CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and about the conceptual framework and description about Students attitude. This theoretical explanation was the foundation of this research. On this chapter, there were some aspects to study:

A. Review of Related Literature

1. Attitude

a. Definition

Baker states that currently the use of the term of *attitude* is different from its original meaning. Attitude originally is "a posture or pose in painting or drama" the word is derived from the Latin word *aptitude* which means 'readiness or tendency' and the Italian atto (latin= actus) which means 'action". However it appears to be *aptitude for action* which means having tendency towards certain action.¹

The root meaning above in the definition of attitude by Alport (as cited in Garner) is "a mental or neural state of readiness or organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".2

¹ Colin Baker, Attitude and Language (UK: Multilingual Matters, 1992), 11.

² R.C. Gardner, *Social Psichology and Second Language Learning: The Role of Attitude and Motivation* (London: Edward Arnold, 1985), 8.

For ajzen, an attitude is "a disposition to respond favorably or unfavorably to an object, person, institution, or event."3 The favorable and unfavorable response in this definition relates to the attitude measurements. Meanwhile, a person, institution, or event is an important factor to construct the measurement scale.

Garder states that an individual's attitude is "an evaluating reaction to some referent or attitude object, inferred on the basic of the individual's beliefs or opinion about the referent"4considering this meaning the individual's attitude tends to be the individual's behavior. The attitude is embodied into the behavior. Individual will frequently behave based on the belief and the response to the object. In Cambridge Advance Learners' Dictionary, attitude is "a feeling or opinion about something or someone, or way behaving that is caused by this"5

Dawes and Mar'at display the resume of explanations about attitude according to Alport's writing: Attitude obtained by learning; attitude is not obtained genetically. Attitude is Obtained from social intercourse, whether behavior or verbal communication.

a. Attitude is tied to the attitude object which is concrete or abstract.

³ Baker, Attitude and Language, 11.

⁴ Gardner, Social Psichology and Second Language Learning: The Role of Attitude and Motivation, 9.

⁵ "Cambridge Advance Learners' Dictionary," n.d.

- Attitude has affective nature, for example attitude includes feeling which can express through choosing the option of attitude object(positive, neutral, or negative)
- c. Attitude has substance of time dimension, for example the attitude can agree with the certain time, but it can disagree with another time.
- d. Attitude has substance of time dimension, for example the attitude can agree with the certain time, but it can disagree with another time.
- e. Attitude has substance of sustainable; for example attitude will be consistent if follows the principle.⁶

Attitude can be known by interpretation. (suhardi) Krech, Allport and Campbell in Mar'at defines attitude as follows:⁷

- a. Attitude is a lasting system of the assessment is positive or negative, emotional feelings and the tendency to give respect to an object.
- Attitude is the mental readiness organized through experience, is used to determine a person's response to all objects and situations.
- c. Attitude of an individual is the steadiness act or respond to an object.

⁶ Basuki Suhardi, "Sikap Bahasa" (Universitas Indonesia, 1996), 18.

⁷ Mar'at, Sikap Manusia Perubahan Serta Pengukurannya (Bandung: Ghalia Indonesia, 1982), 9.

The same thing also expressed by Natawijaya about the attitude:

Mental attitude is the willingness of individuals that influence, even determine the color the individual concerned activities in response to the object or situation that gives meaning to him. This willingness may be expressed in the activities (actions or words) or a latent force that is sometimes channeled.⁸

Based on the definition above it can be concluded that attitude is the tendency to act with respect to a particular object. Attitude is instead of real action (overt behavior) but it's still closed (covert behavior). Of all the sense in the above expression can be taken a sense of attitude, which is an assessment of a person's attitude toward an object, situation, concept, others and themselves due to the result of the process of learning and experience in the field who expressed a sense of love (positive response) and distaste (negative response). Attitude is one type of affective characteristics that determine a person's success in the learning process.

