

## EFL LEARNERS' ATTITUDES TOWARDS LEARNING ENGLISH PROFICIENCY

BY

Ainun Aqsah<sup>1\*</sup>, Andi Sadapotto<sup>2</sup>, Ibrahim Manda<sup>3</sup>, Muhammad Hanafi<sup>4</sup>, Sam Hermansyah<sup>5</sup>

<sup>1,2,3,4,5</sup> *University of Muhammadiyah Sidenreng Rappang, Indonesia*



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Corresponding author:

Ainun Aqsah

### Abstract

This study sought to understand the behavioral, cognitive, and emotional attitudes of SMP Negeri 4 Pancarijang students about studying English. It also looked into whether the students' sentiments toward the English language varied significantly depending on their gender and other demographic characteristics. The findings demonstrated that 68% of the 17 students who participated in the presentation fell into the less-than-satisfactory category when it came to the behavioral characteristics of students learning English as a foreign language. The presenting results of 28% of 7 students in the less good category provided a reaction to the research findings on students' cognitive elements of learning English as a foreign language. The presentation results showed that 64% of 16 students fell into the less-than-stellar group in response to the research on the emotional components of students learning English as a foreign language. In contrast, the presentation results for the distinctions between male and female students studying English as a foreign language were 4% for 1 student in the very good group, 60% for 15 students in the good category, and 36% for 9 students in the average category. Students are still having difficulties learning English as a foreign language in the classroom where there are three aspects, namely conduct, cognitive, and emotional aspects, as evidenced by the outcomes of their responses.

**Keywords:** EFL learner, Attitude, Language learning, Gender.

## INTRODUCTION

The worldwide language of the globe is widely recognized as being English. A decree issued by the Minister of Education and Culture in 1967 established English as a foreign language to be taught in Indonesian schools. As a result of its introduction as a required subject in educational institutions, English has emerged as the preeminent foreign language on their curricula.

Elementary school, high school, and universities are all included in the process of learning English, which spans a total of 10 to 12 years. In actuality, English instruction in Indonesia has long been a hot topic and is currently grabbing everyone's attention. The government's strong and developing convictions that English language proficiency is essential for the next generation in the twenty-first century may be the main reason why English education has advanced in Indonesia over the past 10 years. The secret to success in life, in essence, is English proficiency.

When pupils have a specific cause for wishing to learn the language, the phrase "English for Special or Specific Purposes" has been used. For international trade, business executives need to speak English. Serving customers may require that waiters speak English. This list will make it very evident that there are numerous justifications for learning a language (Harmer, 2002). In the context of learning a foreign language, a number of factors, including motivation, attitudes, anxiety, learning successes, aptitudes, IQ, age, personalities, etc., can affect the learning process (Gardner, 1972).

According to (Kara 2009), attitudes toward learning, in addition to opinions and beliefs, have a clear impact on student's behaviour, which in turn has an impact on their performance. It is maintained that students who have positive attitudes about language

acquisition tend to spread those views to other students. Passing tests and earning excellent scores are the goals of education. The demands of the students and their nature are not taken into consideration, nor is creativity. The primary responsibility of EFL teachers is to properly communicate knowledge to their pupils. Little is known about the most effective methods for helping pupils develop not only cognitively but also emotionally and behaviorally.

In light of the aforementioned justification, researchers are eager to carry out a study titled "EFL learners' attitudes toward learning English language proficiency."

## RESEARCH METHODS

### Research Design

Moleong (2014) states that "Research design is a guideline, procedure, and technique in research planning that aims to build useful strategies to build strategies to produce research models." The layout enables researchers to focus on developing research techniques appropriate for the topic and set up their investigations for success. system for asking questions and asking questions in general. A research plan is a method for coordinating the various elements of research projects in a cogent and coherent manner. According to Creswell (2009), a research plan or design consists of plans, techniques, and point-by-point approaches to data gathering and analysis.

Quantitative data is information that is expressed as counts or numbers, each of which has a specific numerical value. Data is any quantifiable information that may be used by academics for statistical analysis and mathematical computations so that they can derive practical conclusions.

For instance, there are numbers that correlate to different parameters.

For instance, asking "How much did that laptop cost?" will gather quantitative information. Most measurement parameters have values attached to them, such as pounds or kilograms for weight, dollars for cost, etc.

### Data source research

The data source is the place where the data will be studied. One type of research data source is the respondent who is also the data source in this study. Respondents in this study were students of class VII.3 from SMP Negeri 4 Pancarijang.

In this research, the researchers used three kinds of instrument to collect the data, observation, questionnaire, and documentation.

### Technique of data analysis

In order to gather data for further research, observation is a data collection strategy that involves making inferences from observations and listening to information obtained directly from the research subject. Research that is done through observation involves watching and documenting several processes that, either directly or indirectly, manifest as a symptom on the topic of study.

