

**FOREIGN LANGUAGE ENJOYMENT (FLE) IN LEARNING
ENGLISH AMONG THE ELEVENTH GRADERS OF SMA
NEGERI 4 PALEMBANG**

A Thesis by

Delia Rizki Rahmadiani

Student's Number 2104410011

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY TRIDINANTI

2025

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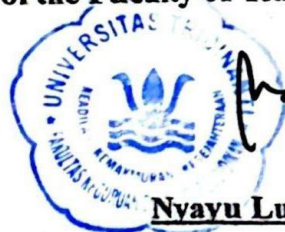


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Nyayu Lulu Nadya, M.Pd

MOTTO

“FORTIS FORTUNA ADIUVAT”

(Fortune favors the brave)

DEDICATION

This thesis is dedicated to:

- Allah SWT, who has bestowed His endless blessings and grace upon me, enabling me to complete this thesis, and to Prophet Muhammad SAW, as the ultimate role model in my life and my journey as a researcher.
- My beloved parents, who have consistently given me their best support, never tired of praying for me, and always stood behind my success. Your love and support mean everything to me as a researcher.
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times you fall. May your small steps always be strong, may you be surrounded by good people, and may your dreams come true one by one.

Palembang, August 2025

Mahasiswa

Delia Rizki Rahmadiani

STATEMENT

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan Kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pengarahan pembimbing Yng ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saaya bersedia skripsi ini di gugurkan dan gelar akademik yang saya peroleh (s-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, August 2025

Mahasiswa

Delia Rizki Rahmadiani

2104410011

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ABSTRACT

Enjoyment in the context of language learning refers to a positive emotional experience that combines challenge and perceived ability, where learners feel stimulated, engaged, and emotionally rewarded. Enjoyment is a good emotion in learning a foreign language; it is one of the most important themes to be examined further. This study aimed to describe the level of Foreign Language Enjoyment (FLE) and the influential factors among eleventh-grade students at SMA Negeri 4 Palembang. A quantitative method was employed as the research framework featured with survey design. Data were collected from 182 students using a 21-items questionnaire adapted from Dewaele and MacIntyre (2016), which focused on both private and social aspects. The findings revealed that most students experienced a moderate level of FLE. Social aspect, especially teacher support, was the most dominant contributor, while private factors, such as students' value of learning a foreign language, also played a meaningful role. These results underscore the importance of cultivating teacher support and intrinsic motivation to promote students' emotional engagement in English learning.

Keywords: Foreign Language Enjoyment, English Learning, Positive Psychology.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the limitations of the problem, the formulation of the problem, the objectives of the study, and the significance of the study.

1.1 Background of the Study

Foreign Language Enjoyment (FLE), as a component of positive emotions, plays a crucial role in foreign language learning and acquisition. Dewaele and MacIntyre (2014) introduce the concept of FLE as a counterbalance to the primary focus on language learning anxiety. They affirm that FLE encompasses feelings of pleasure and contentment that arise while learning a foreign language, ultimately encouraging deeper engagement and better learning outcomes. When the psychological needs of language learners are met, enjoyment tends to emerge; consequently, this condition facilitates an optimal learning experience, which is crucial for language acquisition and development. In addition, Fredrickson (2001) explains that positive emotions, such as pleasure, help students explore new ideas, develop their skills, and remain motivated to succeed in language learning.

FLE is closely linked to student motivation and participation. Dewaele and Saito (2017) confirm that enjoyment in learning a foreign

language increases students' motivation and active participation, which in turn contributes to their academic achievement. Moreover, FLE has a complex relationship with negative emotions such as anxiety; although they are opposing forces, they also interact within the language learning experience (Li, 2021). FLE helps to reduce the negative effects of language anxiety, which often hinders verbal communication. Learners who enjoy the process of language learning and acquisition tend to develop a more positive attitude, take more risks when speaking, and feel more motivated to practice and refine their language skills.

