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# The Correlation Between Morphological Awareness and Vocabulary Mastery

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## Abstract

The primary aim of this research endeavour was to investigate the influence of students' language attitudes on their proficiency in acquiring the English language. The primary aim of this study is to investigate the influence of students' attitudes on their language acquisition and to analyse the importance of various mindsets throughout the process of learning. The current study utilises a blend of qualitative research methods to evaluate data obtained from a cohort of 16 students in their seventh semester at FKIP, Universitas Bandar Lampung. The main aim of this study was to collect data on students' perspectives regarding the study of English as a Foreign Language (EFL), employing questionnaires and interviews as the principal research tools. The research findings unveiled a significant association between students' favourable sentiments towards the English language and their comprehensive academic achievement in the discipline. The study highlights three separate components of attitudes, specifically cognitive, affective, and behavioural, that exert a substantial impact on academic performance. The results suggest that students' attitudes towards language acquisition significantly influence their overall academic performance. Furthermore, the study uncovered that the linguistic attitudes of students exerted a significant impact on their proficiency in acquiring the English language. The significance of understanding students' attitudes towards the study of foreign languages is emphasised in order to improve educational results and academic accomplishments. The findings of this study have the potential to offer significant contributions to educators in the development of English-learning curricula that promote student engagement and excitement.

**Keywords:** *Linguistic Attitude, Language Learning, Mindset, Attitude Components, English as a Second Language*

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## Introduction

The acquisition of foreign languages holds significant importance within the educational system of Indonesia since it facilitates cross-cultural communication, particularly in the context of English proficiency. The acquisition of a high level of English proficiency is of utmost importance for individuals in Indonesia in order to effectively engage with and comprehend information from many global sources. The incorporation of an intercultural approach into foreign language learning has the potential to augment proficiency in the target language, thereby assuming a prominent role within the Indonesian education system. In Indonesia, English is considered a non-native language and has been taught and used for around 65 years

(Marlina, 2013). Despite the compulsory inclusion of English in the secondary school curriculum in Indonesia, a significant number of pupils continue to have challenges attaining a high level of fluency in the language. The aforementioned matter is further intensified by the dispositions of individuals who are acquiring English as a second language. Gaining insight into the viewpoints of individuals who are native speakers or learners of the target language is of paramount importance. Linguistics, as an academic field of study, explores the intricate relationship between "linguistic attitude" and "language attitude." The aforementioned perspective has the potential to impact the aptitude of individuals in their acquisition of a foreign language. The influence of language or

linguistic attitude is a crucial determinant that can have a substantial impact on an individual's language acquisition proficiency. According to Hanafiah (2016), a person's language attitude encompasses their beliefs, assessments, and perceptions regarding that language. The manner in which a language is perceived can have a substantial impact on its utilisation and reception among individuals.

Moreover, the notion of language attitude functions as a theoretical construct that clarifies specific linguistic practices (Shahrzad, 2016). The investigation of language attitudes holds significant importance for college students enrolled in English departments since they are required to actively participate in the process of acquiring the language. The attainment of a high level of competence in the English language is crucial for individuals' prospective career pursuits and is significantly shaped by their attitudes. The significance of attitudes in language acquisition is of considerable importance, as they exert a direct influence on students' academic achievements and outcomes. There exists a strong correlation between elevated levels of motivation, a favourable attitude, and the attainment of success in the process of language acquisition. There is a burgeoning interest within the fields of language education and academia regarding the cultivation of attitudes towards learning and the consequential effects of learning on individuals. Attitudes exert a substantial influence on behaviours, internal affective states, and the process of learning. The process of language acquisition is shaped by the learner's own background and the contextual factors of their surroundings. The objective of this study is to investigate the linguistic attitudes of undergraduate students in their seventh semester who are pursuing a major in the English Education Department at Universitas Bandar Lampung.

### Literature Review

Cognitive processes like social categorization and stereotyping shape linguistic attitudes, which are evaluative responses to linguistic variants. The aforementioned attitudes are classified according to their respective statuses and levels of solidarity. Standard variants are considered to be those that conform to established criteria in syntax, pronunciation, and vocabulary. On the other hand, nonstandard variations, such as deviations in pronunciation, diverge from these established norms. The

assignment of status is contingent upon an individual's socioeconomic status. Standard language varieties are frequently linked to particular social groups. Linguistic attitudes may be formed through the process of socialisation, which is helped by many agents such as instructors, classmates, family members, and the media. These attitudes have the potential to be altered as a result of their acquired characteristics and can experience modifications in reaction to shifts in intergroup dynamics and governmental language policies. Dynamic changes in behaviour can also be observed in individuals, which are influenced by the social context in which they are compared. Language attitudes, when established, can give rise to a range of behavioural consequences, whereas negative attitudes frequently contribute to the development of bias, discrimination, and poor social interactions.

