

**NON- ENGLISH DEPARTMENT STUDENTS' ATTITUDES TOWARDS
ENGLISH LEARNING**

THESIS

Submitted by

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THESIS

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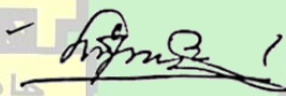
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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Non-English Department Students' Attitudes Towards English Learning

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Desember 2023

Saya yang membuat surat pernyataan,



Ulfa Zahra Afifah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

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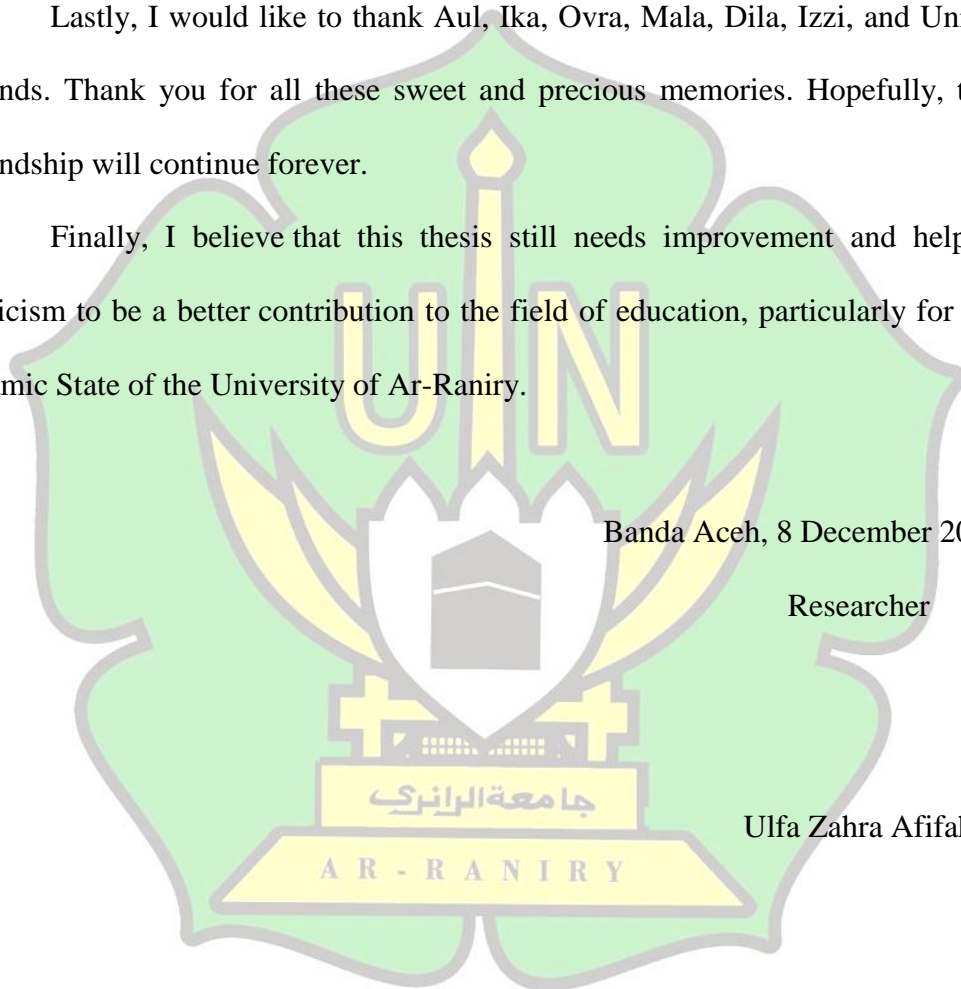
Lastly, I would like to thank Aul, Ika, Oвра, Mala, Dila, Izzi, and Unit 1 friends. Thank you for all these sweet and precious memories. Hopefully, this friendship will continue forever.

Finally, I believe that this thesis still needs improvement and helpful criticism to be a better contribution to the field of education, particularly for the Islamic State of the University of Ar-Raniry.

Banda Aceh, 8 December 2023

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ABSTRACT

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Several internal and external factors can influence the eventual result of language acquisition of the target language. Some people believe that mental competency and proficiency are the most important in determining the success of language learning. However, language learning success did not depend only on mental capacity or linguistic competency but also on the student's attitude and perspectives toward the target language. Attitude may also play a critical part in language acquisition because it influences students' success or failure in learning. This quantitative and qualitative research was conducted to determine the non-English department students' attitudes toward English learning and the factors influencing their attitudes toward English learning. This research took 30 non-English department students in the sixth semester from the Physics Education Department, Mathematics Education Department, and Biology Education Department of UIN Ar-Raniry as participants. Purposive sampling was used to choose the students who met specific criteria. This research used two data collection methods: quantitative data from a questionnaire distributed through Google Forms and qualitative data obtained from an interview. The data from the questionnaire were analyzed with simple percentages, and the data from the interview were analyzed with the Miles and Huberman analysis model. According to the findings, the three education majors (Physics, Mathematics, and Biology) had positive attitudes, especially on conative and feeling components. The three departments were motivated to learn English and showed a positive attitude by making an effort to learn to understand English. The findings also revealed that various factors influence students' attitudes to learn English.

