

**STUDENTS' ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING OF
FKIP AT TRIDINANTI UNIVERSITY**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION TRIDINANTI
UNIVERSITY**

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PERNYATAAN

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 pengarahannya pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2023. Pasal 25 ayat 2 dan pasal 70.

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ABSTRACT

Attitude is considered an important affective factor influencing the success of foreign language learning. Students' attitudes toward English can affect their motivation, engagement, and willingness to use the language in academic and social contexts. Therefore, understanding students' attitudes toward English language learning is essential to improve the effectiveness of English teaching. This study aimed to investigate the attitudes of FKIP students at Tridinanti University toward English language learning and to identify the general tendencies of their attitudes in terms of cognitive, affective, and behavioural aspects. This research employed a quantitative method using a cross-sectional survey design. The population of this study consisted of all FKIP students at Tridinanti University in the academic year 2025/2026, totalling 138 students. Total sampling was applied to ensure that all members of the population were represented in the study. Data were collected using a closed-ended questionnaire adapted from Abidin et al. (2012), consisting of 45 items measuring three components of attitude: cognitive, affective, and behavioural aspects. The questionnaire used a five-point Likert scale ranging from strongly disagree to strongly agree. The collected data were analysed using descriptive statistics, including mean score and percentage analysis. The findings revealed that the majority of FKIP students demonstrated generally positive attitudes toward English language learning across the three dimensions of attitude. Although a small number of responses indicated neutral or negative perceptions, most students expressed positive beliefs, feelings, and behavioural tendencies toward learning English. In conclusion, FKIP students at Tridinanti University tend to have positive attitudes toward English language learning. These findings highlight the importance of maintaining supportive learning environments and encouraging students' motivation to further strengthen their engagement in learning English.

Keywords: *students' attitude, English language learning, EFL, survey research, FKIP students*

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the research background, research problems, research objectives, and research significances.

1.1 The Background of Study

The need to compete in the global economy has motivated Indonesians to use English. In 2014, ETS TOEIC and Ipsos Public Affairs conducted a survey titled "English Proficiency and Indonesia's Position in the Global Workforce" together. 72 workers of a multicompany's human resources department in Indonesia were questioned as part of the survey. The survey's findings showed that the organization recognized that having proficient English-speaking personnel would help with international expansion and being able to communicate with coworkers in English might be beneficial to their international growth strategy. This poll concluded by confirming that English could aid in advancement to a higher level.

Additionally, Dedi Setiawan's 2022 survey looked into how English is used in Indonesian workplaces. According to the survey, more than 80% of participants said that proficiency in English was a prerequisite for job opportunities. The survey also revealed that the ability to communicate effectively, respond quickly, prevent misunderstandings, and develop advanced interpersonal and networking skills all depend heavily on one's proficiency in the language. Furthermore, even in non-English-speaking nations, 49% of multinational corporations utilized English as their official language, according to a British Council survey (British Council, 2021). In

conclusion, these surveys and studies suggest that English could aid in the expansion of corporate growth and promotion to a higher level. In order to achieve that, the importance of English skill was needing a good attitude towards English.

English is known as a foreign language in Indonesia. Despite not being widely used in Indonesian society, English is still seen as the most essential foreign language to teach (Simatupang, 1999, p. 64). Over time, English instruction in Indonesia has changed in a number of ways. Grammar and vocabulary were the main topics of instruction when English was taught as a foreign or second language in schools all over the world. However, the focus of English education in Indonesia has changed to communicative language learning due to the growing demand for English language proficiency worldwide. Additionally, the government has established a number of programs with the aim of raising English language skills.

However, there are still many Indonesian people who are not fluent in English. Based on a report by Education First (EF) in 2021, Indonesia has an English proficiency index of 466. This score is considered as the low ability category and places Indonesia in fifth place in Southeast Asia; it ranks 80th out of 112 countries in the world. In 2022, Education First report that Indonesia has an English proficiency index of 469. While in 2023, Indonesia's English proficiency index is 473 points. In 2024, the score of Indonesia's English proficiency index reaches 468. Although there is an increase in the English proficiency index score, this score is still relatively low when compared to other countries in the world.

