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## **SANTRIS' ATTITUDES TOWARDS ENGLISH IN AN INDONESIAN ISLAMIC BOARDING SCHOOL**

**Yuyus Saputra\*, Nita Sari Narulita Dewi, Muhammad Yusril Muharam**  
Siliwangi University, Indonesia  
[yuyussaputra@unsil.ac.id](mailto:yuyussaputra@unsil.ac.id)

### **ABSTRACT**

*This research aims to identify the factors that negatively affect santri's attitudes toward learning English in an Indonesian Islamic boarding school. Pre-observation revealed that approximately 29% of students exhibited behaviors such as lack of focus, motivation, and interest, often engaging in disruptive actions like joking around, sleeping in class, and neglecting their studies. To explore these factors, a descriptive case study was conducted, involving semi-structured interviews with three 11th-grade students. The findings reveal three primary themes: lack of exposure to English, language anxiety, and lack of motivation. Insufficient exposure to English hindered students' proficiency, particularly in listening, reading, and pronunciation. Anxiety about making mistakes created emotional barriers, preventing students from engaging in English-speaking activities. Additionally, low motivation, often exacerbated by an uninspiring classroom environment and absence of peers, contributed to disengagement and negative attitudes. These insights emphasize the importance of addressing cognitive, affective, and behavioral factors to promote positive language attitudes and enhance language acquisition.*

**Keywords:** *Language Attitude, Exposure, Language Anxiety, Motivation*

### **INTRODUCTION**

Learning language processes are considered to be influenced by various factors such as motivation, attitudes, anxiety, learning achievement, aptitudes, intelligence, age, and personalities (Kircher, 2022). From all these factors, student attitudes towards language variation are believed to influence levels of proficiency in the second language acquisition (Zulfikar, 2019). Language attitude is constructed around three components, cognitive components, affective components, and behavioral components (Batang, 2018; Carlo, 2017; Hayakawa). Language attitudes seek the "views of the people" and can be measured at an individual level or an attitude of a group or community (Baker, 1992). Student attitudes towards language variation significantly impact their proficiency in acquiring a second language. These attitudes encompass cognitive, affective, and behavioral components and can be studied at individual or group levels. Understanding language attitudes is vital for effective teaching and learning strategies, fostering a positive language learning experience.

Language attitude contributes to the language learning process. The attitude of the learners feels, believes, and behaves accommodate to successful language learning (Wati, 2018). Language attitude investigates individuals' positive and negative attitudes toward

various language varieties, along with how attitude influences how people perceive language (Baker, 1992). Positive language attitudes toward English as a foreign language are marked by passion and a strong desire to learn the language; they have a positive orientation and disposition toward the language, and they are at ease speaking it (Saiful, 2018). Conversely, a negative attitude may cause anxiety, low cognitive achievement, boredom, and dislike towards language learning (Abidin, 2012; Zulfikar, 2019).

Exploring and investigating a learner foreign language attitude is crucial because it can obtain helpful information that can be utilized to enhance the effectiveness of teaching and learning pedagogy (Wati, 2019). For example, Ratnadewi (2020) research on language attitude in boarding school revealed that High-Achieving Class (HAC) are related with positive language attitude, while some Low-Achieving Class (LAC) have positive language attitude but have low English scores due to teaching methods and learning materials are not accordance with their wishes. Moreover, Getie (2020) in language attitude research on student's high school discovered that students have a positive attitude and are aware of the importance of English, and they are interested in learning the English language. But students also have negative attitudes towards educational factors such as the learning environment, lack of encouragement from the teacher, anxiety of making a mistake which leads to frustration, and lack of opportunities to practice English.

Furthermore, based on the researcher's observation in the classroom, there are two distinct types of students. The first type actively engages in the course, reveals focus, curiosity, problem-solving skills, and exhibits encouraging behaviors such as answering questions and being prepared with materials. Conversely, the second type of students displays behaviors indicating a lack of focus, attention, interest, and motivation. They engage in disruptive behaviors such as joking around, not paying attention, and even falling asleep in class. They also exhibit a lack of preparation, as evidenced by not bringing necessary materials and show a lack of engagement by not participating actively in class activities and neglecting tasks. To clarify these phenomena, pre-observation research was conducted to avoid miss judgment by the researcher. A 30 questions 4-point likert scale questionnaire was adapted from Abidin (2012) and Wati (2019) on 31 *santri*'s class 11th then analyzed using SPSS application. Based on the findings it is evident that the majority of students (71%) have a positive attitude towards the English language. However, it is concerning to note that a significant proportion of students (29%) tend to exhibit a negative attitude towards the English language. This finding raises concerns regarding the underlying

reasons behind these students' negative attitude towards English. Therefore, the researcher aims to identify the factors that influence students' attitudes towards learning the English language.