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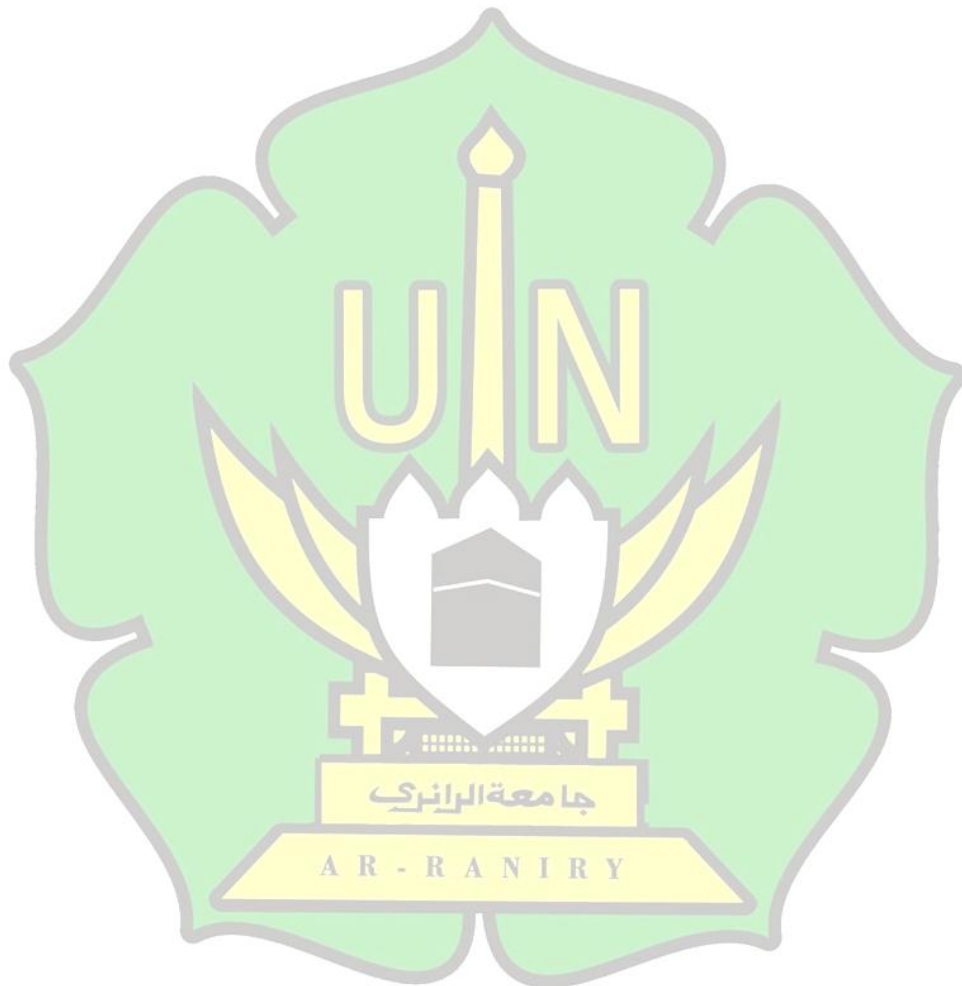
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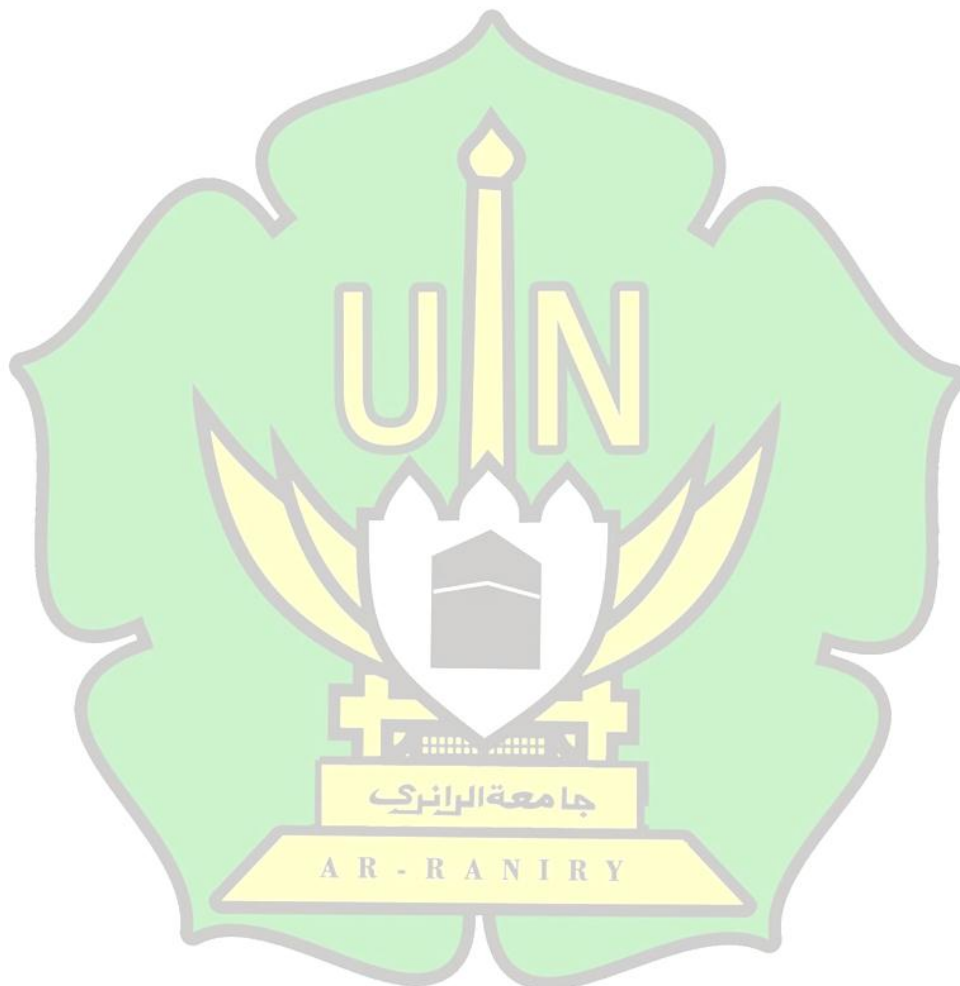
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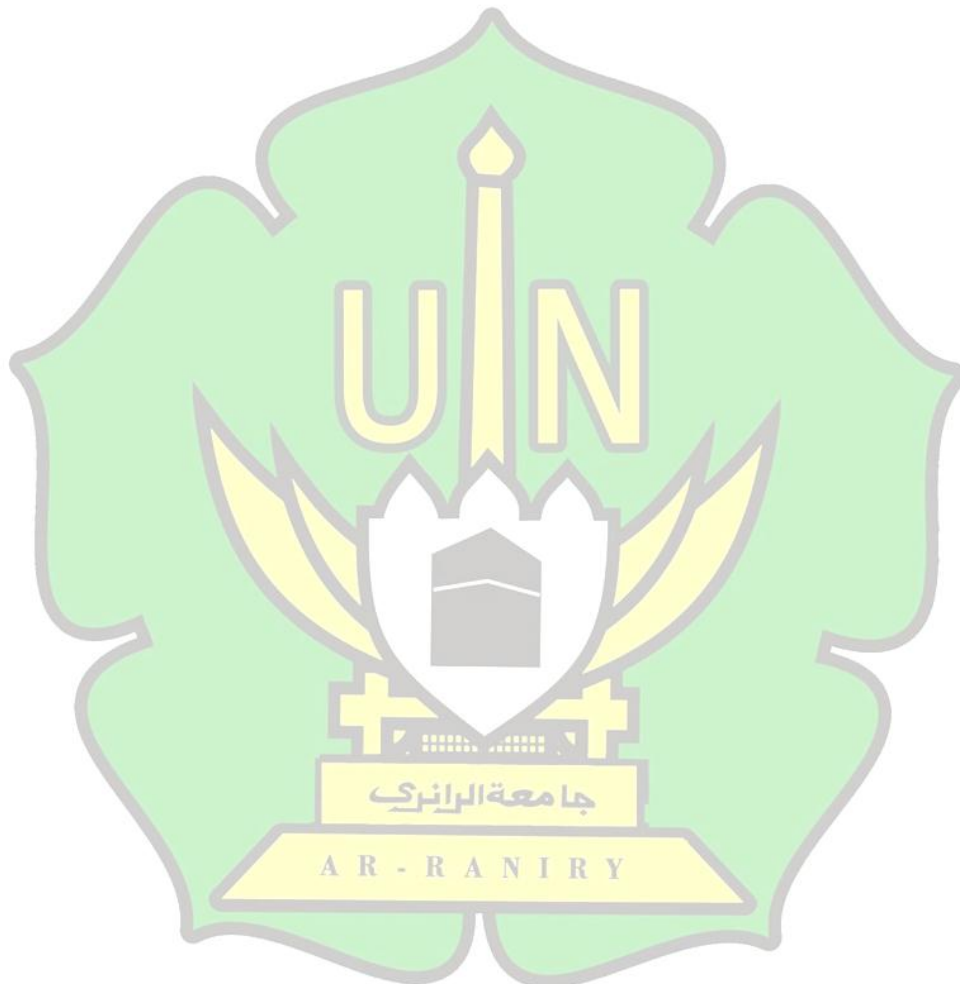
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CHAPTER I

INTRODUCTION

A. Background of Study

In today's globalized world, English is dominating in practically every area. It proves by the fact that English as worldwide language that link individuals with the rest of the world in education, business, tourism, books, journals, technology, health, and others. English also chosen as the language choice for speakers from several linguistic and cultural backgrounds (Jenkins, 2009). Thus, people cannot help but realized how important English in their lives.

Besides of that, all higher education institutions, such as universities and colleges, believe that English is essential for their students. To meet the demands of their students, they develop a specific curriculum for English language education in their institutions. The presence of English in a nation with a multilingual education system has seen as a primary foreign language that must be one of the core competencies that its citizens must acquire (Bjorklund, Bjorklund, and Sjöholm, 2013, p 16). Thus, English is now taught as primary subject at all levels of school, from primary to higher education. This cannot be ignored since the English language teaching sector is expanding in official and informal schooling. In most developing nations, the rise of English language schools as a complement has been favorable. Furthermore, the fact expansion of social media changes how people think about English.

Asian countries, in particular, have considered that English serves three primary tasks for their people: Increasing national development, learning about

different cultures around the world, and communicating on a global scale (Chang, 2011). Additionally, universities in Indonesia are eager to force their students to improve their collegians' English competence by including English in their curriculum (BSNP, 2010; Rokhyati, 2013). Another strategy to improve their English proficiency results is to require proficiency certificates such as TOEFL and TOEIC before they graduate from college.

EPI (Education First, 2022) has placed Indonesia in the 81st rank which is categorized as very low proficiency and far behind its neighbors, Singapore (rank 2), Philipines (rank 22), and Malaysia (rank 24). Therefore, it is not hyperbole to say that English language learning is very much necessary for Indonesian. With the rapid rise of English requirements in various fields like social media, e-commerce, science, law and technology, among collegians, foreign language awareness, particularly English, has expanded. Numerous previous research has shown that an increasing number of people believe English is critical to their future stability. Recognizing the situation, numerous officials and informal educational institutions established language institutes or units to meet students' English demands. Language institutes or departments inside universities often offer a variety of services such as a language classes, translation, language workshop, and so on.

From its inception, Ar-Raniry state Islamic Universities has had a language institution that caters to students' demands for foreign language, especially English. The institute offers numerous programs, including TOEFL Prediction and English training programs for students and general public. These

programs attempt to develop students' English abilities so that when they graduate from college, industries will be eager to hire them or will be helpful as a requirement to study abroad. Ar-Raniry State Islamic Universities also expects that by establishing this language institution, it would be able to assist students in passing the TOEFL test, which is one of the graduation criteria for students.

Unfortunately, often Ar-Raniry Islamic State University students, especially non-English department students, struggle to pass the TOEFL even after many attempts. This phenomenon raises the issue of why several students failed the TOEFL despite having undergone Basic English and specific English courses. Several test takers claimed that the questions are subtle, leading them to pick answers based on their guesses. While, others claimed that they did not take the TOEFL test seriously because they believed that if they failed the test again, they could enroll in language training and receive a TOEFL certificate after finishing it. The difference in these reasons can affect what factors caused them to fail the test.

Aside from the factors that can influence TOEFL test success and failure, several researchers have conducted studies that investigate various variables associated with students' language learning, such as motivation (Chen, Warden, & Chang, 2005; Gao, Zhao, & Cheng, 2007), unwillingness to communicate (Liu & Jackson, 2008), language attitudes (Zulfikar, Dahliana, & Sari, 2019), investment and identity (Gu, 2008; Trent, 2008), and learning strategies (Chen, 2007; Gan, 2004). Because of its significance, research on language learners' attitudes has developed as a new subject to investigate. Gardner and Lambert

(1972) contend that a student's capacity to grasp a second language is influenced not solely by a mental competency or linguistic proficiency but also by attitudes and perspectives on the target language. Attitude can also influence students' achievement in the target language. Hence, attitude may play a critical part in language acquisition because it indicates to influence students' success or failure in learning and the TOEFL test.

Asides from the explanation above, Gardner (1985) states that attitude is an evaluative reaction to several referents or attitude objects derived from the individual's beliefs or thoughts about the referent. Gardner (1985) asserted that is related to a person's values and ideas and supports or discourages decisions made in all spheres of activity, whether academic or informal. Gardner's explanation prompted Wenden (1991) and Schiffman and Kanuk (2004) to explain the attitude concept. They divided the term "attitude" into three interconnected components: cognitive, emotional, and behavioral. The cognitive component includes the beliefs, thoughts, or points of view concerning the object of the attitude. The emotional or affective component refers to a person's sentiments and emotions toward an object, whether the person loves or hates it. The behavioral component entails the tendency to engage in specific learning practices.

