

LANGUAGE ATTITUDE TOWARD ENGLISH LEARNING AMONG NON-ENGLISH COLLEGE STUDENTS

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ABSTRACT

This study explored the language attitude toward English learning in IAI Ibrahimy Genteng Banyuwangi. The aim of this study was to find out the attitude of the non-English college students toward English language. There were 46 participants from Islamic primary school (PGMI) in the 7th semester in IAI Ibrahimy Genteng Banyuwangi. In this research, a descriptive quantitative method was used as the field research. The data was taken through closed-ended questionnaire. The participants were asked to fill out a questionnaire about the language used and general language attitudes through the Google Form. The results showed that there are three components of language attitudes namely; 1) language attitudes toward cognitive component showed that there was 90% or 41 out of 46 students reflected positive attitude; 2) language attitudes toward affective component showed that there was 52.6% or 24 out of 46 students reflected positive attitude; 3) language attitudes toward conative component showed that there was 59.8% or 27 out of 46 students reflected positive attitude. These three components of language attitudes were then can be concluded that the dominant attitude reflected by the non-English college students is positive.

Keywords: *Language Attitude, English Learning, Non-English College Students*

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Introduction

English as an international language is usually practiced as a foreign language (EFL) instead of a second language (ESL) in Indonesia. As an international language, becomes a popular language to be studied in Indonesia since English becomes a choice

as a foreign language at all levels in Indonesia. It needs high motivation, strong desire and language atmosphere to learn English. There are three parts of English language namely inner circle, outer circle, and expanding circle (Kachru as cited in (Lubis, 2015) . Inner circle uses English as their native language such as America and Australia. Outer circle puts English as a second language and usually they use it as official language such as Malaysia and Singapore. Whereas, expanding circle puts English as a foreign language such another section of your paper/ method (section style) as Indonesia and Thailand. Indonesia is as an expanding circle country; English should be more often to heard and practiced in order to be achieved. As a language that should be achieved and develop, the government puts English as one of the important subjects in schools as well as in colleges. However, still there are many students both school and college are not capable to communicate fluently in English. In college students, most of them are still having difficulties in learning English especially in speaking. This occurred especially on non-English college students.

The abundance of difficulties facing by learners especially college students need to be solved. Students with high motivation and have good English environment will be easier to achieve and develop their English well. The students with negative attitude such as lack of self-confidence to speak, they are afraid of making mistake, and afraid of teasing from their friend will difficult to achieve English because they don't want to practice it at all. Some of them may have lots of vocabularies but sometimes, they reluctant to practice in daily life. As a lecturer, we must support, motivate and encourage them to make them practice it all the time to get their achievement. Learning a language is closely related to the attitude toward the language (Starks and Paltridge as cited in (Lubis, 2015). Soleimani and Hanafi as cited in (Wati, 2018) that some variables such as attitude, orientation, motivation, and anxiety contribute to foreign language learning. Among these various factors, attitude toward language learning is the key factors for people who learn a language. The human attitude is made up of three components, which are shown the way the human think (cognitive domain), behave (behavior domain), and feel (affective domain) (Aldosari, 2014).

Mostly Indonesian people do not know what the situation of English is at many levels in Indonesia, whereas the demand of English is increasing in Indonesia. Therefore, in learning English as a foreign language, there are many factors that should be considered, one of which is how the attitude of English learners toward English itself. Not only English but also Arabic is treated as the main foreign languages to be used in everyday communication both in and outside the classrooms in some colleges or schools (Utami et al., 2020). Language attitudes refer to mental attitudes and behavioural attitudes in language. Language attitudes do not only refer to language (attitudes toward language) but also to the attitudes of language speakers (language attitudes) (Kurniawan & Sai'in, 2019) A good attitude in the learning process of the students is an important part of the education. Basically, the attitude toward the language can determine how the attitude of the students in accepting and using the language (Wahyuni et al., 2022). Language attitude can be assessed both positively and negatively. Positive language attitudes are followed by positive actions, while negative attitudes are followed by negative actions. It depends how students see things from their perspective and how they view things that will describe their attitude. Positive language attitudes appeared when English was learned together with local languages rather than learned exclusively (Lasagabaster, 2017). If language attitude was compared with self-confidence, it turned out that positive language attitude and self-confidence had a mutual influence, when the self-confidence was high, then the language attitude was positive and vice versa (Studer & Konstantinidou, 2015). In addition, each student has different needs, beliefs, preferences, educational background, and learning styles. Those factors can lead different reaction in learning English. In other words, the students have their own language attitude toward English as a foreign language. Besides, they have views on the English learning process.