Effendi (2012) posits that linguistic words frequently manifest several designations or lexical variations. Linguistics is an academic field that uses scientific methods to investigate various languages, encompassing both regional dialects and the Indonesian language, with the aim of comprehending their functionalities and interconnections within societal collectives. Language can be defined as a complex system of auditory symbols that are employed for the purpose of conveying meaning and ideas. It possesses several key characteristics, including arbitrariness, productivity, uniqueness, universality, and dynamism. The subject matter has undergone multiple stages of progression, encompassing the formulation of hypotheses, empirical observations, categorization, and the establishment of theoretical frameworks. Linguistics has effectively met the requirements of scientific standards, which encompass a well-defined subject matter (ontology), a methodical approach to investigation (epistemology), and the delivery of significant discoveries and practical applications (axiology).

This study centres on examining the effects of acquiring English as a second language on individuals' linguistic behaviour. Linguistics is an academic field that has undergone multiple phases of development, including the formulation of initial hypotheses, the process of observation and classification, and ultimately the establishment of theoretical frameworks. The scholars involved in this study collectively emphasise the improvement of the English language acquisition process, with a specific emphasis on examining the influence of learning

English as a second language on linguistic behaviour.

Zuniarti (2016) posits that the desire of students to study a language is likely to be heightened when they possess a significant level of positive inclination towards it. According to Eshghinejad (2016, p. 3), individuals who exhibit a deficiency in desire and inclination to acquire a target language for the explicit aim of engaging in communication with others are prone to harbouring a gloomy attitude and a dearth of excitement towards the process of language acquisition.

The research findings indicate that the cultivation of a positive mindset is essential for individuals to attain proficiency in a language. There are three key characteristics that might contribute to the development of an optimistic perspective: recognising the significance of English language proficiency in academic environments, actively participating in both oral and written discussions, and engaging in verbal exchanges with peers and teachers. On the other hand, a pessimistic mindset might result in unfavourable attitudes and behaviours, indicating a diminished inclination to safeguard the uniqueness of the language in relation to other languages.

The study has found three potential variables that may contribute to a negative perception. These elements include a limited comprehension regarding the significance of utilising English in classroom settings and verbal exchanges, a lack of self-assurance among both students and lecturers, and an incapacity to speak proficiently in the English language.

The results indicate that attitudes have a substantial impact on the cultivation of favourable or unfavourable dispositions towards language learning and development. Hence, it is imperative to acknowledge and tackle these issues in order to cultivate a more favourable disposition towards the learning and development of language.

### **Methodology**

The researchers investigate social phenomena that occur in real-life contexts (Faidah & Muyassaroh, 2018). This qualitative study investigates the linguistic attitudes of students and their impact on the process of learning the English language as perceived by participants. The present study employs a descriptive qualitative research methodology. According to Creswell (2014), qualitative research encompasses the examination and assessment of individuals' perspectives on social

or human issues. In certain research endeavours, the method of inductive data collection is employed, wherein data is gathered from individual observations inside participants' settings with the aim of identifying broader patterns. Academics engage in the examination and interpretation of data. According to Latief (2015), qualitative research offers comprehensive and in-depth descriptions of social and cultural contexts in order to elucidate human behaviour. This research investigates the lexical content and presents comprehensive perspectives from a group of 16 English teachers and learners in their seventh semester at the University of Bandar Lampung. The participants possess a considerable background in English proficiency studies, which contributes to their enhanced abilities as learners and speakers in comparison to high school students. To ensure the study's validity, a sample size of 16 individuals enrolled in a single course was deemed appropriate. The examination of linguistic attitude and English language learning is conducted by means of questionnaires and interviews.

