

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical framework of the study and the relevant study related to the topic. The theoretical framework contains of brief explanation of attitudes, language attitudes, the ABC model of attitude, positive and negative attitudes, types of attitude form, and the use of the mother tongue in English language learning.

2.1 Theoretical Framework

2.1.1 Definition of Attitudes

Attitude is an important part of English language learning. The definition of attitude is put forward by Ostrom (1969), defining attitude as a learned predisposition or holding a certain attitude to respond in a consistent evaluative way that refers to dimensions that are variously characterized as pro-con, favorable-unfavorable, positive-negative, supportive-hostile, or desirable-unwanted. Then quoting from Thurstone (1928), attitude is a type of emotional response or evaluation. Attitude is a person's feeling that supports or sides (favorable) or does not support or side (unfavorable) with an object (Sartika, 2020).

An attitudes object is something that can be liked or disliked. More clearly the attitudes object according to Maio et al., (2019), stated that "the attitudes object can be anything that is evaluated based on the dimension of liking. Some attitudes objects are abstract (for example, liberalism) and others are concrete (for example, a red Ferrari car). Other individuals (e.g., certain politicians) can be attitudes objects, as can social policy issues (e.g., the death penalty) and social groups (e.g., people from Canada). And last but not least, we have attitudes towards ourselves (e.g. self-esteem)". As stated by McKenzie (2010, p. 19), the term "Attitudes object" in social psychology refers to the entity being evaluated and includes attitudes toward objects, people, organizations, events, and abstract concepts.

Attitudes are important in learning English because students' attitude in learning English determine students' ability and achievement in learning. This is supported by the statement put forward by Pasang and Harbi (2023), who stated

that attitudes toward language learning play an important role in language learning because they affect the success of learners. Then, according to Hanifah (2020), stated that a good attitudes towards learning is an important part of education, one of which is the attitudes towards English so it is necessary to guide students to the maximum so that students find their identity. Moreover, Zulfikar et al., (2019) and Hall (2019) as cited in (Seni & Lekatompessy, 2021), stated factor that indicates whether a learner will succeed or fail in learning English is their attitudes toward language learning. Positive learning attitudes instill excitement in students, which motivates them to actively participate in their education. Therefore, when developing English language training and instruction, educators and teachers should take motivation and attitudes variables into account.

Based on the various definitions above, it can be concluded that attitude is the tendency to respond consistently either in a positive or negative evaluative way to the attitude object. Therefore, in this study, attitude is defined as the tendency of students to react or respond positively and negatively in learning English. Furthermore, attitude is closely related to students' achievement and ability to learn English.

2.1.2 Language Attitude

A frequently referenced definition of language attitude is the one states by Allport (1954) as cited in Garret (2010, p. 19), which states that " language attitudes is a learned disposition to think, feel and behave toward a person (or object) in a particular way". Then, Cargile (2017), stated that language attitudes refer to predispositions that are manifested in various linguistic actions. Further stated, language attitudes are when individuals respond positively or negatively to an object in their environment. A language attitudes is seen as something that is explicitly built into speech, and the "object" to which the attitudes refers is the particular language, language variety, or linguistic feature to be evaluated (Liebscher & Dailey-O'Cain, 2017). Hence it can be deduced that language attitude is a tendency to accept or reject (predisposition) something as an evaluative response based on feelings, actions and perceptions towards a particular language and other linguistic features.

The study of language attitudes investigates how individuals respond to language exchanges and how they assess other people based on the linguistic patterns they witness. Humans use language to express, discuss, characterize, and clarify their thoughts, feelings, and ideas. Furthermore, pride and identity are linked to language. A plethora of factors have been hypothesised to exert influence on the learning process, including motivation, attitudes, anxieties, learning accomplishments, aptitudes, IQ, age, and personalities. Among these factors, attitudes have been identified as a particularly crucial element in the context of language learning (Zulfikar et al., 2019).