Sugiyono (2015: 199) describes the questionnaire as a technique for gathering data in which participants are given a set of questions

or written comments. Questionnaires are a useful tool for data collection when the researcher is certain of the variables to be measured and knows what to expect from the respondents. When there are enough respondents and they are spread out over a vast area, the questionnaire can also be employed. In this study, the author gathered information about the varied attitudes of students toward learning English as a foreign language, which has three sub-variables, namely behavioral, cognitive, and emotional aspects, from all respondents in class VII.3 at SMP Negeri 4 Pancarijang.

Data analysis is the act of categorizing data from interviews, field notes, and documentation into categories, breaking them down into units, synthesizing them, arranging them into patterns, and deciding which ones are significant and which ones will be. study, and came to findings that were simple to understand for themselves and others (Sugiyono 2014: 244.).

Data analysis in this research was quantitative, by which the data was measured in the form of number. After the data collected, the data was analyzed by using descriptive statistic. The data was analyzed by employing the following procedures.

### Scoring the result of the student's test

The survey for the research used a Likert scale. The Likert scale, in accordance with Sugiyono (2015:134), is employed to evaluate an individual's or a group's attitudes, perceptions, and comprehension of social phenomena. The measured variables are transformed into variable indicators using a Likert scale. Then, taking the indication as a starting point, the instrument elements, statements, or questions are put together. Strongly agree, agree, neutral, disagree, and strongly disagree are the levels of agreement listed after statements.

## RESULTS AND DISCUSSION

The goal of this study was to determine how English language learners at SMP Negeri 4 Pancarijang pupils felt about learning the language. Researchers that study student attitudes concentrate on the behavioral, cognitive, and emotional characteristics of students in the classroom. This study employed a questionnaire as a research tool to examine the behavioral, cognitive, and emotional elements of English language learning that students encounter in the classroom.

### 1. The behavioral component of language attitudes regarding English

The behavioral component of attitude toward English has the lowest score, as can be seen in section A of the classification table for student behavior aspects. This indicates that the individuals have unfavorable behavioral attitudes and experience anxiety whenever they must speak in class while studying English. The majority of participants reported experiencing anxiety and confusion when speaking in English in front of other students, according to Shams' (2008) study. Additionally, some students admitted to not paying attention when the English teacher was giving the lesson, according to the study's findings. As a result, they behave badly in English class. The fact that most students in this survey never ask their classmates or teachers for homework or what they have

learned when they miss English suggests that this may be because students feel that learning English is not important or required.

2. Attitudes Towards English Language Cognitive Aspect  
According to the questionnaire's findings, 7 out of 25 students had poor cognitive experiences while studying English in class, and 18 out of 25 had very poor cognitive experiences. According to the findings, most kids only learn English at a very basic level. Perhaps as a result of the students' still rudimentary language use and low level of English comprehension. One of the contributing elements to students' lack of interest in learning and preference for playing in class is the proportion of kids who are anxious about learning English.

3. Attitudes regarding the English language and its emotional components

The emotional components of views toward English are not adequately addressed in student replies. The majority of students answered that they preferred studying in their mother tongue over other foreign languages, as can be seen in the appendix. These findings are consistent with study by Al-Nofaie (2010), who looked at Saudi teachers' and students' opinions toward using Arabic as a teaching tool in English classes. It was discovered that, on the whole, both teachers and students preferred using Arabic to English. Some of the responders to this survey, on the other hand, were optimistic and want to speak English well. These findings emphasize the significance of encouraging students to engage in conversation and group projects where they can effectively pick up language. This can help EFL learners better monitor and evaluate their progress in learning English.

4. Participant Gender and Language Attitudes

According to the responses from these respondents, male students have a little more positive opinion toward English than female students do.

This outcome is consistent with the study conducted by Shoaib and Dornyei in 2005. They contend that gender plays a significant role in the examination of second language acquisition and draw the conclusion that males exhibit greater attention, positive conduct, and physical attractiveness than females.

The attitudes of male and female respondents may differ because, on the one hand, English teachers use a variety of teaching methods and classroom activities to teach male and female students, and, on the other hand, the structure and content of the English curriculum may not otherwise cater to the interests and needs of female students. Consequently, they don't respond favorably to English learning.

## CONCLUSION AND POLICY RECOMMENDATIONS

Based on the research and discussion in the chapter before, it is possible to draw the conclusion that students' blatant hostility against English can indicate that they are unaware of the subject's significance while taking it as a required subject. In conclusion, the idea of attitude is seen as a crucial element in language learning. Therefore, learning a language must be underpinned by a positive mindset. Before considering students' cognitive ability, EFL teachers must respect and take into account their sentiments, opinions, and conduct. In order to foster a good attitude toward English, the English curriculum and classroom activities must include affective objectives that are tailored to the requirements of the students and their unique characteristics. Studying personality learners is crucial. If EFL students have a good outlook and love learning the target language, they will perform cognitively. As a result, in language research, the emotive perspective, particularly attitudes, must be taken into account.

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