

FACTORS AFFECTING TEN GRADERS' ATTITUDES ON LEARNING ENGLISH AS A FOREIGN LANGUAGE AT SMAN 8 KOTA BENGKULU

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KEYWORDS

Attitude,
English Foreign
Language,

ABSTRACT

This survey research aims to determine the factors affecting students' attitudes toward learning English positively and negatively at SMA N 8 Kota Bengkulu. The population in this study were all grade 10 students, including science and social studies classes, with a total of 316 students with a sample 177 students using a random sampling technique. This study uses a questionnaire to collect data adapted from Getie's research (2020). Then the data was analyzed using the SPSS 25 application. The results showed that students had a positive attitude toward learning English (78%). However, it was found that the anxiety speaking in class factor has affected students' attitudes negatively (74,3%). The educational context factor has affected them positively (78,5%); however, the findings show that learning materials have affected their attitudes negatively (59,1%). The social context factor has affected their attitude positively (72,6%). The age factor has influenced their attitude positively (76,3%). However, the gender factor students do not believe that gender can affect their attitude toward learning English (66,7%). These results suggest that teachers should continue to approach students to resolve their anxiety.

KATA KUNCI

Sikap,
Bahasa Asing,

ABSTRAK

Penelitian survey ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi sikap siswa terhadap belajar bahasa inggris secara positif dan negatif di SMA N 8 Kota Bengkulu. Populasi dalam penelitian ini adalah seluruh siswa kelas 10 termasuk kelas IPA dan IPS dengan jumlah 316 siswa dengan sampel sebanyak 177 siswa yang menggunakan teknik random sampling. Dalam penelitian ini menggunakan kuesioner untuk mengumpulkan data yang diadaptasi dari penelitian Getie (2020). Kemudian data dianalisis menggunakan aplikasi SPSS 25. Hasil penelitian menunjukkan bahwa siswa memiliki sikap yang positif terhadap belajar bahasa inggris (78%). Namun ditemukan bahwa faktor kecemasan siswa berbicara dalam bahasa inggris telah mempengaruhi sikap siswa secara negative (74,3%). Faktor educational context secara keseluruhan telah mempengaruhi secara positif (78,5%), namun temuan menunjukkan bahwa materi pembelajaran telah mempengaruhi sikap mereka secara negative (59,1%). Dalam sosial konteks mempengaruhi sikap mereka secara positif (72,6%). Pada faktor usia telah mempengaruhi sikap mereka secara positif (76,3%). Namun faktor gender siswa tidak meyakini bahwa gender dapat mempengaruhi sikap mereka terhadap belajar bahasa Inggris (66,7%) respondents menyatakan tidak setuju. Hasil ini menyarankan kepada guru untuk terus melakukan pendekatan yang baik kepada siswa agar rasa kecemasan mereka dapat teratasi.

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INTRODUCTION

English has been widely accepted as an International language that needs many countries to communicate between different countries. According to (Crystal, 1997), in his book, in over 100 nations, including China, Russia, Germany, Spain, Egypt, and Brazil, English is now the most commonly taught as a foreign language. In most countries, English is also quickly replacing other languages as the most common foreign language encountered in schools. Indonesia also recognizes that English is a foreign language that everyone must master because of the existence of English, which is needed in various fields today, such as education, economy, society, technology, general knowledge, and so on. Qordawi (as cited in Sekeon et al., 2022) states, "In this era of globalization, English has become one of the important compulsory subjects taught in school." This statement follows the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 096/1967, which states that English language teaching can be carried out in secondary schools. The government's goal in issuing this policy is to create future generations who can compete internationally.

English language learners should be able to actively use the language both in class and outside of it. English learners should be able to utilize the language in the classroom and engage in activities to help them develop their proficiency. Various aspects affect its success, such as the role of teachers, students, materials and facilities, and infrastructure in learning English. If discussed about the factors of students, some characteristics affect the success in learning English students. The characteristics that affect learning a second language include "motivation, attitude, age, intelligence, aptitude, cognitive, style, and personality," as stated by Khasinah (cited in Herwiana, 2021). Furthermore, according to Shams (cited in Eshgninejad, 2016), "factors that influence the learning process are motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc." From these factors, attitude is one factor that plays an important role in the success of language learning.

Solis (2002) said that attitude is one of the fundamental ideas in social psychology; it can be characterized as a mental attitude toward anything. Attitude is a link between opinion and behavior since it shows what we are willing to do on the inside. Ellis (1985 cited in Khasinah, 2014) attitude is a collection of views about things like language culture, the culture of the target language, the one's teachers in a classroom setting, and the learning task one is assigned. The statement indicates that the attitude is not only about the language culture but also about classroom instruction, language teachers, and the kind of language learning assignments offered to pupils. In learning English, students will show a positive attitude, try to do well in class, and try hard to learn. In contrast, a bad attitude will show a negative attitude that can hinder learning. Herwiana (2021) states that student attitude is considered one of the most significant aspects affecting learning English. Students' attitude toward learning affects how they behave and, in turn, how well they succeed. Students' attitudes toward the English language might reflect their efforts to acquire language competency. Some factors affecting learning include teacher performance, teacher method, classroom atmosphere, material, media, and competence. Conteh (2002) also explains the factors influencing learning, such as social context, learner characteristics, learning conditions, learning processes, and learning outcomes.

Effective language teaching techniques can inspire students to be more favorable toward the language they are learning since experience can change attitudes. Students' attitudes toward a language can be inferred from their language use. Each student was urged to approach English lessons positively to understand the language better and assist their academic success. Positive student attitudes can improve their academic performance, whereas bad student attitudes make it more challenging for them to succeed in their English academics. Motivation is connected to the attitude in the language learning and teaching process, which is complicated and affects motivation. Motivation is an encouragement to do something. Successful language acquisition in the classroom depends on motivation and the variety of possibilities for its application outside the classroom. Attitudes affect behavior, internal mood, and thus learning. Therefore, it is

obvious that the positive attitude given by students when learning English will have high motivation to learn English. In contrast, if students have a negative attitude, they will have very low motivation because our motivation to do something comes from the attitude shown towards an object.

