REFERENCES

Abidin Dr., M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning the English language: The case of Libyan secondary school students. *Asian Social Science*, *8*(2), 119–134. https://doi.org/10.5539/ass.v8n2p119

Adams, W. C. (2015). *Conducting semi-structured interviews.* Handbook of Practical Program Evaluation, 492–505. https://doi.org/10.1002/9781119171386.ch19

Ahmed, S. A., Othman, B. J., Gardi, B., Sabir, B. Y., Ismael, N. B., Hamza, P. A., Sorguli, S., Aziz, H. M., Ali, B. J., & Anwar, G. (2021). Students' attitudes towards learning English in the Kurdistan region of Iraq. *International Journal of English Literature and Social Sciences*, *6*(3), 072–087. https://doi.org/10.22161/ijels.63.11

Alyousif, R., & Alsuhaibani, Z. (2021). English language learning demotivating factors for Saudi high school EFL students. *English Language Teaching, 14*(8), 29. https://doi.org/10.5539/elt.v14n8p29

Amjah, D. Y. P. H. (2014). A study of teachers' strategies to develop students' interest in learning English as a second language. *Procedia - Social and Behavioral Sciences, 134*, 188–192. https://doi.org/10.1016/j.sbspro.2014.04.238

Anwar, K., & Louis, R. (2017). Factors affecting students' anxiety in language learning: A study of private universities in Erbil, Kurdistan. *International Journal of Social Sciences & Educational Studies*, *4*(3), 160. https://doi.org/10.23918/ijsses.v4i3p160

Archana, S., & Rani, K. U. (2017). Role of a teacher in English language teaching (ELT). *International Journal of Educational Science and Research (IJESR)*, *7*(1) 1-4. https://www.researchgate.net/publication/312610317

Astrid, A., Desvitasari, D., & Aqdam, A. (2020). The language attitude towards English learning among EFL learners: A case at one private Islamic senior high school. *Ta'dib: Jurnal Pendidikan Islam*, *25*(1), 32-43.

https://doi.org/10.19109/td.v25i1.5253

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, *21*(1), 5–31. https://doi.org/10.1007/s11092-008-9068-5

Braun, V., & Clarke, V. (2006). Applied qualitative research in psychology. *Applied Qualitative Research in Psychology*, *0887*(2006), 77–101. https://doi.org/10.1057/978-1-137-35913-1

Brown, H. D. (2000). *Principles of language learning and teaching. 4th ed.* White Plains, NY: Addison Wesley Longman.

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, *21*(5), 811-831. Retrieved from http://nsuworks.nova.edu/tqr/vol21/iss5/2

Cebrian, A., Cebrian, J., Gardner, S., Cameron, J., & Turner, C. (1996). Reviews/Compte Rendus. *TESL Canada Journal, 13*(2), 53. https://doi.org/10.18806/tesl.v13i2.672

Celik, B., & Yildiz, Y. (2017). Commitment to the teaching profession. *International Journal of Social Sciences & Educational Studies, 4*(2). https://doi.org/10.23918/ijsses.v4i2sip93

Chambers, G. (1993). Taking the "de" out of demotivation. *The Language Learning Journal, 7(1)*, 13-16, https://doi.org/10.1080/09571739385200051

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Ebata, M. (2008). Motivation factors in language learning. *The Internet TESL Journal, 14(4).* Retrieved from http://iteslj.org/Articles/Motivation-Factors

Erlina, D., Devitasari, D., & Marzulina, L. (2020). Students' demotivating factors in English language learning: A case study. *Indonesian Research Journal in Education*, *4*(1), 120–136. Retrieved from https://www.semanticscholar.org/Students-Demotivating-Factors-in-English

Eshginrjad, S. (2016). EFL student's attitude towards learning English language: The case study of Kashan University students. *Cogent Education, 17.* https://doi.org/10.1080/2331186X.2016.1236434

Ferrer, J., Ringer, A., Saville, K., A. Parris, M., & Kashi, K. (2022). Students' and engagement in higher education: The importance of attitude to online learning. *Higher Education, 83*(2), 317–338. https://doi.org/10.1007/s10734-020-00657-5

Genc, Z. S., & Aydin, F. (2017). An Analysis of Learners' Motivation and Attitudes toward Learning English Language at Tertiary Level in Turkish EFL Context. *English Language Teaching, 10*(4), 35. https://doi.org/10.5539/elt.v10n4p35

Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, *7*(1). https://doi.org/10.1080/2331186X.2020.1738184

Gourlay, L. (2015). "Student engagement" and the tyranny of participation. *Teaching in Higher Education, 20*(4), 402–411. https://doi.org/10.1080/13562517.2015.1020784