Furthermore, Baker (1992), claimed that there was no model for the components that determine language attitudes, at least not during the year he was writing, and instead provided a list of potential causes. Age, gender, school, ability, language background, and cultural background were the six factors mentioned:

1. Age

According to Baker (1992, p. 42), the decline or increase of an attitude is not influenced by age, but the socialization process in adolescence likely has an effect, it may be the accompaniments of changing age that are the causes (heterosexual relationships, mass media influence, group, and peer influence).

2. Gender

In terms of gender, Baker (1992, p. 42) referred to the study's report, which examined how boys and girls perceived the Welsh language. Remarked that, in contrast to the boys, the girls' attitudes about the mentioned language are more positive.

3. School

Regarding the school, it was discovered that educators or the school itself can affect students' attitudes toward a language, regardless of whether the language is spoken by the majority or the minority. Extracurricular activities offered by schools may amplify that effect (Baker, 1992, p. 43).

4. Ability

Baker (1992, p. 44) established a connection between a language's ability and attitudes toward it to explain the "ability" as a component that affects language attitudes. To provide additional context, Baker cited the writings of W.R. Jones (1949 & 1950) and Gardner (1985), upon which she founded the directly proportional link that states, "the more favorable the attitudes, the higher the achievement, proficiency, and ability in a language".

5. Language Background

"The language usage of family and friends, community and youth culture, mass media and identification models, peer groups and 'pop' culture" (p. 44) are some examples of linguistic background that Baker (1992) mentioned.

6. Cultural Background

Cultural background is related to actively engaging in a society where language is valued since this will result in a positive attitude toward that language (Baker, 1992).

Moreover, Baker (1992) identifies in his book attitudes and language that the term language attitude is a general term relating to several empirical studies that may be related to certain attitudes. there are eight main areas namely (i) attitudes towards language variations, dialects, and speech styles, (ii) attitudes towards learning a new language, (iii) attitudes towards certain minority languages, (iv) attitudes towards language groups, communities and minorities, (v) attitudes towards language learning, (vi) parents' attitudes towards language learning, (vii) attitudes towards specific language use, and (viii) attitudes towards language preference.

2.1.3 Positive and Negative Attitudes

Attitudes are usually divided into two categories: positive and negative. Students' positive and negative language attitudes are the key to success in the English learning process (Fitri, 2021). According to Fitria et al., (2022), "The tendency in a positive attitude is to approach, like, and tend to a particular object. Learners with certain characteristics are more likely to respond positively or negatively to a particular object, depending on whether the object is useful or

valuable to them. learners will respond positively if the object is perceived as good, but negatively if the object is perceived as bad”.

A good place to start while learning a language is with a positive mindset. Positive learning attitudes make students delighted to learn, which encourages them to participate actively in the process. This idea makes sense in that it will help students enjoy their lessons more and catch up with greater language knowledge and proficiency if they have a good attitude toward the process of learning a language (Astrid et al., 2020; Pasang & Harbi, 2023; Seni & Lekatompessy, 2021). On the other hand, when students have a negative attitude toward learning a language, they are reluctant and pay less attention during lessons (Pasang & Harbi, 2023).

Conversely, students who have a negative attitude toward learning will struggle to appreciate it, become easily bored, and experience anxiety when learning. This demonstrates how having a negative attitude prevents learning success (Astrid et al., 2020). Although negative attitudes can impede language acquisition, it is possible to modify and convert students' negative attitude into positive ones to achieve desired outcomes (Seni & Lekatompessy, 2021). Chaer (2004) as cited in Tangke (2022) stated a positive and negative language attitudes can be identified through the following indicators :

1. Indicators of positive language attitude, are as follows.
 - a. Students are proud to use the English language.
 - b. Students consider English is important.
 - c. Students like to use the English language.
 - d. Students believe that English can exist in the era of globalization.
 - e. Students assume mastery of English in schools needs to be developed.
 - f. Students prefer to use English in learning English.
2. Indicators of negative language attitudes, namely as follows.
 - a. Students are not proud to use English.
 - b. Students think English is not important.
 - c. Students don't like to use English.