Several studies have investigated students' attitudes toward learning English. Research conducted by Andini (2018) titled *"The Language Attitude of Senior High School Students Toward English Language and its Relationship with Their Academic Achievement."* She wanted to analyze students' language attitudes toward learning English and how it relates to their academic achievement. The results showed that students mostly had a positive attitude toward learning English, but some had a negative attitude. Based on their attitudes, the researcher found that students with positive attitudes have high grades and contrast. So from this study, the researcher concluded that students' attitudes toward language are related to student's academic achievement. The second research conducted by Febriani (2020) with the title is *"The Student's Attitude Toward English Language (A Case Study of Grade Eleventh Students at Man 2 Kota Jambi."* This study aimed to determine students' attitudes toward English that focus on verbal communication and classroom activities. Based on the result of the research, it was found that students are dominant in using Bahasa Indonesia to speak in class because they need more confidence using English and are too comfortable using Indonesian in class activities. In other words, this research found that students have a negative attitude toward learning English.

The third research conducted by Getie (2020), titled *"Factor Affecting the Attitudes of Students toward learning English as a Foreign Language."* This research used qualitative and quantitative methods to find out the data. The researcher found that students have a positive attitude toward learning English which is influenced by social factors such as English speakers, friends, and parents. At the same time, students have a negative attitude influenced by context factors such as English teachers because they argue that teachers do not encourage their students appropriately and do not give clear examples. Then the classroom situation factor is also negative, as students argue that they are not interested in the learning situation given to them. The last research entitled *"Factor Affecting Student's Attitudes Toward Learning English as a Foreign Language in a Tertiary of Vietnam"* by Mai (2022). This research examines the factors influencing Vietnamese students' attitudes toward English learning in a tertiary institution in the Mekong region. This study used 69 students as a sample through interviews for this qualitative method. This research found that internal and external factors influenced the pupils' attitudes. Internal factors, including students' self-confidence, anxiety, curiosity, and understanding of the significance of English in their future, all significantly impacted their attitudes toward studying English. However, this study also discovered external factors such as content, teaching and learning resources, curriculum design, and teacher personalities. From this study, it was found that internal factors were more dominant, which students stated that students' lack of interest in English language skills.

Based on the previous research above, the problem of attitude is very important in language learning because a positive attitude affects students' learning motivation and learning achievement. This research will conduct at SMA N 8 Kota Bengkulu because, based on the experience that the researcher had during internship two, they found this phenomenon in which students showed different attitudes toward learning English. In addition to making direct observations in the field, the researcher has also interviewed English teachers who stated that dominant excellent class students have a positive attitude towards learning English. They have positive attitudes, such as being active in class and diligent in doing assignments. However, students in ordinary classes tend to show negative attitudes, such as having an up-and-down attitude when learning English caused by fatigue, considering English difficult, and lacking motivation to learn English. Based on this statement, students' attitudes greatly affect their learning achievements. Students with a positive attitude and high enthusiasm for learning

English have high grades, while students with less motivation to learn English have poor grades. This statement is evidenced by midterm test scores obtained by students in 2023.

METHODS

This research conducted used survey research. Creswell (2016) stated that survey research is a procedure in quantitative research in which the investigator administer a survey to a sample or to the entire population to describe the attitudes, opinions, behaviors, or characteristics of the population. This research aimed to investigate factors affecting ten graders' attitudes on learning English. In the survey research method, the researcher used a questionnaire only to collect data. The questionnaire used was adapted and studied by Getie (2020). After obtaining the data, the data was analyzed using the SPSS application and interpreted the data.

Population and Sample

1) Population

The population is a generalization area consisting of objects/subjects with certain characteristics the researcher sets to study and draw conclusions. This research was conducted at SMA Negeri 8 Bengkulu City, located at JL. WR Supratman, No.18 RT 007, Pematang Gubernur, kec. Muara Bangka Hulu, Bengkulu City. SMA 8 Bengkulu City is a school that has been accredited. A researcher chose this school as a research location because, based on the results of observation made by the researcher during internship two and an interview with an English teacher, a phenomenon occurred. The population in this research is all students of ten graders. The ten grades have nine classes which are categorized into two majors, namely science and social class, which are science class, there are 4 class, and social class; there is 5 class, where the total number of students is 316 students. The researcher chose this grade because they need to know what factors affect their attitudes toward learning English.

Table 1 Total Population

Category class	Class	Number
Science Class	X Science 1	36
	X Science 2	36
	X Science 3	37
	X Science 4	36
Social Class	X Social 1	37
	X Social 2	36
	X Social 3	33
	X Social 4	34
	X Social 5	31
Total		316

2) Sample

According to Sugyono (2013) sample is part of the number and characteristics possessed by the population. The sample of this research were students from ten grade SMA Negeri 8 Kota Bengkulu academic year 2023/2024. For the population to be sampled, the researcher used random sampling. Random sampling is one technique to take the sample in which the population has the same opportunity to be selected without paying attention to the population's strata. To determine the number of samples used in this research, it needs to use Solvin's formula with a standard error of 5% or 0.05. In this study, to select the sample to be used is by random sampling technique that the takes first 19/20 students per class who complete the distributed online questionnaire. The researcher took a sample of 20 students from each science class and 19 students from 3 social classes.

