

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories that are relevant with the research. The researcher divides the chapters into some parts. They are learning, embodiment learning, attitude, component of attitude, and also, there are explanation about achievement and the factors that affecting learning achievement.

#### **A. Learning**

##### **1. Definition**

Learning process is a series of phase through by students who learn (Winkel 1986: 19). Also H.C. Witherington in Prawira (2012: 225) defines learning as a change in personality marked a new pattern which can be a sense. Another opinion from Makmun (2012:156) about learning process can be interpreted as a series of interaction between students and teacher to reach the goal. Learning process is a fundamental element to education activity. This means that the success or failure of achieving the goal of education is highly dependent on the learning process experienced by students. Thus it is important for educators to truly understand the meaning of learning.

From those three short definition about learning it can be conclude as follow. First, learning is a change in one's self. Such changes can occur in terms of skill, in a manner, or in a sense, and so on. Someone who has learned, he/she will not has the same condition with a previous state when he/she has not learned. Second, learning is new patterns mastery. Learning action based on several principles that dominated the principle of sufficient holding the basic arrangement of an experience. Third, learning is proficiency mastery, attitudes, and understanding. Proficiency contains of practice skills. Attitudes are the things that relate to the way of thinking and feeling to the problems that contains the value, while the notion is related experience rational or common sense.

In addition, Cronbach (in Sardiman, 2004:20) said that learning is shown by a change in behavior as a result of experience. It means that in learning there are efforts to change behavior. So, learning will bring a change in each individual who learn. The change not only related to increase the knowledge, but also proficiency, skill, attitude, understanding, interest, nature, and adjustment. Thus, we can said that learning as series of soul, psycho-physic to reach the development of good personal that regarding to idea, sense and intention, cognitive domain, affective domain and psychomotor domain. Knowledge skills, habits, indulgence, and a person's attitude is formed, modified and evolved

due to learning. Because the person is learning, if it can be assumed in others it becomes a process of events that result in a change in behavior. From some of the above studies, it can be said that a learning activity has purpose to make one's self be better than before the so-called learning.

## 2. Embodiment Learning Behaviour

Embodiments of learning behavior are more often seen in the following (Syah, 1997:118):

### a. Habit

Every student who had been around a learning process, their habit would seem different. This habit arose because the shrinkage tendency of the response with use of repeated stimulation. In the learning process, habituation also includes the reduction of required behavior. Because of this reduction appears a new pattern of behaving relatively permanent and automatic. For example, students who learn a language many times to avoid the tendency of the use of words or structures are mistaken, eventually will be familiar with the use of good language and correct.

b. Skills

Skills are activities related to the nerves and muscles that normally appear in physical activities such as writing, typing, and so on. Despite its motoric skills but require careful coordination of movement. Thus, students who perform motoric movement with low coordination and movement can be considered to be less skilled or not. According to Reber, skill is the ability to perform complex behavior patterns and organized seamlessly and in accordance with the state to achieve certain results. Skills include not only motoric movements but also the embodiment of cognitive mental function. The connotations also come to influence others. This means that people who are able to leverage other people appropriately is also regarded as a skilled person.

c. Observations

Observation means receiving process, interpret, and give meaning incoming stimuli through sensory organs. Cause to the experience of learning a student will be able to achieve the right objective before reaching understanding. Wrong observation that one would be emergence of misconceptions as well. For example, when a child who first

heard the radio broadcaster would think that the announcer actually being in the radio box. But gradually, through a process of learning he would know the notion of an actual radio announcer.

d. Associative Thinking and memory

Associative thinking and memory are thought by associating something with others. Associative Thinking is the process of government established a relationship between the stimuli to the response. It should be noted that the student's ability to perform true associative relations are heavily influenced by the level of understanding or understanding gained from the study. Besides memory is also a learned behavior, because memory is a fundamental element in the associative thinking. So, the rest of which have undergone a process of learning will be marked by an increase in material savings and increased memory capabilities associated with such material.