Many studies examine the significant impacts of FLE on both the learning process and its outcomes. High levels of enjoyment in language learning are strongly linked to increased motivation, greater engagement, and enhanced performance. Zhang (2024) finds that students who experience higher levels of enjoyment in a collaborative learning environment demonstrate deeper engagement and significant academic progress. When learners find joy in the learning process, they tend to stay motivated, actively participate, and develop better language proficiency. A positive and enjoyable learning atmosphere also boosts students' confidence in using the language, leading to improved fluency and better retention of information. This is supported by Dewaele and Saito (2017), who confirm that FLE promotes learner participation and willingness to communicate. Furthermore, Jin and Zhang (2021) find that learners with higher levels of enjoyment are more likely to engage in self-directed activities, such as practicing outside the classroom, which further

reinforces their motivation and language skills. The validation study by Botes, Dewaele, and Greiff (2022) also reveals that FLE significantly correlates with measurable improvements in language achievement. Additionally, Mercer and Dörnyei (2020) emphasize that classrooms fostering emotional well-being and enjoyment lead to long-term academic growth and resilience. Similarly, Jiang (2022) reports that FLE has a positive influence not only on motivation but also on speaking fluency and overall language proficiency. These findings collectively highlight the essential role of enjoyment in fostering a sustainable, engaging, and effective foreign language learning experience.

Conversely, low levels of enjoyment result in increased anxiety, disinterest, and a negative learning experience. Talebzadeh and Shirvan (2020) point out that students with low enjoyment levels often struggle in their interactions with teachers, creating a discouraging and ineffective learning environment. When students do not find joy in learning, they become less engaged, lose motivation, and face difficulties in acquiring language skills. This is in line with findings by Li (2021), who demonstrates that boredom and lack of emotional engagement reduce classroom participation and inhibit cognitive retention. Dewaele, Witney, and Saito (2018) further emphasize that learners with lower levels of enjoyment often experience higher language anxiety, leading to reduced willingness to communicate. Additionally, MacIntyre, Gregersen, and Mercer (2019) highlight that emotionally unsupportive environments fail to cultivate resilience in learners, making them more vulnerable to

disengagement and communicative breakdowns. These findings collectively underscore the crucial role of fostering a positive and emotionally supportive classroom climate to mitigate the negative impacts of low enjoyment and ensure effective foreign language learning.

These findings highlight the crucial role of fostering a positive and enjoyable language learning environment to enhance students' engagement and improve their English proficiency. MacIntyre, Gregersen, and Mercer (2019) emphasize that learners in emotionally supportive classrooms are more resilient and are more likely to overcome communicative barriers. Derakhshan, Dewaele, and Pawlak (2021) also find that enjoyment acts as a buffer against emotional exhaustion in language learners, improving persistence. Resnik and Dewaele (2021) demonstrate that students in classrooms characterized by teacher enthusiasm and mutual respect report significantly higher FLE and lower anxiety. Moreover, Saito, Dewaele, and Abe (2018) indicate that FLE enhances pronunciation performance, suggesting that emotional engagement extends to specific linguistic outcomes.

The differences in students' levels of enjoyment in learning English depend on several factors. According to Dewaele and MacIntyre (2016), FLE consists of two key factors: personal factors, which stem from the learner, and social factors, which involve teachers and peers. Personal factors include self-confidence, motivation, attitude, and independent learning habits. Confident students feel more comfortable speaking without fearing mistakes, while motivated learners who enjoy

foreign cultures tend to find joy in watching movies or listening to music in the target language. Setting personal goals, such as passing a language test or traveling abroad, also increases motivation and enjoyment. Li (2022) impact highlights that students with a positive attitude toward language learning and strong motivation experience greater enjoyment, leading to higher engagement and participation.

Additionally, learners who engage in self-directed activities, such as watching foreign-language media or practicing conversations with peers, further improve their language skills and enjoyment. On the other hand, Dewaele, Witney, and Saito (2018) find that students who perceive language learning as difficult or unnecessary often lose motivation and experience anxiety, making the process less enjoyable. In contrast, students with higher self-confidence are more willing to take risks in communication, feel less afraid of making mistakes, and enjoy learning more (Dewaele & MacIntyre, 2016; Dewaele, Witney, Saito, & Dewaele, 2018; Li, 2022).

Apart from personal factors, social factors such as teaching methods, classroom environment, and peer influence also play an important role in FLE. Teachers contribute to a positive learning atmosphere by incorporating interactive activities like role-playing and games, which make lessons more engaging (Dewaele & MacIntyre, 2016). A supportive classroom environment, where teachers establish good relationships with students, increases enjoyment and reduces anxiety (Dewaele, 2022). Teaching methods also significantly impact FLE, as

Shirvan and Taherian (2024) state that group discussions, role-playing, and task-based learning encourage collaboration and real-world practice, which help lower anxiety. In contrast, traditional methods, such as memorization and repetitive grammar drills, lead to boredom and decreased motivation (Li, 2021; MacIntyre & Gregersen, 2012; Resnik & Dewaele, 2021; Shirvan & Taherian, 2024).