Table 2 Total Sample

Category class	Class	Number
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Science Class	X Science 1	20
	X Science 2	20
	X Science 3	20
	X Science 4	20
Social Class	X Social 1	20
	X Social 2	20
	X Social 3	19
	X Social 4	19
	X Social 5	19
Total		177

Instruments

This research used a questionnaire. A questionnaire is a series of statements or questions used to collect data in research. This research questionnaire was adapted and studied by Getie (2020). This questionnaire is utilized because it meets the criteria set out by the researcher, namely determining factors affecting their attitudes on learning English like, in personality context, educational context, social context, and other factors. The Likert scale measures the attitudes, opinions, and perceptions of a person or group of people about certain phenomena. The Likert scale strongly agree, agree, disagree, and strongly disagree. The neutral option was not used in this questionnaire because it is unsuitable. When students feel indecisive in choosing, they will tend to choose neutral, which complicates the data processing.

Data Analysis Procedures

The data analysis technique is a data processing technique that aims to get the right conclusion. In this survey, the researcher used descriptive statistics like frequencies and mean scores to analyze the data using the SPSS application to calculate the factor affecting ten grader's attitudes on learning English. After each data's mean score is found, the results are interpreted based on predetermined criteria (Tables 3.5 and 3.6). In this case, the class interval is 0.75 since it was derived by subtracting the maximum score from the minimum score and dividing the result by the number of scales.

Table 3 Criteria of Interpretation of Mean Scores (Positive Statements) by Pariwat (2020)

Range	Interpretation
3.26-4.00	Strongly Agree
2.51-3.25	Agree
1.76-2.50	Disagree
1.00-1.75	Strongly Disagree

Table 4 Criteria of Interpretation of Mean Scores (Negative statements)

Range	Interpretation
1.00-1.75	Strongly Agree
1.76-2.50	Agree
2.51-3.25	Disagree
3.26-4.00	Strongly Disagree

FINDINGS

Results based on the research question of what are factors affecting ten grader's attitudes on learning English, the findings were divided into four groups (positively) for ease of analysis and categorized based on the factors that affect students' attitudes at SMA N 8 Bengkulu City: Selected questionnaire statements are included in the table.

Table 5 Factors Affecting Student's Attitudes on Learning English (Positively)

FACTORS	INDICATORS	MEAN	CATEGORY
Learner Personality Context	Student's beliefs and motivation learning English	3.01	Positive
	Self-Confidence in accomplishing tasks	2.87	Positive
	Risk taking in learning English	2.84	Positive
Educational Context	Classroom arrangement and learning situation	3.01	Positive
	Foreign language teacher: 1. Class room management 2. Teacher personality	2.84	Positive
Social Context	Student's parents' attitudes toward learning English	3.04	Positive
	Learner's peer group toward learning English	2.62	Positive
Age Factor	Learners' age in learning English	2.96	Positive
Gender Factor	Learner's sex and learning English	2.15	Negative

Table 6 Factors Affecting Student's Attitudes on Learning English (Negatively)

FACTORS	INDICATORS	MEAN	CATEGORY
Learner Personality Context	Student's anxiety speaking in class	2.10	Positive
Educational Context	English as a foreign language teaching materials	2.35	Positive

Based on the findings from research regarding students' beliefs and motivation in learning English, the mean score is 3.01, which means students show a positive response. However, in the negative statement (number 2), students agreed (61.6%) that learning English was complicated. In this case, students believed that English was a difficult lesson. This result is contradictory, but students are interested in learning English even though it is complicated. In addition to self-confidence in accomplishing tasks, the mean score is 2.87, which means that the students had a positive attitude. For risk-taking, the mean score is 2.84, which means that there was a positive response from the students. However, in the negative statement (number 9), which stated that students preferred to be silent when the teacher asked questions in English because they were doubtful, (64.4%) agreed, which means that most students did so because they were hesitant to answer the teacher's questions. Of course, this can affect students' attitudes negatively. This result shows in line with in students' anxiety speaking in class, the mean score is 2.10, which means there was a negative response from students. It means that the aspect of speaking anxiety affects students' attitudes negatively.

The classroom arrangement and learning situation showed a mean score of 3.01, meaning that students responded positively. In the foreign language teacher, including classroom management and teacher personality, the mean score is 2.84, meaning students have a positive response. The mean score for English as a foreign language teaching materials is 2.35, meaning students show a negative response. Most students agreed with negative statements (numbers 24 and 25) and disagreed with positive statements (numbers 26). In student parents' attitudes toward learning English, the mean score is 3.04, which means that students have a positive response. In addition, in the learner's peer group toward learning English, the mean score is 2.62, which means that students show a positive response. Then the learner's gender and learning English showed a mean score is 2.15, which means that students have a negative response to the belief that their gender can influence their attitude toward learning English. In addition, the learner's age shows that the mean score is 2.96, which means that students

positively respond to the belief that age can affect their English learning. Based on the explanation above, factors that affect students' positive attitudes in personality context factors are students' beliefs and motivation in learning English, Self-Confidence in accomplishing tasks, and Risk-taking in learning English. In contrast, the aspect that affects students' attitudes negatively in learning English is Student's anxiety about speaking in class. In the educational context factor, the aspects that influence students' positive attitudes are Classroom arrangement and learning situation, Classroom management, and Teacher personality. While for the aspect that negatively affects student attitudes is English as a foreign language teaching materials.

In the social context factor, aspects of students' parents' attitudes toward learning English and the learner's peer group toward learning English influence students' attitudes positively. They argue that their parents realize the importance of learning English and support them in learning English. As well as students' friends who support their English learning process.

Then for the gender factor, students do not believe that gender can affect their English learning. And for the age factor, students believe that age can positively influence their attitudes. The table below will explain in detail the percentage results of each indicators of the factors that affecting students' attitudes on learning English.

