

CHAPTER II

REVIEW OF LITERATURE

2.1. Attitude

The teacher's attitudes have an important role to support the students to be successful in the English learning process. The teachers who have positive attitudes will be more successful in their teaching experiences than the teachers who have negative attitudes. It is because positive or negative teachers' attitudes usually influence students' response and attitudes in their learning process. Sprinshall (1987:545) explains that attitudes are a learned predisposition to respond either positively or negatively to persons, situations, or things.

Attitudes are usually influenced by several factors that which happen in the past time or in the present time. It could be such as positive or negative experiences and positive or negative events which ever happen in their life. Every factor usually leaves a moment which determines positive or negative attitudes towards an object. The objects of attitudes are not limited, such as people, animals, and things around us.

According to Bohner and Wanke (2002: 4) attitudes are summary evaluations of an object of thought. An attitude object may be concrete (e.g. pizza) or abstract (e.g. freedom of speech), may be in animate things (e.g. sports cars), persons (e.g. Slobodan Milosevic, oneself) or groups (e.g. conservative politicians, foreigners).

In this research, the objects of attitudes are group of English teachers in SLB, Semarang.

2.2. Perception

Perception is one of the factors which have a close relation with attitudes. The teachers usually interpret whatever they see, hear and feel on their attitudes because their attitudes usually come from their perceptions. Different teachers usually have different perception on something or people that will influence their attitudes towards their students. Schiffman (1990:1), points out that the study of perception, generally refers to psychological processes whereby meaning, past experience, or memory and judgment are involved.

Belief also has an important role to influence teachers' perception. Teacher believes usually affect their attitudes towards their students in the learning process. A teacher, who believes that student A is lazy in the English learning process, and other teachers perceive the information supporting that belief, they will perceive that student A is really lazy. A teacher, who has positive perception towards their students, has positive attitudes and good behavior towards their students. On the contrary, if a teacher has negative perception towards their students, they will behave negatively. Yero (2001-2002) also emphasizes that beliefs will not only affect people on how to behave but what they perceive (or pay attention to) in their environment.

Therefore, perception is influenced by knowledge of things, past experiences, and people's beliefs that can be interpreted by whatever they see, hear and feel on their attitude. For example, Mr. Candra believes Andre is "a troublemaker student." She will unconsciously interpret some of Andre's behaviors as disruptive. Mr. Andi, who believes Andre is "an easy going student", may not notice his behavior as a troublemaker. The same thing is true of a teacher who teaches him, about Andre. This belief about Andre is telling to other teachers to help them out to be careful for that one because he is a real troublemaker. From a teacher's experience about Andre, the other teachers also have perception that Andre is a troublemaker student.

2.3. Difable

Difabled people are people, who have difficulties performing in their daily activities, but it is a mistake if we think that difabled people are people who can do nothing like non-difabled people can do. People with different abilities still can do many things even though the way to do them is different from others. The community should change their definitions in describing a person who has different mental condition by reason that every person has an ability to perform everything in different ways from others. Cakfuk (2006) explains that difable is an acronym from Different Abled People or People with Different Abilities.

The communities also think that difabled people have a limitation in their lives. In fact, difabled people often have a limitation to get their opportunities, to

participate, to express themselves, and to develop what they want to do. If the communities give them opportunities to participate, to express them, and to develop their own abilities, they can also be the best people in doing any kind of activities. On the other hand, Priedger (1991) points out that disability is a functional limitation within the individual caused by physical, mental, or sensory impairment.

Therefore, the term disabled has been used by the communities to call people with different abilities in their environment. Disabled people are different from non-disabled people in various aspects of life due to their physical, mental, or sensory impairment but they should not be differentiated in getting opportunities and performing their own abilities. There is a new invention about the disabled term. It is difable, which means different ability. The term disable makes people with different abilities feel that they have disabilities, which means that disabled people can not do anything with their disabilities. In fact, disabled people are able to do what the normal people usually do, but in different ways. So, people should call them DIFABLE not DISABLE.

2.4. Learning

When we think about learning, it usually has a closed relation with the problems. When the students say they are learning, it means that they have problems and they try to pass the process until they can solve their problems. Learning is a process to solve problems. Robinson (1983) cited in Smith (2006:122) says that

learning is a sequential, developmental process, attainment of skills, understanding in different domains of knowledge, and strategies for solving problems, are all acquired gradually, and in sequences that are more or less predictable.

The point of view about learning is that learning always relates to classroom in a school or an institution with a teacher who teaches in front of the students to explain about the materials. Learning is not only done inside of the classroom, but also outside of the classroom. It is hoped that people are able to learn anything in many different ways and in many different places. Johnson (1992; 10) also emphasizes that language learning occurs in a variety of informal and informal contexts.

Many people can solve their problems because they often try to do exercises. For example, people have to practise and do many exercises as often as possible, if they want to get new knowledge of a subject and want to be faster in learning skills than others. Paine and Patton (1981: 126) say that

Learning is a process whereby practice or experience results in a change in behavior which is not due to maturation, growth, and aging. People can learn something through the process of practices.