e. Rational and Critical Thinking

Rational and critical thinking is a manifestation of learned behavior, especially related to problem solving. In general, students will use a rational thinking basic principles and understanding in answering the question. In rational

thinking required students to use logic to determine causation, analyze, draw conclusions, and even creating laws or rules. In this case the critical thinking, students are required to use specific cognitive strategies appropriate to test the reliability of the idea of solving problems and overcoming errors or omissions.

f. Attitude

Attitudes are relatively sedentary tendency to react in a way good or bad about something. In principle, the attitude is the tendency of students to act in a certain way. In this case the student learning behavior is characterized by the emergence of a new trend that has been changed to an object, values, events, and others.

g. Inhibition

Inhibition of an effort to reduce or prevent the occurrence of a particular response because of the presence of the other ongoing response. In the case study, the inhibition is referred to the student's ability to reduce or stop the unnecessary measures and take other actions better when it interacts with its environment. Students' ability to perform inhibition in general through the learning process. For example, a student who successfully learns the dangers of

alcohol will avoid buying liquor. Instead, she would buy a healthy drink.

h. Appreciation

Appreciation is often interpreted as appreciation or assessment of abstract objects and concrete are worth sublime. The level of appreciation of a student to a work depends heavily on the level of their learning experience.

i. Affective behavior

Affective behavior is behavior that involves variety feelings such as fear, anger, sadness, upset, happy, and so on. The influence of this kind cannot be separated from the influence of the learning experience. A student, for example, can be considered successful in learning if it has been like and realize with sincere religious truths he learned.

## **B. Attitude**

1. Definition

Attitude is one of the important key factors for success in learning. Attitudes are thoughts, feeling and behaviours about something and further that this trio of aspects helps in understanding the construct of attitude (Gardner:1985).

Learning attitude is closely related with learning motivation and the learning attitude is restricted by learning motivation. It is a significant factor which has a profound influence on the learning achievements. Gardner (1985b) considers that learning motivation is composed of the desire to succeed, learning attitudes and degree of effort

Attitude involve some knowledge of situation. However, the essential aspect of the attitude is found in the fact that some characteristics feeling or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated (Ellis in Purwanto, 2014:141). The important things in attitude is emotional factor. The second factor is reaction or response or predisposition to react. In this case, attitude is important determinant in human behavior. As the reaction, attitude always related to two alternative that is like or dislike, obey and perform or avoid it.

## 2. Components of Attitude

Wenden (1991) presents a comprehensive definition of the attitude concept as cited by Ibnian (2017). He classified the term 'attitude' into three interrelated components namely cognitive, affective, and behavioral. The cognitive component involve the beliefs, thoughts or viewpoint about the object of attitude. The



affective component refers to the individual's feelings and emotions towards an object, whether he or she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

a. Cognitive Component

It includes the beliefs of the language learners about the knowledge that they acquire and their understanding in the process of language learning. The cognitive aspect involves many of mental activities or brain. The capabilities and domains of cognitive are categorized by Bloom into some levels, Harjanto (2003) as cited in Hamzah (2012). First, Memorizing. It refers to the students' ability to memorize and restate the previous material, the second, understanding towards the concept, third, students' ability to analyse certain tasks, fourth, students' ability to compose or produce words or tasks and the last is evaluation, share values or ideas to others. To reveal those components in a learning, researcher has to come directly to classroom and see the learning process from the beginning until the end.

b. Affective Component

It is also called as emotional aspect of attitude. The characteristics of affective component covers some indicators including students' acceptance towards the learning, students'

responses in learning English, appreciation towards English learning, organizing a good habit or consistency and practicing English, Zaini (2002). Most of those indicators can not be observed directly since people can not see what other people feel, people can not see the level of students readiness that lead them become active, their loyalty towards the use of knowledge, their consistency towards learning English in class or outside class room and how they practice their knowledge.

c. Behavioural Component

The behavioural aspect of attitude is related with the way one acts or behaves in particular situations. This component is divided into seven levels. Those are students' perception or the use of sense organs to do activity, students' readiness or activeness, students' ability to do imitation or guided responses, students' confidence to do certain movements started from accustomed movement, complex movement, adjustment of the pattern of movement and creativity. In behavioural aspect, most activities are done through certain movements. Since behaviour or movement have to be observed directly, thus the main method to gain data about this is by doing observation in classroom.