Based on the previous study that is related in this research on a student's language attitude with the background of Islamic environment. Students generally have a positive attitude towards the awareness of the importance of English language, motivation, beliefs, self-efficacy, and learning environment (Astrid, 2020; Idrus, 2017). On the aspect of language attitude, Ratnadewi (2020) mixed method study revealed a positive orientation on cognitive, affective, and conative but students prefer to learn English outside the classroom (competitions, programs, and other campus agendas). Zulfikar (2019) mixed method study revealed a coding throughout the research, a positive attitude on cognitive, behavior, and emotional, but some students felt anxiety while learning English due to suffering language anxiety. Different from the previous research, my research focused on finding out the factors that negatively affect *santri's* English language attitude.

## **REVIEW OF THE LITERATURE**

### **The Natures of Attitudes**

A hypothetical construct termed attitude is used to explain the direction and persistence of human behaviors. In other words, attitude is an individual's cognitive and evaluating positions toward objects, people, or concepts that shape their actions and behaviors. According to this definition, attitudes are essential in influencing and directing behavioral patterns because they provide information on the motivations, preferences, and tendencies that drive individuals to action. Baker (1992) described attitude as an abstract concept used to interpret the direction and consistency of human behavior. Wenden (1991) comprehensively presents the attitude concept that is cited in Abidin's (2012) research. Additionally, Garrett (2010) discusses the concept of attitudes as an individual's evaluations or predispositions toward certain ideas, behaviors, or entities, shaped by personal experience and social influences. Attitudes, though internally held and complex, often manifest through observable behaviors and language choices. Garrett emphasizes that attitudes are not static; they evolve over time, influenced by factors like social context, identity, and cultural background. These attitudes are crucial in understanding how people interact, communicate, and respond to the linguistic diversity around them. Attitude is classified into three components cognitive, affective, and behavioral. The cognitive aspect as an individual's

concern thoughts and beliefs, affective refers to the individual's feelings and emotions, behavioral involves the tendency to adopt particular learning behaviors. In the field of education, especially language learning, attitude's major role is described as a part of everyday expression, the outcome of education is affected by individual predisposing attitudes. (Baker, 1992).

### **Language Attitudes**

Language attitude described as a broad term that encompasses various specific attitudes. It implies that language attitude is a general concept that includes different types or categories of attitudes related to language. Baker (1992) described language attitude as a broad concept that encompasses various specific attitudes, each reflecting different perceptions, beliefs, and evaluations toward language and its users. These attitudes are shaped by cultural, social, and individual factors and play a significant role in how people perceive and interact with different languages and their speakers. Furthermore, Garrett (2010) stated that language attitudes impact how individuals perceive speakers of various language forms, often affecting social judgments and interpersonal relationships. For instance, speakers of prestigious dialects may be viewed more favorably, while those with stigmatized dialects may face negative stereotypes. This research intended to focus language attitudes on learning a new language. The ability to acquire a second language is not only influenced by mental competence or language skills, but also on the students' attitudes and perceptions towards the target language. Attitude concepts could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards other languages (Abidin, 2012).

Language attitudes play a significant role in several aspects of language education. These include the reasons for learning a language, the methods and approaches used in language teaching, the formation and dynamics of language groups and communities, the practical applications and uses of language in different contexts, and the classroom processes and dynamics during language lessons. This model emphasizes the influence of language attitudes across different domains of language education, highlighting their importance in shaping language learning and teaching experiences. Baker (1992) proposed a theoretical model of language attitude roles in education as “reasons for learning a language, language teaching, language groups and communities, uses of language, classroom processes in language lessons”. Furthermore, Verspoor (2011) pointed out that in second language

learning, positive attitudes address a high motivation for learning. In another word, learners with a positive attitude will have interest and tendency in language acquisition, if the learner possesses a negative attitude, it will not be motivated and enthusiastic in language learning.