Thus, Learning is a process to solve problems through practice that can be done not only in formal but also informal situations.

2.5. Motivation

Every teacher always wishes the best results in students' learning process. In order to get the best result, the students have to be excited and serious in their learning process. The teachers give some motivation to support their students in order to be enthusiastic in doing any kind of activities in their learning process. According to Oxford & Shearin (1994) as cited in Abi Samra (2002-2007)

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language. It determines the extent of active, personal involvement in L2 learning.

In order to build students' motivation in their learning process, the teachers should be able to build the students' interest. The teacher should be creative in creating something which can attract the students. Once the students are interested in something, they will join the activities in the learning process enthusiastically. In this case, children have integrative motivation. For example, Ratna is a student in a senior high school. She learns English hard because she wants to speak English fluently in her community. Falk (1978) as cited in Holt 2001 says that

It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrative motivation.

In contrast to integrative motivation, there is an instrumental motivation. This is a form of motivation that supports the students to be excited in learning a language because there are special purposes, such as: to get a good job, to get good marks, to

get a scholarship, etc. Moinvaziri (2008) says that in an instrumental orientation, learners are studying a language in order to further a career or academic goal. For example, Olive is a student in a senior high school. Everyday, she tries to learn English grammar from morning until evening in order to get a scholarship through her exam results.

Thus, she can conclude that motivation has an important role to support students' success. Motivation consists of two forms of motivation. Those are integrative motivation and instrumental motivation.

2.6. The Difable's English Learning Process

English education for difable's students is taught in grades 7 to 12, but there are several students who study English from grades 1 to 6. It depends on the policy of each school adapted for growth of students and their intelligence. They learn English for 45 minutes in every meeting. They learn two times in a week. Each class usually consists of approximately 10-15 students. There should not be a lot of students in a class because teachers should be more sensitive to the needs of difable's English learning process. Payne and Patton (1981: 223) say that it is not feasible for a classroom teacher who is responsible for the education of 20 to 40 students to simultaneously meet the educational demand of children with severe learning problems.

Teachers in SLB teach English in their classroom with the help of some English special education teachers and materials. English materials for difable's students are similar to English materials for students in non SLB, but there are differences in their time of learning. The differences are the materials for difable's students in Junior High Schools which have been taught for non difable's students in Elementary Schools. For example, Erwin is a difable's students in grade 8. In his school, he is learning English about numbers. On the other hand, Rio is a non difable's students in grade 2. In his school, he gets English material about numbers, too. They learn the basic skill in English such as, reading, writing, speaking, and listening. English teachers in SLB usually use the materials from text, videotaped, recordings, films, games and toys. Payne and Patton (1981: 247) say that teachers should use materials which closely match the student's ability level and lead directly to skill acquisition.

The difable's English learning process is different from non difable's English learning process. The differences are in class size, material and activities in English learning process. Non difable's students have learnt English since they are in Pre School. They have mastered English earlier than difable's students. In non SLB, each class usually consists of approximately 30-40 students. Non difable's class size is more than in SLB. English materials for non difable's students are similar to English materials for students in SLB, but they are different in the difficulty levels of the materials. They usually use their logic to solve the problems in English learning

process, such as; fill in the blanks, complete the dialogues, answer the questions, and learning about vocabularies. Non difable's students have to motivate themselves to be more active in English learning process. In learning activities, an English teacher have to perform certain class activities in individual work, pair work, and group work in order to get students' interest in English learning process. According to Smith (1961) as cited in Amarien (1997: 40) techniques or activities such as role play, debates, oral report, writing summaries, writing outlines, group discussions, guessing, giving illustration, and asking and answering questions can be used.

2.7. The Influence of the Teachers' Attitudes toward students' success in the English learning process.

Good teachers usually have to be able to control and to manage their emotion well. The bad emotional conditions of the teachers will influence the success of the students in the learning process. For example, emphasis is usually placed on the students. When the students refuse to try, the teachers will complain and get angry with them. While it may seem true in some cases, it should not be used as an excuse for the teachers to emphasize and get angry toward the students. Don't say "you are stupid" when the students make a mistake. The teachers should give an understanding in a lower tone of voice. The teachers' tone of voice and body language will influence the students in the learning process. Gilmer (1967: 155) says that Adolescents, like

many adults, become angry when mechanical things fail to work or in other impersonal situations.

The teachers, who can manage their emotion well, will be liked and appreciated by the students. They should be patient, should have a desire to help their students to be successful in the learning process. When the teacher is impatient in his manner or rude in speech, it will make the students become afraid and lost his confidence. Arends (2004; 5) says teaching is also an art based on teachers' experiences and the wisdom of practice.

Thus, the teacher's emotional will influence their attitudes. The teachers should manage their emotion toward their students in the learning process. The teachers' tone of voice and body language will influence the students' success in the learning process.

