

Exploring Students' Attitudes in Learning English as a Foreign Language

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Abstract

This study investigated the attitudes of eighth-grade students at SMP Negeri 13 Kota Bengkulu towards learning English as a foreign language. This study aimed to determine students' attitudes towards learning English as a foreign language, specifically whether they hold positive or negative views. A mixed method was used in this study to uncover students' attitudes, which focuses on combining quantitative and qualitative approaches. To gather data, a carefully and systematically designed questionnaire was adopted, consisting of 30 questions using a five-point Likert scale survey. 60 participants were asked to answer a questionnaire. In addition, the interview was applied to obtain a more in-depth analysis and 15 students were selected to be interviewed to support the responses to the questionnaire given. Three aspects of attitude being explored are: behavioural, cognitive and emotional. Most students showed positive attitudes towards learning English as a foreign language. Based on the three aspects above, from a behavioural aspect, it is evident that most students exhibit good behaviour in learning English. From the cognitive aspect, students have confidence, awareness, and knowledge in learning English. And also from the emotional aspect, students show that almost all students have good emotional attitudes toward learning English. The results of data analysis show that students are motivated and have positive attitudes in the three aspects of attitude. In the sense that their attitudes seem to influence their understanding, their participation, and their interest in the perceived benefits of learning English, as well as their strategies to improve their abilities.

Keywords: EFL (English as a Foreign Language); Learning English; Students' Attitudes

Introduction

Knowledge of attitude has great importance that can influence a person's behavior and are often reflected in their actions, speech, and views. In everyday life, attitudes play an important role in decision making, social interactions, and the formation of individual identity. Brown (1994) notes that "attitudes, like other aspects of cognitive and emotional development in humans, are formed early in childhood

and are shaped by the attitudes of parents and peers, interactions with diverse individuals, and various affective factors in human experience."

Positive or negative attitudes can greatly influence learning outcomes, including language learning. According to Ajzan (2005) attitude is a feeling of whether a behavior is pleasant or useful, which has an impact on the intentionally or unintentionally to do something, resulting in real behavior. The more negative a person's attitude is, the less likely a person is to act. Conversely, the more positive the mindset, the more likely someone is to take action. Whatever the case, an individual's response to a stimulus that has been accepted results in their attitude (Safitri et al., 2022).

The study recognizes that there are two types of attitudes. Students who believe that English is easy, fun, and challenging will be enthusiastic in following the lessons. In contrast, those who think that English is difficult, boring, and hard to understand tend to be indifferent during the learning process (Prastiwi, 2018). Understanding a person's attitudes can help in communicating, building good relationships, and designing effective strategies in various contexts, including in the field of education. Therefore, Kara (2009) also stated that positive behavior will lead positive attitude. In this research, students' attitudes toward learning English are seen as a key factor affecting their language acquisition.

The concept of attitude is important for language acquisition as it influences a student's behavior and beliefs about the language. Ellis (1994) states that the learners' attitudes towards the target language influence their determination in overcoming the challenges associated with it. Typically, learners show varying attitudes towards the target language, its speakers, the culture associated with it, the perceived value in learning the language, its specific uses, and their own cultural identity (Getie, 2020).

Attitude in language learning includes three components: behavioral, cognitive, and emotional aspects (Abidin, Alzwari & Pour-Mohammadi (2012) explained about BCEA (Behavior Cognitive Emotional Attitude). The behavioral of attitude refers to how a person behaves and reacts in specific situations. The cognitive of attitude related to belief, awareness, knowledge, thought processes, reasoning, assessing and considering an event, as a result of which the individual gains knowledge afterwards. In other words, it deals with the beliefs of learners about the knowledge of the target language they learn and their understanding during learning

the target language (Orfan, 2020). Then the emotional of attitude is how students express their feelings in a situation, which allows them to communicate whether they like or dislike an object.

