

CHAPTER II

LITERATURE REVIEW

This chapter presented a review of related literature. This included language attitude and students' perception. Each topic would be presented as below.

2.1 Language Attitude

Language attitudes were the people's feelings about their own language or the languages of others (Balamakova, 2004). Language attitudes could take the shape of behaviors and thoughts toward language and those who used it, in addition to feelings. In general, there were two distinct theoretical stances in the study of language attitudes. The first one was "Language attitude could manifest in various forms, including language loyalty, language pride, and awareness of language norms, which influence individuals' language use and identity" (Alimuddin, 2021).

Language attitudes had been studied using three main approaches: direct, indirect, and societal treatment (Garrett, 2010). By using surveys or interviews, the direct approach asked respondents directly about their language attitudes. Garrett's theory of language attitudes had been applied in various cultural contexts, such as in Indonesia, where it had been used to investigate teachers' attitudes towards signing for children with severe learning disabilities (Soh & Sharif, 2021).

Furthermore, Garrett's theory of language attitudes had been integrated into studies examining the language attitudes of different groups, such as Indonesian workers on cruise ships, highlighting the significance of language loyalty, pride of language, and awareness of language norms (Williandani et al., 2020).

2.1.1 Factors that Influence Language Attitude

Garrett emphasizes the importance of social, cultural, and personal factors in determining language attitudes. This involved how social category, cultural identity, and personal experiences shape people's perceptions of language.

2.1.1.1 Social Factors: Social environment, peers, and cultural influences could significantly shape students' attitudes towards learning English (Genc & Aydin, 2017). The social context in which students were engaged including socioeconomic status, peer influence, and educational environment may have influenced their views and attitudes regarding the language.

2.1.1.2 Cultural Factors: Considering that cultural identity and exposure to English-speaking cultures affect perceptions of English. Language was closely tied to attitudes towards a language could reflect broader cultural values and heritage. Cultural beliefs, societal norms, and language ideologies could also impact students' attitudes towards the English language (Hawkey, 2018). Cultural perceptions of English as a global language may influence students' attitudes about studying and utilizing English.

2.1.1.3 Personal Factors: Individual experiences, such as previous language learning experiences, exposure to diverse linguistic environments, and personal beliefs about language proficiency, could influence students' attitudes towards English (Genc & Aydin, 2017). Included in the personal issue, students' motivation towards learning English played a crucial role in shaping their language attitudes (Muslim & Rohi, 2023). Individual attitudes might be influenced by the reasons they study English, such as career growth, travel, or personal curiosity.

Motivated students were more likely to have positive attitudes towards language learning, which could impact their engagement and success in acquiring English language skills (Genc & Aydin, 2017).

2.1.2 Types of Language Attitude

There were some attitudes types towards language were often influenced by the process of standardization in languages. Garrett classified language attitudes into various categories, such as positive (prestige), negative (stigmatized), and neutral. It was critical to understand different types of attitudes because they play a significant role in our daily lives. People might have had different attitudes about a similar object for various reasons.

2.1.2.1 Positive (Prestige)

Positive language attitudes could lead people to view language as important, prestigious, or required to achieve a variety of goals, including communication, education, and cultural enrichment. Individuals who have positive attitudes had several benefits that affect other types of behavior in a good way.

2.1.2.2 Negative (Stigmatized)

People who had a negative attitude about language might relate the language to challenges, being lowly in society, or cultural risk. They frequently compared themselves to others and focus only on their weaknesses. Such a person was just the opposite of the one with a positive attitude.

2.1.2.3 Neutral

Neutral language attitudes could appear when people lack significant attachment to, knowledge of, or feelings regarding the language in question. Individuals with this attitude were unable to determine what was good or bad for themselves.

2.2 Perception

Perception was interpreted as a set of capabilities that facilitate two functions necessary for survival; learning about the environment and controlling real-time behavioral interactions with it. Despagne conducted in 2010 (as cited in Ali, A., et al., 2013) elaborates on the relation between perceptions and attitudes, explaining that perceptions were centered on the inner unconscious feelings from which students' attitudes towards learning a language emanate. Thus, attitudes could be defined as the behavioral outcomes of perceptions. Rahmat (2007) expressed his opinion that perception was an experience of an object, event, or relation obtained by deducing information and interpreting messages.

Perception, in the context of students' attitudes and beliefs toward the English language, referred to the cognitive processes through which individuals interpret, understand, and make meaning of their experiences with English language learning. Understanding students' perceptions toward the English language was crucial for educators to tailor instructional approaches that effectively supported students' language learning.

Student's perception

Students' perception towards English language learning was a key aspect to consider. Struyven (2005) defined students' perception as a set of concepts used to identify ideas, beliefs, opinions, pictures, and students' needs about education and its activities. Based on the information about students' perception, it could be concluded that students' perception was information collected from students related to phenomena in the learning-teaching process. In the context of education, students' perception referred to how they interpret and comprehend their learning experiences, settings, and subjects. It includes their attitudes, beliefs, and concepts about the learning process, all of which had an important effect on their motivation and academic achievement.