Surveys employ questions that are presented in a printed or written format. Roopa and Rani (2012) assert that questionnaires are comprised of lists, duplicates, or published questions, which individuals react to in order to express their thoughts. In qualitative research, questionnaires and interviews prioritise the quality of data rather than its quantity. According to Sugiono (2019), systematic data collection interviews are recommended. This methodology is frequently employed to gather the perspectives, experiences, and attitudes of participants regarding linguistic activities that impact the acquisition of the English language. The closure of researchers or surveys occurs when they employ closed-ended questions in multiple iterations. In closed surveys, researchers or questionnaire designers impose restrictions on the response alternatives available to respondents. The questionnaire utilised in the study was derived from the work of Mondal and Barman (2019). The questionnaire consists of 36 questions, whereas the interview comprises 8 questions that are classified. Zhan (2013) presents a categorization framework. The researcher will conduct a face-to-face interview with the individual at a predetermined time and location. The individual would undergo a single interview session subsequent to the recording of the procedure by either voice or video means. Data will be obtained through the administration of

questionnaires and conducting interviews. The user is in search of relevant and current information pertaining to a specific topic. Qualitative methods can be employed to accomplish this task. This project has the potential to utilise several data sources (Souza, 2021). The linguistic perspectives of individuals learning the English language are assessed through the use of Google Forms. The Likert scale is widely accessible in various contexts. Several students who meet the criteria outlined in the questionnaire will be selected for interviews in order to gather their perspectives. The interviews will collect student perspectives using structured prompts. Qualitative research employs a methodology that involves the collection of data through the use of open-ended interviews. This approach is suitable for both researchers and participants. The responses of the participants are documented in order to facilitate analysis (Creswell, 2012). The interviews will be transcribed and subsequently subjected to analysis by researchers.

The study employed Arikunto's (2006, 22) sequential research technique for the purpose of designing, conducting, and reporting the research. The initial step involves defining the topic at hand, followed by conducting exploratory investigations to get a deeper understanding. Subsequently, unambiguous problem statements are formulated, and a theoretical framework is constructed to guide the research process. Hypotheses are then developed based on the theoretical framework. Next, a research approach is selected to address the problem effectively. Lastly, appropriate sources of information are identified and explored to support the research endeavour. Initially, it is imperative to gather pertinent data pertaining to the identified difficulties. Subsequently, a comprehensive analysis of the collected data should be conducted, employing methodologies such as interviews and surveys. Finally, based on the findings, well-founded conclusions should be formulated. The research report culminates with a central argument. The act of writing involves the

utilisation of data obtained via research equipment. Research reports are comprehensive documents that provide a detailed account of completed studies. Qualitative data analysis involves the interpretation of textual data from study samples utilising a set of 32 conceptual frameworks, as proposed by Creswell (2012), in order to address research issues. The study of qualitative data, such as interviews, is commonly conducted through the application of theme analysis, as suggested by Heriyanto (2018). This study employs a qualitative research approach and utilises descriptive analytic techniques.

The comparison of previous research to the suggested issue was a significant problem for the study. The data was obtained using a combination of population selection, sampling, administration of questionnaires, and conducting interviews. The participants were polled in order to achieve optimal outcomes. The research commenced in December with the administration of a questionnaire, which was then supplemented with interviews conducted on the third and fourth days. The recorders received four questions. The data underwent processing in order to ascertain discourse and analyse the resulting data.

## Results and Discussion

The first technique is distributing questionnaires to students. The questionnaire is an instrument to obtain information about students' perceptions and experiences of their English learning. The questionnaire consists of 20 statements based on indicators previously set by the researcher. answers using a 5-point Likert scale survey, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The use of the Likert scale is in accordance with the purpose of this study, namely, to find out whether students' linguistic attitudes greatly influence the development of their English. All respondents can choose which answer is most suitable for them. There were 16 students who filled out the questionnaire. The results of the questionnaire are presented below.

**Table 1. result of questionnaire**

	Question Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	1	7	5	4	0	0
2	2	9	5	2	0	0
3	3	3	3	7	3	0

4	4	2	3	7	4	0
5	5	7	8	1	0	0
6	6	4	6	6	0	0
7	7	3	8	3	2	0
8	8	6	9	1	0	0
9	9	6	9	1	0	0
10	10	9	7	0	0	0
11	11	2	5	6	3	0
12	12	0	1	2	7	6
13	13	0	4	6	4	2
14	14	1	3	6	3	3
15	15	2	4	5	4	1
16	16	1	3	5	6	1
17	17	0	9	2	4	1
18	18	1	4	3	6	2
19	19	1	4	4	6	1
20	20	1	4	9	2	0

The following are the result of the questionnaire in more detail divided into every indicator.

