

The Attitude of Indonesian Senior High School Students towards Learning English

Rahmadsyah Rangkuti¹, Jikti Khairina², Zulfan³, & Muhammad Yusuf¹

¹ English Literature Study Program, Universitas Sumatera Utara, Medan, Indonesia

² English Postgraduate Study Program, Universitas Sumatera Utara, Medan, Indonesia

³ Arabic Literature Study Program, Universitas Sumatera Utara, Medan, Indonesia

Correspondence: Rahmadsyah Rangkuti, English Literature Study Program, Universitas Sumatera Utara, Medan, Indonesia.

Received: March 30, 2023

Accepted: June 7, 2023

Online Published: June 22, 2023

doi:10.5430/wjel.v13n6p460

URL: <https://doi.org/10.5430/wjel.v13n6p460>

Abstract

This study aims at investigating the senior high school students' attitudes toward learning English. Therefore, a Mix-method was applied to this study in which quantitative data were collected by using questionnaire and qualitative data were collected through semi structured interview. Furthermore, 21 female and 15 male students were randomly selected based on the class's free time as the sample of this study. As results, the findings demonstrate that the students at the senior high school have a positive attitude toward learning English and the English language. Three factors shape the attitude: cognitive, affective, and behavioral. The students demonstrate a positive attitude by saying positive words about English and how they feel about English.

Keywords: student's attitude, positive attitude, cognitive, affective, behavioral

1. Introduction

Language attitude has been a topic of research in the Sociolinguistics field because language attitude is essential to showing a particular language's position in society. Roos (1990) says that studies of language attitudes make it clear that language cannot be separated from society. She also said that our attitudes determine what we attend to in our environment, how we code information regarding the objects in our environment, and how we behave towards the objects.

Students' attitudes towards language learning as well as the factors that influence them, have been studied by various researchers using different methods. According to one definition, attitudes are beliefs or opinions about a specific issue; in this particular case, the language (Gardner, 1985; Wenden, 1991) classify the term "attitude" into three interrelated components: cognitive (beliefs, thoughts or viewpoints), affective (an individual's feelings and emotions), and behavioral (the tendency to adopt particular learning behaviors). Among authors, Gardner (1985), Dörnyei (2001) and Allport (1935), to name a few, serve as pioneers in this scientific field.

Gardner and Lambert (1972) stated that the ability of students to master a second language is not only influenced by mental competence or language skills but also by the student's attitudes and perceptions towards the target language. The awareness of English as an International language and as a language of science is responded to with mandatory English teaching from Junior High school to the university level. However, as a foreign language, English is occasionally used outside the classroom, even during class; instead of speaking English, Indonesian students tend to speak in Bahasa Indonesia (Indonesian language) or their local language. Such a situation affects Indonesian students' English mastery (Lie, 2004; Thalal, 2010).

Indonesia took a different stance by putting English as its foreign language, while neighboring countries such as Filipina, Singapore, and Malaysia view English as the second language. In Indonesia, English is only utilized in several fields, for example, in foreign companies, educational institutions, and foreign offices. It is hard to use English in daily conversation in Indonesia, for example, in foreign companies, educational institutions, and foreign offices. The Indonesian government has made English compulsory in Indonesian education, particularly in junior and senior high school.

This study investigates the student's attitudes towards learning English as a foreign language among Indonesian Senior High School Students. Because the writer believes that studying these attitudes may lead our students to afford with different situations while learning the English language; however, to do this, students at state senior high school in Tanjung Pura should have a positive attitude towards their learning. It is widely accepted that a significant predictor of success in a foreign language is students' attitudes towards it. In English as a foreign language context, students who consider learning English as a positive and rewarding experience are less likely to suffer from foreign language anxiety.

This research investigates students' attitudes towards learning English as a foreign language in state Senior High school students in Tanjung Pura. What are the attitudes of Indonesian senior high school students towards learning English as a foreign language, what are the factors shaping their attitudes towards learning English as a foreign language, and the last is why the students' attitude realized as it

were? The writer intends to conduct her research on grade 12 students. As the researcher had been a student at that school for three years and had been interviewing the teacher about the students' attitudes, the interview revealed that students do not believe in the importance of learning English, and their learning outcomes could be better. There are approximately 721 students and two majors, MIA (Mathematics and Natural Science) and IIS (Social Science). The study only includes students of grade 12 of MIA 5 and IIS 1.

Most past research concentrated on undergraduate English students, but only some research has been done on senior high school students. A study focusing on senior high school students has been conducted, but it is still uncommon and relies solely on questionnaires to obtain the data. The questionnaire needs to be more comprehensive in response options; it cannot dig deeper into students' perceptions. To give more insight, therefore, to fill the research void, this study used the questionnaire and semi-structured interview to dig for a more profound understanding of student's attitudes towards learning English. Considering the importance of combined questionnaire interviews, this study remains an interview study facilitated by preceding questionnaire survey – quantitative → qualitative (Dörnyei, 2007).

This research is expected to contribute positively to some parties, such as parents, students, teachers, other researchers, and institutions. Theoretically, this study is expected to provide theoretical insight into the researcher to study the attitude of EFL students in the classroom. The results of this study are expected to contribute to the education of English language proficiency and achievement of the students in the classroom.