Considering the above content, the researcher when communicating with non-English students, the researcher found the reasons why non-English college students found it difficult to communicate using English. These include lack of vocabulary knowledge, lack of confidence in pronunciation, and the perception that English is difficult. The previous studies have been conducted by some researchers. Some of the researchers who conducted the studies (Wahyuni et al., 2022) who investigated about

non-English student's attitudes towards English language. Then, the other researcher who conducted the study is concerned about the language attitude of senior high school students towards English language (Siringo-ringo, Artawa, 2023). The other researcher who conducted the study is focused on language attitude of Indonesian undergraduate students towards English at English education department (Wati, 2018). Another researcher is also concerned the same study that is investigated students' language attitude toward language (Lubis, 2015). The other researchers also conducted a study about the language attitude toward English learning among EFL learners which was a case at one private Islamic senior high school (Astrid et al., 2020). Another study was also conducted about language attitudes of Indonesian as EFL learners, gender, and socio-economic status (Paradewari & Mbato, 2018).

According to the descriptive above, the researcher interested to conduct the study about language attitude toward language learning among non-English college students because the researcher believes that it can help identifying deeply about their feeling and opinion toward English learning especially with the non-English college students. In particular, this study aimed to find out about their attitude toward learning English language in terms of emotional as well as their cognitive. Therefore, three significant components of language attitude were applied, they were cognitive, affective and conative.

Language Attitude

There are lots of definitions about attitudes have been proposed by some experts. Attitudes can be defined as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Chaiken, 1998). Besides, attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent It is also pointed out that attitude is kind of dispositions to approach an object, a person, and an institution or can event favorably or unfavorably point of view reflected in their daily (Bhaskar & Soundiraraj, 2013).Furthermore, it is also added that attitude can be different since it is influenced by someone's belief toward something which eventually changes someone's behavior as

well (Montano & Kasprzyk, 2015). In short, attitude is defined as student's thinking, belief, and perception of learning English.

Attitude is one aspect of learning that is very influential in learning English. Attitude has two types that describe students in learning English. Positive attitude towards second language learning and L2 teachers can improve students' study, while negative attitudes can obstruct it (Bhaskar & Soundiraraj, 2013). Students who have positive attitudes can reach their goals successfully, while students who have negative attitudes will feel difficult to reach their objectives in learning or acquiring English language. The negative attitudes can be changed by using appropriate methods and materials to support students to acquire their target language (Brown, 1988). Students who have negative attitudes can be supported by good learning methods and materials to enhance their ability in target language.

The first factor which influences attitude is students' perceptions toward English. How the students think about English can also influence their attitudes. When they think that English is important, they will focus on it and vice versa. A research from the previous researcher figured out that the respondents had spending their time learning English as a subject. Most of the respondents thought that English is important in the curriculum. They also recognized that English is one of the subjects which can help them to find a great job. Then, the other factor is the roles of a teacher. In teaching and learning process, teacher is a facilitator to guide the students. Another research said that a teacher could influence learners' attitudes (Bartram, 2010). Learners view a teacher as an agent or a person who has roles in forming their attitudes. Parent can also influence students' attitudes toward learning English. Parental involvement has positive impacts on students' accomplishment and abilities in learning English. Clearly, parents give their influences to students on their learning English language in terms of involvement and encouragement to students' learning process. Moreover, learning activity is also a factor to achieve the success of learning. The other researcher mentioned that students had lack of interest in learning activities such as copying from the board/book, working with partners, group and textbooks, answering questions, listening to explanations and tapes, repeating, doing language exercise etc (Bartram, 2010). He also mentioned that students preferred popular

learning activities such as pair group work than unpopular learning activities such as reading aloud, test of vocabulary, and copying from board/book.

