



## Students' Attitudes on Learning English in Senior High School

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### Abstract

In globalization era, teaching English has evolved into one part of life from which it is today impossible to dissociate. In education, one's attitude greatly influences whether something is accepted or rejected. The study goal was done to investigate how the attitudes of high school students towards learning English. The study employs a qualitative methodology and questionnaire was the main tool employed in this investigation. Based on the results of the overall students' attitudes towards Learning English obtained, namely strongly agree (31,8%), agree (55,7%), disagree (10,9%), and strongly disagree (1,6%). Therefore, it is possible to conclude that overall majority of pupils had a positive attitude toward studying English. The survey results revealed the largest percentage of pupils who had positive attitudes compared to those who had negative ones. Learning English may contribute to the advancement of education today, because English is an international language and it is important to learn as the main language used to communicate between countries. With this study, it is hoped the English instructor must appreciate and consider the emotions and actions of the pupils before the cognitive ability in learning the language. Because pupils who behave well and feel good about themselves are more likely to be optimistic while studying English.

**Keywords:** Attitude, Student, English

### Introduction

Teaching English has evolved into one part of life from which it is today impossible to dissociate. The English language plays a significant role in many countries since it is the language that distinguishes the specified reference from the others of general societal citizens (Abdullah & Othman, 2019). In order to give learners the opportunity for personal growth in specific situations, it tries to improve their English proficiency for study, job, and leisure. Various methods, such as language teaching strategies, learning theories, instructional resources, teaching methodologies, syllabus design, lesson plans, etc., have been developed and modified in order to maximize the learning outcomes of our English learning. Even though numerous studies on students' attitudes have been conducted, the majority of them heavily rely on western culture assumptions (Lin, 1998). The researchers assumed that there hasn't been much study on how the learning and teaching environment has affected students' attitudes, particularly in Indonesia. In education, one's attitude greatly influences whether something is accepted or rejected.

An individual's response to a stimuli that has been accepted results in their attitude. In other words, the attitude of the receiver in relation to the item. According to Anwar and Abdullah (2021), when it relates to their individual attitudes about learning English, they believe that the skills and



■ develop new may explain their performance in learning a language. Many definitions of attitude are taken into consideration by scientists in the disciplines of psychological and educational, particularly language learning, which specify various meanings from various circumstances and perspectives (Abidin, 2012). In social psychology, attitudes are the central idea. Language attitudes are thoughts on one's own language and other people's languages (Crystal 1997). Language attitude can be used to analyze linguistic behavior. According to Baker (1992), the attitudes of individuals toward that language play a crucial role in the language's repair, survival, or demise.

The concept of attitude, which is characterized as a mental state that incorporates thoughts and feelings, is thought to be crucial for understanding human behavior. Belief has a significant role in influencing language learning success. A big barrier to successfully learning a language would be if students believed they couldn't perform well (Lennartsson, 2008). A bad attitude might make learning more difficult. A negative attitude, however, would be transformed into a good attitude, leading to a beneficial result. An significant aspect influencing language learning is said to be attitude. A good place to start when learning a language is with a positive mindset. According to Crystal (1997), language attitudes are people's perceptions of their own language or other languages.

There were several numerous literatures on attitudes toward learning English. The impact of teaching and learning is thought to be influenced by attitude. Regarding admitting or rejecting anything, attitude in the educational sector is crucial (Primadi, p.2, 2014). Several earlier research raised the issue of attitude in language learning. The first study there are from Herwiana, E N Laili (2019) "Students' Attitude Towards English Language Learning in Jombang elementary schools". The results indicated that the majority of pupils have a favorable view toward English. However, a research indicated that the kids' proficiency in learning English is low. Positive attitude had no bearing on their ability to learn English. Here are some ideas for the government's English teaching and learning curriculum for elementary schools. in order for the teachers to be properly trained in teaching English to young learners.