Choyimah in Cahyono and Emaliana (2014:114) gives addition that behavioral aspect of attitude deals with how learners

react and behave in particular condition. In the context of English teaching and learning, behavioral aspect of attitude can be seen from how learners react to native speakers' way in speaking English. The learners' eagerness in imitating native speakers' ways in speaking English, their desire to learn or not to learn more about the culture of English speaking countries are just a few examples of behavioral aspect of attitude. Component behavior is influenced by the cognitive component. This component related to the tendency to act so that in some literature this component is called the action tendency component. Action tendency components can be divided into two kinds.

- 1) Positive attitude. The attitude of the show, accept acknowledge, approve, and implement associated with the object.
- 2) Negative attitude, attitudes which show or showed rejection or disagree on matters relating to the object

### 3. Factors Affecting Attitude of Learning

There are some factors affecting the way students perform in the classroom.

- a. **Parents.** It is believed that parents have a major role in second/foreign language process. There are two roles of

parents as stated by Gardner (1977) as cited by Yazigy, Rula Jamil (2015), those are active or passive.

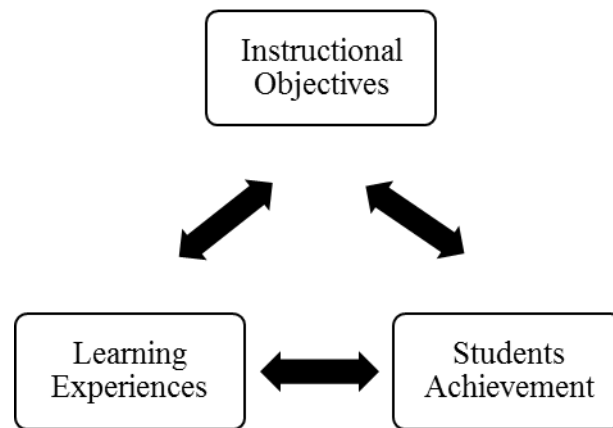
- b. **Teachers.** Teacher are suggested to have personal and professional characteristics which can affect students attitude of learning English. Similiarly Gardner (1977) as cited by Yazigy, Rula Jamil (2015), also stated that teacher play a significant role in the foreign language learning process.
- c. **Learning climate and classroom task.** The climate is manifested in terms of factors such as quantity and quality of the resources available, phisical environment of the class and acceptance by the teachers in the class (Mariadass & Kashef, 2012) as cited by Ganaphaty, Malini (2016).
- d. **Reference group.** Peers or certain groups that have good influence in learning English tend to have important role in shaping attitude.
- e. **Personal Experience.** Lepy, (Attitude an Social Cognition pg. 111) stated that many attitudes are formed not in the family environment or through reference groups, but through direct personal experiences which bring about a drastic change in someone's attitude.
- f. **Mass media.** The media can exert both good and bad influences on attitudes.

## C. Students' Achievement

### 1. Definition

Achievement is the abilities of the students after he received a learning experience. Student achievement are essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students (Sudjana, 1991: 3). According to Syaodih (2003:102) achievement is realization from facility or capacity of someone. Students achievement can be seen from their behavior, which in authority in knowledge, critical thinking and psychomotor. Meanwhile, Dimiyati and Mudjiono (2006: 3), student achievement are the result of an interaction acts and acts of teaching and learning. In terms of teachers, teaching acts ends with the evaluation of learning achievement. In terms of students, achievement of the summit was the end of the teaching-learning process.

Sudjana (1991:2) says that the achievement related to instructional objectives and learning experiences experienced by students. Here, the correlation instructional objectives, learning experiences and student achievement



Graphic 2.1

This graphic illustrates the elements contained in learning process. The results in this study relate to instructional objectives and learning experiences. The existence of a written guide instructional purposes will change the desired behavior on students, while learning experiences include anything experienced by students in both the activity Instructional objectives. Learning is to observe, to read, to imitate, to try something themselves, to listen, and to follow direction (Spears, in Sardiman, 2004:20).