2. Research Methodology

The objective of this study was to examine the students at the state senior high school in Tanjung Pura, what factors influence the student's attitudes and the reasons why the attitude of the students, as it were. Data from the state senior high school were collected with questionnaires and interviews to achieve this. Since this study was conducted in Tanjung Pura, more comprehensive conclusions cannot be made about the attitudes towards English in senior high school level education in other countries, for instance. Broader scale conclusions of the attitudes would require further research. This study discusses the results of the data analysis, answering the three research questions presented in the introduction.

The first question of this research was, "What are the attitudes of students at state senior high school in Tanjung Pura towards learning English as a foreign language?" The first study question concerned the attitudes of state senior high school students in Tanjung Pura. The questionnaire items used to address this question were partially adapted from instruments used in earlier studies (Al-Busairi, 1992; Gliksman et al., 1982; Clement et al., 1980).

The second question of this research was "What are the factors influencing their attitudes towards learning English as a foreign language?" to answer factors which are in research question number two were partly adopted from the Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). In addition, other items were taken from the attitude questionnaire test used by Boonrangsrietal. (2004) and Abidin et al. (2012). These items have been used in previous research studies.

The third question of this research was "Why are students' attitudes realized as they were?" to answer this question, the researcher has done the interview four students, and the result of the interview shows that the students at state senior high school in Tanjung Pura positive attitude towards learning English were because they think English was the vital subject to learn, the need to pass the English exams, they need to prepare themselves to a future life. So, therefore, they wanted to be global citizens.

2.1 Research Design

This research applied mixed methods. A mixed methods research design is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Clark, 2011). Mixed methods research, according to Fraenkel et al. (2012), uses both quantitative and qualitative techniques in a single study.

This study aims to elicit more information from students' perspectives on learning English and the English language through interviews. The mixed method will be the most appropriate design because it will allow students to explore the questionnaire and provide a general description of their attitudes before diving deeper into structured interviews. The first and second research questions will be answered quantitatively using a questionnaire, while the third research question will be answered qualitatively through an interview.

2.2 Research Location

This research was conducted in a state senior high school in Tanjung Pura, Langkat Regency, North Sumatera, Indonesia. The students chosen for this study were in grade 12 and had studied English for three years. The English lesson at Tanjung Pura's state senior high school is 6 hours weekly. In addition, 4 English teachers teach English in that school. There are approximately 721 students and two majors, MIA (Mathematics and Natural Science) and IIS (Social Science). For this reason, the study only includes students in grade 12.

2.3 Research Data

Both quantitative and qualitative data were collected for this study designed to understand better Indonesian high school students' Tanjung Pura attitudes towards learning. The qualitative data is derived from the students' responses via a questionnaire. The quantitative data is the percentage of answers from the students' questionnaire and the semi-structured interview.

2.4 Data Collection

The data collection method of this research used questionnaires and semi-structured interviews. The questionnaire could catch the response of the participants. In this study, the questionnaire became the instrument to get information about students' attitudes towards

English and the English language. The questionnaire consists of two sections: section I about the language attitude toward English and section II about the English language.

2.5 Data Analysis Technique

This study's method of data analysis involved qualitative content analysis for the analysis of interview data and descriptive statistics, particularly percentages, for the analysis of questionnaire data. In order to respond to the quantitative research questions, the data were examined using the Statistical Package for the Social Science (SPSS) version 26.0. The frequency, average, and standard deviation of the values were calculated using descriptive statistics.

3. Result and Discussion

3.1 Participant Demographic

3.1.1 Participants Demographic for Quantitative Data

Table 1. Descriptive Statistic of Students' Attitudes toward Learning English and Factors Influencing Students' Attitude.

The descriptive analysis's findings showed that the students' attitudes towards studying English were on average 28,06 (SD = 406) and towards the English language they were 28,22 (SD = 374). This outcome demonstrates that the participants' attitudes towards studying English are favorable. (Table 1). Additionally, there are differences in the mean scores of students' views in the cognitive, affective, and behavioral domains. Table 1 shows that the mean scores for the cognitive and emotional aspects are 34,14 (SD = 509), 31,61 (SD = 355), and 32,33 (SD = 526) respectively.

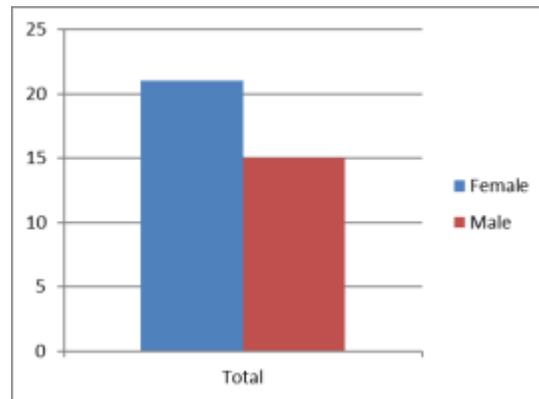


Figure 2. Participants' Demographic by Gender

Figure 2 illustrates the students' number who responded to the questionnaire with 15 (41.7%) males and 21 (58.3) females. As a result, females were dominant.