The second study "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing" by Al-Sobhi et al. (2018) noted that the learner's attitude is regarded as a crucial motivating factor and a significant nonlinguistic aspect that effects second-language acquisition. His study's findings showed that pupils have the best attitudes regarding using English in social contexts. The pupils' attitudes on spelling and writing are strongly correlated with one another. The third study "Students' Attitudes towards Learning English in the Kurdistan region of Iraq" by ahmed et al. (2021). The primary goal of this study is to uncover students' attitudes toward studying English and determine how to change such attitudes. In terms of emotional, behavioral, and cognitive dimensions, the study found that pupils exhibit negative views toward learning English. The last study, "Undergraduate Students' Attitude Towards Learning English: A Case Study at Nong Lam



University," was conducted by Viet in 2017. The purpose of this research is to look at students' attitudes toward English language instruction. Additionally, the study's findings indicated that students' attitudes regarding learning English as a second language are good.

The cognitive, affective, and behavioral aspects of attitude have been the subject of several studies. The term "cognitive" designates any information, data, or knowledge pertinent to a topic of attitude, including the language's thoughts, beliefs, and values. Component "emotional" or "feelings" is feedback on the language, whether it be favorable or unfavorable (Baker, 1992; Rajecki, 1982). The third element is "behavior," which refers to a behavioral goal or a possible action for the language (Rajecki, 1982). These three elements are mutually dependent on one another (Wenden, 1991).

Despite the fact that English is now a required subject for high school academic programs in Indonesia, it may be claimed that teaching and learning efficacy has fallen short of expectations. How to raise the standard of teaching and learning is a major challenge for researchers and managers in the field of education. Students (not teachers) have a fundamental role in the context of ongoing changes in teaching theory and methodology, and student attitudes are crucial for fostering good learning and teaching practices. Understanding student attitudes and motives will assist curriculum designers create lessons that fulfill students' needs and boost academic performance. The study goal was done to investigate how the attitudes of high school students towards learning English given the circumstances and environment described above.

### **Research Methodology**

In this study to present about the attitudes of high school students towards learning English. The study employs a qualitative methodology and a questionnaire as its primary measuring device. Since this study's primary objective is to analyze the data in-depth, a qualitative approach is the most suitable research strategy (Ary et al., 2014). This approach was chosen because it can be thoroughly examined, can yield measurable data outcomes, and can yield valid analysis results. The method is a significant issue in research and has a significant impact on the findings; the more accurate the approach, the better the results should be.

In this study Questionnaires were used in this investigation. There are 20 item statements, It was divided into three pieces.: affective (statement 1-7), behavioral (statement 8-13), and cognitive (statement 14-20). A questionnaire is the method of data collecting used, Sugiyono (2013) describes the questionnaire as a technique for gathering data in which participants are given a series of questions or written statements to respond to. The Likert scale notion served as the foundation for the researcher's questionnaire. The Likert scale is used to evaluate a person's or group's attitudes, viewpoints, and perceptions of social phenomena (Sugiyono, 2013).



Purposive sampling is the method used to determine the population sample. Using the demands of the desired sample, researchers willfully sample using this method (Ary et al. 2014). To find out students' attitudes towards learning English that has been taught at school. The sample was randomly selected from high school students, specifically Social Studies majors at SMAN7 Bengkulu.

## Findings and Discussion,

### Findings

This finding will discuss the results of the questionnaire that has been given to students. The survey explores students' attitudes towards learning English. It would be possible to draw conclusions from the checklist in the column "strongly agree", "agree", "disagree" and "strongly disagree" are the four possible responses which is in accordance with the statement about the English language. This section has 20 items statements, It consists of three sections: affective (statements 1-7), behavioral (statements 8-13), and cognitive (statements 14-20).