In reality, several studies have been conducted on the attitudes of English majors about learning English in many regions of the world and at several Indonesian institutions. One example from other parts of the world is research from Shameem Ahmed (2015). Ahmed (2015) investigated EFL Learners'

Attitudes Toward English Language Learning by distributing a questionnaire with 19 statement items relating to language attitudes to 238 undergraduate students at public institutions in Malaysia. Finally, Ahmed found that opinions regarding English acquisition and usage in numerous use were quite positive. Ahmed (2015) also found that most students had a negative attitude toward or anxiety about classroom guidance during their learning experience. Ahmed came to the conclusion that students from various fields have diverse views on English language acquisition in terms of domains of application and focus of learning abilities, implying that a single curriculum or teaching approach is insufficient. On the other hand, Yu (2010) also researched EFL learners' attitudes toward English learning. Yu (2010) also examined the attitudes of Chinese college students toward English. Yu (2010) examined 398 students from four universities in Wuhan, China. She used a mixed methods approach in his research. A total of students answered the questionnaire, and 20 students were interviewed. Her research reveals that Chinese students have a favorable attitude towards language and "Chinese English." The students are aware of the numerous dialects of English, and the majority of them consider the Chinese nativization of English as an expression of Chinese culture. According to the research, the longer students learn English, the more likely they have a positive impression of the language.

In the meanwhile, a comparable research was conducted at UIN Ar-Raniry. Zulfikar, Dahliana, and Sari (2019) investigated English department students' attitudes toward English learning. Zulfikar, Dahliana, and Sari (2019) initially gathered data via questionnaires to establish a baseline. Zulfikar,

Dahlia, and Sari (2019) used a qualitative technique to comprehend students' attitudes toward learning English. Their research included 55 students given questionnaires, and 6 of them were interviewed. According to Zulfikar, Dahlia, and Sari (2019), students in the English Department have positive attitudes and believe that learning English would help them acquire access to a larger community.

Based on the previous explanation of the importance of attitude toward learning and previous research on EFL learners' attitudes toward English learning, this research will look into the attitudes of non-English department students toward English learning, specifically at Ar-Raniry State Islamic University. The researcher recognizes that there has been less research into the attitudes of non-English department students toward English learning at Ar-Raniry State Islamic University. This research will also investigate non-English department students' attitudes toward English learning and the variables that impact them.

B. Research Questions

Based on background of study above, the questions of this research as follows:

1. What are the non-English department students' language attitudes towards English language learning?
2. What are the factors that influence non-English department students' attitudes toward English learning?

C. Research Objective

Based on the research questions above, the objective of this research as follows:

1. To find out the non-English department student's attitudes towards English language learning.
2. To find out the factors that influence non-English department students' attitudes toward English language learning.

D. Research Significance

1. Theoretically

Language attitudes research has been conducted all over the world, however, it is continuously being talked about due to the dynamic and varied behavior of individuals in various social situations. Several internal and external variables can have an impact on this.

2. Practically

This research investigates the link between learners' attitudes and other aspects of their language learning experience. As a result, it presents a more picture of learners' attitudes toward English learning in terms of the factors that may impact their attitudes. For teacher or lecturers, this research could be used to identify relevant learning strategies for encouraging the successful implementation of English language learning in the classroom.

3. Further Research

This research delves deeper into the research of EFL learners' attitudes about English learning and the elements that impact a student's attitude toward English learning. This research might be one of the sources used to gain a better knowledge of language attitudes.

E. Research Terminologies

To avoid misunderstanding, the researcher provides several terms that related to the topic of this research, they are:

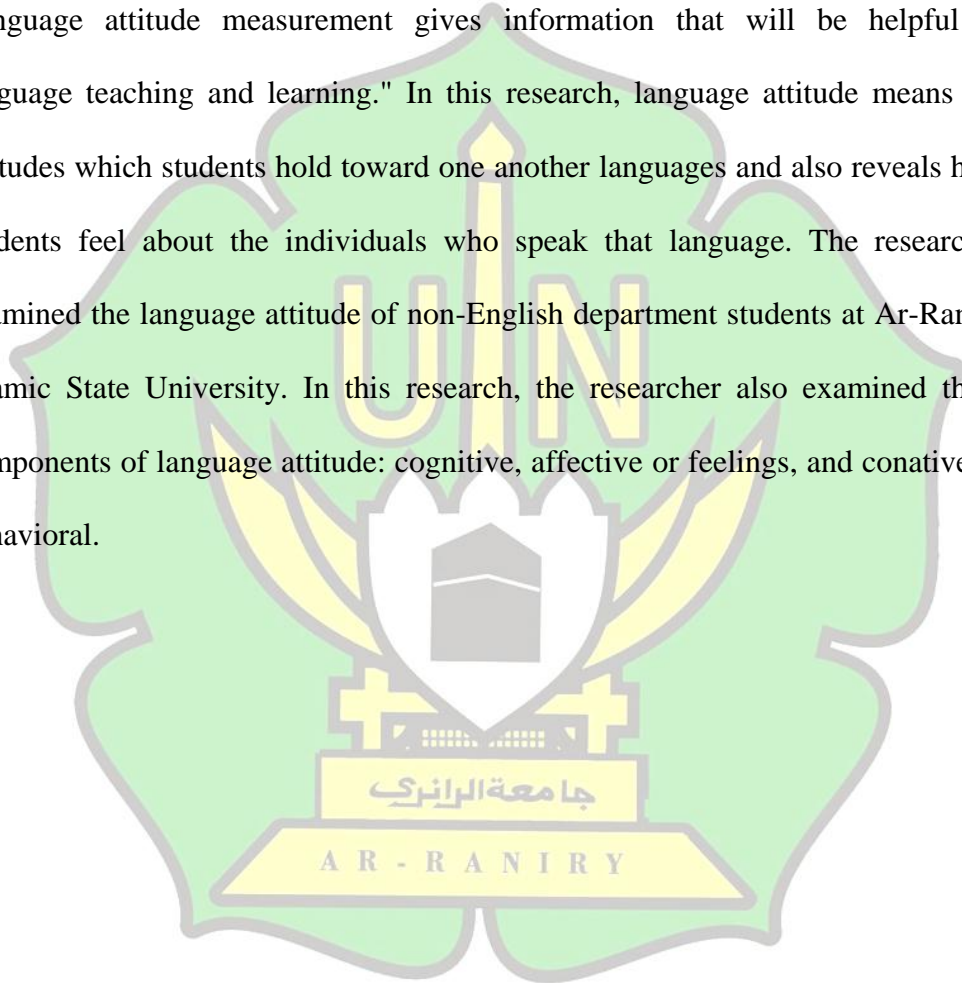
1. Attitude

The term attitude can refer to a person's body form, stance, conduct, or movement, as well as actions made in response to something depending on their point of view (stance, belief, feeling, or opinion). According to Labov (1972), attitude is defined as a person's internal condition that occurs as the result of the presence of a form of stimulus that stimulates a person's reaction. In this research, attitude means a person's condition that arises as a reaction to something based on the point of view (stance, belief, feeling, or opinion).

2. Language Attitude

The Longman Dictionary of Applied Linguistics and Language Education (2002, p.297) defines language attitudes as "the attitudes which speakers of various languages or language variants hold towards one other's languages or to their language. Positive or negative attitudes about a language might reflect

perceptions of linguistic complexity or simplicity, ease or difficulty of learning, degree of importance, elegance, social position, and much more. Attitudes toward a language can also reveal how people feel about the individuals who speak that language. Language attitudes may influence second or foreign language learning. Language attitude measurement gives information that will be helpful in language teaching and learning." In this research, language attitude means the attitudes which students hold toward one another languages and also reveals how students feel about the individuals who speak that language. The researcher examined the language attitude of non-English department students at Ar-Raniry Islamic State University. In this research, the researcher also examined three components of language attitude: cognitive, affective or feelings, and conative or behavioral.



CHAPTER II

LITERATURE REVIEW

A. Attitude

Human beings have attitudes. The term attitude can relate to bodily form, upright standing stance, behavior or gestures, or action taken as a reaction to anything based on the point of view (establishment, beliefs, feelings, or opinion). Attitude is a psychological phenomenon that often reveals itself in the form of action or conduct (Chaer and Agustina, 2018).

Beside of that, Allport (1935) claimed attitude was a mental or neutral state of readiness molded by experience or dynamic effect on an individual's response to circumstances and things. In other words, an attitude referred to how individuals perceived and responded to something. Attitude is a response to anything within the human body as a result of the presence of a stimulus. According to Labov (1972), an attitude referred to a person's internal state that arises as a result of the existence of a type of stimulus that stimulates a person's reaction. Based on those theories, the researcher concluded that attitude referred to a person's internal state or behavior that arises as a result of the existence of a type of stimulus that inspires a person's reaction.

B. Language Attitude

Several internal and external factors can influence the eventual result of language acquisition. One component that we are familiar with is a student's mental competence or linguistic competency in language acquisition. Some

people believe that the higher students' level of competency and proficiency, the better the result of their learning. However, those people were unaware that language learning success did not depend only on mental capacity or linguistic competency but also on the student's attitude and perspectives toward the target language. Gardner and Lambert (1972) claimed that students' capacity to grasp a second language was affected not just by their mental competency or language proficiency but also by their attitudes and beliefs about the target language.