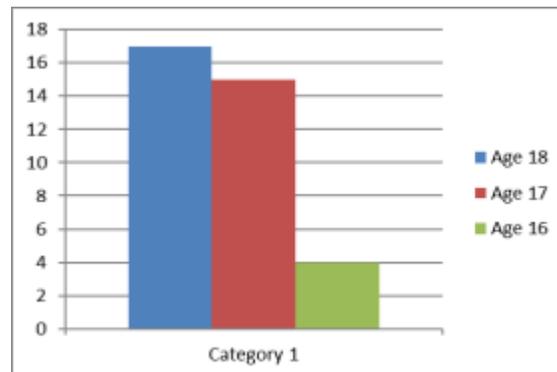


Figure 3. Participants' Demographic by Age

Figure 3 shows that the students who responded to the questionnaire ranged in age from 16 to 18 years old. There were 4 (11.1%) students who were 16 years old, 15 (41.7%) students who were 17 years old, and 17 (47.2%) students who were 18 years old. The dominant age of the students who responded to the questionnaire was 18 years old.

3.1.2 Demographic for Qualitative Data

Five names were mentioned in the interview section: Fadillah, Salsa, Novia, Poppy and Roni. This study used a pseudonym for the ethical

consideration of the students themselves. Therefore, the student's names in the interview section were not their real names. The age of students was between 16 to 18 years old. There were 21 female and 15 male students chosen in this study, and five people were chosen to be interviewed. They were from 2 different classes, which were MIA-5 and IIS-1.

The interview data was transcribed for qualitative content analysis. The qualitative data of this study consisted of semi-structured interviews with a group of eight students at a state senior high school to gain a better and 'enriched understanding' of the complex issue of attitudes. However, several obstacles arose throughout the interview, such as participants who never responded to the writer's text, some who responded but did not provide a precise time when they would be available to be interviewed, and others who kept extending the meeting until they never responded again. The writer had been waiting for a response and had attempted to text the participants four times, but they permanently extended the time and made excuses; as a result, the writer chose five participants who were able to be interviewed and respond to the writer's message. The students chosen to be interviewed by the writer were based on the students' time of convenience. The participants were given a choice of when they wanted to do the interview. Five students could be interviewed, four females and one male student. The interview lasts 7 to 15 minutes.

3.2 The Students' Attitude

3.2.1 The Students' Attitude Towards Learning English

Students were questioned about their attitudes towards learning English as part of the survey. Students were asked to rate their attitudes towards the nine things on a scale of one to five. I believe that learning English is beneficial for me, I want to learn as much English as I can, I enjoy learning English, and I intend to keep learning English. The unfavorable statements: I detest studying English, I'd rather spend my time on topics other than English, learning English is a loss of time, it serves no purpose for me, and when I graduate from high school, I'll completely stop studying English.

Table 2 displays the findings in percentages for all students. According to Table 2, studying English is viewed favorably by the majority of people.

Table 2. Attitude to learning English

No	SA	%	A	%	N	%	D	%	SD	%	Sample	Total
1	6	16.7	22	61.1	5	13.9	3	8.3	0	0.0	36	100
2	3	8.3	4	11.1	6	16.7	11	30.6	12	33.3	36	100
3	18	50.0	15	41.7	3	8.3	0	0.0	0	0.0	36	100
4	2	5.6	3	8.3	9	25.0	9	25.0	13	36.1	36	100
5	21	58.3	12	33.3	3	8.3	0	0.0	0	0.0	36	100
6	1	2.8	1	2.8	6	16.7	15	41.7	13	36.1	36	100
7	14	38.9	13	36.1	7	19.4	2	5.6	0	0.0	36	100
8	4	11.1	5	13.9	3	8.3	15	41.7	9	25.0	36	100
9	1	2.8	8	22.2	5	13.9	8	22.2	14	38.9	36	100

Note: strongly agree = SA; agree = A; neither agree nor disagree = NAND; disagree= D; strongly disagree = SD

In Indonesia, there is a high level of enthusiasm for studying English. For them, learning English is useful, enjoyable, likeable, and essential. Students agreed on statements that support English learning, such as "learning English is useful for me," 28 students (77.8%), "I would like to learn English as much as possible," 33 students (91.7%), "I love learning English," 33 students (91.6%), and "I plan to continue learning English," 27 students (75%). 22 students (61.1%) firmly disagreed with giving up English after graduating from high school. Students firmly disagreed on statements that are anti-English learning, such as 'it is of no benefit to me to learn English.' Learning English is a waste of time for 24 students (66.7%); learning English is a waste of time for 28 students (77.8%); and 'I detest learning English' for 23 students (63.9%). As a result of such negative responses to negative statements about learning English, students usually support learning the language.

3.2.2 The Attitudes towards the English language

The questionnaire also inquired about pupils' attitudes towards the English language. Students were provided a list of eight items and asked to rate their attitude on a five-point scale. The good questions are: I find the English language interesting, I find it easy, I prefer the English language to the Indonesian language, I find speaking English to be prestigious, I feel more educated when I speak English, and I hope to enroll my children in a private English school so that they can speak English fluently. The negative queries are as follows: I dislike speaking English and find the English language boring.

The results are presented in Table 3. Table 3 suggests that the dominant attitudes favor the English language.