2. Language Attitude

The term of language attitude was derived from the relationship between attitude and language. Holmes explains that it was someone reflections views about the language and some things associated with.⁹ David Crystal also asserts that language attitude was a feeling had by someone about their own language or foreign language.10 It means that a person can had positive or negative value because of some reasons. The

⁸ Rahman Natawijaya, *Memahami Tingkah Laku Sosial* (Jakarta: Firma Hasmar, 1986), 40.

⁹ Jannet Holmes, An Introduction to Sociolinguistic (London: Longman, 1992), 346.

¹⁰ David Crystal, A Dictionary of Linguistics and Phonetics (USA: Blackwell Publishing, 2008), 266.

detailed reason was caused by their background and the language rules.11

Padwick opines (As cited in Abidin et al), the language attitude was assumed as the significant factor of the successful of language learning beside the intellectual aspect.12 Baker proposes the theory which was focused on the attitudes in language learning field as, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death".13 When the interest and tendency to communicate with others was not possessed by the learners, a negative attitude, unenthusiastic, and lees motivation in language learning will appears. It was showed that language attitude had a significant contribution and facilitation the language learning of the learners.14

When the learners had a positive attitude about the language which was being learned, the positive behavior (such as, the learners like to learn new vocabulary then practice it in every time) will appear. Kasana (as cited in Wulandari) asserted that the learners' positive language attitude can be seen from their behavior, as well as the contrary.15

¹¹ Ibid.

¹² Zainol Abidin, Pour-Mohammadi, and Alzwari, "EFL Students' Attitudes towards Learning English Language," 121.

¹³ Baker, Attitude and Language, 9.

¹⁴ Zainol Abidin, Pour-Mohammadi, and Alzwari, "EFL Students' Attitudes towards Learning English Language," 121.

¹⁵ Atik Wulandari, "Sikap Siswa Kelas VII SMPN Yogyakarta Terhadap Bahasa Indonesia" (Universitas Negeri Yogyakarta, 2012), 15–16.

From the statements above the researcher concludes that language attitude was the positive or negative responds, feeling, and confidence about the own or other language, and it will take an effect on how the people use that language.

Therefore, learners' attitudes can incorporate in language learning because it may influence their performance in acquiring the target language. When learners had positive attitude on their language (in this study we take English as the object), they will show some positive indication, for example;

- 1. They proud with the language
- 2. They often use the language
- 3. They had a language community
- 4. They like to add new vocab than use it for communication
- 5. They assume that the language was important

3. Learning

a. Definition and significance of learning

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.

Modern education experts formulate the act of learning is a form of growth in a person that is expressed in the ways of behaving which recently thanks to the experience and practice. The behaviors for example are, from not knowing to knowing, understanding the emergence of a new, emotional, etc.16

Learning also as a change in personality marked a new pattern which can be a sense. The definition of learning that unites the formulation obtained from three short definition of learning. First, learning is a change in one's self.17 Such changes can occur in terms of skill, in a manner, or in a sense, and soon. Someone who has learned, she/he will snot has 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.

Learning is everyone activity. 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 study, it can be said that a

¹⁶ Haji Abu Ahmadi, *Psikologi Sosial*. (Jakarta: Rineka Cipta, 2009), 256.

¹⁷ Purwa Atmaja Parwira, *Psikologi Pendidikan Dalam Perspektif Baru* (Yogyakarta: Ar-ruzz Media, 2012), 225.

learning activity within the containing object and purpose of the same is to be better than before the so-called learning.

4. Components of attitude

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components that interact with the object.¹⁸

Attitude had various components. There were many perspectives to measure it. The researcher decides to take the most attitude component used by some researchers. *Behavior cognitive and emotional* was the main aspect used to measure the attitude.

a. Behavior

Behavior or conative component is involving one of predisposition to act towards the object. For example, because the money is worth something, people liked it, and they are trying to get a big salary.¹⁹

Component behavior is influenced by the cognitive component. This component relates 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.

 Positive attitude. The attitude of the show, accept acknowledge, approve. And implement associated with the object.

¹⁸ Haji Abu Ahmadi, *Psikologi Sosial.*, 152.