### **Aspects of Language Attitudes**

Attitude concepts are widely agreed to have a multiple componential structure (Kircher, 2022). The attitude concept has three components: behavioral, cognitive, and affective. These three attitude aspects are grounded on the three theoretical approaches of behaviorism, cognitivism, and humanism correspondingly. Each one of these dimensions has different features to bring out language attitude results (Abidin, 2012; Kircher, 2022; Wenden, 1991). These components are grounded in the theoretical approaches of behaviorism, cognitivism, and humanism, respectively. The behavioral aspect focuses on observable behaviors and interactions with language, while the cognitive aspect explores thoughts, beliefs, and mental processes related to language. The affective aspect delves into emotions, feelings, and attitudes towards language. By considering these dimensions and theoretical frameworks, researchers can gain a comprehensive understanding of language attitudes and their outcomes, as each dimension brings forth unique features and contributes to individuals' language-related behaviors, thoughts, and emotions.

### **Cognitive Aspect of Language Attitudes**

The word cognition refers to the mental processes and abilities involved in the processing and validation of information (such as perception, memory, imagination, intelligence, and reasoning, among others), which are not emotional or affective. The word knowing is the human potential of understanding a certain reality and of establishing relations through mental processes and abilities whose individual product is knowledge (Carlo, 2017; Verspoor, 2011). Students should acquire proper appropriate cognitive and affective levels to the learning environment. Students' positive attitudes toward an educational institution and its teachers and courses improve the quality of their learning. Students need to internalize the understanding that learning is life itself, not some variation that is independent from their lives. The utility of a subject to be learned should be stated clearly to students before its content is introduced (Bloom, 1976). Verspoor (2011) highlights that insufficient exposure to a language significantly limits a learner's cognitive development, affecting their language comprehension. Without regular interaction with

English, students struggle to process and understand the language, which affects their proficiency and engagement.

### **Affective Aspect of Language Attitudes**

A Positive affective state contributes to language learning. Language acquisition can be helped or affected by incidental and fleeting states of emotion, which are directly linked to language learning. Depending on the demands of the task, learners' affective states can have different effects on performance, with possible downstream repercussions on motivation and attitudes toward the language learning process (Hayakawa, 2020). Mercer (2018) discusses how anxiety and fear of failure significantly impact learners' emotional engagement, creating barriers to active participation. These emotional states lead to avoidance behaviors and contribute to negative attitudes toward the language. Learners' fear of making mistakes in language use, as discussed by the participants, strongly aligns with this emotional barrier.

### **Behavioral Aspect of Language Attitudes**

The behavioral component of attitudes relates to how we are inclined to act, often aligning with our thoughts and feelings about a particular subject. It involves our predisposition to behave in ways that are consistent with our cognitive and affective evaluations (Alam, 2023). Additionally, according to Ryan (2017) stated that motivation, which is influenced by intrinsic and extrinsic factors, directly impacts learner engagement. Behavioral component of attitudes reflects participants' tendencies to act in ways that correspond with their cognitive and affective evaluations of learning English.

The willingness and desire of an individual to engage in language learning activities can be described as motivation (Baker, 1992; Skinner, 1953). This viewpoint states that motivations related to learning a language, such as achieving goals, drive people to pursue certain behaviors. As a result, motivation throughout the language learning process can be understood as a behavioral phenomenon that is influenced by individual actions and outcomes (Rasool, 2019). In contrast, demotivated students contribute to challenging and unpleasant language learning experiences, thereby hindering the achievement of educational objectives (Kaivanpanah, 2011).

Students' emotions, interest and beliefs about learning affected their behaviors. Positive attitudes led to the exhibition of positive behaviors toward courses of study, with



participants absorbing themselves in courses and striving to learn more. Such students were observed to be more eager to solve problems, acquire information and skills useful for daily life and to engage themselves emotionally, thereby meeting the requirements of the courses (Batang, 2018).

### ***Santri* and Islamic Boarding School**

Pondok Pesantren had two terms and contained one meaning. The Javanese call it pondok (lodge) and pesantren (Islamic boarding school). The term "lodge" comes from the meaning of dormitories of students called lodge or domicile. "Islamic boarding school" is an Islamic school located in Indonesia. Between pondok and pesantren are two words that are identical with the dormitories as places where *santri* (Islamic Students) or pupils learn. Islamic Boarding school is an educational institution and broadcasting Islam which is the identity of pesantren (Thahir, 2014). The purpose of education in Islamic boarding school is to shape and develop Muslim personality such faithful and devoted to Allah *SWT*, having a noble morality, beneficial to society, following sunnah (words and deeds) of Prophet Muhammad *SAW*, spreading religion or build Islam or Muslim glory in the midst of society (Mastuhu, 1999).