On the other hand, Baker provided a complete theoretical model in 1992, emphasizing the significance of doing attitudinal research in language learning. Baker (1992), "attitudes toward a language appear to be significant in language restoration, preservation, decay, or death." According to De Bot, Lowie, & Verspoor (2005), language instructors, researchers, and students should recognize that learners' strong desire and positive attitudes improve second language learning. Consequently, if a student lacks the interest or inclination to learn the target language to communicate with others, this learner will have a negative attitude and become unmotivated and passionate about language acquisition.

C. Component of Attitude

According to Gardner (1985), attitude is an evaluative reaction to several referents or attitude objects derived from the individual's beliefs or thoughts about the referent. Gardner (1985) asserted that attitude is related to a person's values and ideas and supports or discourages decisions made in all spheres of activity, whether academic or informal. Gardner's explanation prompted Wenden

(1991) and Schiffman and Kanuk (2004) to explain the attitude concept. They divided the term “attitude” into three interconnected components:

1. Cognitive component

This component of attitude encompasses language learners' ideas about the knowledge they acquire and their comprehensions of the language learning process. The cognitive attitude may be divided into four steps: linking prior and new knowledge, developing new knowledge, testing new knowledge, and applying new knowledge in a variety of contexts.

2. Affective/feelings component

This component of attitude encompasses a person's feelings and emotions towards an object, such as "likes" or "dislikes," "with," or "against."

3. Conative/behavioral component

The behavioral or conative component of attitude is concerned with how a person behaves and reacts in certain situations. Successful language acquisition allows learners to identify with native speakers of that language and acquire or adopt particular characteristics that define members of the target language community.

D. Types of Attitude

Based on the perspectives of specialists, there were several sorts of attitudes. Partini (1989: 46) proposed one of them, stating that an attitude might be classified as:

1. Positive Attitude

There are a few attitudes that include a favorable attitude about English, and they were as follow:

- a) Attention. Special care or activity is referred to as attention. Attention is vital. Because if students do not pay close attention to the class, they will not learn anything, especially if they are learning English. As we all know, English is a challenging subject that requires extra attention.
- b) Effort. Someone makes an effort to make his or her dream come true. Students who are learning English must put up effort in order to grasp the language. It is feasible for students to master English if they put out the effort.
- c) Activity. Being active or vivacious is referred to as activity. Activity is one of the positive attitudinal components that may encourage students to think, talk, and write in English during the teaching learning process, particularly in English class. Aside from that, the action may be used to assess how daring the students are in answering the teacher's question or asking something in English. It may also be used to assess how well they speak English.
- d) Student's interest. Since we all know, if students do not have a desire in English, they will have a tough time learning it since they are pushed to master it without their own knowledge. On the other hand, if students are interested in learning English, they will be pleased to comprehend English step by step, allowing them to master English quickly.

2. Negative attitude

When someone hates a thing, he or she will have a negative attitude. When students have a negative attitude about English, they will disregard it. They do not pay attentively and make no attempt to learn English. These circumstances will have a negative impact on their English achievement.

E. Factors Influencing Language Attitude

According to Gardner and Lambert (1972), they investigated motivation as a component in many mindsets. They claimed two major categories of attitudes as instrumental and integrative orientations to motivation. Gardner claimed that the goal of learning foreign languages is both linguistic and partly non-linguistic. Linguistics aims to improve individual language abilities such as reading, writing, speaking, and understanding a foreign language or even as a requirement for graduation from the university such as the TOEFL test. Furthermore, non-linguistic aims such as comprehending different communities and the desire to continue learning a language other than mother tongue.

However, Dornyei (2001) argued that the division of motivation described by Gardner and Lambert as motivation was not a sort of motivation, but rather an orientation. A student will be motivated as a result of this orientation. This orientation may be tied to academic or professional goals (instrumental), or it may be social or cultural in nature (integrative). Several investigations and research have been conducted on this subject. Hashwani (2008) has conducted research about student behavior, motivation, and anxiety about English

instruction in Pakistan. According to the findings, most students demonstrated both intrinsic and extrinsic motivation. The findings showed that the students were comfortable conversing with English-speaking people, had a positive perspective on English language literature, and liked building relationships with people worldwide. Hashwani (2008) also emphasized that her participants aspired to learn English because they wanted to understand the language to contribute to the growth of a globalized world.

On the other hand, Conteh (2002) also divided the other factors that influences language attitude. Conteh (2002) concurred with the belief of most applied linguists that social context, learner personality (self-confidence, risk-taking, and anxiety), learning circumstances, learning process, and learning outcomes determine students' attitudes and how they learn a language. Other factors, such as age and gender, influence students' attitudes.

1. Learners Personality Context

a. Self-confidence

Self-efficacy, self-esteem, risk-taking courage and lack of anxiety are traits of self-confidence related to second or foreign language. In terms of learning self-efficacy reflects the extent to which the learner thinks that they can overcome various learning difficulties in a learning situation. It is also mentioned by Ehrman (1996), who suggested that self-efficacy is an element in learning that reflects how a student thinks to overcome and succeed in learning situation. Learners may believe that the target language is difficult to learn or that there is an appropriate way to learn the target

language. In this case, these beliefs, negative assumptions and expectations of themselves affect the learner's sense and attitude towards their ability to learn the language.

b. Risk-taking

The proclivity to take the risk has a connection to increased success in language learning. This is because the students will attempt to interpret the language and complete their task, whether the results are successful or fail. This phenomenon is consistent with Dulay (1982), Brown (1994), Larsen and Long (1991), and Skehan (1989), who claimed that if learners have positive beliefs and attitudes about certain language task, they may be willing to become gamblers in language games, trying to produce and interpreting language. On the other hand, learners who are sensitive to rejection may avoid engagement in the classroom because they are afraid of being rejected by their peers or the teacher. These triggers might contribute to students having negative attitudes about the English language because they are insecure and fear of rejection.

c. Anxiety

Personality, anxiety, the learning situation, and language proficiency appear to have a constant relationship. For example, various feelings or attitudes occurred during direct learning, ranging from good to negative. According to Ehrman (1996), negative feelings or attitudes include frustration, anger, anxiety, and a lack of self-confidence, these affective elements may influence the learning event and how much language a

learner may acquire and attain in a given period. Anxiety in language classes, particularly English, is frequently associated with difficulties listening and communicating in class. English teachers were challenged to establish favorable conditions in the classroom by implementing techniques to reduce anxiety, negative feelings, and stress about the language and their accomplishments. Furthermore, a language teacher should consider employing appropriate classroom learning material.

2. Educational context

a. Learning situation

Conteh (2020) claimed that the learning environment influences learners' attitudes and success. In a nation where English is a compulsory subject, especially Indonesia, there was a relationship between learners' attitudes and teachers' authority, as well as learners' abilities to engage in the classroom. In such circumstances, the teacher dominates the class, and students are not free from such dominance, which leads to demotivation and reluctance among the students, and failure follows. Furthermore, time is another crucial aspect that must be emphasized in the teaching-learning situation. The amount of hours available for learning and teaching the language will, of course, impact the achievement level.

Conteh (2020) also linked the motivation factor to opportunity, pointing out that successful language learning in the school situation was dependent on both motivation and attitudes and the range of opportunities for its use outside the classroom. For example, a child's need to communicate arises

from within, yet social norms impact the communication. He stated that language learning acquisition is simple in four situations: when language is relevant, when it makes sense and useful, when it is promoted in the context of its usage, and when the learner chooses to use it. In other words, more rigorous learning situations make learning more challenging. Conteh (2020) also stated that successful learning depends on at least three elements, namely aptitude, motivation, and chances to incorporate all activities inside and outside the classroom that allow students to practice what they have learned. Conteh continued that if we, as a teacher, want to empower the students of English, we must place them in a situations where they must utilize English.

b. The teacher

The teacher is one of the most essential factors influencing students' attitude toward language acquisition. Depending on the the teacher's expertise in the topic, their attitude toward students, and the subject being taught, their impact might be positive or negative. Teacher personality, professional expertise, enthusiasm, dedication, and professional classroom management abilities all directly and multifacetedly influence students' learning motivation. The students also will adopt the beliefs, attitude, and expectations of language learning through communication about the beliefs, attitudes, and expectations applied by their teachers in the classroom. Suppose their teacher fulfils all the aspects mentioned above, and she/he

successfully engages her/his students. In that case, the students will better develop a positive attitude towards language learning.

c. English teaching materials

The completeness of the tools or materials used in learning, such as textbooks, workbooks/notebooks, pens/pencils, chalks/markers, blackboards, projectors, reading materials and libraries, can affect students' attitudes and learning materials should also consider learners' various affective attitudes and suggests that positive feelings toward the target language, teachers, and learning materials will improve the learning situation. Along with acknowledging the importance of affective factors and using authentic texts in learning, there is a growing recognition that task simplicity to preserve or increase learners' motivation does not imply sacrificing authenticity. Similarly, the affective strategy that must be considered is using materials that tap into or stimulate learners' interest to increase motivation and a positive attitude toward English language acquisition. Learners will perform activities that naturally inspire their curiosity and willingness in materials. Motivated learners cooperate more and are more psychologically open to learning, which may improve information processing. According to Wilkins (1974), providing materials in a second or foreign language to meet the requirements of learners could stimulate learners' intrinsic interest in communication abilities and their desire for success.

