

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The first study was written by Afshari et al (2013) “Students’ Attitudes towards Computer-Assisted Language Learning”. The case of this research was used to examine students’ attitude toward the use of computer-assisted language learning (CALL). This research use a survey questionnaire to gather data from 100 students. Students' attitudes toward CALL is reasonable, according to the findings of this report of this research. Furthermore, perceived utility, perceived ease of use, and subjective norms were found to be important predictors of computer attitudes in the sample. There were implications for student training along with suggestions as a recommendation for future research. This research was implemented a theory of reasoned action (TRA) by Ajzen and Fishbein, (1980) to determine the performance of students’ behavior that can identified through two things, attitude and subjective norms. The use of training in this study was to provide to encourage students computer skills and also positive attitude.

The second study came from Ghafor (2015) “The Attitudes of EFL Learners towards Using UHDEL *Moodle* Site”. This study discussed about the use of *Moodle* site (<https://uhdel2009.gnomio.com/>) in teaching and learning English. The researcher conducted this research to investigate the students’ attitude toward the use of *Moodle* in learning English. To accomplish this research, the researcher formulated a questionnaire in which students were asked to focus on the use of the *Moodle* site in their learning. The study's main result is that students consistently use *Moodle* and learn considerably from it. They like using it because it allows them to quickly obtain class materials and resources from their teachers.

The third study was written by Cinkara and Bagceci (2013) entitled "Learners' attitudes towards online language learning; and corresponding success rates". This study was implemented *Moodle* as a Learning Management System (LSM) that offers a variety of online resources for teachers and course developers to improve the distance learning/teaching environment. There is both synchronous and asynchronous teaching throughout this course. In campus-based settings, synchronous and asynchronous directions are synonymous with content delivery; however, their function varies in off-campus environments, as they solve distance problems. This aim of this study is to assess learners' attitude toward the implementation of online language learning through *Moodle*. This study has two research's objective, the first is to discover the attitude of learners toward the online English course. The second purpose is to assess and compare the attitude of Learners with their performance as measured by their end-of-year scores. This study was use Online Learning Attitude Test (OLLAT) to find the correlation between Learners' OLLAT scores and the course success of the learners. There were 7000 students that asked to complete this online task of this learning, 3516 students were willingly took the OLLAT and 1783 passing the exam and being included in this report.

Due to the spread out of Covid-19, Erarslan and Arslan (2019) discovered a study entitled "Online Learning Experiences of University Students in ELT and the Effects of Online Learning on their Learning Practices". The researchers were interested in analyzing how students' online learning experiences in learning English as a Foreign Language. To figure out the information, the researcher identified students' opinions through study English by designing qualitative research to find out positive and negative opinions of students in learning English through online learning through students' perception toward online learning such as "lack of classroom features" and "challenges of online learning". There were 41 EFL students that contribute to this study in the

term to gain the E-autonomous of students study skills. In this study, the researcher had been reported the learning behaviors the effect of student learning through online learning.

The fifth study was written by Chou (2014) entitled "A Scale of University Students' Attitudes toward e-Learning on the *Moodle* System". The aimed of this study to test the use of *Moodle* method in the online learning attitude scale on Taiwan Ming Chuan University. In this research, the researcher used *Moodle* as an E-learning system to understand students' attitude toward distance learning for increasing the usage of E-learning and affect for students. This study was implemented to investigate how to develop the satisfaction of E-learning, conative intention and increase the effectiveness of learning. By offers, the questionnaires, student's self-efficacy and satisfaction using *Moodle* can be known.

The sixth study was written by Erarslan and Topkaya (2017), entitled "EFL Students' Attitudes towards e-Learning and Effect of an Online Course on Students' Success in English". This study was conducted to investigate the factors that can influence the success of English online learning of students. This study also used to explore how online learning affects the student attitude toward distance learning. The researcher was used a quantitative design to analyze 477 student questionnaires to measure the student's attitude. The researcher was interested in evaluating language teaching programs as a foreign language.

Concerning the previous research, the researcher tries to another problem from the research above. The research above focused on different ways to explore students' attitude in English online learning and the differences subjects that focused on each research. This study aimed to analyze students' attitude toward English online learning using *Moodle* and the researcher will find out how students' attitude overcome the problem in English online learning using *Moodle*. From the explanation of the study above, the researcher was inspired to conduct research on this topic. Thus,

the researcher did use the object of the attitude's component toward Brown' attitude components in English online learning. The researcher would also find the students problems and analyze students' attitude to overcome the problems and affective to solve it and the focus subject was the 11th grade students at SMK Yadika Bandarlampung, which made this research interesting and different from previous study.

2.2. Theoretical Framework

2.2.1 English as a Foreign Language

English is a global language and is mostly used as international communication around the world. Being able to communicate in English has more opportunities in daily life and career. Indonesia is one of the developed countries that use English as a foreign language. English is taught as a first foreign language and becomes a compulsory subject at primary until secondary level (Yusny, 2013). In the age of globalization, English plays a significant role in an educational institution. According to Mappiasse et al (2014) English language was formally announced as a foreign language in 1955 by a teacher trainer conference in Indonesia and continues until now. Dearden (2014) claims that English language is used to teach academic subject in countries where English is not as first language (L1) of the majority in the area. Gaining mastery of the English language leads to a better opportunity and access to education and work, whereas at the same time raise their competitiveness in the global markets (Munandar, 2015).