The low English proficiency among Indonesia might be influenced by some factors. According to Unisq (2023), there are several factors affecting one's progress on attaining a certain level of proficiency such as motivation, attitude, environments, teaching material and teachers' skills and competence. Similarly, Shams (2008, p. 139) mentions that in foreign language learning, there are various factors that influence English proficiency such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age and personalities. According to Gardner (1985), attitude was one of the factors that impact foreign language learning as students' effort toward language learning depends partly on attitude. It is the propensity to do something or the state of being "ready" to do something (Gagne, 1985). Moreover, Hildrew (2020) also stated that attitude in learning is the way we assess and monitor students' approaches to their studies. It might appear in positive, neutral, or negative ways. When it comes to learning, an attitude describes how a student feels, thinks, and responds to the learning process, school environment, and particular subjects or topics. (as cited in Teachers Institute, 2023). One of the contributing variables that has an impact on students' English Proficiency is their attitude toward the English language. In addition to attitude, motivation is a contributing component.

According to research by Novi et al. (2023), student attitudes will have a significant impact on how well they learn a language. Additionally, students attitudes have an influence on their enthusiasm to study English. Students will be more determined to study English if they have a positive attitude. According to Jannah's

(2022) research, it is reasonable to identify that motivation is a component that affects how successfully students learn English as a second or foreign language.

Additionally, there are differences in the students' views on studying English. Some are positives, and some are negatives. According to Kara (2009, p. 102), good attitudes encourage students to actively participate in their course of study and inspire them to learn more. According to Abidin et al. (2012), these students are eager to solve issues, learn new things, apply their talents in everyday situations, and stay emotionally stable. Positive attitudes among students regarding English include teaching the language, correcting pronunciation errors, and encouraging friends to learn the language. This positive attitude can boost motivation and enthusiasm in studying English.

In reality, however, not many people have a positive attitude. Tchekpassi (2013, p. 13) said that negative attitude can be said as poor attitudes or unfavorable attitudes. It has a detrimental effect on how people behave with some items. These attitudes may lead to resistance, disagreement, or prejudice towards their object. Students become less motivated to learn English as a result of a negative attitude they develop. Mostly the negative attitude involved by internal factors and external factors. As a result, attitude is crucial aspect in language acquisition since students' attitudes can increase the capacity to communicate in the language.

Therefore, it is crucial for English teachers to understand how their students feel about studying English language. Teachers can also identify issues that can keep

students from reaching their objectives. The issues with pupils' attitudes about the English subject being taught should be taken into consideration.

The problems mentioned above were also found at FKIP Tridinanti Palembang University. Based on interviews with several students, it was found that the attitude problem shown by students' interest in learning the English language was due to the lack of motivation and interest in learning English. This also causes the lowest scores obtained by students.

Based on the background elaborated above, the researcher aimed to know the attitude and what factors affected the students' attitudes towards English language learning. For that reason, the researcher was interested in conducting the research entitled "Students' Attitude Towards English Language Learning of FKIP at Tridinanti University."

1.2 The Limitation of the Research

Based on the background explanation, this research was focused on seeking the students' attitude towards English and the possible factors that affect the students' attitude especially FKIP students (English Education Study Program and Indonesian Education and Literature Study Program) at Tridinanti University towards English language learning.

1.3 The Formulation of the Problems

Based on the limitation of the problem above, the research problems were formulated as follows:

- a. What was the attitude of FKIP students at Tridinanti University towards English language learning?
- b. What were the factors affecting the attitudes of FKIP students at Tridinanti University towards English language learning?

1.3 The Objectives of the Study

Based on the research problems above, the objectives of the research were formulated as follows:

- a. To find out the attitude of FKIP students at Tridinanti University towards English language learning.
- b. To identify the factors affecting the attitude of FKIP students at Tridinanti University towards English language learning.

1.4 The Significance of the Study

The results of this research were expected to be beneficial for the following groups:

1.4.1. For the Students

The results of the research were expected to help the students could develop positive attitudes toward learning English and the factors that could influence their attitude towards English. It also might provide a better understanding of students' internal factor that could influence the success in EFL learning.

1.4.2. For the Teachers

The results of the research were expected to be useful for the teachers that they the students' attitudes toward English and know the factors that influenced the attitude of FKIP students at Tridinanti University. It might support English teacher to develop positive attitudes toward English.

1.4.3. For Researcher Herself

This research was hopefully to be useful in conducting educational research, especially related to the students' attitude towards English language learning and the factors that affect English language learning. It was also hoped to make innovation on the research of students' attitude by knowing the factors that affect it or redoing the research by improving the quality of the students' attitude towards English language learning.

1.4.4. For Other Researcher

It was expected that further researcher more understanding about attitude towards English which was as one of the important factors that affect in English language learning.

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