3. Social context

a. The learners' parents

The aspect of students' parents is one of the social context that should be considered. This phenomenon is because several students imitate nearly all of their parents' attitudes toward learning the target language. A student will observe and then imitate someone who has significantly impacted their life, such as making someone their role model. Similarly, parents have a significant effect in forming their children's attitudes, particularly toward learning. Conteh (2020) concurred with C.R. Gardner and Lambert (1972) about the role of parents in a child's success in language learning. They claimed that it is essential to distinguish the main roles important to students' performance in a second language program. For better labels, C.R. Gardner and Lambert (1972) referred to them as the active and the passive roles, even though these labels are not completely descriptive. The term "active role" refers to the role in which the parent actively and intentionally helps their children acquire the language. In the active role, the parent observes the child's language learning performance and seeks to foster success to the extent that he or she completes his or her homework, encourages him or her to perform well, and generally support his or her achievement.

b. Learners' peer groups

Learners' peer groups are essential in shaping a student's attitude. In this case, Conteh (2020) agreed with the ideas put forward by Brown (1994) regarding the role of learners' peer groups in the formation of students' attitudes. Brown (1994) briefly suggested that a child/student's attitude is formed through the cognitive and affective development they experience during childhood. It also influenced by several factors, from the attitude shown by parents and peers and experiences interacting with the surrounding environment. Not only that, some of the factors mentioned earlier can also impact their beliefs and perceptions in learning a foreign language other than their mother tongue.

Then, when they enter the teenage years of high school, the experiences they have had before can help them blend in with their peers. They may have similar interest, feelings, or attitudes. They can develop common interest among other peer groups and exchange or share their beliefs and perceptions of culture and even foreign language learning. They can also motivate each other regarding English learning.

4. Learners' gender and language learning

Several research have shown that women have more positive attitudes than men. A possible explanation for this is because one researcher, Michońska-Stadnik (2004), found that female students showed consistently higher ability and effort than men. This finding was also in line with the research of Gardner and Lambert (1972), who reported that female students showed stronger

motivation to learn the target language and a positive attitude towards the language. Women also nearly usually outperform men in terms of speech quality and usage of prestige forms. Positive attitudes are one of the most obvious reasons for females' greater performance in second-language educational settings. It may also represent their employment expectations. Women may believe that learning a foreign language has high professional worth, but men do not. These beliefs may have been taught to the student by his or her parents (Ellis, 1994).

However, it is not always the case that female students are more capable when it comes to learning English. One research that disproves this is Boyle's (1987) research, where he proved there is no significant difference in overall language achievement between male and female students. Boyle (1987) also obtained data where male students outperformed female students in the listening-vocabulary test he conducted.

5. Learners' age and language learning

The age of the learners is one of the factors that influence how an individual approaches second language learning. Not only is the age of the learners important, but so are the opportunities for learning (both inside and outside of the classrooms), motivation to learn, and individual differences in aptitude for language learning (Lightbown & Spada, 1993). The research that addressed the effect of age on learners' second language achievement is that adult learners have an initial advantage where the rate of learning is concerned, particularly in grammar. Young learners who are exposed to enough of the target language will

eventually surpass them. According to Ellis (1994), there was a widely held lay perception that younger second language learners perform better than older learners. According to Ellis (1994), there was a defined period of the year during which language acquisition can occur spontaneously and effortlessly, and beyond which it is impossible to be totally successful. Ellis suggested that the best time for language acquisition is during the first ten years of life when the brain is still flexible. According to Ellis, the age issue is controversial since it is crucial for theory development in language acquisition, educational policy-making, and language teaching.

F. Research on Students' Attitudes toward English Learning

Several researchers have conducted numerous studies on student attitudes in the past. Some examined high school students, while others examined English and non-English majoring college students. In these studies, "attitude" refers to students' attitudes towards the foreign/second language and their feelings towards its speakers. Here are some studies on the attitudes of non-English department students towards learning English.

Hashwani (2008) conducted research on students' attitudes, motivation, and anxiety regarding English language learning in one of Karachi, Pakistan's private secondary schools. There were 77 students from private secondary schools among the participants. It consisted of 40 male and 37 female students. She discovered that students were enthusiastic about the English language and its study and had positive attitudes towards it. According to the finding, female students exhibit slightly higher positive attitudes and motivation than male

students. The overall classroom anxiety revealed students' moderate responses with a relatively high standard deviation, indicating that students' anxiety levels vary.

Anuradha (2017) conducted research on the attitude of first-year engineering graduates towards English learning and their academic achievement. The sample comprised about forty first-year B.Tech students from Dr. M.G.R. Institute of Education and Research, Maduravoyal University, Chennai. There were thirty female and ten male students participated in the research. The research findings indicated that students from English-medium schools, private schools, and schools for female only had a more positive attitude towards teaching English and were more aware of its impact on their academic achievement than students from regional-medium schools.

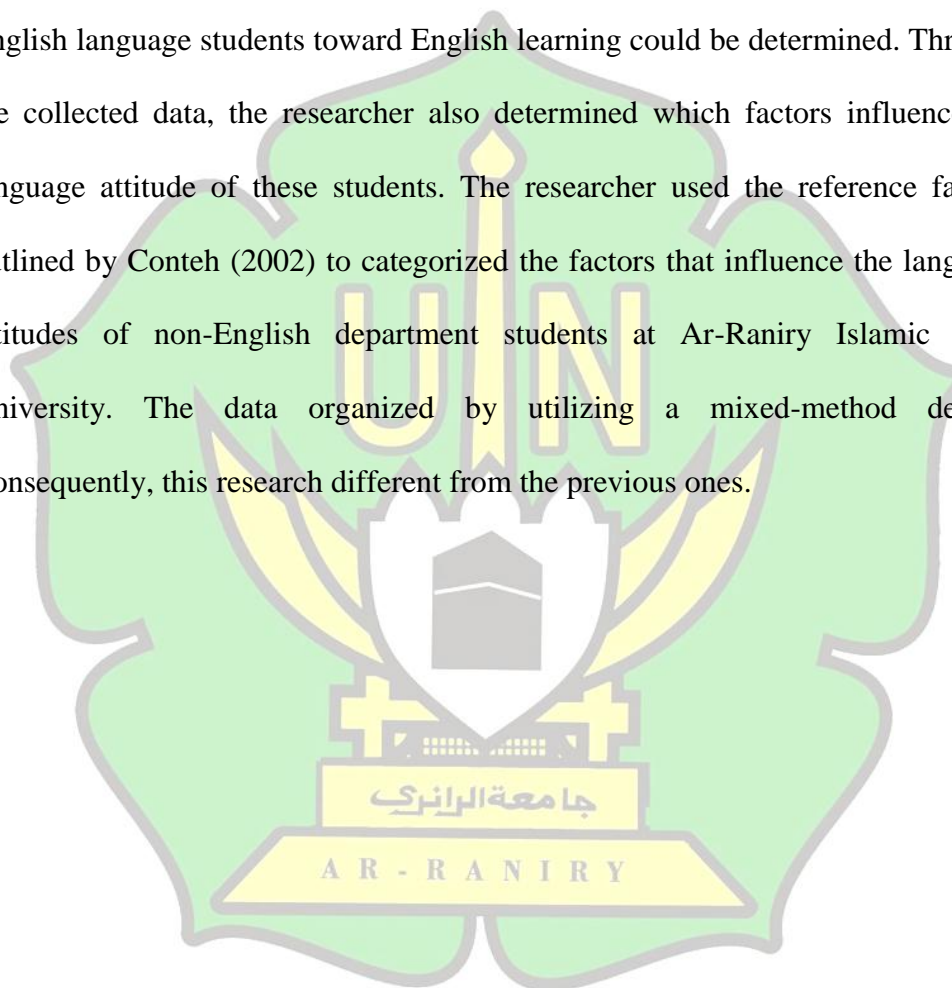
Abidin, Mohammadi, and Alzwari (2012) conducted research regarding EFL Students' Attitudes Towards English Language Learning. One hundred eighty students, including 94 males and 86 females, were randomly selected from various secondary schools in the western Libyan division of Al Mergeb, Zliten. In the first year, there were 58 students; in the second year, there were 68 students; and in the third year, there were 54 students. They were from the Basic Sciences (BS), the Life Sciences (LS), and the Social Sciences (SS) (SS). There were 58 students in Basic Science, 62 in Life Science, and 60 in Social Science. As male and female students attend secondary school separately in Libyan schools, different schools were chosen to represent the attitudes of both genders towards English language learning. This research employed a quantitative design

that was both descriptive and inferential. The questionnaire was used as a measurement instrument.

Regarding the cognitive, behavioural, and emotional aspects of attitude, the participants' attitudes towards learning English were negative. The demographic profile showed statistically significant differences in attitudes based on gender and field of study but not the year. Based on the research findings, the researchers made recommendations such as creating an encouraging environment in English classes and emphasising a communicative approach when teaching the English curriculum.

To conclude, language attitude referred to the attitudes students hold towards each other's languages and also revealed how students felt about the speakers of that language. The term attitude was composed of three interconnected components such as the cognitive component consisted of beliefs and ideas or opinions regarding the attitude's target, the affective component referred to a person's feelings and emotions towards an object, such as "likes" or "dislikes," "with," or "against.", and behavioral component, which refers to an individual's consistent actions or behavioral intentions towards the object. Moreover, the factors that influence the language attitude were such as learners' personality context (self-confidence, risk-taking, and anxiety), educational context (learning situation, the foreign language teacher, and teaching materials), social context (learners' parents, learners' peer group, and community), learners' sex and learners' ages language learning.