1. Learner Personality Context

Table 7: The results of student's belief and motivation in learning English

No	Statement	SA	A	DA	SDA	Total
1	English is an interesting subject for me	20.9%	61.6%	15.3%	2.3%	100%
2	I think English is difficult and complicated to learn.	14.1%	47.5%	33.9%	4.5%	100%
3	English is a very important subject in this era of globalization.	50.3%	45.8%	3.4%	6%	100%
4	Learning English helps improve my ability to speak English	37.9%	57.1%	4%	1.1%	100%
5	I study English only to pass exams	5.6%	24.9%	59.3%	10.2%	100%
6	I am interested in learning English because I want to get a better job for my future.	36.7%	57.1%	5.6%	0.6%	100%

Based on the results of the questionnaire, in item 1 respondents answered (20.9%) stated that they strongly agree, (61.6%) agree, (15.3%) chose to disagree and (2.3%) chose to strongly disagree which means that students think that English is the most interesting subject for them in class. It can be seen that students have an interest in learning English, which means students have a positive attitude. In item 2 (negative statement, respondents 14.1% answered strongly agree, (47.5%) agree, 33.9% answered disagree and 4.5% answered strongly disagree. It means that students think English is very difficult and complicated to learn. In item 3, respondents 50.3% answered strongly agree, 45.8% answered agree, 3.4% answered disagree and 0.6% answered strongly disagree. This showed that students have very strong beliefs and awareness of the status that English is very important in the current era of globalization. In item 4, respondents 37.9% answered strongly agree, 57.1% answered agree, 4% answered disagree and 1% answered strongly disagree, which means that students have confidence that learning English will improve their speaking skills. In item 5 (negative statement), respondents 5.6% answered strongly agree, 24.9% answered agree, 59.3% answered disagree and 10.2% answered strongly disagree which means that students have good motivation in learning English not only to pass exams, maybe to have a better future or add insight about English. In item 6, respondents 36.7% answered strongly agree, 57.1% answered agree, 5.6% answered disagree and 0.6%

answered strongly disagree, which means that students learn English to get a better job in the future because as is known English is needed in all aspects of life.

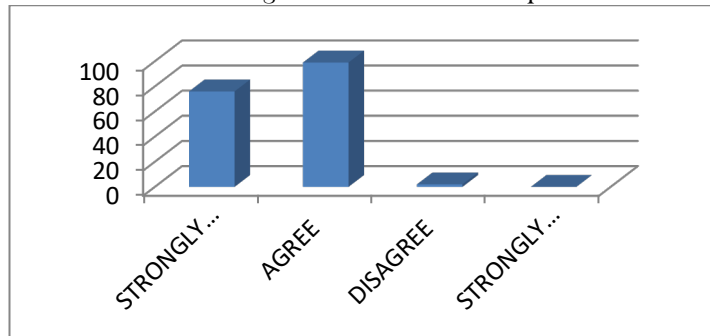


Figure 4.3 Student's Belief and Motivation

Based on Figure 4.3, it can be seen that students' belief and motivation in learning English dominant positive. Based on the results, it can be concluded that, in general, students have a positive attitude; belief and motivation to learn English.

Table 8: Self Confidence in accomplishing tasks

No	Statement	SA	A	DA	SDA	Total
7	I feel confident when presenting in English in front of the class	18.6%	45.2%	35%	1.1%	100%
8	If the teacher has explained the material, I can do the assigned tasks	13.6%	68.4%	15.8%	2.3%	100%

In item 7, 18.6% answered strongly agree, 45.2% answered agree, 35% answered disagree, and 1.1% answered strongly disagree, which means that students are brave when they have a task to make a presentation in class. In item 8, respondents 13.6% answered strongly agree, 68.4% answered agree, 15.8% answered disagree, and 2.3% answered strongly disagree, which means that students can do assignments after the teacher explains the material in front of the class.

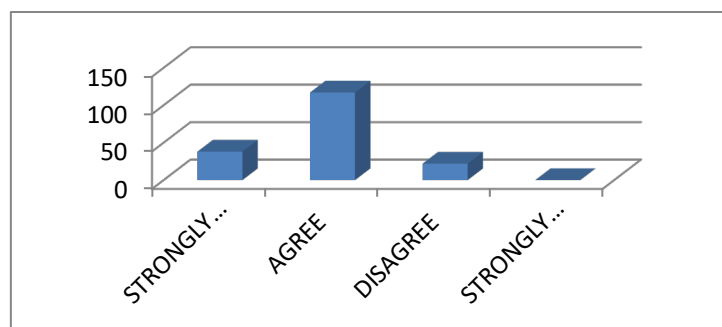


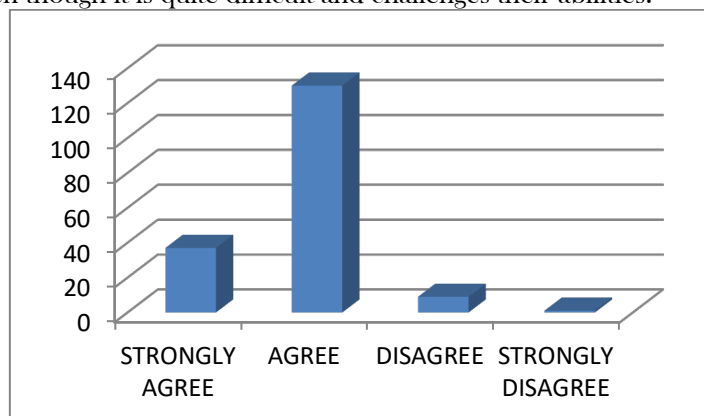
Figure 4.4 Self Confidence in accomplishing tasks

Based on Figure 4.4, it can be seen that students' self-confidence in accomplishing tasks is dominant positive. Based on the results, it can be concluded that, in general, students have a positive attitude toward accomplishing their tasks.