Table 3. Attitudes toward the English language

No	SA	%	A	%	N	%	D	%	SD	%	%	Total
1	7	19.4	21	58.3	5	13.9	3	8.3	0	0.0	36	100
2	1	2.8	1	2.8	12	33.3	7	19.4	15	41.7	36	100
3	17	47.2	16	44.4	3	8.3	0	0.0	0	0.0	36	100
4	14	38.9	13	36.1	6	16.7	3	8.3	0	0.0	36	100
5	1	2.8	3	8.3	5	13.9	13	36.1	14	38.9	36	100
6	11	30.6	9	25.0	12	33.3	4	11.1	0	0.0	36	100
7	12	33.3	15	41.7	7	19.4	2	5.6	0	0.0	36	100
8	13	36.1	18	50.0	2	5.6	3	8.3	0	0.0	36	100

Note: strongly agree = SA; agree; neither agree nor disagree = NAND; disagree = D; strongly disagree = SD.

The English tongue is appealing, approachable, prestigious, and appealing. The English language is appealing to 28 pupils (77.7%). 27 pupils (75%) stated that they enjoy listening to English. 33 students (91.6%) believe English to be simple. 27 pupils (75%) said they do not find the English language boring. Speaking English is regarded as prestigious by 20 pupils (55.6%). When they speak English, 27 (75%) feel more educated, and 31 (86.1%) plans to enroll their children in private English schools. Students demonstrate their enthusiasm for the English language by disagreeing with pro-English comments. For example, 27 (75% of the students) disagreed with the assertion "I find the English language boring." Students expressed positive attitudes towards the English language and favored it over their Indonesian language.

3.2.3 Factors Influencing Students' Attitude toward Learning English

This section contains 30 questions that must be answered to answer research question number two. There are three parts: cognitive aspect, affective aspect, and behavioral aspect. Ibnian (2017) presents a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components: cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes it. Finally, the behavioral component involves the tendency to adopt particular learning behaviors.

3.2.4 The Attitude's Cognitive Aspect

The first ten questionnaire questions elicited the students' cognitive attitude towards English learning. Favorably questions are studying English is important because it will make me more educated, being good at English will help me study other subjects well, I like my English class so much; I look forward to studying more English in the future, studying English helps me get new information in which I can link to my previous knowledge, in my opinion, people who speak more than one language are very knowledgeable, studying English makes me able to create new thoughts. Unfavorably questions are: Frankly, I study English just to pass the exams. I cannot apply the knowledge from English subject in my real life, I am not satisfied with my performance in the English subject, in my opinion, the English language is difficult and complicated to learn.

Table 4. Participants' cognitive attitude towards learning English (%)

No	SA	%	A	%	N	%	D	%	SD	%	Sample	Total
1	10	27.8	20	55.6	5	13.9	1	2.8	0	0.0	36	100
2	9	25.0	15	41.7	8	22.2	4	11.1	0	0.0	36	100
3	10	27.8	16	44.4	7	19.4	3	8.3	0	0.0	36	100
4	21	58.3	9	25.0	2	5.6	4	11.1	0	0.0	36	100
5	3	8.3	5	13.9	9	25.0	9	25.0	10	27.8	36	100
6	4	11.1	20	55.6	9	25.0	3	8.3	0	0.0	36	100
7	3	8.3	5	13.9	10	27.8	10	27.8	8	22.2	36	100
8	13	36.1	14	38.9	2	5.6	5	13.9	2	5.6	36	100
9	5	13.9	8	22.2	5	13.9	10	27.8	8	22.2	36	100
10	1	2.8	9	25.0	7	19.4	13	36.1	6	16.7	36	100

Note: strongly agree = SA; agree =A; neither agree nor disagree = NAND; disagree =D; strongly disagree = SD.

The students (Table 4) strongly agreed and agreed with the six positive statements that elicited information about the importance of English 30 students (83.4%), English helping other courses 24 students (66.7%), liking English classes 26 students (72.2%), getting new knowledge through English 30 students (83.3%), knowledgeability of people who can speak more than one language 24 students (66.7%), and creating new thoughts 27 students (75%). The students, on the other hand, firmly disagreed and disagreed with the three negative statements, including applying English knowledge in real life (18 students (50%) and satisfaction with English course achievement (18 students (50%). However, 19 students (52.8%) strongly disagreed and disagreed that English is a complex and complicated subject. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. Students answered negative statements about English, to a negative response that it can be concluded that the participants have a positive cognitive attitude towards learning English.

3.2.5 The Affective Aspect of Attitude

The second 10 questionnaire items aimed to elicit the participants' affective (emotional) attitude towards learning English. The good questions are I feel proud when studying English language, I feel excited when I communicate in English with others, studying a foreign language like English is enjoyable, I wish I could speak English fluently, and I am interested in studying English, knowing English is an

important goal in my life. The unfavorable questions are I get anxious when I have to answer a question in my English class. I prefer studying in my mother language rather than any other foreign language; I do not like studying English. To be honest, I really have little interest in my English class.

Table 5. Participants' affective attitude towards learning English (%)

No	SA	%	A	%	N	%	D	%	SD	%	Sample	Total
1	5	13.9	27	75.0	4	11.1	0	0.0	0	0.0	36	100
2	10	27.8	18	50.0	4	11.1	3	8.3	1	2.8	36	100
3	1	2.8	6	16.7	15	41.7	14	38.9	0	0.0	36	100
4	5	13.9	23	63.9	7	19.4	1	2.8	0	0.0	36	100
5	1	2.8	3	8.3	6	16.7	8	22.2	18	50.0	36	100
6	1	2.8	4	11.1	16	44.4	15	41.7	0	0.0	36	100
7	12	33.3	22	61.1	1	2.8	1	2.8	0	0.0	36	100
8	12	33.3	18	50.0	2	5.6	4	11.1	0	0.0	36	100
9	2	5.6	4	11.1	10	27.8	7	19.4	13	36.1	36	100
10	4	11.1	20	55.6	9	25.0	2	5.6	1	2.8	36	100

Note: strongly agree = SA; agree =A; neither agree nor disagree =NAND; disagree =D; strongly disagree = SD.