Peers also play a crucial role in shaping FLE. Supportive and friendly classmates help reduce anxiety and boost confidence, making language learning more enjoyable (Dewaele & MacIntyre, 2016). Additionally, access to sufficient learning resources and culturally relevant materials enhances engagement and deepens students' connection with the language. Pan and Zhang (2023) highlight that using materials related to students' cultures helps them feel more connected to the learning process, leading to greater enjoyment. By understanding both personal and social factors, educators can create a supportive learning environment that enhances FLE, ultimately leading to higher motivation, improved language skills, and long-term academic success.

Building on these theoretical insights, this research focuses on understanding FLE among the Eleventh Graders at SMA Negeri 4 Palembang, particularly in the context of learning English as a foreign language. Observations from the researcher's teaching practicum (July 22nd – September 13th, 2024) reveal significant variations in students' enjoyment levels, with some actively engaging in lessons while others appear disengaged and unmotivated. These differences stem from internal

factors, such as self-confidence, motivation, and learning autonomy, as well as external factors, including teaching methods, classroom atmosphere, and resource availability. Given the role of FLE in shaping student engagement, motivation, and overall language proficiency, this study aims to examine the level of FLE in learning English among the Eleventh Graders of SMA Negeri 4 Palembang and the factors that influence FLE in their language learning journey.

1.2 Limitation of the Problem

This study explored the Foreign Language Enjoyment (FLE) experienced by the eleventh graders at SMA Negeri 4 Palembang. This study aimed to identify the levels of FLE and the factors that influence their FLE in learning English among the eleventh graders of SMA Negeri 4 Palembang.

1.3 Formulations of the Problem

The main problems of the study were stated as follows:

1. What level of FLE in learning English did the eleventh graders of SMA Negeri 4 Palembang have?
2. What factors influenced FLE in learning English among the eleventh graders of SMA Negeri 4 Palembang?

1.4 The Objectives of the Study

Based on the problems of the study above, the objectives of the study were stated as follows:

1. To identify the level of the FLE in learning English among the eleventh graders of SMA Negeri 4 Palembang.
2. To find out the factors influencing FLE in learning English among the eleventh graders of SMA Negeri 4 Palembang.

1.5 Significance of the study

The results of the study hopefully contribute positive and valuable input or significance for the following groups:

1.5.1 Teachers

The results of this study are expected to benefit English teachers by enhancing their understanding of the importance of creating a positive and engaging classroom atmosphere. By identifying the students' level of Foreign Language Enjoyment (FLE) and the factors that influence it, teachers can develop and implement more effective teaching strategies to increase students' motivation, engagement, and participation in learning English. The findings can also support teachers in designing learning experiences that are more enjoyable and emotionally supportive, ultimately improving learning outcomes.

1.5.2 Students

This study is expected to help students enjoy the process of learning English by encouraging them to reflect on their own attitudes, perceptions, and emotions toward language learning. It may also increase their awareness about their level of enjoyment in learning English and help them recognize the emotional factors that influence their engagement. Higher levels of enjoyment can foster greater creativity, motivation, and perseverance, thereby making the learning experience more effective, meaningful, and rewarding. The findings of this study indicate that the majority of students are at a moderate level of Foreign Language Enjoyment (FLE), which highlights the need to increase students' self-awareness of the emotional factors that support their engagement in learning English.

1.5.3 Researcher Herself

This study is expected to assist the researcher in gaining a deeper understanding of how FLE affects students' engagement and learning outcomes in English language classrooms. In addition, it will provide the researcher with valuable experience in conducting academic research, including designing instruments, collecting and analysing data, and observing classroom dynamics. This process will also improve the researcher's skills in academic writing, critical thinking, and thesis development, which are essential for future academic and professional pursuits.

1.5.4 Other Researchers

This study is expected to serve as a valuable reference for future researchers who are interested in the topic of FLE and its impact on English language learning. The results may offer useful insights into the relationship between teaching strategies, student emotions, and classroom environment. It is hoped that future researchers can build upon the findings of this study to conduct further investigations into new methods for enhancing motivation, emotional engagement, and language proficiency across different educational contexts.