**Table 1.** Students' attitudes towards Learning English

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Affective</b>					
1.	I enjoy listening to all English-related topics.	33,3%	63,3%	3,3%	
2.	Whenever I study English, I feel proud.	46,7%	50%	3,3%	
3.	When I speak to people in English, I become excited.	23,3%	66,7%	10%	
4.	I enjoy participating in class activities.	26,7%	70%	3,3%	
5.	Doing my English homework is fun for me.	10%	83,3%		6,7%
6.	My English class is one of my favorites.	33,3%	63,3%	3,3%	
7.	When English is thinking about, I feel eager to attend class.	20%	73,3%	10%	
<b>Behavioral</b>					
8.	I continually strive on my English through conversations with my classmates and my teacher.	30%	56,7%	13,3%	
9.	When I'm absent from class, I always ask my buddies what the homework is for the material that was covered.	43,3%	46,7%	6,7%	3,3%
10.	I'm excited to learn more about English.	43,3%	50%	6,7%	
11.	Even if English is not a required subject in school, I would take it.	16,7%	63,3%	16,7%	3,3%
12.	During English class, I enjoy giving my opinion (asking and answering questions).	26,7%	60%	13,3%	
13.	I can force myself to pay attention while studying English.	30%	53,3%	16,7%	
<b>Cognitive</b>					
14.	English is a crucial language for global communication.	63,3%	36,7%		
15.	Learning English is simple.	20%	50%	30%	
16.	When I learn English, I think I'll be able to travel the globe.	60%	26,7%	6,7%	6,7%



17.	Along with Bahasa Indonesia, I believe that English should also be used as a teaching language at the school.	36,7%	53,3%	10%	
18.	Learning English has enabled me to obtain a higher education.	40%	56,7%	3,3%	
19.	It must begin early in Indonesia to teaching English.	23,3%	66,7%	10%	
20.	I studied English only for test purposes.	10%	23,3%	53,3%	13,3%

The findings of Table 1 show that students' attitudes towards learning English. Each statement is divided into four options strongly agree, agree, disagree, and strongly disagree. These results indicate students' attitudes towards learning English. in the table above we can see that there are results from the questionnaire, namely about students' attitudes towards learning English which consists of three aspects, namely there are affective aspects, behavioral aspects, and cognitive aspects. In the affective aspect, there are 7 statement items, namely items no. 1 to 7. In statement number 1, it is about whether students enjoy listening to all English-related topics. The results are strongly agree (33.3%), agree (63.3%), and disagree (3.3%). In statement number 2, which is about students feeling proud when learning English, the results are strongly agree (46.7%), agree (50%), and disagree (3.3%). In statement number 3, which is about students feeling happy when communicating in English with other people, the results are strongly agree (23.3%), agree (66.7%), and disagree (10%). In statement number 4, which is about students enjoying doing activities in class (English learning activities), the results are strongly agree (26.7%), agree (70%), and disagree (3.3%). In statement number 5, which is about students enjoying doing their English homework, the results are strongly agree (10%), agree (83.3%), and strongly disagree (6.7%). In statement number 6, which is about whether students really like their English class, the results are strongly agree (33.3%), agree (63.3%), disagree 3.3%,). And the last statement in the affective section number 7 is about students feeling excited to come to class when English is being thought about, and the results are strongly agree (20), agree (73.3%), and disagree (10%).

Then in the second part, namely the behavioral aspect, there are 6 statement items starting from number 8 to number 13. In statement number 8, which is about whether students Actively connect with friends and teachers to practise English. And the results are strongly agree (30%), agree (56.7%), and disagree (13.3%). In statement number 9, which is about whether when students miss a lesson, students always ask their friends about homework about what has been taught previously, the results are strongly agree (43.3%), agree (46.7%), disagree (6,7%), and strongly disagree (3.3%). In statement number 10, which is about students hoping to learn more about English, the results are strongly agree (43.3%), agree (50%), and disagree (6.7%). In statement number 11, which is about students taking English despite the fact that it isn't a required course at school, the results are strongly agree (16.7%), agree (63.3%), disagree (16.7%), and strongly disagree. (3.3%). In statement number



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12, which is about whether students desire to express their thoughts (ask and answer questions) in English class, the results are strongly agree (26.7%), agree (60%), and disagree (13.3%). And on statement number 13, which is about whether students are able to make themselves always pay attention during learning English, and the results are strongly agree (30%), agree (53.3%), and disagree (16.7%).