The national education system and the formulation of educational goals; both curricular and instructional goals in general classification learning achievement using Bloom is broadly split into three domains, cognitive, affective, and psychomotor. Cognitive learning outcomes relating to intellectual consisting of six aspects, namely: knowledge, comprehension (understanding), application, analysis, synthesis, and evaluation. The second aspect

of the first so called low-level cognitive and following four aspects including high-level cognitive. Attitude regarding the affective domain consisting of five aspects, namely: acceptance, answers or reactions, assessment, organization, and internalization. Psychomotor domain of learning outcomes with respect to the skills and abilities to act consisting of six aspects, namely: reflexes, basic movement skills, perceptual ability, harmony or precision, complex movement skills, and expressive and interpretive movement (Sudjana, 1991:22).

Regarding to the explanation above, it can be concluded that the learning outcomes are changes in the cognitive, affective and conative as a learning experience influences experienced by students in the form of a section, unit, or chapter of certain materials that have been taught. In this research aspects are measured at the level of cognitive changes alone.

## 2. The Types of Learning Achievement

Bloom (Sudjana 2005:22) divides learning outcomes in three domains, namely cognitive, affective and psychomotor domains.

### a. Cognitive

This aspect relates to intellectual learning outcomes which consists of six aspects, namely:

#### 1) Knowledge (knowledge)

Type of knowledge include low-level cognitive. However, the type of learning achievement is a prerequisite for the following types of learning outcomes. This applies to all fields of study subjects. For example, memorize a formula would lead to understand how to use the formula; memorized the words to make it easier to make a sentence.

#### 2) Understanding

Understanding can be seen from the individual's ability to explain something of a problem or question.

#### 3) Applications

Application is the use of abstractions in concrete situations or special circumstances. Abstractions can be in the form of ideas, theories, or technical guidelines. Applying abstraction into a new situation called application. Repeating apply them to the situation turned into rote knowledge or skills.

#### 4) Analysis

The analysis is choosing business integrity are the elements or parts so clear hierarchy and or arrangement. The analysis is a complex skill, which utilize the skills of the three previous types.



### 5) Synthesis

The unification of the elements or parts to form a whole is called synthesis. Thinking is a synthesis of divergent thinking which brings together elements into integrity.

### 6) Evaluation

Evaluation is the provision of a decision about the value of something that might be seen in terms of goals, ideas, ways of working, solving methods, etc.

#### b. Affective

Affective consist with respect to attitudes and values. Type of learning achievement appear on students' affective behavior such as various behavior his attention to lessons, discipline, motivation to learn, respect teachers, study habits, and social relationships.

#### c. Psychomotor

The results appear in the form of learning psychomotor skills (skills) and the ability of the individual to act.

### 3. Factors Affecting Learning Achievement

According to Slameto (in Mustamin, St, Hasmiah and Sri Sulasteri, 2013) factors that affecting learning achievement can be divided into:

a. Internal Factors

Factors that concern the entire person, including physical, mental or psychological conditions. These internal factors are often called intrinsic factors which include physiological conditions and psychological conditions including interests, intelligence, talents, motivation, and others.

1) Physiological Conditions

In general, physiological conditions greatly affecting someone's learning success. People who are physically fresh will learn differently from people who are tired. Children who are malnourished have lower abilities than those who are not malnourished. Children who are malnourished easily get tired, easily sleepy, and do not readily accept lessons.

2) Psychological Conditions

Learning is essentially a psychological process. Hence all psychological states and functions of course affect someone's learning. That means learning is not independent, apart from other factors such as external factors and internal factors. Psychological factors as internal factors are of course the main thing in determining the intensity of a child's learning. Even

though the external factors are support, but the psychological factors are not support, so that external factors will be less significant. Therefore, interest, intelligence, talents, motivation, and cognitive abilities are the main psychological factors that affect student learning processes and outcomes (Djamara, 2008).