This research was conducted to determine the language attitude of Non-English Department students towards English learning by administering Likert-scaled questionnaire and conducting interview with a sample of respondents to collect the necessary data. Then, the positive and negative attitudes of non-English language students toward English learning could be determined. Through the collected data, the researcher also determined which factors influence the language attitude of these students. The researcher used the reference factors outlined by Conteh (2002) to categorize the factors that influence the language attitudes of non-English department students at Ar-Raniry Islamic State University. The data organized by utilizing a mixed-method design. Consequently, this research is different from the previous ones.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research methodology employed a quantitative and qualitative research design in which quantitative and qualitative data were simultaneously collected and then incorporated into interpreting the overall results (Creswell, 2009). The researcher used the quantitative research design to determine the students' attitudes toward English learning and the qualitative research design to determine the factors that influence students' attitudes. The mixed methods design was more than simply collecting and analyzing both types of data; it also involved employing both approaches concurrently so that the overall strength of a study was greater than that of either quantitative or qualitative research alone (Creswell & Plano Clark, 2007). In addition, in a mixed methods design, the researcher may embed a smaller data collection within an enormous data collection to analyze different types of questions (Creswell, 2009). This aspect of a mixed-methods design was critical to this research, given that quantitative data from a sufficient sample size provided generalizations about learners' attitudes. In contrast, qualitative data from interviews with a few participants provided a more in-depth understanding of their attitudes.

B. Research Participants

The participants were from three departments in the Faculty of Education and Teacher Training of UIN Ar-Raniry Banda Aceh. They were from the Mathematics Education Department, Physics Education Department, and Biology Education Department. Purposive sampling technique was chosen for this quantitative and qualitative research. The criteria for the participants were students in the 6th semester who were majoring in Mathematics, Physics, and Biology and had completed English courses; every student must take an English subject in the first semester and continue with English for the specific subject from each department in their semester.

Furthermore, below is the total of active students in the 6th semester. When the researchers conducted this study in June 2023, there were fifty-one students in the Mathematics education department, twenty-five in the Physics education department, and fifty-six in the Biology education department. However, on the day of filling out the questionnaire, only thirty students returned the questionnaire. Therefore, the number of participants in this study was thirty students.

No.	Department	Total students
1.	Mathematics Education	51
2.	Physics Education	25
3.	Biology Education	56

C. Data Collection

There were two type of data collection in order to answer the research questions on this research, they were questionnaire and interview.

1. Questionnaire

The questionnaire used to answer the first research question which was to find out how the students' attitudes toward English learning. The researcher adapted the questionnaire from: Boonrangsri, Chuaymankhong, Rermyindee, and Vongchittpinyo (2004), Gardner (1985), and Yu (2010). The questions were contained 18 statements about language attitude. The language attitude was divided into cognitive, affective/feelings, and conative. The questions in this questionnaire are divided into three sections. The first section (statement 1-6) was about the conative component, which was to learn about the student's conduct or actions toward the English language. The second section (statement 7-12) was about the cognitive component determined the students' understanding of the English language. The third section (statement 13-18) was about the affective/feelings component, which was to learn about the student's feelings and emotions about the English language. These three components organized to learn about the students' language attitudes. The questionnaire in this research was included with a five-point or criterion Likert scale: strongly agree, agree, doubt, disagree, and strongly disagree. The researcher translated it into Indonesian to prevent misunderstanding. The researcher put the questionnaire list in appendix A.

2. Interview

Researcher conducted interview after obtaining data from questionnaires. Five students of participants from each three departments who have answered the questionnaire were randomly selected to conduct interview. The interview list was adapted from Yu (2010). Researcher conducted interview using Indonesian to avoid misunderstandings. See the list of interview in Appendix B.

D. Data Analysis

In the data analysis, the researcher separated data analysis between the questionnaire and the interview. In analyzing the data from the questionnaire, the researcher used a simple percentage formula to measure how much the percentage of participants agreed with statements related to the components of attitudes, such as the conative component, the affective/feelings component, and the cognitive component. While on the data from the interview, the researcher used the Miles and Huberman analysis model, which consisted of three steps: data reduction, data display, and conclusion. With Miles and Huberman's analysis model, the researcher presented more in-depth and organized information about the factors influencing students' attitudes toward English learning.

1. Analysis of Quantitative Data

In the questionnaire, the researcher applied a simple percentage formula to obtain how many students agreed with the statements related to the conative, cognitive, and feelings components. The simple percentage formula to obtain the percentage of students' answer in each statement such as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the response

N = A total of respondent

2. Analysis of Qualitative Data

The researcher analyzed the data from the interview with Miles and Hubberman (1994) analysis model. The analysis contained three activities from data reduction to data display and drawing a conclusion. Before that, the researcher recorded the interview by phone and transcribed it one by one. After that, the researcher did data reduction. The researcher identified all the detailed information by the same theme/points and eliminated redundant information to organize the data more orderly. After that, the researcher did a data display. In data display, the researcher organized the critical data in essay/narrative form. The last process was the drawn conclusion, which was the data verification process. The researcher double-checked the information and concluded.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter described the findings and discussion of the research to answer question about how students' attitude and the factors influencing their attitude toward English learning. The data were obtained from the questionnaire and interview.

1. The Findings of Questionnaire

The questionnaire was distributed to get information from non-English department students about their attitude toward English learning. The questionnaire of this research consisted of 18 statements that represent the conative component, the cognitive component, and the feelings component.

Table 4.1
Percentage of Conative Component

No	Statements	Percentage				
		SA	A	N	D	SD
1.	Learning English will help me get an excellent job.	63% (19)	33% (10)	3% (1)	0% (0)	0% (0)
2.	Learning English helps me improve my understanding of (Physics/Mathematics/Biology) subjects.	67% (20)	33% (10)	0% (0)	0% (0)	0% (0)
3.	I will ask my friends or my teacher to help me during English class.	40% (12)	57% (17)	3% (1)	0% (0)	0% (0)
4.	I am not comfortable when I have to speak in English class.	0% (0)	40% (12)	30% (9)	0% (0)	30% (9)
5.	I am not interested in attending English class.	0% (0)	10% (3)	43% (13)	20% (6)	27% (8)
6.	I always put off my English homework.	0% (0)	30% (9)	13% (4)	17% (5)	40% (12)

Item No. 1 of the questionnaire received a very positive reaction, as shown in the table, with 63% (19 out of 30) respondents strongly agreed that learning English will help them get an outstanding career. The remaining 33% (10 out of 30) agreed, 3% chose neutral, and no one disagreed. It implied that around 96% of respondents responded positively to Item 1.

As indicated in the table, item 2 of the questionnaire received a very positive reaction, with 67% (20 out of 30) respondents strongly agreeing that learning English helped them improve their understanding of (Physics/Mathematics/Biology) subjects. The remaining 33% (10 out of 30) agreed, and no one disagreed. It implied that around 100% of respondents responded positively to Item 2.

Item 3 asked respondents if they would ask their friends or teachers to help them during English class. 40% (12 respondents) strongly agreed, 57% (17 respondents) agreed, 3% were neutral, and no one disagreed. As a result, 97% (29 respondents) agreed that students sought their friends or teachers to help them during English class.

For Item 4, the researcher asked the students if they were uncomfortable speaking in English class. The results showed that 40% (12 respondents) agreed, 30% were neutral, and 30% strongly disagreed. As a result, 40% of respondents (12 respondents) agreed that students were uncomfortable when required to speak in English class.

In Item 5, about three respondents (10%) stated that they were not interested in attending English class. The others were neutral 43% (13

respondents), disagreed 20% (6 respondents), and strongly disagreed 27% (8 respondents). Around 47% of all respondents showed an interest in attending English class.

Item 6 asked the students if they always put off their homework. According to the findings, 30% (9 respondents) agreed, 13% were neutral, 17% disagreed, and 40% were vehemently opposed. As a consequence, 57% of students (17 respondents) did not put off their English homework.

Based on the description above, the majority of participants had a positive attitude in the conative component. Many of them even gave a very positive response, selecting 'strongly agree' in the majority of statements.

Table 4.2
Percentage of Cognitive Component

No.	Statements	Percentage				
		SA	A	N	D	SD
7.	English is challenging and complicated to understand.	0% (0)	33% (10)	17% (5)	20% (6)	30% (9)
8.	I cannot apply English in my daily life.	0% (0)	33% (10)	33% (10)	13% (4)	20% (6)
9.	I learn English to pass the TOEFL test.	3% (1)	30% (9)	0% (0)	43% (13)	23% (7)
10.	Learning English helps me to learn other subjects.	33% (10)	40% (12)	27% (8)	0% (0)	0% (0)
11.	I had an improvement in my understanding during English class.	27% (8)	40% (12)	37% (11)	0% (0)	0% (0)
12.	I am satisfied with how I am doing in learning English.	23% (7)	60% (18)	17% (5)	0% (0)	0% (0)

Item No. 7 of the questionnaire received a very positive reaction, as shown in the table, with 33% (10 out of 30) respondents agreeing that English was challenging and complicated to understand. The remaining 17% were neutral, 20% (6 respondents) chose disagreed, and 30% (9 respondents)

chose strongly disagreed. It implied that around 50% of respondents responded that they disagreed that English was challenging and complicated to understand.