The last is cognitive aspect, there are 7 statement items starting from number 14 to the last number 20. In statement number 14, which is about English as an important world language for communication, the results are strongly agree (63.3%) and agree (36.7%). In statement number 15, which is about whether English is easy to learn, the results are strongly agree (20%), agree (50%), and disagree (30%). In statement number 16, which is about students believing that they can travel the world when they learn English. The results were strongly agree (60%), agree (26.7%), disagree (6.7%), and strongly disagree (6.7%). In statement number 17, which is about whether according to them, English should be the language of instruction in schools, in addition to Indonesian. The results were strongly agree (36.7%), agree (53.3%), and disagree (10%). In statement number 18, which is about whether learning English makes students get a better education, the results are strongly agree (40%), agree (56.7%), and disagree (3.3%). In statement number 19, which is about teaching English should start in Indonesia earlier, the results are strongly agree (23.3%), agree (66.7%), and disagree (10%). And in the last statement number 20 which is about whether students learn English only to pass the exam, the results are strongly agree (10%), agree (23.3%), disagree (53.3%), and strongly disagree (13.3%).

## Discussion

From the study's findings indicate that students' attitudes toward studying English. From the data above, it clearly shows that the research results will be discussed and analyzed in this part in order to respond to the research problem, namely How are students' attitudes towards learning English, there are three aspects consisting of: affective aspects of attitudes, behavioral aspects of attitudes, and cognitive aspects of attitudes. At the first results in the table above the students' affective results indicated that most of the pupils had strong motivations to learn English. And we can see in the statement whether students like to listen to everything about English, the result is that almost all students agree that they like to listen to all things related to English. Most of the students also feel proud when learning English because English is an international language used all over the world, almost all agree that they are happy or proud when learning English. Students also feel happy when students can or are communicating in English with other people, while a few students are not happy but almost all agree that they like to communicate using English. Most of the students also feel happy when they do activities in class about English. Almost all students enjoy doing their English





■ homework, but there are also some students or a few who really don't like doing their English homework. Almost all students agree that they really like English class and when English is discussed in class, students are motivated to attend.. But there are also some students who are not happy and not excited. But the overall student affective results show that most of the students have a strong motivation to learn English.

Then the second one will present the behavioral aspects of the pupils towards learning English. It can see from the preceding results on the statement whether students actively connect with friends and teachers to practise English, almost all agree that they often practice by interacting with friends and teachers related to English and there are few students who disagree or in other words do not never or do not like to practice. Then the next statement when students miss a lesson, do they always ask their friends about homework about what has been taught in the previous class, and the results show that almost most students agree with this statement and very few do not. Then most of the students also hope that they can learning more about English and they will take English even though it is not a obligatory school subject, although there are also a few students who do not want it. In the next statement, almost all students like to give opinions, namely students like to ask and answer questions during English class. And most of the students are able to make themselves pay attention while learning English, but there are also a few students on the contrary because it is difficult to always focus on the lesson. This aspect shows that almost all of pupils have good behavior to learn English. Oliver, Wehby, and Reschly (2011) underline that a teacher's capacity for planning and organizing the classroom is the foundation for effective classroom management in the English classroom. In addition, a teacher can influence how students feel about a particular subject (Good & Brophy, 2003). In conclusion, instructional methods and the classroom environment that teachers establish play a significant part in how pupils feel about a given subject. These could persuade pupils to pay attention, which would then affect how they act or behave in classes.