There are several factors that influence EFL students' attitudes towards language learning. The following opinions on the factors that influence foreign language learners' attitudes that ultimately affect their language proficiency include personality factors, educational factors, and social factors. The learner's attitude and motivation, as well as characteristics like personality (particularly significant are *self-confidence, risk-taking, and anxiety*), matter in the process of learning a language. Krashen (1989) said that self-confidence lowers the filter and increases the learner's intake. Learning situations, choice of materials, and teaching approaches can impact learners' attitudes and language proficiency (McDonough and Shaw, 1993). On the other hand, Spolsky (1989) languages are inherently social processes since they're learned in social circumstances. In addition, it asserts that society has a part in language learning even if it happens on an individual basis. When social variables may not directly affect language learning, they do have a notable and noticeable consequence on the attitudes and motivation of language learners.

This research focuses on exploring the attitudes of students at SMPN 13 Kota Bengkulu towards learning English, and how these attitudes impact their success in learning a foreign language. In learning English as a foreign language, students at SMPN 13 Kota Bengkulu show varied attitudes, ranging from enthusiasm to indifference. Some students find learning English engaging, while others feel it is boring and challenging. Behavioral issues such as lack of attention, noise in class, and disruptions were also observed. This research seeks to understand these student-related issues and how attitudes contribute to the success or failure in learning English.

Research on the teaching and learning process has been conducted in previous studies. Qimmahtum, Khairy, and Swandari (2023) study aimed to explore urban students' attitudes towards English language learning. Le, X. M., & Le, T. T. (2022) looked at the elements that influence Vietnamese students' attitudes toward English learning at a tertiary institution in the Mekong area. Seni and Lekatompessy (2021) focused to make a survey to investigate about student's attitudes and the factors that cause students' attitudes on Learning English with eight grades students. Getie (2020) studied factors affecting the attitudes of students towards learning English as a foreign

language. Utami, Ratnadewi, and Yuniati (2020) aimed to investigate the attitudes of students in an Indonesian Islamic boarding school towards English as a foreign language and to explain the reasons behind these attitudes. Lukmawati (2019) conducted a study that explored how students' attitudes are reflected in their English learning process. Umah (2018) aimed to identify positive and negative attitudes toward learning English as well as the factors that influence these attitudes in the eighth grade of State Junior High School 14 Pekanbaru. Wati (2018) aimed to: (1) describe the language attitudes of undergraduate students of English Education at Universitas Muhammadiyah Surakarta towards English from behavioral, cognitive, and affective aspects; and (2) find out the differences in language attitudes of undergraduate students towards English based on gender and length of study in the department. Fakaye (2010) conducted to evaluate the attitudes of Gujrat University students towards ESL regarding emotional, behavioral and cognitive factors. The study also investigated what attitudes the students showed towards ESL in relation to their gender. Although this aspect has been studied in the past, the results are usually general in nature, thus requiring a more thorough investigation of the approaches to discovering attitudes. Therefore, further research is needed to explore students' attitudes with the specifics that influence their attitudes towards learning English at SMP N 13 Kota Bengkulu. So the researchers formulated the question: "What are the students' attitudes of eighth grade junior high school at SMP N 13 Kota Bengkulu in learning English as a foreign language?"

Research Methodology

Mixed method techniques were used in this study. Sugiyono (2018) explains that the combination research method combines quantitative and qualitative approaches to be used together in research. This combination allows for more comprehensive, valid, reliable, and objective data. Here the quantitative is embodied in collecting data through questionnaire with a Likert Scale, which would be given to students to find out what attitudes students have when learning English. Then the qualitative is realized in data collection through in-depth interview to support and strengthen quantitative data about students' attitudes when learning English. Since the purpose of this study was to find out the students' attitudes of eighth grade junior high school at SMP N 13 Kota Bengkulu in learning English as a foreign language, both a questionnaire and an in-depth structured interview were distributed.

The overall population is the subject of research (Arikunto, 2012). The target population of this research were the eighth-grade students of SMP N 13 Kota Bengkulu. There were 153 students consisting of 5 classes. Then the sample in this study was taken using random sampling by taking samples from each class. To determine the number of samples to be used in this research, researcher was used the Slovin formula. This research was used the Slovin formula because in sampling, so the sample in this study amounted to 60 students.