Attitude is considered as one of the factors to succeed student's learning process. There are some factors which can influence students' learning namely motivation, personalities, aptitude, ages, attitudes, learning achievement, intelligence and anxiety (Hashwani, 2008). Meanwhile, language attitude can be classified into two categories namely positive attitude and negative attitude (Baker, 1988). As experienced by the researcher, some students might think that learning English is difficult, and some are not. This opinion or belief will create positive attitude which in the end, it will succeed the students' learning process. Attitude is divided into three components namely cognitive, affective and conative component. The cognitive component refers to an individual's belief structure involving conscious intellectual activity such as thinking, reasoning, or remembering, the affective component refers to something that evokes feelings, or emotional actions or actions driven by feelings, while the conative component comprehends the tendency to behave in a certain way towards the attitude, can also be referred to as the way the attitude we have influences on how we act or behave (Lambert, 2017). However, some students will not think that way, and as a result, negative attitudes are raised. Therefore, attitude, in this case, will take part as a supportive factor in learning a language especially English itself. Attitude is an important role to make the students encouraged to learn English. Attitude is also considered as a vital role to influence the performance of language (Eshghinejad, 2016). In learning process, every student has their preferences or styles to study. By allowing them to do what they want or desire as long as it is still in line with the objective or aim of the learning, they will actively join and participate in the class. At this point, student's behaviour is emphasized since it deals with attitude itself. Attitude in learning can influence student's behaviour like choosing what kind of book to read; styles of language to speak; and types of friends and teachers to study. Thus, attitude is able to influence student's behaviour in learning English.

English Learning

English is as a second language/foreign language. Learning English as second language cannot be separated from the age of the learners. Success and rate of second language acquisition (SLA) appear intensively influenced by age of the learners (Mayo, 2003). The age is an important factor of second language learning. Young learners have positive attitudes toward second language learning, and also get more motivation because the teaching methods applied for learners focused on communication than formal situations. One of the influencing factors of learning a language is motivation (Mukminin et al., 2015). Motivation has an important role in learning language (Ebata, 2008). She investigated three factors that can influence motivation in learning language. The factors are student's self-confidence, student's experience and good connection between students-teacher and students-students. Teachers and students should make a mutual connection. They should know one another. Students should know their teachers, respect them, and give critics politely when their teaching is not understandable. On the other hand, the teachers should also know their students well, appreciate them, and deliver understandable explanations. Besides, the teachers need to know students' aim at learning English, their upcoming objectives, and importantly their personalities.

The other factor is method of learning that can influence someone's attitude. Clearly, appropriate and useful learning method can influence someone's attitude. The other researcher indicated that the attitudes of Mexican American students toward learning English as a L2 within a structured immersion program were generally positive (Martínez et al., 2020). Students showed good disposition toward the L2 learning in its various facets. Maybe their personal motivations and the external environment make English an important element in their lives, and thus, a priority. The attitudes of this sample of Mexican American students towards the classroom, the teacher, the textbook and class assignments have been generally very similar.

English presently becomes more and more important for students, especially the ones who have been at college level, for their future since almost every occupation started to consider that English ability is a significant qualification. It is hardly ever to find a job vacancy that does not require a postulant to have the ability to use English. For non-English college students, English will be one of the subjects they study no matter what

major they take. Thus, both for finding a job and studying in a college, English ability includes one of the important aspects for the qualification. Non-English college students are expected to have better English language proficiency since they are the generation who will work. However, it was observed that most of them find it hard to keep up with the lessons taught in class and in the end even consider English is as unimportant thing to learn. The researcher associated this problem with students' attitudes toward English itself.