The Khalafi Islamic Boarding School appears to embrace new and beneficial elements while upholding traditional practices. Such Islamic boarding schools offer general subjects in their madrasas using a classical system and establish public schools within the pesantren's surroundings. However, the teaching of classical Islamic literature remains an integral part of their curriculum. The Khalafi pesantren serves as a model, striving to adapt to contemporary advancements while preserving the tradition of studying classical texts. To keep pace with scientific and technological progress, the Khalafi pesantren incorporates general sciences into its educational framework. Typically, these pesantren open educational institutions and schools that provide instruction in various subjects. Students usually reside in the pesantren premises and engage in the study of classical texts during the afternoon, evening, and early morning after the Fajr prayer, followed by attending general lessons at madrasas and schools.

## **METHODOLOGY**

The method of this research used descriptive case study design to investigate language attitudes. A descriptive case study provides a comprehensive and specific depiction

of a particular phenomenon, offering rich details and a contextualized understanding (Yin, 2003) which this research needed for exploring the factors that negatively affect santri's attitude. The research adopted a qualitative approach, aiming to explore the subjective beliefs, emotions, and behaviors of individuals towards the English language

### **Setting and Participants**

The research was conducted in one of the senior boarding high schools in Tasikmalaya. The research collected the data from *santris* who demonstrate the most negative attitudes based on pre-observation research that explained above ranging from male and female 15 to 17 years old with the background of Sundanese mother language and Bahasa Indonesia nationalism language. There are 9 participants in this research; 3 of them, who demonstrated the most negative attitudes, were selected through a purposive sampling method to collect the data. Purposive sampling is an appropriate method when the population under study is limited in size and when there is a specific characteristic that needs to be examined in-depth. This sampling technique is chosen deliberately to ensure a focused and detailed investigation of the known characteristics within the small population (Kothari, 2004).

### **Technique of Collecting Data**

This research used semi-structured interviews to collect the data. By using semi-structured interviews, the result of collecting the data will involve asking participants broad questions that give them the freedom to express their viewpoints without limitations (Creswell, 2018). The primary method of data collection used semi-structured interviews, allowing participants to express their thoughts and experiences in-depth while also providing the researcher with the flexibility to probe for further information. The interviews focused on gathering rich and detailed accounts from participants, capturing the nuances of their language attitudes. Thus, exploring participants' attitudes towards participant's any factors that may influence their language attitudes. Indonesian language (L1) was used in face-to-face interviews to avoid miscommunication and confusion among the participants. Thus, to conduct a semi-structured interview, the researcher provided 9 questions adapted from the theories and previous research of language attitude as stated above from Baker (1992). The questions were designed to be open-ended and adaptable, aiming to elicit more extensive and in-depth insights into the students' language attitudes, thus facilitating a richer comprehension.



## **Technique of Analyzing Data**

This research was analyzed and coded using Miles, Huberman, and Saldaña (2014). The aim of these techniques for analyzing qualitative research is to explore the typical and unique aspects of the lives of individuals, groups, societies, and organizations. The steps involved, following the provided guides, include data condensation, data display, and drawing and verifying conclusions.

The language attitude framework was employed to interpret the data (Abidin, 2012; Baker, 1992; Garret, 2010; Ellis, 2015). The cognitive aspect, reflecting the lack of exposure to English, the affective aspect, involving language anxiety, and the behavioral aspect, which links motivation to classroom engagement, were essential in understanding participants' attitudes. This alignment with attitude theory helped clarify the negative impact of limited exposure, anxiety, and demotivation on language learning, supporting previous findings in language acquisition studies (Dewaele, 2024; Getie, 2020; Soriano, 2022).

## **Data condensation**

The interview data was condensed, the process of condensation is the process of selecting, focusing, simplifying, and reducing data. The researcher selected important significant data that pertained to addressing the research question, while less important and irrelevant data were decreased. The process of data condensation is included in two phases, first cycle coding and second cycle of coding. These two phases aim to discover codes based on the conceptual framework, the three aspects of attitude cognitive, affective, and behavior.