**Table 2. I really like to speak English**

No	options	Frequency	Percentage
1	Strongly agree	7	43.8%
2	Agree	5	31.3%
3	Neutral	4	25%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis indicates a strong affinity for the English language among students. Out of the total surveyed students, 43.8%) expressed strong agreement with the statement, while 31.3% enjoyed speaking English. A quarter of students, representing 25%, provided a numerical

representation, indicating a positive reaction. A total of 16 students, representing 74.11% of the sample, showed a favorable reaction, indicating a pleasant disposition due to their enjoyment of engaging in English conversation.

**Table 3. I think speaking English sounds good**

No	Options	Frequency	Percentage
1	Strongly agree	9	56.3%
2	Agree	5	31.3%
3	Neutral	2	12.5%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

The majority of students (56.3%) strongly agree with the statement that speaking English sounds good, with a percentage of 31.3% agreeing. The remaining 12.5% (12.5%) have a neutral response. The data shows that 14 out of 16 students (87.6%) have a positive response,

indicating that most students believe speaking English sounds good. This indicates that students tend to choose positive responses, as they tend to choose positive responses.

**Table 4. I feel confident when speaking in English class**

No	Options	Frequency	Percentage
1	Strongly agree	3	18.8%
2	Agree	3	18.8%
3	Neutral	7	43.8%
4	Disagree	3	18.8%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis reveals that 43.8 percent of students, or 7 out of 16, have neutral responses to their confidence in speaking English in class. This indicates that students who feel confident have higher neutral responses. However, only 18.8% of students disagreed, while 18.8% agreed and 18.8% strongly agreed. The remaining

36.16% of students (36.16%) gave positive responses, indicating that most students have a neutral response to their confidence in speaking English in class.

**Table 5. I think my English is good**

No	Options	Frequency	Percentage
1	Strongly agree	2	12.5%
2	Agree	3	18.8%
3	Neutral	7	43.8%
4	Disagree	4	25%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis showed that out of 16 students, 7 provided both negative and positive comments, with the majority (43.8%) being neutral. However, 12.5% of participants expressed strong agreement, and 18.8% provided agreeable comments. A significant proportion of students

had unfavorable reactions, suggesting a positive self-perception and proficient English language skills. The majority of students exhibited a positive self-perception.

**Table 6. I am learning English so I can communicate with foreigners more effectively**

No	Options	Frequency	Percentage
1	Strongly agree	7	43.8%
2	Agree	8	50%
3	Neutral	1	6.3%
4	Disagree	0	0%
5	Strongly disagree	0	0%



	total	16	100%
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The study reveals a correlation between students' belief in the importance of English proficiency and their ability to communicate with people from other countries. A majority of students (43.8%) express strong agreement, while 8 (50%) agree. A neutral response was provided by 6.3% of the sample, and no participants chose disagreement or severe disagreement. The

majority of students believe that their English language skills will improve their communication skills, indicating a positive disposition towards language acquisition. However, one student provided a neutral response after a strong positive reaction. No negative responses were observed.

**Table 7. I like dealing with people who speak**

No	Options	Frequency	Percentage
1	Strongly agree	7	25%
2	Agree	8	37.5%
3	Neutral	1	6.3%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis shows that most students prefer engaging with English-speaking individuals, with a majority of them expressing positive responses. A significant number of students, 25%, indicated strong agreement, while 37.5% agreed with 8 responses. A single student, 6.3%, opted for a neutral remark. However, there were no negative statements. The majority of 16

students believe that interacting with English-speaking individuals contributes to their English language skills improvement. This indicates a positive disposition towards interacting with English-speaking individuals, as they believe it enhances their skills.

**Table 8. I am very interested in participating in English corner or English club activities**

No	Options	Frequency	Percentage
1	Strongly agree	3	18.8%
2	Agree	8	50%
3	Neutral	3	18.8%
4	Disagree	2	12.5%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis shows that 68.8% of respondents expressed agreement through the options "strongly agreed" and "agreed." The majority of respondents provided a positive response, with 3 students strongly agreeing (18.8%) and 8 students agreeing (50%). However, three students selected a neutral stance

(18.8%) and two students expressed disagreement (12.5%). Overall, participants exhibited a favorable disposition, with 11 frequencies and 68.8% expressing strong agreement or agreement with the statement.