Likert scale questionnaire and interview were used to obtain the data. The questionnaire was adopted from Abidin et al., (2012). The questionnaire consists of 30 questions was assessed by a Likert scale. Researcher would distribute questionnaire to students directly and asked respondents to fill out a questionnaire. Since the interview was used to support questionnaire data. In-depth interview was used in this study. The researcher took a quarter or 15 students each from the sample class, thereby allowing each participant to express their views about learning English as a foreign language. Interview was conducted in Indonesian to ensure optimal understanding. Interview was conducted in the form of open questions to obtain broader answers, or a certain amount of information in response to the questions. And also interview conducted with students would be recorded to remember their answers.

The analytical data quantitative that was used is through descriptive statistics. According to Ghazali (2009) this analysis aims to provide a picture or reflect the data in the variables seen from the average value (mean), minimum, maximum and standard deviation. Researcher was used Microsoft Excel to create a tabulation of data that has been obtained. Then the researchers also used the Statistical Program for Social Sciences (SPSS) version 29 to calculate and process the data. After the researcher had obtained all the data, the total range of questionnaire collection results can be seen to obtain answers to research questions, whether positive or negative. Therefore, the following is a table of criteria of students' attitude to see the respondents' answers.

Table 1: Criteria of Students' Attitude

No.	Average Score	Criterion	Categories
1.	1.00 – 1.80	Strongly disagree	Negative
2.	1.81 – 2.60	Disagree	Negative
3.	2.61 – 3.40	Neutral	Neutral
4.	3.42 – 4.20	Agree	Positive
5.	4.21 – 5.00	Strongly Agree	Positive

Source: Sudjana (2011)

To see the consistency of the questionnaire items, internal consistency was measured using Cronbach's alpha, as shown in Table 2.

Table 2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	30

Based on the table above, the consistency coefficient for the 60 questionnaire items is 0.866, which shows that the EFL students' attitude scale questionnaire has high reliability. Then, to analyze the data from the interview as supported data it would be in the form of a description by paying attention to each question in the interview list. Answers to the questions given for research can be explained conclusively using research findings and results.

Findings and Discussion

Findings

Students' Attitudes in Learning English

For the first research question, the study revealed that the students had a positive attitude in learning English. This research consists of three aspects of language attitude which are applied in this research questionnaire. The first aspect is Behavioral Aspect of Language Attitude with 8 questions, namely questions number 5, 6, 7, 12, 13, 16, 25 and 27. The second aspect is Cognitive Aspect of Language Attitude with 11 questions, namely questions number 1, 2, 8, 9, 17, 21, 22, 24, 26, 28 and 29. Then the third aspect is Emotional Aspect of Language Attitude with 11 questions, namely question number 3, 4, 10, 11, 14, 15, 18, 19, 20, 23 and 30.

A. Behavioral Aspect

The first is behavioral aspect refers to the way students behave and react in certain situations related to the language being studied. The Behavioral Aspect of Language Attitude with 8 questions, namely questions number 5, 6, 7, 12, 13, 16, 25 and 27. The result of the questionnaire can be seen as follows:

Table 3: The Result of Behavioral Aspect

No	Statements	SD	D	N	A	SA	Mean
5.	Studying English helps me to improve my personality.	-	4	26	22	8	3.57
6.	Studying English helps me to have good relationships with friends.	2	5	38	9	6	3.20
7.	I like to give opinions during English lessons in group discussion.	-	9	33	15	3	3.20
12.	I am able to make myself get focus during studying English.	-	6	31	18	5	3.37
13.	When I hear my friends speaking English well in the class, I like to practice speaking with him/her.	1	3	25	20	11	3.62
16.	Studying English makes me more confidence in expressing myself.	-	9	27	17	7	3.37
25.	I like to practice English the way native speakers do.	-	7	30	14	9	3.42
27.	I wish I could have many English speaking friends.	3	5	26	13	13	3.47
Total							27.20