Method

In this research, a descriptive quantitative method was used as the field research method regarding language attitude toward English learning that took non-English college students of 7th semester for the academic year of 2023 at IAI Ibrahimy Genteng Banyuwangi. The population was the college students of all students in IAI Ibrahimy Genteng Banyuwangi that had been taken the English subject. The researcher took a sample of them about 46 college students majoring in Islamic primary school (PGMI) as the subjects in this research. Thus, an adapted questionnaire was employed as a measuring instrument. The researcher asked the subjects to fill out the questionnaire honestly, giving their own perceptions about their attitude toward learning English language in terms of emotional as well as their cognitive. After getting the questionnaire data, the researcher identified and analysed their responds to the statements in questionnaire. Afterward, the result of the questionnaire was read and analysed with the final intention of finding a conclusion.

This research method is also known as survey research. It is a kind of research whose source of data and information are mainly obtained from respondents as research participants using questionnaires as an instrument of data collection to describe the attitudes of students (Creswell, 2013). He says that in applying this method, a researcher surveys samples to describe their attitudes, opinions, behaviours, or characteristics of them. Thus, the data in this research were analysed in terms of tables and numbers that were elaborated descriptively. The questionnaire was provided in the form of word

collection and the results were concluded with five points or criteria by using likert scale namely agree (setuju), strongly agree (sangat setuju), disagree (tidak setuju) and strongly disagree (sangat tidak setuju).

In this research, the data analysis conducted by using tables and numeric. Whereas the statement items in questionnaire were in Indonesia to cope the misunderstanding when finishing the questionnaire of non-English college students. The questionnaire was distributed by using Google Forms. The respondents had to read each of the statements then they chose one of the options in Google Forms that suited to their views and thoughts. Only one option for each item in the closed-ended questionnaires reflected their language attitude toward English by using the available scale. Besides, in the process of data collection, the researcher reminded the respondents that there is actually no right or wrong answer in order to the respondents can give their answers honestly.

In this research, the language attitude divided into three components: cognitive, affection and conative. The questionnaire divided into three parts. The first part is about cognitive component which is to know the students' knowledge of English language. The second part is about affection component which is to know the feeling and emotional the students towards English language and the third part is about conative component which is to know how the students' behavior or action towards English language. After distributing the questionnaire, the researcher did the interview to some respondents to support the results of the questionnaire. The data collection also involved gathering both numeric information as well as text information.

FINDINGS

The findings of this research presented the research findings based on the results of the data analysis from students' responses toward questionnaire items. The results of data analysis reflected each student's attitude toward English language learning and thus, every component of language attitude is presented in the form of tables below.

Cognitive Components

This component of cognitive related to the students' knowledge, opinions, thought view of English language. The students who had a positive attitude would support English language and reflected from their opinions and thought about English language. The results of the data analysis are presented below.

Table 1: Language Attitude concerning the Cognitive Components

No.	Pernyataan	Percentage (%)			
		<i>Agree</i> (Setuju)	<i>Strongly Agree</i> (Sangat Tidak Setuju)	<i>Disagree</i> (Tidak Setuju)	<i>Strongly Disagree</i> (Sangat Tidak Setuju)
1.	Kamu merasa senang belajar bahasa Inggris karena membuat orang tuamu atau gurumu bangga.	50%	33%	10%	7%
2.	Kamu senang belajar bahasa Inggris karena kamu ingin mendapatkan nilai yang bagus di kelas.	35%	15%	20%	30%
3.	Bahasa Inggris itu penting untukmu karena kamu ingin bisa berkomunikasi dengan orang asing.	35%	20%	15%	30%
4.	Bahasa Inggris itu penting untukmu karena kamu ingin berteman dengan orang asing.	25%	20%	25%	30%
5.	Bahasa Inggris itu penting untukmu karena kamu ingin belajar di luar negeri.	37%	25%	38%	0%
6.	Bahasa Inggris itu penting untukmu di dunia kerja suatu saat nanti.	40%	60%	0%	0%
7.	Bahasa Inggris itu penting untukmu karena semua orang berpendidikan harus bisa berbahasa Inggris.	25%	25%	30%	20%
8.	Kamu belajar bahasa Inggris karena itu sebuah kewajiban.	50%	23%	27%	0%