### 3) The Five Senses Condition

In addition to general physiological conditions, what is equally important is the condition of the five senses, especially sight and hearing. Most of humans learn using their sight and hearing. People learn by reading, looking at examples or models, making observations, observing experimental results, listening to teachers and others' explanations, listening to lectures, and so on.

### 4) Intelligence

Intelligence is a general ability of a person to learn and solve a problem. If someone's intelligence is low, no matter how much effort is made in learning activities, if there is no help from parents or educators, learning efforts will not succeed.

### 5) Talent

Talent is an ability that stands out in a certain field, such as mathematics or foreign languages. Talent is something that is formed over time, a number of fields and is a combination of levels of intelligence. In general, certain components of intelligence are influenced by education in the classroom, school, and the interests of the subjects themselves. A person's talents will remain hidden and even disappear over time if they do not have the opportunity to develop.

#### 6) Motivation

Motivation plays an important role in providing passion, enthusiasm and pleasure in learning so that those who have high motivation have a lot of energy to carry out learning activities. The strength and weakness of a person's learning motivation also affects learning success. Therefore, motivation to learn needs to be cultivated, especially those that come from inside yourself (intrinsic motivation) by always thinking about a future that is full of challenges and must be to achieve goals. Always set a strong determination and always optimistic that your goals can be achieved by learning. If there are students who lack intrinsic motivation,

external encouragement is needed, namely extrinsic motivation so that students are motivated to learn.

b. External Factors

External factor is factors originated from outside of the individual concerned. This factor is often referred to as extrinsic factors which include everything that comes from outside the individual which can affect someone's learning achievement both in social and other environments (Djamara, 2008).

1) Environmental Factors

Environmental factors can be grouped into two groups, namely:

a) Natural Environment

The natural environment such as temperature conditions, humidity affects the process and learning outcomes. Learning in fresh air will have better results than studying in a hotter and stuffy temperature.

b) Social Environment

The social environment, both in human form and its representatives, although in the form of other things directly affects the learning process and outcomes. A person who is learning to solve a

problem will be annoyed if other people are pacing near him or coming in and out of a room. Human representations such as taking pictures, writing, and voice recordings also have an effect on learning outcomes.

## 2) Instrumental Factors

Instrumental factors are those whose use is designed according to the expected learning outcomes. These factors are expected to function as a means to achieve the objectives that have been designed. These factors can be:

- a) Hardware / hard ware such as buildings, learning equipment, practicum tools, and so on.
- b) Software / software such as curricula, programs and other study guides.

## **D. Previous Studies**

Before doing the research, the researcher reviewed the previous research by Naimatul Husnia (2014). The titled “The Correlation between Intelligence Quotient (IQ) and Students’ English Learning Achievement in MAN Tulungagung 1 at the first grade in Academic Year 2013/2014” she took the sample only one class that is X science 1 class, from the population the writer taken 29 students’ as sample because 1 of students’

off the followed test. This study is categorized as quantitative research and use correlational research design. She used a product moment to calculate the data of students' English achievement and their IQ score. The students' IQ score was taken from the result IQ test and the writer takes this score by students' document

Also the researcher reviewed the previous study done by Rachmasari (2014) by the title "The Correlation between Students' Attitude and Their Achievement in English of Second Grade at MAN Trenggalek". It showed that the coefficient value indicated a positive correlation but not significant correlation between students' attitude toward English and their English learning achievement. Based on the result of questionnaire aimed at second grade students obtained the average value is 73.8 students. The value is high. It means that the students have a sense of high enthusiasm for learning English. Otherwise, the result of English test obtained average value is 50.05 students. The value is lower than the default value for the minimum completeness of English is 70 language lessons.

The different result showed in the research owned by Aceng Kartubi, (2017) by the title "The Correlation Between Students' Attitude Towards English and Their English Proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam. His research finding showed that there was no significant correlation between the students' attitude

towards English and their English proficiency. It means that student's attitude did not give significant impact to the students' English proficiency.