- d. Students are not convinced that English can exist in the era of globalization.
- e. Students assume mastery of English in schools with no need to develop.
- f. Students don't like to use the English language in learning English.

Positive or negative attitudes are important for language learning to succeed.

While negative attitudes can cause hesitation, decreased concentration, and difficulties appreciating the process, positive attitudes promote active engagement and enjoyment in the learning process. While negative attitudes might impede learning, positive attitudes can assist students in catching up to their level of language skills and knowledge. To obtain desired results in language learning, negative attitudes can be changed and transformed into positive ones.

2.1.4 ABC Model of Attitudes

The ABC model (Ostrom, 1969), consists of three components namely affective, behavioral, and cognitive. Affective attitudes are characterised by a positive or negative evaluative response, as well as verbal expressions of affection and empathy. Concrete actions and verbal statements about behaviour are included in behavioural attitudes. Perceptual responses and verbal statements regarding beliefs are components of cognitive attitudes. The attitude that a person has is an intertwining or a unity of various attitude components that are evaluative, that recognizes human complexity and attempts to explain why individuals can have ambivalent (branching and conflicting) attitudes towards an issue or another individual. Ambivalence occurs when there is uncertainty, inconsistency, or conflict among the components of an attitude (McKenzie, 2010). The components of attitude are first step is belief, knowledge, and observation. Second, feeling. Third, the individual's tendency to do or act. These three dimensions are very closely interrelated and cannot be separated from one another.

The ABC model as known as a multicomponent model (Haddock & Maio, 2018), as the tripartite model of attitudes (Drew, 2023), is a model that explores the process of attitudes formation and assumes that attitudes consist of three components: affective, behavioral and cognitive. The ABC model investigates how people feel, think, and interact with attitudes and objects. According to Lambert

through Chaer (2004), attitude is composed of three components: (1) cognitive, which includes knowledge about the environment and ideas that are typically used in the thought process; (2) affective, which involves the issue of good judgment, likes or dislikes of something or a situation; and (3) conative or behavioral, which involves behavior or actions as a "decision end" reactive preparedness for a situation (Tangke, 2022).

Furthermore, Garret (2010) described that the affective component of attitudes is a barometer of favourability and unfavourability or the extent to which we approve or disapprove of the attitudes object; the behavioral component of attitudes concerns the predisposition to act in specific ways, and perhaps in ways that are consistent with our cognitive and affective judgments. In terms of language, then, if we were considering a student's attitudes towards English as a foreign language, we could talk about a cognitive component (she believes that learning English will give her a deeper understanding of English culture), an affective component (she is enthusiastic about being able to read literature written in English), and a behavioral component (she is saving money to enroll on an English course).

1. Affective (A) Aspect of Attitudes.

The affective component according to Yuliani et al., (2023), it has a connection with how a person feels and reacts to an object. Learning is an emotional process that is influenced by various emotional elements. Students' attitudes show how they feel about many things, including whether they like or dislike the object or the surroundings. The affective component of attitude is the emotional response to the attitudinal object. For example, it is the love of English literature. Affective responses are always verbal or non-verbal. Examples of verbal affective responses include expressions of appreciation, disgust or anger. Nonverbal responses involve bodily reactions and include: changes in galvanic skin response; dilation of the pupils; changes in heart rate; and other reactions of the sympathetic nervous system (McKenzie, 2010).

The affective component involves feelings or emotions. Our emotional reaction to an object will form a positive or negative attitude towards the object. This emotional reaction is largely determined by beliefs about an object, namely the belief that an object is good or not good, useful or not useful. Affective factors influence teaching and learning, with students' attitudes influencing their perspectives and attitudes toward the target language, as they express their feelings and emotions in various activities (Fitria et al., 2022).

Affective also deals with emotions such as feelings, values, appreciation, and motivation (Inaku & Paputungan, 2022). Affective emphasizes how crucial affect is to human motivation and decision-making. Affect can also encourage people to avoid particular circumstances or seek out experiences. In this situation, people's actions may be triggered or inhibited by their mood. According to one of the affective hypotheses put out by Lisa Feldman Barrett, "the brain builds emotional events predictively at the moment of need." Emotions are created by people's thoughts and interpretations of their sensory experiences. Barrett highlights how perception and thought processes play a significant part in forming and affecting how people feel emotion.