**Table 9. Being curious makes me learn English well**

No	Options	Frequency	Percentage
1	Strongly agree	6	37.5%
2	Agree	9	56.3%

3	Neutral	1	6.3%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

As seen in the table above, based on their effectiveness, students showed a positive response to the statement, with the majority agreeing and strongly agreeing with the statement. Amount. The number of positive response frequencies was strongly agreed upon by as many as 15 students with a percentage (93.8%) and 1 student had a neutral response

with a percentage (6.3%). Meanwhile, no students chose that response from the negative statements, disagree and strongly disagree. In other words, the fact that students have a positive attitude related to being curious makes them study well.

**Table 10. I feel very interested in speaking English, and I wish I could speak English**

No	Options	Frequency	Percentage
1	Strongly agree	6	56.3%
2	Agree	9	37.5%
3	Neutral	1	6.3%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

The data shows that the total percentage of students who agreed was (37.5%) with a total frequency of 9 students, followed by strongly agreeing (56.3%), and only 1 student chose neutral with a percentage of (6.3%). Those with negative responses disagree and strongly disagree; they do not exist. Therefore, it can be

said that students have a positive response, namely that 15 students are very interested in speaking English, students feel that they want to be able to speak English fluently with.

**Table 11. I want to learn English well because it will really help me in the future**

No	Options	Frequency	Percentage
1	Strongly agree	9	56.3%
2	Agree	7	43.8%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	total	16	100%

Based on the percentage of data above and the statements about wanting to learn English well, because it will really help their future, from that statement, it has a high positive response, and there is no negative response regarding the statement. This can be proven from the analysis

above, which shows 16 students gave a positive response, 9 students chose to strongly agree with the percentage (56.3%), and 7 students chose to agree with the percentage (43.8%). All students thought that they wanted to learn English well because it would really help their future.

**Table 12. I don't feel nervous when I speak English in class**

No	Options	Frequency	Percentage
1	Strongly agree	2	12.5%
2	Agree	5	31.3%
3	Neutral	6	37.5%
4	Disagree	3	18.8%
5	Strongly disagree	0	0%
	total	16	100%

The data analysis shows that most students experience anxiety when speaking English in a classroom setting. The distribution of student responses shows that 12.5% strongly agreed, 31.3% agreed, and 37.5% had neutral responses. However, 18.8% of the total students expressed

negative responses. Despite this, the majority of the 16 students showed a positive attitude, indicating a lack of nervousness in English communication. This indicates a positive attitude towards language learning.

**Table 13. I don't like learning**

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	1	6.3%
3	Neutral	2	12.5%
4	Disagree	7	43.8%
5	Strongly disagree	6	37.5%
	total	16	100%

The data analysis shows a minimal proportion of participants who expressed strong agreement or agreement, with a solitary student accounting for only 6.3% of the sample. The majority (80.13%) expressed a negative viewpoint, with 43.8% of the total disagreeing and 37.5% strongly disagreeing. The majority of respondents, including two neutral students (12.5%), held a

negative perspective, with the prevailing reaction being "I don't like learning English." This indicates that the majority of students have a favorable disposition towards the acquisition of the English language.

**Table 14. I feel embarrassed to speak English**

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	4	25%
3	Neutral	6	37.5%
4	Disagree	4	25%
5	Strongly disagree	2	12.5%
	total	16	100%

The data analysis reveals that students' perspectives on speaking English in various settings are influenced by varying concerns. 25% of students express a lack of agreement, while 6.3% strongly disagree. This concern is

accompanied by a neutral stance from 12.5% of the total. However, 56.3% of the sample, including nine students, reported a positive attitude towards speaking English. This suggests that students generally have a pessimistic

disposition due to the apprehension experienced by dominant students when communicating in

English in any setting. Overall, students' attitudes towards speaking English vary.

**Table 15. In English class, I always sit at the back or avoid eye contact with the teacher for fear of being asked to appear in front of the class**

No	Options	Frequency	Percentage
1	Strongly agree	1	6.3%
2	Agree	3	18.8%
3	Neutral	6	37.5%
4	Disagree	3	18.8%
5	Strongly disagree	3	18.8%
	total	16	100%

The data analysis shows that the majority of students show enthusiasm for studying English in class, outpacing those lacking enthusiasm. However, the disparity is not substantial. The overall percentage of students is more inclined towards negative feedback than positive feedback. 18.8% strongly disagreed with this statement, while 18.8% strongly agreed. A

smaller percentage (37.5%) chose a neutral opinion. Three students reached a consensus on specific percentages, totaling 18.8%, and one student strongly concurred with 6.3%. The majority of students show a positive disposition towards their enthusiasm for learning English in the classroom setting.