SD: Strongly Disagree, **D:** Disagree, **N:** Neutral, **A:** Agree, **SA:** Strongly Agree

Based on the calculation results in the first table above, it can be seen that the number of data for each aspect is 60 students of second grade at SMPN 13 Kota Bengkulu showed that students have a positive attitude. For statement number 13, it turned out to have the highest mean is (3.62), where 20 students agreed and 11 students strongly agreed that when they heard their friends speak English well in class, they also practiced speaking with those friends. It is because interaction with friends who are fluent in English provides many benefits for students who are learning. Apart from improving language skills, it also builds confidence, motivation and important social skills.

This is supported by interview data found by researchers. When students were asked, "Are you motivated by your friend who is good at English? Do you often ask him about English?" Then the students answered, "*I like to ask them about what it means*" and "*Yes, I am motivated because her public speaking is good*".

Yet, the statement that learning English helps them to have good relationships with friends is low (3.20). From the interview results, when researcher asked, "Do you think learning English affects your relationships with your friends?" Then the students said "*No or rarely (affects their relationships with friends)*" It turns out that English does not have a significant influence on the relationship between students and their friends because students only learn English at school. Meanwhile there

were students who said "Sometimes it influences, for example if I want to ask a friend".

And they like to give opinions during English lessons in group discussions is low (3.20). The question for the interview as supported the data is "When learning English, do you often or do you like to give your opinions or thoughts?" And then the students said "No" or "Rarely" This is also because students do not understand the material, one student said "Sometimes I give my opinion, because sometimes I know, sometimes I don't (understand the material)".

It can be conclude that this aspect showed that most students have good behavior in learning English. Good behavior will create a positive attitude. So, students who have a positive attitude will automatically be motivated to learn and improve their skills.

B. Cognitive Aspect

The cognitive component refers to knowledge, beliefs or thoughts in this study referring to English as a foreign languages as the respondent's knowledge and subjects at school. The Cognitive Aspect of Language Attitude with 11 questions, namely questions number 1, 2, 8, 9, 17, 21, 22, 24, 26, 28 and 29. The result of the questionnaire can be seen as follows:

Table 4: The Result of Cognitive Aspect

No	Statements	SD	D	N	A	SA	Mean
1.	Studying English is important because it will make me more educated	1	1	17	22	19	3.95
2.	Being good at English will help me study other subjects well.	-	7	18	26	9	3.62
8.	I have more knowledge and more understanding when studying English.	-	7	29	16	8	3.42
9.	I look forward to studying more English in the future.	2	5	14	22	17	3.78
17.	Studying English helps me getting new information in which I can link to my previous knowledge.	2	3	18	27	10	3.67
21.	In my opinion, people who speak more than one language are very knowledgeable.	4	3	14	18	21	3.82
22.	Studying English helps me communicate in English effectively.	3	1	25	19	12	3.60
24.	Studying English makes me able to create new thoughts.	1	4	21	25	9	3.62
26.	I am able to think and analyze the	2	7	32	13	6	3.23

	content in English language.						
28.	I am satisfied with my performance in the English subject.	1	1	38	15	5	3.37
29.	English subject has content that covers many fields of knowledge.	2	4	27	17	10	3.48
Total							39.55

SD: Strongly Disagree, **D:** Disagree, **N:** Neutral, **A:** Agree, **SA:** Strongly Agree

Based on the calculation results in the second above, it can be seen that the students also have a positive attitude. In this aspect, students also have a positive and good attitude. With the highest mean is statement number 1 is (3.95). A total of 22 students agreed and 19 students strongly agreed that English was important and would make them more educated and they are aware of that. This is because students aware of the importance of English would be more motivated to learn it seriously, and it provides many significant benefits for students, both in academic contexts and in the daily lives they acquire.