32 students (88.9%) agreed that they felt proud and excited when studying the English language, and 28 students (77.8%) agreed that they felt proud and excited when interacting with others in English. Furthermore, the respondents firmly agreed or agreed with statements seeking information about the joy of learning English (77.8%), curiosity in learning English (30.3%), and wish to be fluent in English (94.4%). Furthermore, more than half of the students (66.9%) mentioned that learning English was an essential objective in their lives. 26 students (72.2%) highly disagreed or disagreed with the concept of learning in their maternal tongue; they prefer to study in a foreign language, most likely English. 14 students (38.9%) stated that they did not feel nervous when answering a question in English class, while 15 students (41.7%) were uncertain whether they did or did not feel worried. The emotional component pertains to an individual's sentiments and emotions towards an item, regardless of whether he or she loves or hates it. Students have a good emotional mindset towards studying English because they concur with positive sentiments and support the English language.

3.2.6 The Behavioral Aspect of Attitude

The last ten questionnaire items elicited the behavioral attitudes of students towards learning English. The favorable questions are I like to give opinions during English class when I hear a student in my class speaking English well, I like to practice speaking with her/him, studying English helps me improve my personality, I like to practice English the way native speakers do and I wish I could have many English-speaking friends. The unfavorable questions are: Speaking English anywhere makes me feel worried, I put off my English homework as much as possible, I am not relaxed whenever I have to speak in my English class, I feel embarrassed to speak English in front of other students, and I do not feel enthusiastic about coming to class when English is being taught.

Table 6. Participants' behavioral attitude towards learning English (%)

No	SA	%	A	%	N	%	D	%	SD	%	Sample	Total
1	0	0.0	3	8.3	7	19.4	15	41.7	11	30.6	36	100
2	18	50.0	15	41.7	3	8.3	0	0.0	0	0.0	36	100
3	12	33.3	16	44.4	5	13.9	3	8.3	0	0.0	36	100
4	13	36.1	17	47.2	5	13.9	1	2.8	0	0.0	36	100
5	2	5.6	1	2.8	6	16.7	8	22.2	19	52.8	36	100
6	3	8.3	9	25.0	15	41.7	9	25.0	0	0.0	36	100
7	4	11.1	8	22.2	11	30.6	13	36.1	0	0.0	36	100
8	22	61.1	10	27.8	4	11.1	0	0.0	0	0.0	36	100
9	19	52.8	15	41.7	1	2.8	1	2.8	0	0.0	36	100
10	3	8.3	7	19.4	7	19.4	8	22.2	11	30.6	36	100

Note: strongly agree = SA; agree =A; neither agree nor disagree = NAND; disagree = D; strongly disagree = SD.

Furthermore, the participants strongly agreed or agreed with the five positive statements, which sought information about giving opinions in English class with 33 students (91.7%), practicing English with a student fluent in English with 28 students (83.3%), English is improving their personality with 30 students (86.1%), and the desire to have many English-speaking friends with 34 students (94.5%). Furthermore, the students strongly disagreed and disagreed with the negative statements that elicited information about their nervousness when speaking English 26 students (72.3%), procrastinating English homework 27 students (75%), nearly half of the students, 19 students (52.8%) of the participants have indicated that they are enthusiastic about going to the class when English is taught. They did, however, require explanation about feeling uneasy when forced to speak English in a class of 15 pupils (41.7%). The cognitive component refers to the proclivity to engage in specific learning practices. The findings indicate that pupils have a good behavioral approach towards English learning.

3.2.7 The Reasons for Students' Attitude Towards Learning English

Deeper data is required to answer research question number 3 and to understand more about the students' attitudes toward learning English. The study conducted a semi-structured interview to answer research question three and dig for more profound information about

the students. The data from the questionnaire analysis needs to be sufficient to glean more detailed information about the student's attitudes. The data analysis from the questionnaire can serve as the foundation for the interview questions for the five students involved in the semi-structured interview section.

The writer was able to create an interview protocol with queries linked to a priori (known in advance, not emerging) topics thanks to semi-structured interviews. (Gillham, 2000; Kvale & Brinkmann, 2008). This format also enabled me to pose a query early in the interview protocol, if necessary. Furthermore, if an interviewee replied a question before being asked, the writer rearranged the questions appropriately. Finally, semi-structured interviews enabled the writer to explain participants' answers by asking follow-up questions and prompts during the interviews.

The results of the interview data analysis show that the most frequently expressed benefit of learning English in Tanjung Pura's state senior high school was the importance of learning English for achieving academic goals; it was stated that English was one of the most crucial things to graduate from school as if they must pass the exam. They also indicated that studying English made them feel much better, cherished, and happy. Therefore, the writer chose theme one to fulfil the Academic goal.

The second reason English was necessary for their future was that they wished to obtain a better career. Again, the most common response was that learning English would help them acquire a better job and have a better future.