As indicated in the table, item 8 of the questionnaire received a reaction, with 33% (10 out of 30) respondents agreeing that the respondents cannot apply English in their daily life. The remaining 33% were neutral, 13% (4 respondents) chose disagreed, and 20% (6 respondents) chose strongly disagreed. It implied that around 33% of respondents responded that they disagreed that they could not apply English in their daily lives.

Item 9 asked respondents if they learned English to pass the TOEFL test. 3% (1 respondent) strongly agreed, 30% (9 respondents) agreed, 43% (13 respondents) chose disagreed, and 23% (7 respondents) chose strongly disagreed. As a result, 66% (20 respondents) disagreed that the students only learned English to pass the TOEFL test.

For Item 10, the researcher asked the students if learning English helped them to learn other subjects. The results showed that 33% (10 respondents) strongly agreed, 40% (12 respondents) were agreed, and 27% neutral, and no one disagreed. As a result, 73% of respondents (22 respondents) agreed that learning English helped the students to learn other subjects.

Item 11 of the questionnaire received a very positive reaction, with 27% (8 out of 30) respondents strongly agreeing that they had an improvement in their understanding during English class. The remaining

40% (12 out of 30) agreed, 37% chose neutral, and no one disagreed. It implied that around 67% of respondents responded positively to Item 11.

In Item 12, about seven respondents (23%) stated that they were satisfied with how their performance in learning English. The others were agreed 60% (18 respondents), and neutral 17% (5 respondents). Around 86% of all respondents were satisfied with their performance in learning English.

Based on the description above, the majority of participants had a positive attitude in the cognitive component. Many of them even gave a very positive response, selecting 'strongly agree' in the majority of statements.

Table 4.3
Percentage of Feelings Component

No.	Statements	Percentage				
		SA	A	N	D	SD
13.	Learning English gives me a sense of confidence.	30% (9)	60% (18)	10% (3)	0% (0)	0% (0)
14.	I want to learn English.	27% (8)	60% (18)	7% (2)	7% (2)	0% (0)
15.	I am looking forward to the amount of time I am going to spend in English class.	30% (9)	50% (15)	20% (6)	0% (0)	0% (0)
16.	English is not for my future.	0% (0)	13% (4)	17% (5)	20% (6)	50% (15)
17.	I get nervous when answering questions in English.	0% (0)	57% (17)	40% (12)	3% (1)	0% (0)
18.	I wish there were no English classes at universities.	0% (0)	17% (5)	13% (4)	13% (4)	57% (17)

Item No. 13 of the questionnaire received a very positive response, as shown in the table, with 30% (9 out of 30) respondents strongly agreeing that learning English gave the students a sense of confidence. While the remaining 60% (18 respondents) agreed, 10% chose neutral, and no one

disagreed. It implied that around 90% of respondents responded that they agreed that learning English gave the students a sense of confidence.

As indicated in the table, item 14 of the questionnaire received a positive reaction, with 27% (8 out of 30) respondents strongly agreeing that the respondents wanted to learn English. The remaining 60% (18 respondents) were agreed, 7% were neutral, and 7% chose disagreed. It implied that around 87% of respondents agreed that they wanted to learn English.

Item 15 asked respondents if the students were looking forward to the amount of time they were going to spend in English class. Around 30% (9 respondents) chose strongly agreed, 50% (15 respondents) agreed, 20% were neutral, and no one disagreed. As a result, 80% (24 respondents) agreed that the students were looking forward to the amount of time they were going to spend in English class.

For Item 16, the researcher asked the students if English was not for their future. The results showed that 13% agreed, 17% were neutral, 20% (6 respondents) chose disagree, and 50% (15 respondents) strongly disagreed. As a result, 70% of respondents (21 respondents) disagreed that English was not for their future.

Item 17 of the questionnaire received a negative reaction, with 57% (17 out of 30) respondents agreeing that they got nervous when they answered questions in English. The remaining 40% were neutral, and 3%

were disagreed. It implied that around 57% of respondents responded negatively to Item 17.

In Item 18, about five respondents (17%) stated that they wish there were no English classes at universities. While around 13% chose neutral, 13% disagreed, and the remaining 57% (17 respondents) strongly disagreed. It implied that around 70% of all respondents wished there were still English classes at universities.

Based on the description above, the majority of participants had a positive attitude in the cognitive component. Many of them even gave a very positive response, selecting 'strongly agree' in the majority of statements.

From the explanation above, it can be concluded that the three components of attitude (conative, cognitive, and feelings) majority have positive attitudes even though there was a negative attitude of conative and feelings component that described that the students still got nervous and uncomfortable to speak English in the class. The following table summarizes the total positive responses given by students to statements about the conative, cognitive, and feelings components.

Table 4.4
The Total Responses of Conative, Cognitive, and Feelings Component

Component of Attitude	Positive	Negative
Conative	397	134
Cognitive	309	99
Feelings	397	94

The table above shows that the three majors (Physics, Mathematics, and Biology) tend to have positive attitudes on the conative and feeling components. The three departments were motivated to learn English and showed a positive attitude by making an effort to learn to understand English.

2. The Findings of Interview

The researcher used interview to seek out more appropriate information that supported their answers on the questionnaire before. This research used the Miles and Huberman analysis model on analyzed the data from interview. This analysis model used three steps, which are data reduction, data display, and drawing a conclusion. In the data reduction step, the researcher identified the transcribed interview by theme/points and eliminated redundant information. After that, the researcher displayed data by employing the information as essays/narratives. Furthermore, the researcher summarized the information and double-checked it before concluding.

Based on interview, it was found several factors had influenced students' attitudes toward English learning. The specific elaborations are as follows.

a. Students' motivation in learning English

The researcher found out about their motivation in learning English. The students were asked why in the questionnaire they answered that they

interested in learning English. From the data, there were various answers.

Among of them

a) For their future job

Several students said they wanted to learn English because English is one of the skills they would have when applying for a job.

In my opinion, learning English is important because English skills are currently the most sought-after skills in the world of work.

Supported by another respondent stated:

In my opinion, the English language is one of the basic skills that every person should have if he or she wants to have a good career.

From those representative responses above, several students wanted to learn English as a skill that will be used to get a better job in the future.

b) To improve vocabulary

Several students said they wanted to learn English because they wanted to improve their English vocabulary. Some of them found that several English words are unique.

I have a slight interest in learning English. I want to know more English vocabulary that might improve my knowledge in the future.

Supported by another respondent stated:

I have a slight interest in learning English because I am interested in memorizing vocabulary that is unique and has a clearer meaning.

From those representative responses above, several students wanted to learn English because they found that some English words were unique and to improve their knowledge in the future.

c) The evolution of the times and the technology

Several students said they wanted to learn English because they found that times and technology always evolve every years and English always used when the new technology appeared.

...Because now we are surrounded by technological developments and knowledge that are almost all in English...

Supported by another respondent stated:

Learning English is a must for everyone. Nowadays, the development of technology and education is more and more apparent. Moreover, English is becoming one of the most widely used languages.

From those representative answers above, some students want to learn English because they realize that they are surrounded by sophisticated technologies that use English in its usage.

d) Hobbies

Several students said they wanted to learn English because it related to their hobbies. One of the students stated:

...I think rather than being interested in learning it as a necessity, I'm more interested in learning it to listen to and interpret the lyrics of the music I like.

Another student also shared similar ideas:

I am interested in learning English because I love listening to Western songs. I am fascinated with translating music lyrics, especially when the words have a wonderful message.

From those representative answers above, some students want to learn English because they want to translate the songs they want to hear and to understand the meaning behind the songs.

b. Students' purposes on learning English

The students were asked why they were learning English now. From the data, there were various answers. Among of them

a) Graduation's requirement

Most of the students answered they learn English now to complete their graduation requirement, the TOEFL test. One the students stated

I learned English because it was necessary when I wanted to graduate. It is because the graduation requirement for my major is to pass TOEFL.

Another student also shared similar ideas:

There are two reasons why I am learning English right now. First, I want to complete the TOEFL test as my graduation requirement. And the second is because I want to prepare myself if my English skills are later needed when I apply for further study abroad.

From those representative answers above, some students want to learn English now to complete their graduation requirement, the TOEFL test.

b) Improving skills

Most of the students answered they learn English now to improve their language skills. One the students stated

I'm learning English now because it's a graduation requirement and to develop my skills further.

Another student also shared similar ideas:

I am currently learning English as a requirement for my graduation and also to broaden my knowledge of English vocabulary.

From those representative answers above, some students want to learn English now to improve their language skills and broaden their knowledge of English vocabulary.

c) Hobbies

Several students answered that they are learning English now to help them enjoy their hobbies. One the students stated

Apart from completing the requirements for my final exam, I am also learning English to quickly understand the English subtitles when I watch Korean dramas/variety.

Another student also shared similar ideas:

...As I mentioned, I learn English to interpret a sentence/question/song lyrics that I want to discover.

From those representative answers above, some students want to help them enjoy their hobbies, such as watching their favorite dramas/movies or enjoying their favorite songs.

c. Students' opinion about teaching method or teaching strategy

The researcher wanted to know their experiences and opinions about their teachers' teaching methods or strategies when learning English. The students were asked to describe their English learning experience, such as from what grade they received English education or any bad experiences

learning English. From the data, a variety of answers emerged. Among them

a) Teacher's problem

- Teachers was not properly comprehend the learning materials

One student shared her experience learning English with her teacher at school before. She described

When I was in school, I learned English, but the teacher who taught it sometimes still did not fully understand the lesson and the topic. For example, we asked about something we did not understand about the topic, and my teacher answered, 'Alright, I will explain it next week.' However, it turned out that my teachers forgot to explain it and continued to the next topic. As a result, some students, including myself, were confused, and my English grades were disappointing.