## **First cycle coding**

In the initial first coding cycle, the condensed data were transformed into codes. The researcher identified several initial codes that emerged from the interview data, with many of them originating from the responses of the same participants. This indicates that there was repetition of initial codes in the participants' responses. Following the assignment of initial codes, the researcher consolidated these codes into a reduced set of categories. The first cycle of coding used a descriptive coding approach, which assigned code as word or short phrase labels to summarize the data.

## **Second cycle coding**

After the first cycling code was completed, the researcher proceeded to carry out the second cycling code, which involved pattern coding. During these processes, the labels summarize data from the first cycle of coding are grouped into a smaller number of set categories following the research frameworks, cognitive, affective, and behavior.

### **Data Display**

Once the data has been condensed, displaying data is designed to assemble and organize the condensed information to compile structured information into a quickly accessible, condensed format and enabling the analyst to observe the research. Therefore, a conclusion can be drawn into the next analytical step indicated by the data display.

### **Drawing and verifying conclusion**

The next step of analyzing the data is conclusion drawing and verification. The researcher interprets the significance of the data by identifying patterns and labels to conclude a conclusion. In this step, the process of drawing conclusions can initially be somewhat ambiguous, gaining clarity with the progression of time. This involves an ongoing validation process wherein the researcher assesses the coherence and validity of their conclusions. The aim is to ensure that the final conclusions align logically and hold validity within the purpose of the study (Miles, 2014).

## **FINDINGS AND DISCUSSION**

This chapter discusses the exploration of findings *santris'* attitude towards English in an Indonesian Islamic boarding school. It aims to answer the research question, "What are the factors that negatively affect *santri's* English language attitude?" The findings of the study showed that there are three emergent themes, namely cognitive, affective, and behavioral aspects of attitudes. The subsequent sections provide detailed explanations for each theme, accompanied by translated excerpts from the interview data.

### **Cognitive Aspect of Attitudes**

From the interview results, it is found that one of the negative factors that influence students' attitudes is the cognitive aspect where students think English is a difficult subject to understand, and they have different expectations regarding English language learning.

### **Lack of Exposure to English Language**

One of the factors that negatively affects students' attitudes towards learning English is the lack of exposure to the English language. This lack of exposure can lead to a range of issues, including a sense of difficulty in understanding and engaging with the material. This lack of exposure can result in students feeling unmotivated and disinterested, which ultimately hampers their ability to achieve educational objectives in the language learning process. The result of the interview by the participants as stated.

### **Excerpt 1**

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**“I don't understand** when I listen as well as how to read it.” (P1, November 28<sup>th</sup>, 2023)

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**“When someone speaks to me in English, I respond with "No English" because I can't pronounce English.”** (P2, November 27<sup>th</sup>, 2023)

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### **Translated from Interview Transcript**

One of the findings of this research is that a lack of exposure to the English language negatively affects students' attitudes and proficiency, lack of exposure causes the participant to face difficulties in listening, reading, pronunciation and less confidence. This issue is particularly evident from the participants' statements. Participant #1 expressed difficulty in both listening and reading English. This difficulty highlights the critical need for regular and varied exposure to English to improve comprehension skills. Moreover, Participant #1 further explained the difficulties with English pronunciation, differences in phonetics between English and the students' native language can create significant barriers to understanding and accurate pronunciation. Participant #2 described a lack of confidence and ability to engage in basic conversations, this indicates that insufficient practice and exposure lead to a lack of confidence in speaking and comprehending English. Additionally, Participant #2 described the lack of exposure with listening and reading comprehension, his statement reflects how limited exposure to English media and spoken language hinders the development of listening skills. Additionally, lack of regular interaction with English texts impacts their ability to read and understand written English. These findings demonstrate that inadequate exposure to English significantly impacts students' ability to understand and engage with the language.

This finding aligns with previous research, which has shown that regular and meaningful exposure to the target language is crucial for language acquisition and proficiency. According to Ellis (2015) effective language acquisition requires exposure to comprehensible input. Limited exposure to English leads to difficulties in listening and reading comprehension. The study suggests that regular interaction with English through media or communication enhances understanding and proficiency. Furthermore, Muñoz (2021) emphasizes that regular and varied exposure to English significantly enhances

students' listening and reading comprehension skills. The study found that students who frequently engage with English media, such as films, music, books, and magazines demonstrate higher proficiency levels and better understanding compared to those with limited exposure. Moreover, Getie (2020) indicates that students who have more exposure to English, similar to native speakers, are more eager to use the language. This exposure in informal situations helps learners develop their English proficiency and fosters a positive attitude towards the language and its speakers.