The students aspired to see the world for the third reason. Because English is one of the most widely spoken languages in the world, it will be easier for them to travel the world if they can communicate in English. As a result, the writer chose Becoming Global Citizenship as the third theme.

Table 7. The analysis of students' attitudes toward learning English

Overarching Theme	Category	Descriptor
Fulfilment of Academic Goal	Learning English is beneficial	English is important Feel better when learning English To graduate from school need to pass the exam Valued by someone Smarter Happy Has different flex Be more confident Cool
Preparation for Future Life	Better future	Learning English is needed in order to become an English teacher like a very educated person to attend university after high school the keys to future success. Go to university and to have a better job require English. The ability to understand English is required for the job
Becoming Global Citizenship	Travel the World	travel the world with my family It's not hard to communicate with people if you go abroad. made a lot of native friends I can go to Paris someday. That is one of my biggest dreams. It's an international language.

4. Discussion

This study was conducted to fill a gap in studies focusing on students' attitudes towards learning English. Specifically, this study described how the attitude of the students of state senior high school in Tanjung Pura towards learning English, how the attitude of the students of state senior high school in Tanjung Pura towards the English language and what factors influence the attitude of the state senior high school students in Tanjung Pura.

The first part of research question one sought to describe the attitude of state senior high school students in Tanjung Pura. As presented in the findings, the results of data analysis revealed that students of state high schools in Tanjung Pura have a positive attitude towards learning English. Furthermore, based on the questionnaire and interview results, all the students answered with positive answers, which led the writer to conclude that the students of the state senior high school in Tanjung Pura have a positive attitude towards learning English. In line with Malallah (2010), such negative and positive responses to positive statements confirm that students are generally supportive of learning the English language.

The finding showing students have a positive attitude towards learning English is consistent with those of Mallalah (2010) and Adisu (2020) and Orfan (2020) and Faith and Rochelle (2016), and Ling and Jaafar (2009) are somewhat different from Haris (2020), this study aims to investigate the negative attitudes that students may have towards language learning in high school. The results show that our participants report more negative than positive attitudes towards language learning. The factors influencing their negative attitudes are school policy, learning environment and teaching methodology.

According to Sarnoff (1970), an attitude is "a disposition to react favourably or unfavourably to a class of objects," as most state senior high

school students in Tanjung Pura respond positively to all positive questions, this supports Sarnoff's 1970 theory that students in Tanjung Pura have a positive attitude toward learning English.

Gardner's results (C. Gardner, 1985) showed that second language learners with positive attitudes towards second language speakers and their culture were more successful than those with negative attitudes. As the native language of state senior high school students in Tanjung Pura is Bahasa Indonesia, this study also supports the result theory of Gardner (1985) that positive attitudes about second language speakers and their culture were found to be more successful than negative attitudes.

The second part of research question two sought to describe the factor influencing the students' attitude towards learning English. As presented in chapter 4, the result of data analysis revealed that the students at state senior high school students have positive attitudes towards the factors that influence learning English, which is cognitive, affective, and behavioral. Furthermore, in line with Orfan (2020), students answered all the questions directly, leading to a positive attitude towards learning English.

The second discovery of factors influencing students' attitudes is also consistent with Orfan's (2020) research, which seeks to examine Afghan students' cognitive, affective, and behavioral attitudes towards studying English. It also investigates variations in students' views based on their demographic characteristics, such as gender, age, first language, area of study, Internet access, and English learning experience in English language centers. The results indicate that pupils have good cognitive, emotional, and behavioral views towards English learning.

Ibnian (2017) presents a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components: cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes it. Finally, the behavioral component involves the tendency to adopt particular learning behaviors. This study used the Ibnian theory answer about the factors influencing students' attitudes towards learning English. The students in Tanjung Pura were all very supportive of the learning. Answering the positive statements to positive responses and the negative statements to negative responses showed that the students are very supportive of learning English. The last research question was about why students' attitudes were realized as they were. The result was that the students had a positive attitude towards learning English because they thought it was crucial for them, wanted a better future, and wanted to be global citizens.

5. Conclusion

The respondents state senior high school students in Tanjung Pura. The population is students from 16 years to 18 years old. The total numbers of respondents are 36 students who are from two classes, MIA-5 and IIS-1. They investigated the attitudes of Indonesian senior high school students towards learning English as a foreign language, the factors shaping their attitudes towards learning English as a foreign language, and why students' attitudes were realized as they were.

The results show that the students at the state senior high school in Tanjung Pura have a positive attitude towards learning English. Most students agree that learning English is functional, enjoyable, likeable and essential for them. Moreover, students strongly disagree about giving up English after graduating from school. On the contrary, most say they are proud of learning English. Such negative responses to negative statements about learning English confirm that students generally support learning the English language.

The second is the factors shaping them. There are three aspects which are cognitive, affective and behavioural. The students at the state senior high school in Tanjung Pura have a positive attitude towards influencing them, as presented in the findings.

According to the findings of the interviews, students from the state senior high school in Tanjung Pura like English and have a positive attitude toward learning English. They believe that they feel positive about their self-image regarding learning English. They believe that English is essential for fulfilling academic goals, preparing for future life and being a global citizen.

The students demonstrate a positive attitude by saying positive words about English, how they feel about English, how fantastic it is to learn English, how fun it is to learn English, how important English is for them to get a job, and so on. That is why students need to learn the English language.