The last one is about the participants' cognitive aspects of learning English. We can see in this aspect they agree that English is an important world language for communicating and they will know this is important. And English is easy to learn while some students feel that it is easy because it is not the students' native language. Students also believe that they can travel around the world when they learn English because English is an international language that is widely spoken all over the world. They also agreed that English should be the language of instruction in schools, in addition to Indonesian. By learning English makes students get a better education, most of them agree on this. And students agree that English language teaching should start in Indonesia earlier even though there are some students who don't agree. But for the last statement that they study English just to pass the exam most of the students disagree with it, but there are also a few students that they study English just to pass the exam. This was connected to the cognition aspect theories, which results in



■ expressions of thoughts and point of view related the target of the attitude. For instance, with studying English would be helpful to travel all over the country (Pickens, 2005, p.44).

The students' feelings and emotions, as well as their attitudes toward learning English, are tied to the affective part of attitude. Students that have a good affective component will be delighted to learn, whereas those who have a negative affect will not find the learning process enjoyable. How the pupils respond positive or negative manner the learning process is the behavioral component. Additionally, it has to do with how engaged, prepared, and forthcoming the students are throughout class. The pupils may be more likely to interact with the teacher or friends if they have a pleasant attitude and demeanor. Then comes a negative attitude in behavioral traits such being unmotivated, reluctant to speak out, dozing off during class, and others. The students' knowledge, opinions, beliefs, and understanding as they study English are all cognitive components. The cognitive element involves the brain or numerous mental processes. The pupils who have a positive cognitive attitude will study English with more knowledge and understanding, while the students who have a negative cognitive attitude will do the reverse.

Based on the results of the overall Students' attitudes towards Learning English obtained, namely strongly agree (31,8%), agree (55,7%), disagree (10.9%), and strongly disagree (1.6%). Therefore, it is possible to conclude that overall majority of pupils had a positive attitude toward studying English. At the results the students' indicated that the most of of the pupils had strong motivations to learn English. This finding is in line with Feng and Chen's (2009) assertion that the emotional aspects of the learning process affect pupils perceptions and attitudes of regarding it. The majority of pupils said studying anything about English was fun, enjoyable, and even exciting. And instructional methods and the classroom environment that teachers establish play a significant part in how pupils feel about a given subject. These could persuade pupils to pay attention, which would then affect how they act or behave in class. And All of the pupils agreed, with the most frequency, that communication in the world requires the use of English. This was similar to Crystal's (2003) assertion that English is now a worldwide language that is spoken by more people compared to any other language. Additionally, the recent addition of a universalistic dimension to the teaching-learning of English is due to the concept of "Education for All" and the rise in the usage of English on the worldwide market (Shamim, 2011). Cuz of this, lots students viewed English as a universal language that would help them communicate and further their education.

English may contribute to the advancement of education today, because English is an international language and it is important to learn as the main language used to communicate between countries. In light of this, it can be said that students are aware of the advantages of learning English, they have a favorable attitude about doing so, and they will ultimately be more motivated to do so.





## ■ Conclusion and Suggestion

Based on the findings from the research data and the discussion, the researcher comes to the conclusion that the majority of the students demonstrated a favorable attitude toward learning English. The survey results revealed the largest percentage of pupils who had positive attitudes compared to those who had negative ones. Even though the results of the questionnaire showed the lowest level of positive attitudes, there were still students who showed negative attitudes even though they were present.

Despite the study's findings, the researcher does make several recommendations. The English instructor must appreciate and consider the emotions and actions of the pupils before the cognitive ability in learning the language. Because pupils who behave well and feel good about themselves are more likely to be optimistic while studying English. When students are in a good mood, they typically understand the information that the teacher has presented with ease. Additionally, the teacher should show students the video material or present the information in a variety of ways to capture their interest and provide them with more information as they learn English. The teacher should then maintain the pupils' interest or attention in order to prevent them from becoming boring and to ensure that they like learning English. Whenever the teacher explains the material to the class, the pupils must pay close attention and arrive on time.

Additionally, the researcher is aware that even with limited resources and expertise, this research cannot be said to be without flaws and errors. Accordingly, more research on students' attitudes toward learning English needs to be conducted with a variety of data that have been carefully, specifically, and in-depthly analyzed to nearly perfection.

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