Table 9: Risk Taking in Learning English

No	Statement	SA	A	DA	SDA	Total
9	I choose to remain silent when the teacher asks questions because I hesitate to answer in English	11.3%	53.1%	32.8%	2.8%	100%
10	I always ask the teacher or friends when I don't understand the material	24.3%	67.2%	7.9%	0.6%	100%
11	I am happy to learn English material, although it is difficult and challenges my ability.	24.4%	62.7%	12.4%	0.6%	100%

In item 9 (negative statement), respondents 11.3% answered strongly agree, 53.1% answered agree, 32.8% answered disagree, and 2.8% answered strongly disagree, which means that students do not dare to speak English when the teacher asked them, maybe they are afraid of being wrong. This statement also supported by indicator student's anxiety speaking in class. In item 10, respondents 24.3% answered strongly agree, 67.2% answered agree, 7.9% answered disagree, and 0.6% answered strongly disagree, which means that students have a positive attitude towards learning English with a willingness to ask questions when they do not understand the material. In item 11, respondents 24.4% answered strongly agree, 62.7% answered agree, 12.4% answered disagree, and 0.6% answered strongly disagree, which means that students have a positive attitude towards learning English because they are interested in learning English even though it is quite difficult and challenges their abilities.

**Figure 4.5 Risk Taking in Learning English**

Based on Figure 4.5, most students agree with risk-taking and willingness to learn English. Students generally have a positive attitude and risk-taking willingness to learn English.

Table 10: Student's Anxiety speaking in class

No	Statement	SA	A	DA	SDA	Total
12	I feel worried when the teacher suddenly asks a question in English	18.6%	59.9%	20.9%	0.6%	100%
13	I worry about my classmates laughing at me when I speak in English	17.5%	50.8%	26.6%	5.1%	100%
14	I am nervous and confused when asked by the teacher to speak English in front of the class	16.9%	59.3%	20.3%	3.4%	100%

In item 12 (negative statement), respondents 18.6% answered strongly agree, 59.9% answered agree, 20.9% answered disagree and 0.6% answered strongly disagree which means that students have a level of anxiety in themselves. In item 13 (negative statement), respondents 17.5% answered strongly agree, 50.8% answered agree, 26.6% answered disagree and 5.1% answered

strongly disagree which means that students have a sense of anxiety when their classmates laugh at them while speaking English. In item 14 (negative statement), respondents 16.9% answered strongly agree, 59.3% answered agree, 20.3% answered disagree and 3.4% answered strongly disagree which means that students feel nervous and confused when the teacher asks them to speak English in front of the class.

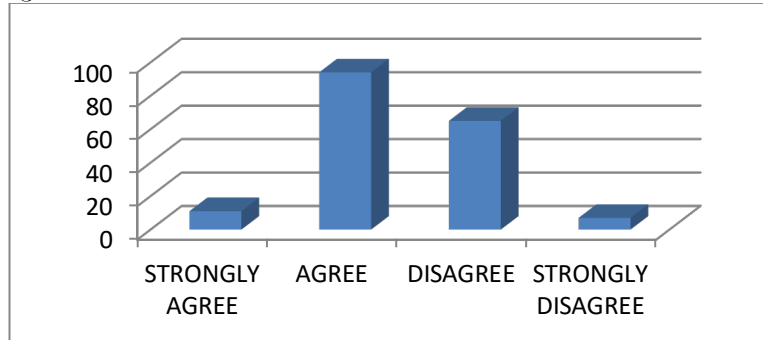


Figure 4.6 Student's Anxiety speaking in class

Based on Figure 4.6, it can be seen that most students agree on negative statements in students' anxiety speaking in class. So it can be concluded that, in general, anxiety speaking in class affects their attitude negatively.

2. Educational Context

Table 11: The results of Classroom arrangement and Learning Situation

No	Statement	SA	A	DA	SDA	Total
15	The neat seating arrangement makes me happy to learn English	21.5%	62.1%	15.8%	0.6%	100%
16	I don't like learning English because the classroom is hot and the light is inadequate	0.6%	24.9%	50.3%	24.3%	100%

In item 15, respondents 21.5% answered strongly agree, 62.1% answered agree, 15.8% answered disagree, and 0.6% answered strongly disagree, which means that students feel happy learning English when the seating arrangement is neat. In item 16 (negative statement), respondents 0.6% answered strongly agree, 24.9% answered agree, 50.3% answered disagree, and 24.3% answered strongly disagree, which means students think that the condition of their classroom positively influences their English learning.

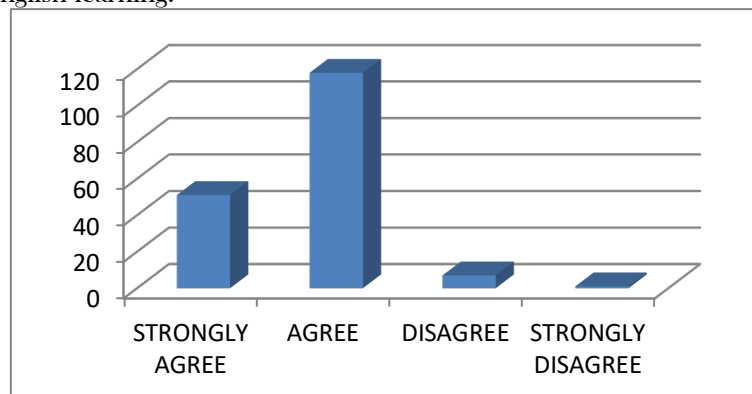


Figure 4.7 Classroom arrangement and Learning Situation

Based on Figure 4.7, most students agree with the classroom arrangement and learning situation. It can be concluded that classroom arrangement and learning situation generally affected their attitude positively.