Han, J., Geng, X., & Wang, Q. (2021). Sustainable development of university EFL learners' engagement, satisfaction, and self-efficacy in online learning environments: Chinese experiences. *Sustainability (Switzerland)*, *13*(21). https://doi.org/10.3390/su132111655

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Hibatullah, O. F. (2019). The challenges of international EFL students to learn English in a non-English speaking country. *Journal of Foreign Language Teaching and Learning*, *4*(2). https://doi.org/10.18196/ftl.4240

Ismail, E. A., & Groccia, J. E. (2018). Students engaged in learning. *New Directions for Teaching and Learning, 2018(154),* 45–54. https://doi.org/10.1002/tl.20290

Isti, M., & Istikharoh, L. (2019). EFL students' attitude toward learning English. *JSSH* (*Jurnal Sains Sosial dan Humaniora*), *3*(2), 95-105. https://doi.org/10.30595/jssh.v3i2.3126

Ke, F., Xie, K., & Xie, Y. (2015). Game-based learning engagement: A theory and data-driven exploration. *British Journal of Educational Technology, 47(6), 1183–1201.* https://doi.org/10.1111/bjet.12314

Littlewood, W. (1995). *Foreign and second language learning*. Cambridge: Cambridge University Press.

Meng, A. (2010). Positive attitude: A guarantee for success in employment. *Asian Social Science, 6*(5), 144–146. https://doi.org/10.5539/ass.v6n5p144

Mohamed, S. Y. A. (2012). Role of motivation and attitude in introduction and learning of English as a foreign language in Libyan high schools. *International Journal of Linguistics, 4*(2), 366–375. https://doi.org/10.5296/ijl.v4i2.1855

Nayir, K. F. (2015). The relationship between students' engagement level and their attitudes toward school. *Anthropologist, 20*(1–2), 50–61. https://doi.org/10.1080/09720073.2015.11891723

Olatunji, S. (2012). English language teachers' attitudes to the promotion of the standard Nigerian English: A survey from a Nigerian city. *African Research Review*, *6*(3), 268–283. https://doi.org/10.4314/afrrev.v6i3.20

Pelu, H. (2019). The students' attitude towards the English classroom environment of Madrasah Tsanawiyah Negeri Model Makassar 2018/2019. *Andragogi*: *Jurnal Diklat Teknis Pendidikan dan Keagamaan*, *7*(1), 146-160. https://doi.org/10.36052/andragogi.v7i1.83

Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note-taking. *Applied Cognitive Psychology, 19*, 291–312. https://doi.org/10.1002/acp.1086

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English, 4*(1), 65-79. Retrieved from https://rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79)%20rv.pdf

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics (4th ed.)*. Pearson Education Limited.

Rindu, I., & Ariyanti, A. (2017). Teacher's role in managing the class during the teaching and learning process. *Script Journal: Journal of Linguistic and English Teaching*, *2*(1), 83-100. https://doi.org/10.24903/sj.v2i1.77

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data.* Sage.

Ryan, R. M., & Deci, E.L. (2020). Intrinsic and extrinsic motivation from a self-

determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, https://doi.org/10.1016/j.cedpsych.2020.101860

Sengkey, V. G., & Galag, E. H. (2018). Student attitudes and motivation in learning English. *Catalyst*, *17*, 115–122. Retrieved from https://jurnal.unai.edu/index.php/isc/article/view/1555/1036

Seni, M., & Lekatompessy, J. (2021). Students' attitude on learning English at junior high schools in Aru district. *MATAI: International Journal of Language Education*, *2*(1), 33-45. https://doi.org/10.30598/matail.v2i1.5488

Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology,* *100*(4), 765–781. https://doi.org/10.1037/a0012840

Soku, D., Simpeh, N., & Osafo-Adu, M. (2011). Students' attitudes towards the study of English and French in a private university setting in Ghana. *Journal of Education and Practice, 2(9),* 9-31.

Thang, S. M., Ting, S. L., & Jaafar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies*, *17*(1), 40–54. Retrieved from http://journalarticle.ukm.my/2047/

Wigati, I. (2019). Attitudes towards learning English: A comparative study of rural and urban junior. 1–50. (Undergraduate thesis, Universitas Negeri Semarang, Semarang). Retrieved from http://lib.unnes.ac.id/34269/

Yin, R. K. (2018). *Case study research and applications (6th ed.)*. SAGE Publications. Retrieved from http://online.kottakkalfarookcollege.edu

Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An exploration of English students' attitude towards English learning. *English Language Teaching Educational Journal, 2*(1), 1-12. https://doi.org/10.12928/eltej.v2i1.947