### **Affective Aspect of Attitudes**

From the interview results, it is found that one of the negative factors influencing students' attitudes is the affective aspect, where students tend to exhibit a language anxiety. This anxiety and fear of mistakes creates a significant barrier impact for English learning.

### **Language anxiety**

The factors that influence negative attitudes towards the English language are anxiety and fear of making a mistake. Anxiety can significantly impede their willingness to participate in class activities, try new language skills, or even communicate in English. This emotional response can create a barrier to effective learning, as fear and anxiety inhibit participation and willingness to engage in language practice. Participant's result from the interview as stated.

#### **Excerpt 2**

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“I'm **afraid to make a mistake** while communicating with a person who spoke English language.” (P1, November 28<sup>th</sup>, 2023)

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“I **don't like** nor **intend to like** English language, I'm **afraid to make a mistake** and not able to follow the English conversation.” (P2, November 27<sup>th</sup>, 2023)

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“I rarely attend, and when I do, I'm **anxious and lack confidence** because **I don't understand the lesson.**” (P3, December 1<sup>st</sup>, 2023)

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**Translated from Interview Transcript**

Participant #1 expressed a significant fear of making mistakes while communicating in English. This fear creates a substantial emotional barrier that prevents the student from actively engaging in conversations, practicing language skills, and ultimately improving proficiency. The anxiety of making errors leads to reluctance in participating in English-speaking situations, which in turn negatively affects the student's overall attitude towards learning the language. Similarly, participant #2 express not only a dislike but also a refusal to engage with English due to their anxiety about making errors and being unable to comprehend conversations. This highlights how anxiety leads to a defensive attitude, where the student prefers not to engage at all rather than face perceived failure. The participant's anxiety about potential errors leads to an aversion to the language itself, indicating how emotional responses and fears can strongly influence language learning attitudes and inhibit progress. Furthermore, Participant #3 highlighted the issue of anxiety and lack of confidence in the classroom setting. This statement indicates that irregular attendance and the feeling of not comprehending the lessons contribute to heightened anxiety and reduced self-confidence. In all three participants #1 #2 #3 cases, the fear of mistakes and the subsequent emotional discomfort create significant barriers to learning, as students avoid opportunities for practice and exposure, which are critical for language acquisition. This avoidance further exacerbates their anxiety, leading to a cycle where their attitudes towards learning English remain negative, and their proficiency suffers.

In our research, it was found that anxiety and fear of making mistakes significantly influence negative attitudes towards learning English. Similar study by Le (2022) Students often experience anxiety when they lack sufficient opportunities to practice a new language. Their exposure to using English in real-life situations is generally limited, which exacerbates their anxiety, particularly in the classroom. making the classroom environment a challenging space for language practice and learning. Furthermore, Soriano and Co (2022) conducted research at Quirino State University in the Philippines and found that factors such as fear of committing mistakes, lack of confidence, and negative feedback significantly contribute to students' anxiety in learning English. Their study emphasizes the need for instructors to create supportive classroom environments that reduce these anxiety-inducing factors and encourage student participation and confidence in using English. Additionally, Dewaele and MacIntyre (2014) shows that anxiety negatively correlates with language learning enjoyment and performance, further emphasizing the detrimental impact of anxiety on

students' attitudes and proficiency. Lastly, MacIntyre and Gregersen (2012) discuss how language anxiety can create a cycle of avoidance, where anxious students avoid practicing the language, further hindering their proficiency and reinforcing negative attitudes. These studies collectively support my findings, demonstrating that anxiety and fear of making mistakes are critical factors negatively affecting students' attitudes towards learning English.

### **Behavioral Aspect of Attitudes**

From the interview results, it is found that one of the negative factors influencing students' attitudes is the behavioral aspect, where students tend to exhibit a lack of motivation. This behavior significantly impacts their engagement and enthusiasm for learning English.

### **Lack of Motivation**

Another factor that influences negative attitudes towards English language is lack of motivation. This research observed that participants' enthusiasm significantly diminishes when there are fewer students attending the classroom which causes participants to be unenthusiastic to engage in the classroom as stated by the following participants below.