Emphasizes affective results, The humanistic education movement and humanistic learning theory are inextricably linked. Learning about how to learn and learning to increase creativity and human potential. humanism usually focuses its teaching on building these positive abilities. Positive abilities here are closely related to the development of positive emotions contained in the affective domain. Humanistic sees human behavior as a mixture of lower or higher motivation (Syarifuddin, 2022)

2. Behavioral (B) Aspect of Attitudes

According to McKenzie (2010), The behavioural aspect of an attitude is defined by the individual's tendency to act in a particular manner, for instance, participating or refraining from participating in English language classes. In the field of social psychology, it has been a long-

standing assumption that the evaluations an individual makes of entities in their social environment are of significant consequence, including the motivation of behaviour. However, it should be noted that external behaviour may be consciously or unconsciously designed to conceal or disguise inner attitudes. The behavioral component focuses on how a person acts and responds in specific circumstances (Yuliani et al., 2023). The behavioral component of attitudes refers to our intentions, or what we would do (Drew, 2023). The behavioral component or tendency to act (behave) in a person is related to the attitude object. A person's behavior in certain situations and in situations facing certain stimuli, much is determined by his beliefs and feelings towards the stimulus. The tendency to behave consistently, in harmony with these beliefs and feelings forms an individual attitude.

Sartika (2020), argues individual attitudes toward a behavior are obtained from beliefs about the consequences of the behavior, which are termed behavioral beliefs. Behavioral beliefs link behavior to certain outcomes. In other words, someone who believes that a behavior can produce a positive outcome, then the individual will have a positive attitude, and vice versa. Based on Ajzen (1988), stated that someone who believes that displaying certain behaviors will lead to positive results will have a favorable attitude toward displaying behavior, while people who believe that displaying certain behaviors will lead to negative results, then he will have an unfavorable attitude (Sartika, 2020).

Behavior in language is more influenced or caused by the existence of stimuli (stimulus) from outside which then there is reinforcement (reinforcement) of the stimulus (Skinner, 1957). Skinner doesn't believe the existence of "intelligence brought from birth" in language learning that is solely obtained as a result of stimulation and reinforcement of the stimulus. Skinner states that language must be accompanied by a response as a conditioned operant response to a hidden stimulus system, both internally and externally. Operant conditioning is a condition in which certain stimuli

(such as positive responses from others, both in verbal and non-verbal forms) are involved in producing spontaneous responses from human organisms (Miolo, 2023).

3. Cognitive (C) Aspect of Attitudes

The cognitive component includes the opinions, ideas, or observations regarding the subject of the attitude. This attitude component of the language acquisition process includes the learners' beliefs regarding the information they receive and comprehend (Yuliani et al., 2023). The cognitive component contains perceptions, beliefs, and stereotypes that individuals have about something. According to Zuchdi (1995) as cited in Meirima (2021), A person's perceptions and beliefs about an attitude object take the form of views (opinions) and are often stereotypes or something that has been internalized often a stereotype or something that has been idolized in his mind. This cognitive component of attitude is not always accurate. Sometimes beliefs arise in the absence of proper information about an object. Emotional needs are often even the main determinant for the formation of beliefs. McKenzie (2010) stated, beliefs have the capacity to provoke and be provoked by affective reactions. A distinction can be made between descriptive beliefs, which involve perceptions or hypotheses about the world, and prescriptive beliefs, which contain 'should' or 'ought to' statements. An example of a descriptive belief would be the view that a vegetarian diet is essentially healthy, while an example of a prescriptive belief would be the view that pregnant women should not smoke.