This result also supported by interview data, when the researcher asked, "Do you think learning English is important? Why?" And then the students said,

"English is important because it is an international language"

"It's important because you can communicate with foreigners"

"Learning English is important because if we want to study abroad we will use English"

However, the statement that they are able to think and analyze content in English is low (3.23). The question for the interview as supported the data is, "When you study in class, are you unable to understand the material or learning topics in English?" Then the students said *"No (understanding material/content in English)"*, *"Sometimes"* and also *"Difficult"*. Just as the researcher mentioned earlier, this is because students do not master the learning material, and students think that the material is difficult. Then students do not have a strong basic understanding of the topic being studied. For students learning in a language that is not their mother tongue, language barriers can be a significant factor this can hinder understanding of the material.

Therefore it can be concluded that students have belief, awareness and knowledge in learning English. As understood, this aspect is an attitude related to language learners' ideas about the knowledge they receive and their understanding of the language learning process.

C. Emotional Aspect

Next, the third is affective or emotional language attitude also refers to the sentiment and emotions toward the attitude object. Emotional Aspect of Language Attitude with 11 questions, namely questions number 3, 4, 10, 11, 14, 15, 18, 19, 20, 23 and 30. The result of the questionnaire can be seen as follows:

Table 5: The Result of Emotional Aspect

No	Statements	SD	D	N	A	SA	Mean
3.	I feel proud of myself when studying English language.	-	3	28	18	11	3.62
4.	I feel excited when I communicate in English with others.	1	8	24	19	8	3.42
10.	I don't get anxious when I have to answer a question in my English class.	2	9	28	15	6	3.23
11.	Studying foreign language like English is enjoyable.	1	6	26	16	11	3.50
14.	To be inquisitive makes me study English well.	1	3	17	27	12	3.77
15.	Studying English makes me have good emotions (feelings).	1	6	30	16	7	3.37
18.	I enjoy doing activities in English.	1	5	20	24	10	3.62
19.	I wish I could speak English fluently.	3	2	12	12	31	4.10
20.	I am interested in studying English.	-	2	22	20	16	3.83
23.	Studying English subject makes me feel more confident.	2	3	27	20	8	3.48
30.	Knowing English is an important goal in my life.	3	2	21	20	14	3.67
Total							39.60

SD: Strongly Disagree, **D:** Disagree, **N:** Neutral, **A:** Agree, **SA:** Strongly Agree

Based on the calculation results in the third table above, it can be seen that the students also have a positive attitude in this aspect. This aspect statement has a high mean. With the highest mean is statement number 19 is (4.10) that 12 students agreed and 31 students strongly agreed. Where, students have the desire to be able to speak English fluently. Students are highly motivated to learn and practice speaking English fluently. They realize that this ability is not just an academic skill, but also an important tool to achieve their greater life goals.

When the researcher asked, "What do you expect or wish from learning English?" Then the students answered,

"Hope to be able to speak English fluently"

"It's important to learn English because if you want to go abroad, use English"

"It's important, because if we speak English fluently with people, we don't stammer."

Then the second highest mean was statement number 20 is (3.83), with 20 students agreed and 16 students strongly agreed. The majority of students are interested in learning English. The question for the interview as supported the data is "Are you interested in English?" and the students said, *"Interested in English"* and *"Interested 100%"* There are some reasons why students are interested in learning English, be it for academic, career, social or personal benefits.

Yet, the statement number 15 that studying English makes them have good emotions (feelings) is low (3.37). Some students feel nervous in this regard, but others don't feel that, when the students were asked, "Do you have feelings of anxiety or fear when learning English in class?" then the students said,

"Awkward, afraid of making a mistake"

"Not really (embarrassed), sometimes I get nervous when asked to read"

"Anxiety is there, but not fear"

"There is nervousness when asked to come forward speaking English"

In this aspect it can be concluded that the students show that almost all students have a good emotional attitude in learning English. Since the affective aspect is an aspect that is related to students' mental attitudes, feelings and awareness.

Discussion

Attitude is considered as a person's tendency to act positively or negatively in learning something. A positive attitude can encourage a person to be more enthusiastic, diligent and persistent in learning, while a negative attitude can lead to a lack of interest, motivation and effort. This study aims to determine students' attitudes towards learning English as a foreign language, with the hope of identifying the factors that influence these attitudes and how these attitudes impact on the teaching-learning process.