#### **Excerpt 3**

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“If I am alone and my friends are not present, I **felt down** and **unenthusiastic**” (P1, November 28<sup>th</sup>, 2023)

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“Sometimes, if I'm not **enthusiastic** to learn, I just get **inattentive** with the study” (P2, November 27<sup>th</sup>, 2023)

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“The class is **dull**, with few friends present, which **reduces our enthusiasm.**” (P3, December 1<sup>st</sup>, 2023)

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**Translated from Interview Transcript**

A factor negatively affecting students' attitudes towards learning English is a lack of motivation. This issue is highlighted by several participants' experiences. Participant #1 expressed that their enthusiasm greatly diminishes in the absence of peers, this sentiment underscores the importance of a supportive and engaging peer environment in maintaining motivation. Participant #2 acknowledged that a lack of enthusiasm directly impacts their



attentiveness, this statement reflects how a decline in motivation can lead to disengagement and decreased focus, further impeding the learning process. Participant #3 pointed out the overall dullness of the classroom environment as a demotivating factor, this indicates that a stimulating and lively classroom atmosphere is crucial for sustaining student interest and motivation. These insights reveal that social dynamics and classroom environment play pivotal roles in shaping students' motivation. A lack of motivation, influenced by the absence of peers and an uninspiring classroom setting, significantly contributes to negative attitudes towards learning English.

In my research, a significant factor negatively affecting students' attitudes towards learning English is a lack of motivation. Similar research by Oga-Baldwin et al. (2017) the importance of self-determined motivation in language learning. He found that students who lack intrinsic motivation are less likely to engage in learning activities, which mirrors the experiences shared by participants who felt unmotivated in the absence of peers and disengagement due to lack of enthusiasm. Dewaele & Meftah (2024) recent research elaborates that self-determined motivation needs time to grow because it is not fully developed for beginner level in the classroom. Furthermore, a study by Souriyavongsa et al. (2013) in Lao highlighted how demotivation among EFL learners could be linked to environmental factors such as classroom settings and peer interactions, reinforcing the importance of a stimulating and supportive learning environment to maintain student motivation. Lastly, Jahedizadeh et al. (2016) identified that demotivation, classroom activities, and students' perceptions play crucial roles in predicting language achievement and burnout. This supports the observation made by Participant #3 in my study, where the dullness of the classroom environment was cited as a demotivating factor.

This research reveals that limited exposure to English, language anxiety, and low motivation are key factors impacting students' attitudes towards learning English. Lack of exposure leads to difficulties in listening, reading, and pronunciation, hindering confidence and comprehension (Getie, 2020; Muñoz, 2021). Language anxiety, especially fear of making mistakes, creates emotional barriers, causing students to avoid engagement and practice (Le, 2020; Soriano, 2022). Additionally, a lack of motivation, often influenced by unsupportive classroom environments and absence of peer support, reduces focus and enthusiasm (Dewaele, 2024; Jahedizadeh, 2016; Oga-Baldwin, 2017). Addressing these factors is essential for fostering positive language learning attitudes and improving

proficiency. Addressing these cognitive, affective, and behavioral factors These findings emphasize the importance of creating an engaging and motivating learning environment, where social dynamics and classroom interaction can foster positive attitudes and increased enthusiasm for learning English.

## CONCLUSIONS

The research identifies three key factors that negatively affect *santri*'s attitudes towards learning English: lack of exposure as cognitive, language anxiety as affective and lack of motivation as behavior. Firstly, the lack of exposure to English significantly impacts students' proficiency and attitudes. Participants reported difficulties in listening, reading, and pronunciation, emphasizing the need for regular and varied exposure to English to improve comprehension skills. Furthermore, the participants describe the barriers created by differences in phonetics between English and their native language while also limited exposure to English media hinders the development of listening and reading skills. Secondly, language anxiety is a major factor, with Participants expressing a fear of making mistakes, which creates an emotional barrier preventing active engagement in conversations and practice. Additionally, participants also highlighted anxiety and lack of confidence in the classroom, exacerbated by irregular attendance and a lack of comprehension, leading to a cycle of avoidance and further impeding learning progress. Finally, a lack of motivation from students significantly contributes to negative attitudes towards English. Participants reported that their enthusiasm diminishes in the absence of peers and in a dull classroom environment. For example, participants emphasized the importance of a supportive peer environment, they also pointed out that lack of enthusiasm leads to disengagement and decreased focus. These findings underscore the importance of a stimulating classroom atmosphere and social dynamics in maintaining motivation and fostering positive attitudes towards learning English.

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