**Table 16. I feel very embarrassed if I make mistakes when speaking English in front of the whole class**

No	Options	Frequency	Percentage
1	Strongly agree	2	12.5%
2	Agree	4	25%
3	Neutral	5	31.3%
4	Disagree	4	25%
5	Strongly disagree	1	6.3%
	total	16	100%

An analysis of the data in the statement above shows the total percentage of student attitudes. Students who mostly chose positive responses accounted for a total of 6 students, with a percentage (37.5%) of students who had fewer neutral and negative responses but not too much difference, as can be seen from the data analysis

above. which shows 5 students with a neutral response (31.3%) and 5 students with a negative response (31.3%). It can be concluded that most students are not confident; they are embarrassed if they make mistakes while speaking English. In other words, most students have a negative attitude related to the statement above.

**Table 17. In English class, when I anticipate that I will be asked to answer a question, I will tremble**

No	Options	Frequency	Percentage
1	Strongly agree	1	6.3%
2	Agree	3	18.8%
3	Neutral	5	31,3%
4	Disagree	6	37.5%

5	Strongly disagree	1	6.3%
	total	16	100%

The analysis shows that 45.5% of the 16 students responded positively, with 6.3% agreeing with a high level of consensus. A significant proportion of students, 18.8%, followed this response. However, 37.5% of students disagreed with six peers and 6.3% strongly disagreed with one other student. Interestingly, 31.3% of students

responded neutrally. Despite this, a significant proportion of students expressed unfavorable sentiments, indicating a positive outlook. The students showed no anxiety when answering questions in their English course. This indicates that the majority of students have a positive outlook, despite some students' disagreements.

**Table 18. Overall data “speaking English anywhere makes me feel worried”**

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	9	56.3%
3	Neutral	2	12.5%
4	Disagree	4	25%
5	Strongly disagree	1	6.3%
	total	16	100%

The data analysis reveals that students' perspectives on speaking English in various settings are influenced by varying concerns. 25% of students express a lack of agreement, while 6.3% strongly disagree. This concern is accompanied by a neutral stance from 12.5% of the total. However, 56.3% of the sample, including nine students, reported a positive

attitude towards speaking English. This suggests that students generally have a pessimistic disposition due to the apprehension experienced by dominant students when communicating in English in any setting. Overall, students' attitudes towards speaking English vary.

**Table 19. To be honest, I am really not interested in English class**

No	Options	Frequency	Percentage
1	Strongly agree	1	6.3%
2	Agree	4	25%
3	Neutral	3	18,8%
4	Disagree	6	37.5%
5	Strongly disagree	2	12.5%
	Total	16	100%

The data analysis of problem 18 showed various student opinions about English class. Some students gave positive remarks, but most gave negative. 37.5 percent of students disapproved, 12.5% strongly disagreed, 18.8% neutralised, and 32.3% favourable. This represented 49.10% of unfavourable answers. Students' anxiousness increased when they realised their mistakes, according to data

analysis. The overall proportion of students who prefer negative comments corroborated this. From a 16-person sample, 37.5% expressed one percentage and 6.3% another. 13.33% were neutral, 25% agreed, and 6.3% strongly agreed. Despite this, most students were optimistic and self-assured despite making mistakes, appreciating the chance to learn.

**Table 20. I feel my English ability is below average**

No	Options	Frequency	Percentage
1	Strongly agree	1	6.3%
2	Agree	4	25%
3	Neutral	9	56.3%
4	Disagree	2	12.5%
5	Strongly disagree	0	0%
	Total	16	100%

As a result of the preceding examination, the data shows the percentage of students' perceptions that I feel my English skills are below average. Most students have a negative response. as can be seen from the data above. There is one student who strongly agrees with the percentage (6.3%), (25%) who choose to agree with the percentage (25%), nine students who choose a neutral percentage (56.3%) and two students who disagree with the percentage (12.5%). It can be concluded that most students lack confidence in their own abilities, especially their English skills.