There are four skills in learning English to be mastered, they are speaking, reading, writing and listening. However, some of the students realize that English is a difficult subject to be overwhelmed by because of some students do not have an interest in learning languages of other cultures, especially for Vocational High School. Therefore, the emergence of the English language in an educational institution is used to achieve a general-purpose and specific objective. Besides,

the formulated of learning and pursuit have a vision and mission that should be adjusted by students needed and condition to be achieved. English has been taught in an educational institution from primary, elementary, secondary and higher education (Khasbani, 2019). Therefore the implementation of learning the English language in Indonesia increases students' competence in learning a language.

2.2.2 Concept of Attitude

Attitude is the way a person considered something or behaving toward a phenomenon. Attitude refers to a person's learned propensity to react to an object, environment, a concept, or a person favorable or unfavorable. It was often considered a belief held by people that represents their beliefs. Emotions can often be seen in behavior (Joseph, 2013). Joseph (2013) also defines attitudes, behaviors, and emotions are interrelated in such a way that the attitudes of individuals decide their conduct towards objects, circumstances, and individuals. They also impact the relationships with each other between these variables. Attitude is a psychological concept that could not be precisely observed but could be interpreted through observable responses to the individual's attitude (Vishal, 2014).

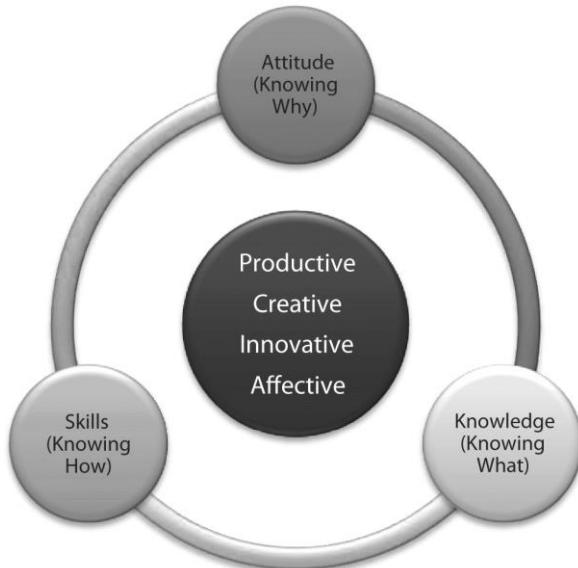


Figure 2.1: The Integration of Attitude, Skills and Knowledge (Knoef, 2017)

Moreover, Stark et al (2013) believe that attitude was a tendency to react positively or negatively to something such as an idea, object, individual or situation". Additionally, Abidin (2012) claims that there are optimistic attitudes and pessimistic attitudes, saying that there are two types of language attitudes in language learning. A positive attitude suggests a situation in which students, such as being involved in question-answer sessions, have more interest or inclination to learn the language. On the other hand, negative attitudes suggest a situation in which students appear to be silent, sluggish to do the activities, or shy to inquire about the material difficulties in language learning. Besides, Montano and Kasprzyk (2008) note that positively and negatively attitudes will affect the learning of languages. It would result in a positive outlook for the person who has deep beliefs is positively valued results. Contrary to an individual who holds strong beliefs that negative results will result in a negative attitude.

2.2.3 Components of Attitude

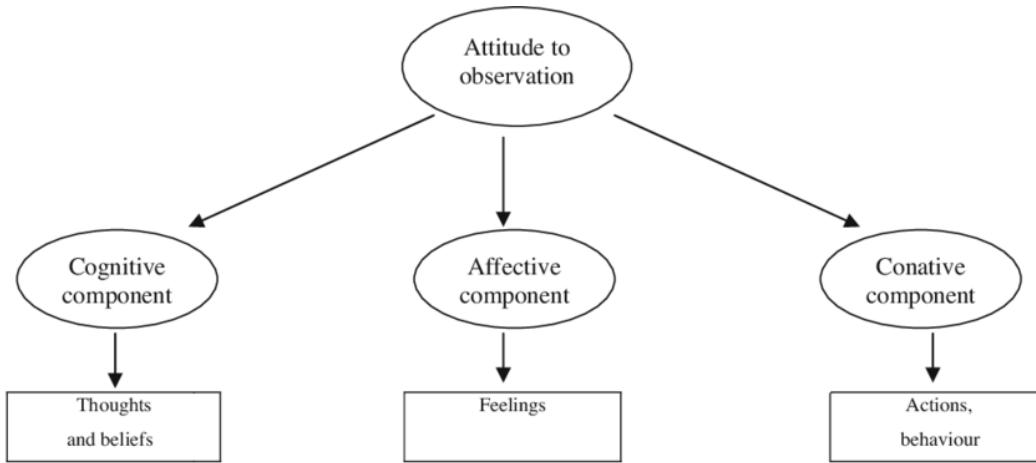


Figure 2.2 Attitude's Aspects (Brown, 1994)

According to Brown (1994), there are three components of attitude, affective, conative (readiness for action), and cognitive. Therefore, attitude is seen as a crucial component that influences language performance because success in a target language depends not just on the academic abilities but also on the student's attitude towards learning of English language (Baker, 1992). This statement suggests that language learning can mainly be approached as a social and psychological process rather than as a solely academic one. The mindset, thus, enhanced the language learning process, influenced the essence of the subject's actions, psychological and social towards the other language, and defined the acquisition of that language itself.