¹⁹ Kurnia Rian Rachmasari, "Correlation Between Students Attitude and Their Achievement in English of Second Grade at Man Trenggalek Academic Year 2013/2014" (2013), 15.

 Negative attitude, attitudes which show or showed rejection or disagree on matters relating to the object.²⁰

Chaer said "when these three components in line, then its unpredictable behavior suggest an attitude. But if not consistent, then in terms of the behavior cannot be used to determine the attitude. Components that are not in line can cause the mechanism changes from the original negative attitudes to positive gradually. However, such an extreme attitude strongly agree or strongly disagree usually not easy to be changed."²¹

This aspect deals with how the reaction of the language learners on the particular situation which was related to the language learned by. The behavior aspect was the success key of language learning. The learners will adopt or duplicate the native behavior in using language, and then they will practice it as their behavior. It was the reason why the positive behavior was crucial in the process of language learning. Kara stated (as cited in Abidin et al) that,

> "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students were also observed to be more eager to solve

²⁰ Ibid.

²¹ Abdul Chaer, *Sosiolinguistik Perkenalan Awal* (Jakarta: PT. Rineka Cipta, 2004), 150.

problems, to acquire the information and skills useful for daily life and to engage themselves emotionally."²²

b. Cognitive

Cognitive component, associated with knowledge, beliefs or thoughts that are based on information associated with the object. For example, people know that it's worth the money, because they see the price in daily life.23 Our attitude towards money it implies that we know about the value of money.

This aspect involves the learners believe about the language as a knowledge that can be received and understood in the language learning process. The cognitive aspect could be classified into four steps;

- 1) Connecting the previous knowledge and the new one
- 2) Creating new knowledge
- 3) Checking new knowledge
- 4) Applying new knowledge in every situation

c. Emotional

Affective component, refers to the emotional dimension of attitudes, emotions are associated with the object. Here the object perceived as pleasant or unpleasant. For example, if someone says

²² Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi, and Hanan Alzwari, "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (January 29, 2012): 121, accessed March 31, 2017, http://www.ccsenet.org/journal/index.php/ass/article/view/14617.

²³ Kurnia Rian Rachmasari, "Correlation Between Students Attitude and Their Achievement in English of Second Grade at Man Trenggalek Academic Year 2013/2014," 14.

that they are happy the money, they describe their feelings toward money.

Feng and Chen (as cited in Abidin et al) state that, "Learning process was an emotional process. It was affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions were yield."24

It means that attitude can help the language learners to express whether they like or dislike the object or language. When they like it, there were some indications appear from them, as well as the contrary. The inner emotion expressed by the learners can be an advantage or disadvantage to their process language learning process. Choy and Trudy assert, it was agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language.²⁵

5. Factors That Influence Attitudes

Factors that influence attitudes:²⁶

a. Personal experience

It can be the basis for the formation of attitudes; personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

²⁴ Zainol Abidin, Pour-Mohammadi, and Alzwari, "EFL Students' Attitudes towards Learning English Language," 122.
²⁵ Ibid.

²⁶ Azwar, *Sikap Manusia Teori Dan Pengukurannya* (Yogyakarta: Pustaka Pelajar, 2009), 30.

b. Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

c. Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of members of the community, because the pattern is culture that gives individuals experience public care.

d. The mess media

In the newspapers and the healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumers.

e. Institute of Education and Religious Institutions

Moral concepts and teachings of educational institutions and religious institutions determine the belief system it is not surprising that in turn affects the attitude concept.

f. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanisms.

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6. The Scope of the Study of Attitudes

The concept of attitude is very popular in the realm of social psychology, because the purpose of psychology is to explain and predict human behavior, and attitudes can affect behavior are considered. Thus, social attitudes serve as an indicator or tool to predict the behavior. To change the behaviors of course have to change the attitude starts from the first. A^{27}

It is described above, the concept of attitudes play an important role in behavioral models of social psychology (StahlbergandFrey1996:206).