It can conclude that the student feel disappointed because she and her teacher did not fully understand the English learning material.

Ultimately, the student did not get good grades, and her teacher could not fulfill her duty.

- The teacher was lack of creativity in teaching

One of the students shared her experience learning English with her teacher at school. She described

From the time I was in elementary school until I was in high school, I was still learning English. I think those were boring times. Because sometimes, my English teacher only asked me and other students to answer the questions in the textbook and then open the dictionary. Sometimes I was sleepy during those lessons.

It can conclude that the student felt bored because her teacher only asked her and her friends to learn by themselves. There were no

other fun activities in that classroom. Ultimately, the student felt sleepy and demotivated to learn.

b) Teacher's feedback and teaching material

- Teacher's praise to students

One student shared her experience learning English with her teacher at school. She described

I learned English for a long time, from elementary school to high school. During that time, I learned the basics of English vocabulary and simple sentence structure. The time I spent learning English was valuable because I managed to at least understand some English vocabulary. My teacher also occasionally praised my skills. This increased my desire to learn even harder.

The student felt proud because her teacher appreciated every achievement she made. Thus, the student felt motivated to learn diligently.

- Teacher building a personal connection with student

One of the students shared her experience learning English with her teacher at school. She described

I remember my experience of learning English in junior high school the best. At that time, I was not interested in learning English at all. Then my English teacher motivated me little by little to learn English to improve my poor English grades. If there were something I didn't understand, I would shyly ask her, and she would come to my desk and explain it to me in a way that I could understand. She was very patient in teaching me. Thanks to her, I could have a good foundation of English as my guide when I am now in the university world.

The student felt relieved and grateful because her teacher patiently taught her directly if there was something she did not understand.

Ultimately, the student felt motivated to learn, and in the present day, the student at least understands a little bit about English.

- Teaching material

Several students shared their experiences learning English with their teachers at school. One of them described

When I learned English during my school days, every hour of the lesson was the one I waited for the most because my teacher always prepared games and learning methods that were very fun. So the class atmosphere was always fun, and we students understood quickly.

The other students also shared similar experiences about learning English in enjoyable ways. One of them shared his experiences learning English with English songs.

During my school days, English was a fun subject because, during this time, my teacher taught in a relaxed and fun way. Sometimes my friends and I would come to the language lab and listen to an English song, and be asked to guess the lyrics. The learning atmosphere was very enjoyable.

Meanwhile, another student shared her experience learning English with Scrabble-game.

One of the most memorable experiences I had when learning English in high school was when my classmates and I learned English using a word game (scrabble). It was a lot of fun with friends, especially when we rushed to the library to borrow an English dictionary.

B. Discussion

This research examined the non-English department students' attitudes toward English learning. The research successfully collected the data using a questionnaire to answer the first research question. The research question asked

how the non-English department students' attitudes toward English language learning are. The findings from questionnaire found out that the three majors (Physics, Mathematics, and Biology) tend to have positive attitudes on the conative and feeling components. The three departments were motivated to learn English and showed a positive attitude by making an effort to learn to understand English.

The data obtained through an interview method purposed to clarify and support the finding of the questionnaire. Interview results showed that non-English department students have a positive attitude toward English learning. The result indicated that most students agreed that learning English is crucial in this sophisticated era. The findings also suggest that various reasons influence them to learn them. Some want to expand their English vocabulary to prepare for a bright future. Several students also stated that they were satisfied with their English class because they found that the learning strategy used by the lecturers matched with them. Also, it improved their English vocabulary. The data from the interview also reported that several students had bad experiences when learning English at school before. One of them was the wrong approach the teachers used which influenced their attitudes and made them not enthusiastic and active in class.

CHAPTER V

CONCLUSION

This chapter concluded how non-English department students' attitudes toward English learning and the factors that may influence their attitudes. Suggestions for further research were also discussed. Because this research used a mixed method, the quantitative data (questionnaire) were considered the primary data source for answering the research questions about non-English department students' attitudes toward English learning. In contrast, the qualitative data (interview) was the secondary source for identifying factors influencing students' attitudes toward English learning.

A. Conclusion

Based on the findings from the questionnaire, the three departments (Physics, Mathematics, and Biology) had positive attitudes toward English learning. The research also discovered that those three departments had a positive attitude on conative and feelings components. It signified that students were motivated to learn English and showed a positive attitude by making an effort to learn English. Students also strongly agreed that learning English improved their knowledge of (Physics/Mathematics/Biology) subjects.

Meanwhile, based on the interview findings, it was possible to conclude that some factors that influenced students include teaching strategies and teacher engagement with students. Based on their experiences learning English in school, several students said that their teachers did not always comprehend the subject

that needed to be taught or used learning strategies/methods unsuitable for their students. For example, the students asked their teachers about something they did not understand about the topic, and their teacher answered, 'Alright, I will explain it next week.' However, it turned out that their teachers forgot to explain it and continued to the next topic. Not only that, feedback from teachers on the achievements of the students in class was critical in increasing students' motivation to learn English.

B. Suggestions

This research investigated the link between learners' attitudes and other aspects of their language learning experience. As a result, it presented a more complete picture of learners' attitudes toward English learning regarding the factors that influenced their attitudes. In the future, the researcher hopes other teachers or lecturers could use this research to identify relevant learning strategies for encouraging the successful implementation of English language learning in the classroom.

Regarding this research, the researcher used non-English department students as respondents to determine their attitude toward English learning and the factors influencing it. The researcher hopes other researchers will investigate more factors influencing students' attitudes toward English learning in the future. In addition, it is also possible to increase the number of respondents or investigate non-English department students from other specific departments or schools.

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APPENDICES

Appendix A

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11786/UN.08/FTK/KP.07.6/09/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Dr. Muhammad AR, M.Ed | Sebagai Pembimbing Pertama |
| 2. Fithriyah, S. Ag., M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Uifa Zahra Afifah
NIM : 180203001
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Non-English Department Students' Attitudes toward English Learning
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan


Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai Laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4670/Un.08/FTK.1/TL.00/03/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Prodi Pendidikan Fisika
2. Ketua Prodi Pendidikan Biologi
3. Ketua Prodi Pendidikan Matematika

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ULFA ZAHRA AFIFAH / 180203001**

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. T. Nyak Arief, Lr. PBB Utama No. 33, Dusun Barat, Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh, Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Non-English Department Students' Attitudes Towards English Learning***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Juni 2023

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 23 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C

The Questionnaire List for Non-English Department

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Learning English will help me get an excellent job.					
2.	Learning English helps me improve my understanding of (Physics/Mathematics/Biology) subjects.					
3.	I always ask my friends or my teacher to help me during English class.					
4.	I am not comfortable when I have to speak in English class.					
5.	I am not interested in attending English class.					
6.	I always put off my English homework.					
7.	English is challenging and complicated to understand.					
8.	I cannot apply English in my daily life.					
9.	I learn English to pass the TOEFL test.					
10.	Learning English helps me to learn other subjects.					
11.	I had an improvement in my understanding during English class.					
12.	I am satisfied with how I am doing in learning English.					
13.	Learning English gives me a sense of confidence.					
14.	I want to learn English.					
15.	I am looking forward to the amount of time I am going to spend in English class.					
16.	English is not for my future.					
17.	I get nervous when answering questions English.					
18.	I wish there were no English classes at universities.					

Appendix D

The Interview List for Non-English Department Students

No.	Questions
1.	What do you think about learning English?
2.	In the questionnaire, you agree/disagree with the statement 'to be honest, I have a little interest in learning English'. Would you explain why?
3.	On what occasions do you use English? For example, do you watch English language TV/movies, listen to English language songs, reading English magazine/books/comics, etc
4.	What do you think about the college English lesson/instruction in your class? Are you satisfied or dissatisfied with that?
5.	Would you explain why you are learning English now?
6.	How do you think you will be using English in the future?
7.	Are you satisfied with your English language proficiency?
8.	Could you describe your English learning experience in your hometown? For example, from which grade did you receive English education; or do you have any bad experience during learning English?



AUTOBIOGRAPHY

1. Name : Ulfa Zahra Afifah
2. Place/Date of Birth : Lhokseumawe/14th April 2000
3. Sex : Female
4. Religion : Islam
5. Nationality/ethnic : Indonesia/Aceh
6. Marital Status : Single
7. Occupation : Student
8. Address : Lr. PBB Utama, No. 33, Kopelma Darussalam
9. Email : zahraaulfa@gmail.com
10. Student's Reg. Number : 180203001
11. The Parents
 - a. Father's Name : Zainuddin Daud
 - Occupation : Self-employed
 - b. Mother's Name : Rohana
 - Occupation : Housewife
 - c. Address : Blang Pulo, Lr. Ikhlas, Kec. Muara Satu,
Lhokseumawe
12. Educational Background
 - a. Elementary School : SD Negeri Arun Lhokseumawe
 - b. Junior High School : SMP Negeri Arun Lhokseumawe
 - c. Senior High School : Modal Bangsa Arun Lhokseumawe
 - d. University : UIN Ar-Raniry

Banda Aceh, 12 December 2023

The Researcher

Ulfa Zahra Afifah