9.	Kamu bisa berbahasa Inggris dengan sangat baik.	20%	20%	40%	20%
10.	Kamu suka menilai kemampuan bahasa Inggris orang lain.	23%	27%	39%	11%
11.	Kamu percaya bahwa dengan latihan rutin, kamu bisa menguasai bahasa Inggris	45%	55%	0%	0%
12.	Bahasa Inggris itu adalah bahasa yang penting untuk kamu ketahui.	36%	54%	10%	0%
Total		421%	377%	254%	148%

Based on the results of the questionnaire, it shows that the attitudes of non-English students based on the cognitive component have different frequencies. The result of the assessment of the student's attitude toward English was in accordance with the cognitive component. The assessment was concerned with the student's intellectual activities such as their enthusiasm for joining English classes, their ability to understand the materials of English subjects, the tendency for them to assess other people's English abilities, and so forth. From the table above, we can also see the reason why the students like English and consider it important to them.

Affective Components

The component of affective is related to the feeling and emotional towards English language. An object can be perceived by a person as being as a sense of fun or unpleasant or likeable and dislikeable. The results of the data analysis are presented below.

Table 2: Language Attitude Concerning the Affective Component

No.	Pernyataan	Percentage (%)			
		<i>Agree</i> (Setuju)	<i>Strongly Agree</i> (Sangat Setuju)	<i>Disagree</i> (Tidak Setuju)	<i>Strongly Disagree</i> (Sangat Tidak Setuju)
1.	Kamu senang belajar bahasa Inggris	30%	10%	40%	20%
2.	Belajar bahasa Inggris itu menyenangkan	35%	10%	35%	20%
3.	Bahasa Inggris adalah salah satu pelajaran yang kamu sukai	37%	20%	13%	30%
4.	Dibandingkan dengan bahasa asing lainnya, kamu lebih suka bahasa Inggris	50%	10%	20%	20%
5.	Kamu menyukai bahasa Inggris seperti kamu menyukai bahasa ibu (Indonesia)	20%	10%	40%	30%
6.	Kamu tidak malu membuat kesalahan saat menggunakan bahasa Inggris	40%	2%	48%	10%
7.	Kamu tidak malu untuk ditertawakan saat membuat kesalahan saat menggunakan bahasa Inggris	20%	10%	40%	30%
8.	Sering kali kamu merasa cemas saat mengikuti kelas bahasa Inggris	30%	20%	40%	10%
9.	Kamu merasa nyaman dan percaya diri saat kamu	25%	10%	45%	20%

mengikuti kelas bahasa
Inggris

10.	Kamu tahu mengapa bahasa Inggris itu penting untukmu	40%	50%	10%	0%
Total		327%	152%	331%	190%

Table 2 represents the result of the assessment of the student's attitude toward English concerning the affective component. The assessment was regarding the students' personal feelings about English particularly when joining English class. According to the results, the students reflected almost negative feelings which mean that most of them were having negative attitudes towards English. From the statements one to five, we can conclude that 79.12% of the students were interested in English because they think it is fun, enjoyable, and better than any other foreign language. Meanwhile, some of them that were 68.08% tended to feel uncomfortable with the English class because they didn't like English. This result means that 36 of 46 non-English college students like English and are enthusiastic to learn it.

Conative Components

Conative component or behavioral component in the structure of the relationship shows how the actions that exist inside a person behave in relation to the object with which he faces. The results of the data analysis are presented below.