References

- Aliakbari, M., & Gheitasi, M. (2017). Investigating Students' Test Anxiety and Attitude Toward Foreign Language Learning in Secondary School in Ilam. *Journal of Pan-Pacific Association of Applied Linguistics*.
- Asraf, R. (2009). English and Islam: A Clash of Civilizations? *Journal of Language, Identity & Education*. Routledge.
- Benson, M. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELJ Journal*, 22(1), 34-48. <https://doi.org/10.1177/003368829102200103>
- Bratož, S., & Štemberger, T. (2019). Identifying children's attitudes towards languages: constructing and validating the LANGattMini Scale. *Journal of Multilingual and Multicultural Development*, 1-13.
- Brown, H. (1994). *Principles of language learning and teaching*. Prentice Hall Inc.
- Brown, H. (2000). *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2nd ed.). San Francisco Public University.
- Cargile, A. et al. (2006). Attitudes towards African-American vernacular English: A US export to Japan? *Journal of Multilingual and*

- Multicultural Development*, 27(6), 443-456. <https://doi.org/10.2167/jmmd472.1>
- Conteh, M. (2002). Connecting the dots: Limited English proficiency, second language learning theories, and information literacy instruction. *Journal of Academic*.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512. <https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Delic, H. (2020). Attitude Towards Learning English as a Foreign Language. *Research Gate*, 3, 67-80. <https://doi.org/10.14706/JEH2020316>
- Dervić, M., & Bećirović, S. (2019). Native and non-native EFL teacher's dichotomy: terminological, competitiveness and employment discrimination. *Journal of Language and Education*, 5(3), 114-127. <https://doi.org/10.17323/jle.2019.9746>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Dörnyei, Z., Csizer, K., & Nemeth, N. (2006). *Motivation, language attitudes and globalization: A Hungarian perspective*. Clevedon: Multilingual Matters. <https://doi.org/10.21832/9781853598876>
- Dulay, H. (1982). *Language two*. Oxford University Press.
- Edwards, J. (1982). *Language Attitudes and Their Implication among English Speakers*. London: Edward Arnold.
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Sage Press. <https://doi.org/10.4135/9781452243436>
- El-Dash, L., & Busnardo, J. (2001). Brazilian attitudes towards English: Dimensions of status and solidarity. *International Journal of Applied Linguistics*, 11(1), 57-74. <https://doi.org/10.1111/1473-4192.00004>
- Ellis, R. (1997). *The study of second language acquisition*. Oxford University Press.
- Falk, J. (1978). *Linguistics and language: A survey of basic concepts and implications* (2nd ed). John Wiley and Sons.
- Finegan, E. (1999). *Language: Its structure and use* (3rd ed.). Harcourt Brace.
- Friedrich, P. (2000). English in Brazil: Functions and attitudes. *World Englishes*, 19(2), 215-224. <https://doi.org/10.1111/1467-971X.00170>
- Gaies, S., Galambos, A., & Cornish, Y. (1999). *The beliefs about language learning of Russian learners of English*. Unpublished manuscript.
- Galloway, N. (2011). *An Investigation of Japanese University Students' Attitudes Towards English*. Thesis of Doctor of Philosophy. Faculty of Humanities. England. The University of Southampton.
- Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (1985a). *Social Psychology and Second Language Learning*. London: E. Arnold.
- Gardner, R. C. (1985b). *The Attitude/Motivation Test Battery*. Technical Report. Ontario: University of Western Ontario.
- Gardner, R., & Lambert, E. (1972). *Attitudes and motivation in second language learning*. Newbury House Publishers.
- Garrett, P. C., & A. Williams. (2003). *Investigating language attitudes*. Cardiff: The University of Wales Press.
- Getie, A. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*. <https://doi.org/10.1080/2331186X.2020.1738184>
- Giles, H., & Billings, A. C. (2004). *Assessing language attitudes: Speaker evaluation studies*. Oxford: Blackwell Publishing Publishing.
- Gönleksiz, M., (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Procedia - Social and Behavioral Sciences*, 9, 913-918. <https://doi.org/10.1016/j.sbspro.2010.12.258>
- Hashwani, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2).
- Honey, J. (1997). *Language is power: The story of standard English and its enemies*. Faber & Faber.
- Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72, 283-294. <https://doi.org/10.1111/j.1540-4781.1988.tb04190.x>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hudson, G. (2000). *Essential introductory linguistics*. Blackwell Publishers.
- Kara, A. (2009). The Effect of a 'Learning Theories' Unit on Students' Attitudes Towards Learning. *Australian Journal of Teacher Education*. <https://doi.org/10.14221/ajte.2009v34n3.5>
- Karahan, F. (2007). Language Attitudes of Turkish Students Towards the English Language and its Use in Turkish Context. *Journal of Arts and Sciences Say, 7 May*, 73-87.