Table 12: Foreign Language Teacher

No	Statement	SA	A	DA	SDA	Total
17	My teacher's method of teaching is very monotonous	1.1%	28.2%	67.8%	2.8%	100%
18	Learning English is fun because the way the material is delivered is very interesting	15.3%	69.5%	14.1%	1.1%	100%
19	My English teacher gives good examples and illustrations that are easy to understand when teaching	15.8%	65%	16.4%	2.8%	100%
20	My English teacher always appreciates my English skills	11.9%	63.3%	22%	2.8%	100%
21	At the end of the lesson, the teacher and students always summarize all the material, making it easier for me to understand	8.5%	63.8%	24.3%	3.4%	100%
22	I am excited to learn every English lesson because my teacher is very enthusiastic about teaching	14.7%	61%	22.6%	1.7%	100%
23	I enjoy learning English because my teacher is kind and friendly	23.2%	66.1%	9.6%	1.1%	100%

In item 17 (negative statement), respondents 1.1% answered strongly agree, 28.2% answered agree, 67.8% answered disagree, and 2.8% answered strongly disagree, which means the method used by the teacher varies so that students do not feel bored while learning English. The teacher has a very important role in achieving good results in teaching and learning. In item 18, respondents 15.3% answered strongly agree, 69.5% answered they agree, 14.1% answered they disagree, and 1.1% answered strongly disagree, which means that the teacher interestingly delivered the material so that the teaching and learning process goes well. In item 19, respondents 15.8% answered strongly agree, 65% answered agree, 16.4% answered disagree, and 2.8% answered strongly disagree, which means the teacher gives the right way of teaching how to give good examples and illustrations when teaching so that it is easy to understand the material. In item 20, respondents 11.9% answered strongly agree, 63.3% answered agree, 22% answered disagree, and 2.8% answered strongly disagree, which means that teachers always appreciate students' abilities, so this has a good effect on the enthusiasm of students in learning. In item 21 respondents 8.5% answered strongly agree, 63.8% answered agree, 24.3% answered disagree, and 23.4% answered strongly disagree, which means that this has a positive influence on students' attitudes because the teacher and students summarize the material so that can understand it. In item 22 respondents 14.7% answered strongly agree, 61% answered agree, 22.6% answered disagree, and 1.7% answered strongly disagree, which means that this has a positive influence on student attitudes because the enthusiasm of students learning English is supported by the high enthusiasm of the teacher when teaching. In item 23, respondents 23.2% answered strongly agree, 66.1% answered agree, 9.6% answered disagree, and 1.1% answered strongly disagree, which means that students have a positive attitude because good and friendly teachers support them.

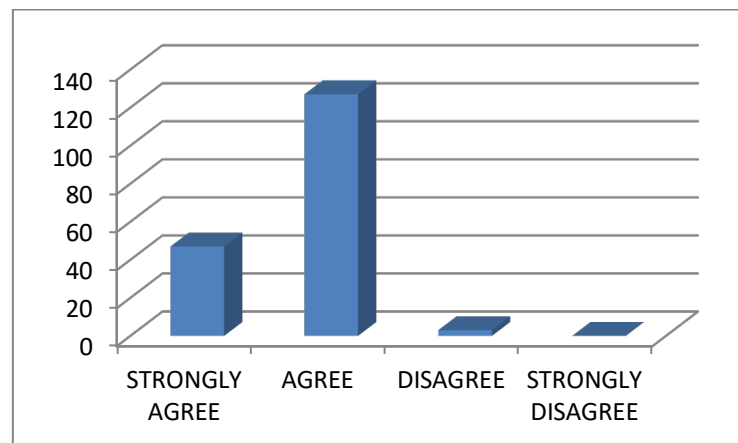


Figure 4.8 Foreign Language Teacher

Based on Figure 4.8, most students agree with the foreign language teacher. So it can be concluded that, in general, the teacher factor affects students' attitudes positively.

Table 13: Foreign Language Teaching Materials

No	Statement	SA	A	DA	SDA	Total
24	The passages in the English textbook are not clear to me.	5.6%	43.5%	46.3%	4.5%	100%
25	The vocabulary in the English textbook is difficult for me to understand	9.6%	59.3%	29.9%	1.1%	100%
26	The material contained in the English text is very interesting to me	0%	40.7%	53.7%	5.6%	100%

In item 24 (negative statement), respondents 5.6% answered strongly agree, 43.5% answered agree, 46.3% answered disagree, and 4.5% answered strongly disagree, which means that students do not clearly understand parts of English textbooks. Of course, this will affect their negative attitude toward learning English. In item 25 (negative statement), respondents 9.6% answered strongly agree, 59.3% answered agree, 29.9% answered disagree, and 1.1% answered strongly disagree, which shows that students have difficulty understanding vocabulary words in English text. In this case, it certainly affects students' negative attitudes toward learning English. In item 26, respondents 11.3% answered strongly agree, 64.4% answered agree, 22.6% answered disagree, and 1.1% answered strongly disagree, which indicates that students are not interested in the material found in English textbooks. In this case, it certainly affects students' negative attitudes toward learning English.

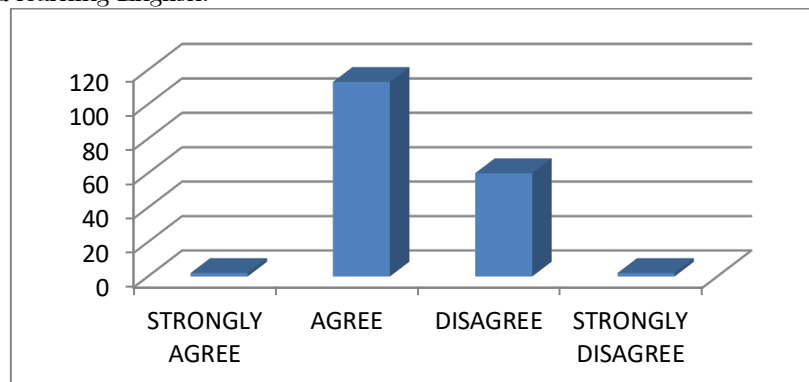


Figure 4.9 Foreign Language Teaching Materials

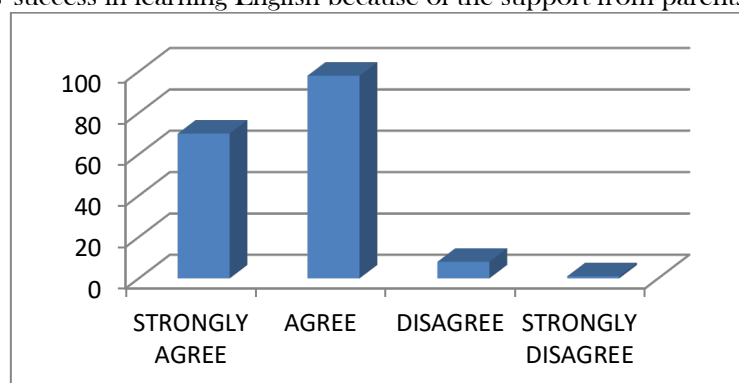
Based on Figure 4.9, it can be seen that most students agree with negative statements in language teaching materials. In general, learning material had affected their attitude negatively.