Research on these attitudes continues to evolve and be debated in the realm of social psychology. Similarly, the amount of attention the psychologist's attitude to the problem so that Allport considers attitude as the most important cornerstones of social psychology and Knops considers attitude as one of the main concepts in social psychology.28

In addition to being a social psychology, the concept of attitude is also one educational research attention. The second view considers attitude as (input) input and output (output). For example, a positive attitude towards mathematics or language learning can be a vital input in the subjects of mathematics achievement or language. In this context, attitudes are influential factors that affect educational outcomes. Attitudes can also be the result of learning itself.²⁹

²⁷ Alport G.W, Attitude in the History of Social Psychology, 1954, 24.

²⁸ Ibid.

²⁹ Colin Baker, Attitude and Language (UK: Multilingual Matters, 1992), 12.

7. Language attitude measurement

Language attitude towards language being learned had been researched many times by language teachers and psychology. Language attitude can be positive or negative. In reality, some people may also hold a neutral attitude. To measure the attitude of someone toward the language which is being learnt by her/ him, Wallace lambert and Gardner introduce a measuring instrument. They are namely integrative and instrumental orientation.

a. Integrative orientation

Jendra explores that integrative orientation is an orientation of learners to integrate themselves into the language that is being learnt. Learners do not only learn a language to have skill in it, but also wish to know, imitate, or adapt themselves to the culture related to the native speakers of the language. They may read a lot of book, use the language in speaking to people whom he meets, etc. By this attitude, learners mostly succeed in learning the language.

b. Instrumental orientation

Instrumental orientation refers to the orientation of learners that the study the language to fulfill the material needs only. Learners do not need to be part of culture related to the language. They have no interest in reading books, watching movies, or speaking with the natives. Learners who have this attitude tent to be less successful in learning language. Both the theories of language attitude are applied in analyzing the language attitude of students of English teacher education department UINSA. The trip rate components of attitude (behavior, cognitive and emotional) are applied to measure the students' attitude. Meanwhile, the theory which is convoyed by Gardner and Lambert is applied to know the orientation factors of students in learning English.

B. Review of Previous Study

A research, in order to be accepted must have foundation underlying it; and one of foundations is using previous study for this research. Knowing previous study was finding, we can understand what had been done and undone yet that can help us in doing next research.

The topic of language attitude widely discussed in sociolinguistic. It refers to studying the relationship between language and society. It was associated with same social sciences such as anthropology, sociology, or social psychology. While sociolinguistic and social psychology conquer in analyzing how attitude and perception presented and how the in group and out group behavior identifies.³⁰

1. Previous Study

Studies on language attitude had been conducted over the years and across the world, there were some studies related with the study. The

³⁰ The Study of Language, George Yule. (UK: Cambridge University Press, 2006), 205.

first study was carried out by Gajalakshmi by the title "High school students' attitude toward Learning English Language". The previous study was attempted to investigate the IX- standard students' attitude toward learning English Language in high and higher secondary school in Puducherry region. The participants of this study were 600 IX standard students were selected from 14 High School and Higher Secondary Schools in Puducherry region. A standardized questioner was administered in the form of standard students, to collect their attitude toward Learning English Language; the collected data was statistically analyzed by SPSS 20. The result was there were significant differences based on gender, locality of the school, type of the school, type of management and also in father's and mother's occupation.³¹

As well as research conducted by Sanae Tsuda from Tokai Gauken University. This paper was a sequel to this research focusing on the students' attitude towards English and written comments which had not been analyzed in their previous paper, by the tittle "Attitude English Language Learning in Higher Education in Japan (2): Raising Awareness of the Nation of Global English". It showed that two thirds of the students said that they did not like to study English. This paper tried to found why so many students did not like to study it by comparing the attitudes of the students who liked English and those who did not like English and reviewing their comments in the questionnaire. The

³¹ Gajalakshmi, "High School Students' Attitude Learning English Language" (2013).