- Keuning, D. (1998). *Management: A contemporary approach*. Pitman Publishing.
- Krashen, S. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- Kristina, N. (2015). *An Attitude Analysis of English Language Learning: A Case Study Of Second-Grade Students Of Natural Science Program At SMA 4 Binjai*. Medan: University of Sumatera Utara.
- Labov, W. (1972). *Language in the Inner City: Studies in Black English Vernacular, Philadelphia*. The University Of Pennsylvania Press.
- Larsen, F., & Long, M. (1991). *An introduction to second language acquisition research*. Longman.
- Lie, A. (2004). *Pengajaran bahasa asing: Antara sekolah dan kursus*. Retrieved from <http://www.kompas.com/kompascetak/0407/08/PendIN/1129942.htm>
- Lifrieri, V. (2005). *A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingües in Argentina*. MA Thesis. The University of Pittsburgh.
- Lightbown, P., & Spada, N. (1993). *Factors affecting second language learning: How languages are learned*. Oxford University Press.
- Lukmani, Y. (1972). Motivation to Learn and Language Proficiency. *Language Learning*, 22(2), 261-273. <https://doi.org/10.1111/j.1467-1770.1972.tb00087.x>
- Mäkinen, S. (2020). *Students' Attitudes Towards English in Finnish Upper Secondary Level Education*. Master's Thesis. Faculty of Information Technology and Communication Sciences. Finland. Tempere University.
- Malallah, S. (2010). *English in an Arabic Environment: Current Attitudes to English among Kuwait University Students*. Routledge. Vol. 3. <https://doi.org/10.1080/13670050008667698>
- Massri, R. (2017). *Attitudes of Saudi Foundation Year Students towards Learning English as a Foreign Language: A Qualitative Study*. Thesis of Doctor of Philosophy. England. The University of York.
- McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT*. Blackwell.
- McNamara, T. F. (1996). *Measuring second language performance*. London and New York: Longman.
- Orfan, S. (2020). *Afghan undergraduate students' attitudes towards learning English*. *Cogent Arts & Humanities*. <https://doi.org/10.1080/23311983.2020.1723831>
- Perloff, R. (2003). *The dynamics of persuasion* (2nd ed.) London: Lawrence Erlbaum.
- Rahimi, M. (2011). *Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language*. Elsevier. <https://doi.org/10.1016/j.sbspro.2011.12.018>
- Rahimi, M., & Hassani, M. (2012). Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language. *Procedia - Social And Behavioral Sciences*, 31, 66-72. <https://doi.org/10.1016/j.sbspro.2011.12.018>
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching: Description and analysis*. Cambridge University Press.
- Roos, R. (1990). Language Attitudes in the Second Language Situation. *PERLINGUAM*, 6. <https://doi.org/10.5785/6-2-350>
- Saleem, J. (2014). *The Attitudes and Motivation of Swedish Upper Secondary School Students towards Learning English as a Second-Language: A Comparative Study of Vocational and Theoretical Programs*. Faculty of Culture and Society. Sweden. Malmö University.
- Sarnoff, I. (1970). *Social Attitudes and the Resolution of Motivational Conflict*. Harmondsworth: Penguin.
- Shvidco, E. (2013). *Factors Affecting Language Use Outside the ESL classroom: Student perspectives*. Research Gate.
- Sicam, F., & Lucas R. (2016). *Language attitudes of adolescent Filipino bilingual learners towards English and Filipino*. Routledge. Vol. 18. <https://doi.org/10.1080/13488678.2016.1179474>
- Skehan, P. (1989). *Individual differences in second language learning*. Edward Arnold.
- Soomro, N. (2016). *Towards an Understanding of Pakistani Undergraduates' Current Attitudes towards Learning and Speaking English*. Thesis of Doctor of Philosophy. Scotland. University of Glassglow.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford University Press.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford University Press. Vol.17.
- Starks, D., & B. Paltridge. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English. *World Englishes*, 15(2), 217-224. <https://doi.org/10.1111/j.1467-971X.1996.tb00107.x>
- Stern, H. (1987). *Fundamental Concepts of Language Teaching*. Oxford University Press. [Google Scholar]
- Sumarsono and Paina Partana. 2004. *Sosiolinguistik*. Yogyakarta: SABDA.
- Thalal, M. (2010). *New Insights into Teaching of English Language to Indonesian Students*. Retrieved from [http://www.lkas.org/pendidikan/deta il/15/new_insights_into_teaching_of_english_language_to_indonesian_students.html](http://www.lkas.org/pendidikan/deta%20il/15/new_insights_into_teaching_of_english_language_to_indonesian_students.html)

- Umre & Kamil (2012). *Analysis of the Relationship between Reading and Writing Attitudes of Teacher Candidates and Academic Achievements Through the Structural Equation Model*. Elementary Education Online.
- Van Els, T., Bongaerts, T., Extra, G., Van Os, C., & Janssen-van Dieten, A. M. (1984). *Applied linguistics and the learning and teaching of foreign languages*. Hodder Arnold.
- Wardhaugh, R. (1986). *An Introduction to Sociolinguistics*. Wiley Blackwell.
- Wedeman, A. J. (2002). *Designing language teaching on becoming a reflective professional*. BE at UP.
- Wright, T. (1987). *Roles of teachers and learners*. Oxford University Press.
- Zainol, A., Muhammad, M., & Alzwari, H. (2012). EFL students' attitudes towards learning the English language: the case of Libyan secondary school students. *Asian Social Science*, 8(2), 119-134. <https://doi.org/10.5539/ass.v8n2p119>
- Zubairi, A., & Sarudin, I. (2009). Motivation To Learn A Foreign Language In Malaysia. *GEMA Online Journal of Language Studies*, 9, 73-87.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).