### **Result of interview**

The English Department at the University of Bandar Lampung conducted interviews to supplement questionnaire findings on students' perspectives on acquiring English language skills. The interviews were based on indicators from the previous questionnaire.

No	Indicators	Questions	Statement
1	Learning English	What makes you want to learn English?	<ul style="list-style-type: none"> <li>• Wants to travel and meet international friends.</li> <li>• Wants to prepare for the workforce. The importance of English was one reason I wanted to learn it. I like literacy and English, therefore I wanted to learn it.</li> <li>• Sure, if I can speak English 2. If I can learn English, foreign smells will be easier for me, possibly in a higher field of employment.</li> <li>• I believe learning English in Indonesia includes two internationally recognised languages: English and English.</li> </ul>
2	Difficulties experienced	Do you experience difficulties? If yes, what difficulties do you experience when learning English?	<ul style="list-style-type: none"> <li>• If we lack vocabulary, it might be challenging to comprehend lectures and avoid becoming frustrated and unmotivated to study English. Lack of learning caused sloth.</li> <li>• Difficulties include lack of confidence in speaking English and confusion regarding language, but a willingness to learn enables me to talk effectively.</li> <li>• Yes, I faced challenges. Initially, I struggled with vocabulary and confidence.</li> <li>• Learning English presents challenges, including adapting to new languages daily. Grammar next. I had trouble studying grammar because this was not my first language.</li> <li>• Due to the extensive vocabulary in English, my formulas may be difficult to remember. Because I don't understand a lot of the vocabulary I learn, I forget it when I'm speaking English in class. So my lack of vocabulary is related to my lack of learning.</li> </ul>
3	Motivation	Can your enthusiasm for learning English improve your	<ul style="list-style-type: none"> <li>• Motivated learners are more likely to be willing to learn. If there is a will, learning will be more effective and we will be more excited about learning English, improving our English development.</li> <li>• Going abroad increased my enthusiasm for learning in class.</li> <li>• It also increased my motivation to learn English, making it easier to speak English.</li> </ul>

		English skills?	<ul style="list-style-type: none"> <li>● Yes, as said earlier, high motivation leads to enthusiasm for studying, leading to faster acquisition of English language information.</li> <li>● Learning English is ongoing and motivation is key for efficient completion.</li> </ul>
4	Interest English	In your opinion, will students' interest in learning English affect their English language skills?	<ul style="list-style-type: none"> <li>● Yes, as he will want to learn whether he is interested. He will hate learning English if he is not interested from the start. For starters, we speak English.</li> <li>● Interest substantially impacts pupils' passion for learning English, as positive thoughts foster a positive mindset.</li> <li>● My passion in learning English motivated me to do so.</li> <li>● I believe that pupils' talents develop when they are engaged in and practise a subject thoroughly.</li> <li>● No doubt, pupils will learn faster now that they can speak English themselves, rather than being pushed to. If he loves learning and can learn more, it will change his life.</li> <li>● In my opinion, learning English becomes easier when I am interested in it, making it a positive experience.</li> </ul>
5	Things that affect language skills	What things influence your foreign language skills?	<ul style="list-style-type: none"> <li>● Enjoying English music can enhance learning by providing fresh language, stories, and films, enhancing our background and preventing forced learning.</li> <li>● Fun learning makes learning easier and more memorable in the brain. After learning the speeding system last night, we forget it the next day.</li> <li>● We feel happier when we repeat experiences, such as listening to music again, as it helps us retain and understand what we heard the day before.</li> <li>● Memorising music is like learning. Improve my English by listening to songs that speak more in English.</li> <li>● Practise is the most important factor in improving my English skills since it shows us where we make faults and how to fix them.</li> <li>● Frequent focus on English language topics promotes practise and improves proficiency.</li> <li>● Listening to music with English speakers makes it more powerful.</li> </ul>

The study employs a set of five indicators to inform the content of interview statements. One notable piece of evidence is the collective passion exhibited by students in relation to achieving fluency in the English language, suggesting that the enhancement of English language abilities plays a crucial role in enhancing competence. The second sign pertains to the degree of struggle encountered in the process of acquiring competency in the English language. Numerous students express challenges encompassing limited vocabulary and self-assurance. The absence of excitement is a hindrance to their advancement in English communication. The third signal pertains to motivation, whereby pupils who exhibit drive and determination manifest a notable enthusiasm for acquiring

knowledge, leading to enhanced learning outcomes and facilitating improvements in English proficiency. The fourth aspect pertains to real excitement, which refers to a sincere interest in a particular subject. This attribute fosters a positive cognitive state, enabling pupils to perceive English as an attainable talent that can be developed and enhanced. The fifth indicator pertains to the diverse range of elements that impact an individual's level of English proficiency.

