithful and devoted to Allah SWT, having a noble morality, beneficial to society, following sunnah (words and deeds) of Prophet

Muhammad SAW, spreading religion or build Islam or Muslim glory in the midst of society (Mastuhu, 1999).

The Khalafi Islamic Boarding School appears to embrace new and beneficial elements while upholding traditional practices. Such Islamic boarding schools offer general subjects in their madrasas using a classical system and establish public schools within the pesantren's surroundings. However, the teaching of classical Islamic literature remains an integral part of their curriculum. The Khalafi pesantren serves as a model, striving to adapt to contemporary advancements while preserving the tradition of studying classical texts. To keep pace with scientific and technological progress, the Khalafi pesantren incorporates general sciences into its educational framework. Typically, these pesantren open educational institutions and schools that provide instruction in various subjects. Students usually reside in the pesantren premises and engage in the study of classical texts during the afternoon, evening, and early morning after the Fajr prayer, followed by attending general lessons at madrasas and schools (Arifin, 2012).

## 2.2 Study of the Relevant Research

Numerous studies have been conducted to investigate students' attitudes towards English language learning. Dewaele & Meftah (2024) researches in 3 different levels of English skill at beginner, intermediate and advanced results that learners gradually establish a connection between classroom enjoyment and real-world English interaction, which strengthens with proficiency. Positive links between enjoyment, motivation, and attitudes toward English speakers become significant at advanced levels. For beginners, enjoyment and anxiety are less connected, possibly due to underdeveloped skills. This pattern suggests that emotions and motivation increasingly interlink as learners progress, highlighting the

evolving role of enjoyment, motivation, and anxiety in language acquisition at different skill levels. Getie's quantitative and qualitative research (2020) comprehensively studied student's attitude at Debremarkos Comprehensive Secondary School in Debre Markos town, Ethiopia. The explanatory research method was adopted through questionnaires, interviews and focus group discussions on 103 students. Revealing positive attitude toward English language because they are aware of the importance of English language to aim for Ethiopian National Examinations, live aboard and have a good job opportunity. Besides, students have a negative attitude due to lack of encouragement from English teachers, fear of making mistakes and frustration (learners themselves), lack of opportunities to practice English, poor background and lack of resources. Educational factors are found to influence negative attitudes towards their teacher, learning environment, the way English is taught, classroom size and arrangement of seats. Similar to this research, Ratnadewi's (2020) explanatory sequential design research addressed language attitude among cognitive, affective, and conative on 49 students in boarding school that that revealed to have positive language attitude and suggest researcher to investigate the management of teaching English in the classroom that affect students' language attitude. To answer this, Abidin (2012) research on language attitude at 180 students in Libya suggest that teachers should respect and think about individual student's feelings, beliefs, and behaviors before conducting cognitive learning processes to build positive affective factors to achieve student's need toward English language learning. In contrast, Zulfikar (2019) qualitative research on 6 English Department students revealed positive language attitudes at cognitive, emotional, and behavior. However, a number of students feel anxious when learning the English language, students are not sure what language skills they are more capable of.

The research highlights the significance of addressing various factors that negatively affect students' attitudes towards learning English. Le

(2022) studied 69 students about the factors that affect students' attitude, he found that internal factors such as student's interest, self-confidence, anxiety, classroom environment affect directly into students' language attitude. Muñoz, (2021) emphasizes the importance of understanding students' interactions with English outside the classroom and incorporating informal language exposure into teaching strategies. The need to create a supportive environment that reduces anxiety and promotes confidence is also critical (Soriano and Co, 2022; Dewaele and MacIntyre, 2014). Additionally, fostering motivation through engaging, structured classroom experiences can lead to better learning outcomes (Oga-Baldwin et al., 2017). Overall, teachers must consider students' emotional, motivational, and environmental needs to improve their attitudes and proficiency in English (Souriyavongsa et al., 2013; Jahedizadeh et al., 2016).

In the Sundanese community that this research target of students in Tasikmalaya, Wati (2019) investigated 140 participants and discovered that beside the negative attitude of effectiveness if it's compared to Sundanese and Indonesian language, it is difficult to learn and the challenges for acquiring English vocabulary. The majority of the Sundanese community has a positive cognitive language attitude. They are aware that the English language is a prestigious role in international communication, it also supports their future career. Despite these valuable contributions, no previous research has specifically addressed the factors that influence negative language attitudes among santri in Indonesian Islamic boarding schools. Therefore, this study aims to fill this research gap by investigating the attitudes of santri towards English language learning. By examining the cultural, religious, and educational context of Islamic boarding schools, this study seeks to provide insights into the factors that affect negative language attitudes of santri towards the English language.