Table 3: Language Attitude Concerning the Conative Components

No.	Pernyataan	Percentage (%)			
		<i>Agree</i> (Setuju)	<i>Strongly Agree</i> (Sangat Setuju)	<i>Disagree</i> (Tidak Setuju)	<i>Strongly Disagree</i> (Sangat Tidak Setuju)
1.	Bisa memahami materi bahasa Inggris bisa membuatmu senang.	45%	50%	5%	0%
2.	Kamu merasa senang berinteraksi dengan gurumu saat ada kelas bahasa Inggris	35%	10%	40%	15%
3.	Kamu bangga jika kamu bisa menggunakan bahasa Inggris dengan baik	50%	50%	0%	0%
4.	Kamu aktif berinteraksi dengan gurumu saat ada kelas bahasa Inggris	10%	10%	40%	40%
5.	Kadang-kadang kamu menggunakan bahasa Inggris dalam bahasa sehari-hari	5%	5%	30%	60%
Total		145%	125%	115%	115%

Table 3 showed the result of the assessment of the student's attitude towards English according to the conative component. The assessment was in accordance with the student's personal actions and feelings that were influenced by their respective attitude towards English. The first to the third statements are concerning their feelings when they are using or learning English. From the results, it can be concluded that 59.8% of students feel happy and proud when they are good at English, for instance being able to understand the material explained in class, interacting with their English lecturer, and being able to

use English well. This implies that 27 out of 46 non-English college students had positive attitudes towards the English language.

Discussion

According to the findings in the Table 1 above, we can conclude that the students had given different opinions for each of the statements. However, it can be seen that most of the statements were agreed and almost strongly agreed by the students and that means most of them reflected positive attitudes towards the English language. From the last statement, it can be concluded that 90% of the students, meaning 41 out of 46 students, believed that English was important for them. This finding indicated that 41 of 46 students obviously knew why English is important to them. However, statement number nine showed that 40% or 18 students did not think that they were good at English. This means that there were approximately 18 students who were not good at English. This proved that a person's inability to use a language does not indicate that they have a negative attitude toward the language. The attitude of non-English students in the agree and strongly agree category showed the highest percentage of all categories. Thus, the results of the questionnaire on the cognitive component can be concluded that non-English students showed a positive attitude in English as indicated by the total percentage.

Meanwhile, based on the Table 2 above, statements six to nine are concerned with the student's confidence in using English. Based on the result, there were 52.9% of 46 non-English college students stated that they have good self-confidence in using English and that they were not even afraid of making mistakes and being laughed at, but 79.58% of forty six students were not confident to use English. Although the students who dominate were students with high self-confidence, not a few students had low self-confidence in using the English language because of their lack of vocabularies. The last statement represented the students' consciousness of the importance of English for them, and the result shows 90% of students, meaning almost all of them realized and knew the reason why it is important. From these findings, it can be inferred that almost all students reflected positive attitudes toward English.

The last two statements in the Table 3 above are regarding the actions done by the students because of the attitude they had. From the results, we can infer that the students dominantly reflected negative attitudes towards the English language because 15% or only 6 of them actively interacted with their lecturer in English class and rarely used English sometimes in their daily life. Thus, from these findings, it can be inferred that almost non-English college students were happy and proud when they are good at English. However, they also were inactive and rarely interacted with their lecturer in the class as well as used English in their daily life.

Conclusion

From the results and findings provided above, it can be concluded that the dominant attitude towards English, reflected by the non-English college students of IAI Ibrahimy Genteng Banyuwangi for the academic year of 2023 is positive. In the cognitive component, some students agreed in English that English is considered an important language because it is an international language that has a good impact in the future. In the affective component, most of the students reflected positive attitude that they were proud and interested in learning English. This indicated that as non-English college students, most of them had realized and understood the importance of the English language to their future. However, few students still had low self-confidence in using English; also some students thought that they were not good at English. Fortunately, all of the students knew that English is important for them, so they won't lose interest to learn it to make their English better. Meanwhile, in the conative component, almost non-English students were good at English even though some of them were inactive and rarely interacted with their lecturer in the class as well as used English in their daily life.

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