respondents consist of two groups there were a group consist of 159 students and B group consist of 347 students of higher Education in Japan. The researcher used the questionnaire to find the students attitude, finally the questionnaire results showed two third of A and B group students did not like to study English because they had not had much feeling of success in their learning experience. At the same time, many of the students were interested in speaking with people overseas and they did not have many hostile feeling against English or English speaking countries.32

Another study was conducted by Diego Uribe Martinez by the title "Attitudes of American Students toward Learning English as a Second language in A Structured Immersion Program". This study involved the examination of the attitude of a grip of Mexican students toward learning English as a second language in a structured immersion program. It also analyzed the extent to which these attitudes differ in relation to the variables of gander and performance in English. The participants were 110 students (girls were 56 and boys were 54) in grade 8-12 in the Compton Unified School District (California, USA). In this district, students with an English proficiency range from the beginner to intermediate (level 1, 2 and 3). All the participants had participated in this program since they enrolled at the school for the first time and could be considered prototypes of the many students in ELD (English

 ³² Sanae Tsuda, "Attitudes toward English Language Learning in Higher Education in Japan (2): Raising Awareness of the Notion of Global English," *Intercultural Communication Studies* 12, no. 3 (2003): 61–75.

Language Development) programs who attend Suburhan schools in California. The instrument of this study was questioner with four subscales was used to measure students' attitude toward learning English as L2 in structured impression program. The questionnaire was specifically designed for the study and was based mainly on models implemented by gender. SPSS 18.0 was used for the analysis of data obtained from the four attitudinal subscales, while ANOVA was also used to see possible differences in students' responses based on the independent variable (gender and performance in English). The last was the results of this study indicated that the attitude of Mexican American students toward learning English as a L2 within a structured immersion program were generally positive. This sample of students seemed to feel that studying English were a needed in their lives; more positive attitudes were expected.33

Sandoval-Pineda, Angelica from the university of Arizona, he studied about relationship between attitude and motivation with English language achievement among Mexican university students across three undergraduate academic programs by the title "Attitude, Motivation and English Language Learning in a Mexican College Context". the participants of this research were applied to select three academic programs within the University of Aztlan. For this study, a school with a consistently high percentage of students passing the institutional

³³ Diego Uribe Martínez and José Gutiérrez Pérez, "Attitudes of Mexican American Students towards Learning English as a Second Language in a Structured Immersion Program," *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, no. 20 (2013): 205–221.

computerized English exams that was School of Medicine, Dentistry or Chemistry), School of Engineering, and a school whose percentage of students passing the exams was consistently low that was School of Animal Science, School of Agro-technological sciences were needed. It was used quantitative such as a survey and an adapted version of the AMTB. The researcher used qualitative research instruments and techniques (interviews, class observations, and a questionnaire). The result of this study was; 1) Student participants display positive motivation and attitudes toward learning English as a second language in general, but these motivation and attitudes towards the English classes they receive in the University. 2) These attitudes and motivations could be affected by the way in which the English language program was structured. 3) Students 'interested in foreign languages, motivational intensity to learn English and teacher evaluation could impact students 'scores in their English exams when they were in the first assessed, but that scores improved once students understood the assessment process, discover what information was evaluated in the exams, and focused on the areas to be assessed.34

Another hand was studied attitude of English (Teaching English as a second Language/ Applied linguistic) from Iowa State University by Basma Ebrahem Alshaar. This study examined attitude and motivation of second language learners in Kuwait by the tittle "Attitude and Motivation

³⁴ Angelica Sandoval-Pineda, "Attitude, Motivation and English Language Learning in a Mexican College Context" (2011), accessed August 2, 2016, http://arizona.openrepository.com/arizona/handle/10150/145743.

of Second Language Learners in Kuwait". He used a self- report questionnaire was adapted from Gardner, correlation and T-test. The participants were first language. The results of this study are: there were significant correlation between affective variable (attitude and motivation) and learning a second language. Also, a significant level of English class anxiety was revealed upon which future investigation were recommended.35