In this section, the researcher outlines the findings from the data that has been collected and analyzed. The findings provide an overview of how students' attitudes towards learning English, whether they tend to have positive or negative attitudes. The results of this study are expected to contribute to the development of more effective teaching strategies and better support the learning of English as a foreign language.

The present study revealed that students have positive attitudes in three aspects, namely behavioral, cognitive, and emotional (affective). The results of this study are in line with the results Seni and Lekatompessy (2021) conducted study among seventh-grade high school students on the same topic, confirmed that these students also had positive attitudes towards English language learning in the cognitive, affective and behavioral domains. Their findings reinforce the idea that students at different levels of education exhibit attitudes that are supportive of English language learning in different aspects of their learning experience. On the other hand, the study by Fakaye (2010) conducted that the students of Gujrat University have a negative attitude towards learning English as a second language. Moreover, gender has no influence on the attitude as there is no significant difference between male and female attitudes towards ESL. Meanwhile, the researcher in this study found that there are some differences between male and female students. it can be seen when the researcher did an internship at the school, the researcher saw the attitude and value of students in learning English. it can be said that gender has an influence on the attitude of students in learning English as a second language.

The behavioral attitude aspect showed that students have strong motivation, which means their attitude towards learning English is positive. This strong motivation reflects their high interest and desire to understand and master English. These findings agree with Safitri et al., (2023) which showed that all students responded well to the statement, which means they had a positive attitude in this aspect. With a positive attitude, students are more likely to actively participate in the learning process, show enthusiasm in following lessons, and be willing to face challenges that arise in language learning. This positive attitude can also affect their learning outcomes, as motivation and a good attitude are important factors in achieving academic success. In the statement with the students have high motivation in learning English. This is evident from their desire to learn English by practicing with their friends. This proactive attitude showed that they are not only learn individually but also seek opportunities to develop their language skills through interaction and collaboration with fellow students. Further support for this finding was obtained from the interview results, which revealed that students often asked their friends about things they did not understand. Overall, this motivation and good study habits not only reflect students' positive attitude towards English learning but also emphasize the importance

of collaboration in the learning process. This approach can improve students' understanding and make learning English more effective and enjoyable.

Meanwhile, the students think that learning English does not really affect their relationship with their friends. In other words, students feel that learning English has no significant impact, either positive or negative, on their social interactions with their peers. In addition, the findings also show that students are less active in giving opinions when they are learning in class. This could be due to several factors, such as lack of confidence, discomfort in using English, or lack of opportunities to speak and express opinions in a classroom setting. This neutral attitude and lack of active participation indicate that there are certain barriers that need to be overcome in order to increase student engagement in the English learning process. These factors are important to note as active participation and positive social interaction can improve students' motivation and learning outcomes. Therefore, teachers and educators need to find ways to create a more inclusive learning environment and encourage students to participate more actively.

Then the second is cognitive aspect, as expected, showed that the majority of students have a positive attitude. In other words, they are naturally motivated to learn and develop in the field of English. Almost all students gave good responses to all statements given in the questionnaire. This indicates a strong desire from the students to understand and master English. This finding is in line with research conducted by Wati (2018), which shows that the positive cognitive aspects in the respondents' language attitude are relatively high. Wati's research also indicated that many students believe that English plays an important role in their future lives. This view shows that students are aware of the importance of English in the context of globalization and future career opportunities.

This indicated that students do consider English important and useful for their future. The high agreement to this statement indicates students' awareness of the relevance and benefits of learning English in the context of their future lives. The interview results also support this finding, with many students stating that English is important for their future. For example, students mentioned that English language skills would be very useful if they wanted to continue their education abroad. They realized that many of the world's leading universities use English as the language of instruction, making mastery of this language an important requirement for achieving better

educational opportunities at the international level. In addition, the interviews also showed that students are aware that English is an international language. This awareness strengthens their motivation to learn English seriously. Therefore, with the understanding that English is an important key to unlock future opportunities, both in education and career, students show a positive attitude towards learning this language.