3. Social Context

Table 14: The results of Learner's Parents Attitude

No	Statement	SA	A	DA	SDA	Total
27	My parents feel that learning English is not important	4.5%	16.9%	51.4%	27.1%	100%
28	My parents always motivated me to learn English well	33.3%	57.1%	8.5%	1.1%	100%
29	My parents provide me with facilities to support my English success	18.1%	57.1%	20.3%	4.5%	100%

Based on the table above, it can be seen that students' responses to their parents' attitudes toward learning English were positive; the negative statement (51.4%) stated that they did not agree, which means that parents of students felt that learning language English is very important. Then it can be seen that the student's parents motivated their children to learn English, with some respondents (57.1%) agree. For parents' support and facilities, students responded (57.1%), which means that parents show a positive attitude towards their children's learning. This result can affect students' success in learning English because of the support from parents.

**Figure 4.10 Learner's Parents Attitude**

Based on Figure 4.10, it can be seen that most students choose to agree with the learner's parent's attitude. So, in general, the learner's parents' attitude affected their attitude positively

Table 15: The results of the Learner's Peer Group

No	Statement	SA	A	DA	SDA	Total
30	My friends use English to communicate, which helps me to improve my English skills.	14.1%	46.9%	30.5%	8.5%	100%
31	My classmates feel happy when I speak in English	7.3%	51.4%	34.5%	6.8%	100%

For the learner's peer group, Students' responses agree (46.9%), which means that classmates who positively influence each other in improving their abilities. Then classmates' response when they spoke English was positive; this was shown from the responses of students who agreed (51.4%). Positive support from the environment will influence the success of student learning.

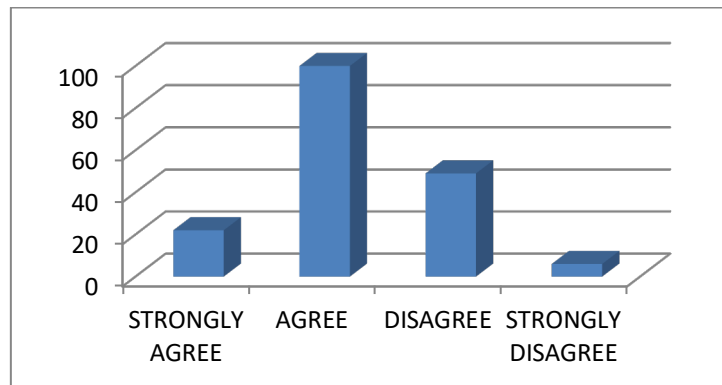


Figure 4.11 Learner's Peer Group Attitude

Based on Figure 4.9, most students agree with the learner's peer group's attitude. So, in general, learners' peer groups' attitudes affected their attitudes positively.

4. Other Factors

Table 16: The results of Age Factor

No	Statement	SA	A	DA	SDA	Total
32	My age has a good effect on my English learning	22.6%	53.7%	21.5%	2.3%	100%

As seen in the table above, most students prefer to agree (53.7%), which means that students believe the age factor influences their positive attitude toward learning English.

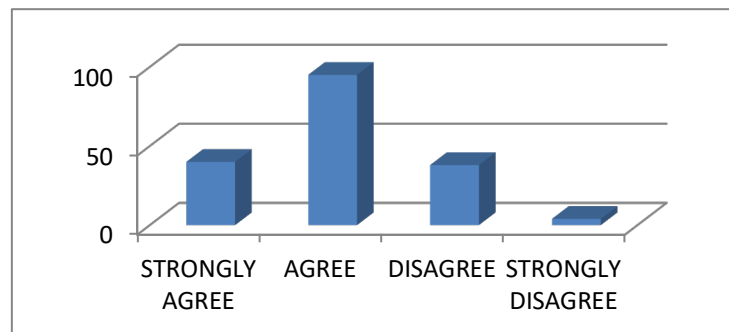


Figure 4.12 Age Factor

Based on Figure 4.12, it can be seen that most students choose to agree with the age factor. So, in general, students' belief age factor affected their attitudes positively.

Table 17: The results of Gender factor

No	Statement	SA	A	DA	SDA	TOTAL
33	Gender affects my English learning	4%	29.4%	45.2%	21.5%	100%

Regarding the gender factor, most students preferred to disagree (45.2%), which means that students did not believe the gender factor could affect their attitude toward learning English.

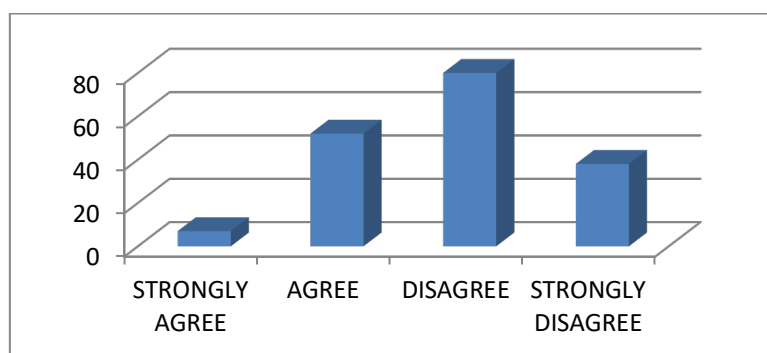


Figure 4.13 Gender Factor

Based on Figure 4.13, it can be seen that most students choose to disagree with the gender factor. So, in general, students did not believe the gender factor affected their attitude positively.