These aspects encompass the utilisation of English-related music as an instructional tool, active involvement with content that aligns with personal interests, and the integration of new language and narratives through a variety of mediums. The study highlights the significance of comprehending

these characteristics and the possible advantages of employing a non-coercive methodology in the field of education.

### **Discussion**

Attitudes, which can be discerned through several aspects, are subject to the influence of diverse factors, including research findings pertaining to students' linguistic attitudes. According to Gardner (2011), linguistic attitudes consist of at least three separate dimensions, each distinguished by its own unique qualities. This research investigates the linguistic attitudes of students, with a specific emphasis on the cognitive, emotional, and behavioural aspects. The study was carried out among undergraduate students in their seventh semester at the University of Bandar Lampung, use a combination of questionnaire responses and interviews. The results of the study indicate that linguistic attitudes have a key role in facilitating language acquisition among pupils. Attitude pertains to the affective inclination that individuals possess for their mother tongue, whereas attitude encompasses the subjective perception or sentiment they have towards language.

The research revealed that students who possess elevated levels of drive, enthusiasm, and curiosity towards the acquisition of English exhibit favourable results in terms of augmenting their proficiency in the language. The informants provided accounts indicating a notable degree of aspiration and enthusiasm in their pursuit of English language proficiency. In order to augment their ability in the English language, individuals should carefully select a suitable approach to learning. According to Rahman (2017), the individuals encountered difficulties during the acquisition of English language skills, although they demonstrated a sense of assurance in their capacity to surmount these problems.

The research also emphasised the benefits associated with the attitudes and interests of motivated students, including an enriched learning experience, heightened

enjoyment, and improved efficacy of the learning process. The study did not place emphasis on the investigation of linguistic attitudes based on Gardner's theory, but instead employed questionnaires and interviews to analyse participants' responses.

### **Conclusion**

The examination of linguistic attitudes towards other languages is of utmost importance in comprehending the learner's perspective, exerting an impact on their language acquisition approach, and enhancing their proficiency in the English language. Positive language attitudes can facilitate the acquisition of English as a second language. Cognitive components encompass the integration of students' perspectives and information within the learning process, while affective responses might manifest in various ways. The cognitive and affective dispositions exhibited by individuals in diverse contexts are sometimes referred to as behavioural features.

The findings indicate that cultivating favourable attitudes and practices towards English as a second language holds significance in the process of acquiring proficiency. Learners develop a keen interest in the subject matter and exhibit a desire to acquire further knowledge. The attainment of long-term goals necessitates the cultivation of positive thinking, unwavering passion, and resolute determination.

The results underscore the significance of including inclusion in educational settings and curricular frameworks, as it facilitates effective course management by educators and optimises the potential of students. The implementation of a flexible curriculum has the potential to enhance language acquisition through the cultivation and maintenance of students' favourable dispositions. According to Abidin et al. (2012), educators will be presented with increased possibilities for creativity and adaptability in order to effectively address the diverse requirements of their pupils. The authors believe that the adaptation of the curriculum to cater to the



individual requirements of students is crucial in addressing unfavourable student attitudes. Enhancing communication and implementing engaging teaching approaches and technologies are necessary in this context. In addition to possessing a good perspective on society and the cultural aspects of the language, educators must also hold this viewpoint. It is advisable to utilise pertinent academic texts and supplementary materials in one's research, as suggested by Ribo and Dubravac (2021). The perception of foreign languages among children is contingent upon the influence of their teachers. In order to address negative attitudes, educators may choose to utilise contemporary teaching materials, create an inclusive atmosphere, and engage students in constructive endeavours. Role-playing and group activities have the potential to complement traditional lecture-based teaching. Notable accomplishments and research funding serve as evidence of the importance of English proficiency in the employment context. This study provides evidence to support the notion that the implementation of pedagogical benchmarks and a well-structured session can effectively mitigate setbacks and enhance the process of language acquisition. Educators have the capacity to motivate students to enhance their English language competence through the promotion of a positive mindset.

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