Meanwhile, almost all students chose a neutral answer, this is due to students' assumption that they are not yet capable enough to understand or analyze the content or learning materials in English. This neutral answer reflects students' uncertainty or lack of confidence in their ability to deal with more complex material in English. The interview results also supported this finding, with many students stating that they find it difficult to understand the learning materials in English. Some students directly mentioned the word "Difficult" or "Sometimes" when asked about the level of difficulty they faced. They still encounter challenges in the learning process, especially when it comes to analyzing or understanding more complicated content. Therefore, improving students' understanding of English content will not only improve their positive attitude but also encourage them to participate more actively in the teaching-learning process.

The last one is the emotional or affective aspect. Anwar & Surarchith, in Siyad (2022) argue that the learning process is considered an emotional process. This is usually influenced by several personal and emotional elements such as self-confidence, interest, and feelings of comfort with the material being studied. They believe in themselves and have the desire to learn English. Students who believe in themselves tend to be more active in participating in class, more courageous to try new things, and more resistant to the challenges they face. Feeling comfortable and happy while learning English shows that students have a positive learning experience. In agreement with earlier research from Utami et al., (2020) which showed positive results on this affective aspect. On the other hand, Lukmawati (2019) also showed that the majority of students show a positive attitude towards learning English as a foreign language in this affective aspect. Students express their ability to follow English material during English learning.

Afterwards the students showed that they had a high interest in English and hope to master it well. This interest reflects students' positive attitude towards learning

English and is an indication that they see significant value and benefits in learning the language. This interest and hope also reflect students' belief that they are capable of achieving their goals in learning English. This belief is important as it can boost self-confidence and make students more resilient to challenges or difficulties they may face. Thus, students who are interested and hopeful about mastering English tend to have a more positive and proactive attitude, which will ultimately support their success in learning this language.

On the other hand, half of the students revealed that learning English did not provide any significant emotional experiences or feelings for them. This neutral choice reflects that students feel neutral or not very emotionally involved in the English learning process. When students do not feel emotionally engaged, this can affect their motivation level in learning. Positive emotions, such as excitement or enthusiasm, can be a strong driver in motivating students to learn more diligently. However, if students feel neutral or even emotionally disengaged, they may tend to be less motivated or less enthusiastic in dealing with English materials.

Understanding and managing the emotional aspects of English learning is important to create a positive and supportive learning environment. This will help students feel more connected to the learning process and maximize their potential in achieving learning goals. Thus, educators or teachers need to pay attention to students' emotional responses and look for ways to strengthen their emotional engagement in English learning.

Conclusion and Suggestion

This research aims to determine the attitudes of eighth grade junior high school students in learning English as a foreign language. This type of research is mixed methods, namely a research method that focuses on combining quantitative and qualitative methods. Data was obtained through a five-point Likert scale survey. In addition, the interview was applied to obtain a more in-depth analysis. The respondents were the eighth students of SMPN 13 Kota Bengkulu. The number of respondents was 60 students. They investigated what students' attitudes towards learning English were in learning English.

On initial assumptions, it appeared that many students were not interested in English. This attitude is characterized by a lack of enthusiasm in attending lessons and low participation in class activities. Some students may feel that English is difficult to learn or less relevant to their daily lives, so their attitude towards this language tends to be unfavorable. However, after the researcher conducted a more in-depth study, the results obtained showed a different picture. Overall, students were found to have a more positive attitude towards learning English than previously thought. The results showed that the respondents tended to have a positive attitude towards learning English as a foreign language. This positive attitude arises for various reasons. First, many of them feel interested in English, both because of the cultural appeal associated with the language and because English is considered important for future career and academic opportunities. Besides interest, motivation also plays a very important role. Many respondents were motivated to master English because they saw it as a useful skill. Overall, this positive attitude and high motivation help the students to be more effective in learning English, so that they can achieve better results in mastering the language.

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