DISCUSSION

In this study, the researcher investigated 4 factors that affect students' attitudes towards learning English (learner personality context, educational context, social context, and other factors) which are supported by Getie's theory (2020) which are used to measure students' beliefs about these factors that are affecting their attitudes positively or negatively. Regarding the learner personality context, most students believe that English plays an important role in the current era of globalization. The study's results also showed that students had an interest in learning English even though they thought learning English was very difficult and complicated. But, their motivation for learning English is still positive because students realize that English is an important language in the current era of globalization. In this context, students realize the status of English as an indispensable language, allowing them to get better jobs in the future. Learning a language with the desire to get something is called instrumental motivation. The results of this study in line with those conducted by Andini (2018), which found that students have positive beliefs about learning English as they believe that English is very important and has a good impact on their future. Even though students responded positively, the researcher found that students believed English was a difficult and complicated subject to learn. It can be concluded that even though they have positive beliefs about learning English, they do not want to learn English grammar.

Regarding motivation and confidence in English, students are positive, but most students have anxiety when speaking English in front of the class. Anxiety is a situation where students feel afraid, not confident, and nervous. This will certainly impact students' English skills and hinder the continuity of learning. These findings' results are similar to research conducted by May (2022), which states that anxiety will prevent students from being active in English class. In his research, he found that students had anxiety about speaking English; they were afraid to make class presentations because they did not have good English-speaking skills, and they hoped the teacher would not call his name. To overcome the anxiety experienced by students, as a teacher with a very important role in teaching, it is necessary to take a good approach to students and support the student learning process as best as possible.

On the Educational Context factor, the researcher found that most students had a positive attitude regarding the learning situation and teacher aspects. A comfortable learning situation will certainly affect students' comfort in learning. The arrangement of neat, clean seats and an adequate room atmosphere will increase the enthusiasm of students and teachers in the teaching and learning process. In learning English, the teacher factor is one of the things that play an important role in the success of student learning outcomes. Included in the teacher's factors are the teacher's teaching methods and the teacher's personality. The researcher found that most students gave positive responses, which means that the teacher positively affected students by

using various methods, conveying material clearly, and giving positive responses to students. This study's results similar with findings conducted in May (2022). The researcher found that the teacher personalities and teacher professional knowledge aspects were positive. However, the results of research conducted by Getie (2020) are different from the results of this study because researcher found that teachers negatively influenced their English learning, such as not giving examples that were easy to understand and not encouraging their students well.

Another important element in the educational context is the aspect of teaching materials. This factor shows that students have a negative attitude. The respondents indicated that parts of the book's text needed to be clearer to them, the vocabulary was difficult to understand, and the material contained in the book's text in English needed to be more interesting to them. The results of this study are in line with research conducted in May (2022), which found that students did not enjoy the material because it was too difficult to understand. Students stated that the curriculum was too heavy, so they failed to enjoy English class. On the social context factor, the researcher found that most students thought that their parents and classmates had a positive attitude toward their English learning. This result is likely due, in part, to the fact that every parent has goals and expectations for their child's education and career. Goals will be achieved if there is positive support from the surrounding environment, such as family and friends. The results of this study have similarities with research conducted by Imsa P (2020) which investigated students' motivation and attitudes toward learning English in Thailand. Researcher found that parents support their children to succeed in learning English.

Other factors in this study are gender and age factors. In this study, it was found that students did not believe that gender could affect students' attitudes in learning English. The results of this study are difference with research conducted by Olusiji L (2018), which investigated gender differences in English proficiency. Researcher found that women have higher abilities than men. This study shows that gender differences affect their attitudes and abilities. Regarding the age factor, most students believe that age can positively influence student attitudes. This result is in line with the findings conducted by Getie (2020), which stated that younger people make a greater contribution than older ones. This means that students have higher morale at a young age than older learners. The 4 factors have positively influenced students' attitudes toward learning English. However, the teacher has a strong role in the learning process because students have anxiety about speaking English. Also, students are not enjoying the material available in English textbooks which affects their attitudes negatively. To overcome this, the teacher can take a fairly good approach for students so that they are more confident in their abilities.

CONCLUSIONS

This research aims to find factors that influence student attitudes positively and negatively based on Getie's theory (2020). Based on the findings, the five factors have influenced students' attitudes positively and negatively. Factors that affect students' positive attitudes in personality context factors are students' beliefs and motivation in learning English, Self-Confidence in accomplishing tasks, and risk-taking in learning English. In contrast, the factor that affects students' attitudes negatively in learning English is student's anxiety about speaking in class. In the educational context factor, the aspects that influence students' positive attitudes are classroom arrangement and learning situation, classroom management, and teacher personality. While for the factor that negatively affects student attitudes is English as a foreign language teaching materials. In the social context factor, factor of students' parents' attitudes toward learning English and the learner's peer group toward learning English influence students' attitudes positively. Then for the gender factor, students do not believe that gender can affect their English learning, and for the age factor, students believe that age can positively influence their attitudes. This research hopefully can be useful students to maintain even increase enthusiasm and positive motivation toward learning English. Then, based on the findings about

student anxiety, the teacher is expected to be able to provide an approach to students that will reduce or even not feel anxious about speaking English. In this case, the teacher must provide motivation that can build students' enthusiasm for speaking English. In addition, Based on the results of the classroom arrangement and Learning Situation, it shows that students enjoy learning when the classroom arrangement is neat, therefore teachers and students must create a clean and tidy classroom situation in order to create a conducive learning environment

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