2.2.4 Students' Attitude toward E-Learning

According to Gluchmanova (2015), the most common concepts recently used in educational and technical environments include distance schooling, online teaching, e-learning, online preparation, asynchronous or synchronous learning, distant education, and web-based education programmers. The development of technology as an educational medium is impacted by the attitudes of both teachers and students toward specific innovations and their desire to use them effectively. Students' behaviors such as "learned motives, valued beliefs," Assessments, what you think is

acceptable, or reactions tailored to approaching or avoiding." In a sense, attitudes are a kind of "metacognitive awareness. Therefore, the beliefs of students about their position and potential as students will be influenced and preserved by other beliefs they hold about themselves as students (Xu, 2012).

Dörnyei (2003) states that, one of the determinants of their second/foreign language learning success is the enthusiasm of students. Therefore, technology is appealing and inspiring for students when studying the language to some degree. Formal teaching cannot function effectively because it encourages students to use the language in the classroom, and there are times in which students do little after school. The implementation of e-learning environments is intended to allow students to spend more time in their spare time on language out of class and make learners more responsive to language (Liu, 2013).

However, attitudes of EFL Students towards e-learning and the effect of an online course on students' progress in English language, the implementation of e-learning supplementary to formal education allows students to effectively turn classroom knowledge into language output in the e-learning environment. Then, Bartram (2010) claimed that the impact of technology on learning outcomes exists in its applications, and it does not have any beneficial effects on learning until it is applied appropriately. The efficacy of e-learning relies on several aspects, and the learner is the crucial component.

2.2.5 Students' Attitude toward English Online Learning

Language attitude is used to investigate how people have reacted to language experiences or how language attitudes judge others based on their perceived language activity. Language is being used to interact, express, and identify to illustrate their emotions, thoughts and thinking. Apart from sharing feelings, ideas and opinions, pride and identity are also linked to language. The sense of

pride, pleasure, and pride for others is related to students' attitudes. According to Khoir (2014), the success and the failure of learning a foreign language demonstrated by some factors such as students' attitude toward the language. Therefore, language attitude is an essential part of learning a language because of determines of student's earnestness to the learning of that language. In addition to the academic aspect, the essence of language learning has personal and Conative dimensions. It relies mainly on enhancing the employee motivation of the students to learn the target language (Padwick, 2010).

According to Abidin et al (2012), language attitudes are divided into three aspects, conative, cognitive and emotional factors. The beliefs and ideas or thoughts about the object of the attitude comprise a cognitive element. The effective one refers to the emotions and feelings one has toward the object, likes or dislikes. Finally, the aspect of behaviors refers to one's existing actions or Conative intentions toward its object.

However, Ilaiyan (2012) argues that attitude was coming from the motivation of students. The learners' attitudes towards the target language inform the commitment with which the learner in the target language can overcome the challenges. The learners typically manifest different behaviors towards the target language, target language speakers, and the cultures of the target language, the peculiar meaning of acquiring the second language, the practical use of the target language and themselves as representatives of their own culture. The unique social environments in which learners find themselves are likely to reflect these attitudes. The behaviors of learners have an impact on the level of language skills attained by individual learners. Therefore, learners with optimistic attitudes (motivated ones) would be successful. Similarly, students with pessimistic (demotivated) behaviors will not achieve success rather than disappointment (Menezes, 2013).

2.2.6 Students' Attitude toward the Implementation of *Moodle*

Since e-learning has become a significant and increasingly frequently used form of teaching in recent decades, there are several reports on its effect on the success of learners as well. One of the critical purposes of implementing ICT (Information Communication and Technology) was to provide feedback that can deliver equivalent or even more significant results than face-to-face learning systems. Through the testing process (Saba, 2012). According to Nahar et al (2016), the use of E-learning as a learning method enhances student's visibility and increases communication between teachers and students. There are various concepts of e-learning systems, learning management systems (LMS), course management systems (CMS), or even interactive learning environments, are used to describe educational computer programs.

Moodle (modular object-oriented dynamic learning environment) is a free e-learning software platform initially designed to allow educators to build online courses to facilitate engagement and interactive learning content construction. It gives many possibilities for the 'teacher' to turn from being the center of wisdom' to being a facilitator and role model in the knowledge and skills development process (Amandu et al, 2012). The enormous quantity of Student performance (academic results and competencies) by using the hybrid e-learning technology in *Moodle* and lessons face-to-face supported by the lecturer and peers alike.