The same research about attitude and motivation was "Motivation Attitude, and Language Learning." By Nasser Oroujlou. The research question lying behind this study was: was there any effective and efficient relationship between language learning and motivation and attitude? The researcher applied descriptive and analytical approaches in order to make the role of attitude and motivation in language learning clear - which were deeply rooted in Educational Psychology. The results obtained from this study had clarified that motivation and attitude had great roles in raising proficiency and efficiency of the students in language learning.36

Another study language as Hasan explored the factors which influenced language attitude. He conducted his study in international Islamic university Malaysia. His study had shown that students were not influenced by students' personal or educational backgrounds. They were

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³⁵ Basma E. Alshaar, "Attitudes and Motivation of Second Language Learners in Kuwait" (1997), accessed August 2, 2016, http://lib.dr.iastate.edu/rtd/277/.

³⁶ Nasser Oroujlou and Majid Vahedi, "Motivation, Attitude, and Language Learning," *Procedia - Social and Behavioral Sciences* 29 (2011): 994–1000.

significantly influenced bay instrumental orientation respondents thought that by mastering English, they would get advantages in social recognition or economic.

The same study of attitude was studied by Siregar, she studied about students' attitude towards American English, British English, and Englishers in southeast Asia. She employed a semi structured interview and questionnaires. The respondents were 108 students of Maranatha Christian University. The study showed that students had positive attitude toward British English and American English than toward Southeast Asia Englishers. Respondents reported they more appreciated English native speaker than non-native. In fact, they might have more contact with nonnative speaker in daily life. It might be caused by the lack of teachers' participation in building the students' awareness that English as an international language belongs to all of its users.

While another research in Indonesia was conducted by Yusuf. He used Attitude Motivation Test Battery (AMTB) which was designed by R.C. Gardner to uncover the students' orientations in learning English and to see their attitude towards courses and their instructors. From 68 students of English Department UNISMA Bekasi, 60 students tended to had both integrative orientation and instrumental orientation. The respondents had not only cultural motivation, but also the motivation which related to career and job in the future. And also, Khoir by the title "the Language Attitude of Students of English Department state Islamic university Sunan Kalijaga Towards English". He investigated the students how they apply their attitude it was positive or negative in their daily life especially in their campus area. He used interview and questioner to collect the data. The respondent of the study was fifty-seven. All of them were students of English department State Islamic University Sunan Kalijaga. They were selected from period 2010, 2011, and 2012 randomly. The result of his study was the respondents had positive attitude towards English and they were motivated both instrumental and integrative orientation towards English.

The last in UINSA by the tittle: Student Perception on Speaking Anxiety Causes of second semester students English Education Department of State institute for Islamic studies by Maziyyah, Nuswatul this thesis is aimed to know the causes of speaking anxiety and the way to reduce speaking anxiety in the speaking class. The subject of this study is the second semester students of English Department in State Institute Surabaya for Islamic **Studies** Sunan Ampel 2013. This study use descriptive qualitative method. To collect the data, this study use some instruments, those are: questionnaire and interview guide. discusses the data in relation to the questions of the research, The result of this research shows that the second semester students sometimes feel anxious when speaking English class. Many causes of speaking anxiety such as lack of vocabulary, lack of practice, low of English proficiency, lack of preparation, forgetting what are prepared, lack of confidence, and fear of making mistake influenced to second semester student in class. Most students felt helpless about being anxious when speaking English in class.

2. This study

In this study, the researcher would like to investigate the language attitude of students English teacher education department in UINSA. The population of the researcher is students of English teacher education department classes of 2013, 2014 and 2015, the researcher take 50 respondents in every classes randomly so the total of respondents is 150 students of English teacher education department at UINSA. The researcher used questioner only to collect the data it does not like the previous study that used questionnaire and interview. The researcher divided the language attitude in three aspects, those are behavioral, cognitive and emotional aspect, the three aspect researcher taken by from Zainal Abidin's journal article "*EFL Students Attitude toward Learning English Language: The Case of Libyan Secondary School Students*.