Cognitive learning theory considers learning as a process of centralizing the mind. The term cognitive became popular and became one of the domains or areas or realms of human psychology which includes any mental behavior related to understanding, consideration, information processing, problem solving, goals and beliefs. This brain-centered psychological domain is also related to cognition (act) and affection (feelings) which are related to the realm of taste (Mofid, 2020). Moreover, in this model, a person's behavior is determined by his perception and

understanding of the situation about his goals (Suharti et al., 2021). Judging from the psychological realm, this cognitive learning theory is related to cognitive attitudes, where both are centered on thoughts and influences conative and affective.

From the explanation of the aspects of attitudes including affective attitudes, behavioral attitudes, and cognitive attitudes, it is concluded that the three aspects of attitudes are interrelated, where cognitive attitudes influence both affective and behavioral attitudes, beliefs are the foundation for shaping one's feelings. Behavior is influenced by feelings or emotions which trigger action and is also influenced by beliefs about the consequences of the behavior performed.

2.1.5 Types and Steps Formation of Language Attitudes

ABC attitude model consists of affective components, behavioral components and cognitive components. Moreover, Sa'diyah et al., (2018), wrote that attitudes may be based on one of these components. there are three types of attitude forms: the first affectively based attitudes, the second behaviorally based attitudes, and the third cognitively based attitudes.

1. Affectively based attitudes

Attitudes are based on a person's feelings and values rather than beliefs about the properties of the attitude object. formed from three possibilities. the first is values such as moral and religious beliefs, a person will prioritize his heart over his thinking when addressing something related to moral and religious beliefs. the second possibility is a reaction to sensing for example feeling the delicious taste of chocolate so he likes chocolate. when is the result of conditioning, consisting of classical conditioning and operant conditioning.

2. Behavioral-based attitudes

Attitudes based on this behavior begin with individual observations of the behavior of an attitude object. this rarely happens, but someone may know how his attitude is and only forms an attitude after observing his behavior toward an object (self-perception theory).

3. Cognitively based attitudes

Attitudes are primarily based on one's beliefs about the relevant facts present in the attitude object. the goal is to classify the advantages and disadvantages of the attitude object in such a way that one can quickly state whether one wants to do something about the attitude object.

Language attitudes are often described as a collection of beliefs, feelings, and behavioral intentions toward various language varieties in accordance with the tripartite model of attitudes in social psychology. Further discussing the steps of students' language attitude formation, citing a study by Li and Wei (2022), it is explained that there are four steps of students' language attitude formation. the first step is the cognitive process, in which students understand and develop their understanding of language and language classes. Then, the affective process as the second step, where they experience certain feelings, such as excitement, happiness, self-confidence, sufficiency, boredom, frustration, anger, and inadequacy. The third step is to evaluate these feelings. the fourth step, these evaluations are translated into behavior. This shows that language attitudes are related to learning behavior, which is a determining factor for academic success.

Furthermore, in addition to language attitudes measured based on students' feelings, behavior and perceptions of English learning, language attitudes are also influenced by several factors previously described, one of which is students' language background. According to Baker (1992), language background is the language used to communicate daily by family, friends, and community in the neighborhood and the language that is often used is also a factor that shapes language attitudes. Then, English language learning itself cannot be separated from how the learning process in the classroom occurs, one of which is the influence of the use of mother tongue during the learning process. Moreover, this study is backgrounded by a significant demand from students for the use of mother tongue in English learning in the classroom. This happens because the students feel they have difficulty in understanding the explanation of the material in English which also happens because they have a relatively low level of proficiency. Same case in

the study conducted by Tuong Vi and Khang (2023), where the case is the Vietnamese students demand the use of their first language to comprehend the teacher's lesson and for asking their teacher about what they do not understand.

The use of mother tongue in English language learning is still a matter of debate among experts, teachers and students themselves (Alshayban & Alghammas, 2020; Daniel & Arulappan, 2020; Tuong Vi & Khang, 2023). Pro and con sides possesses a reasons and perspectives that are indeed related to support and avoided the use of mother tongue in English language learning. The pro side believe that the need to use the mother tongue which acts as an assist, especially with the most common function for translating to support students grasp the full meaning of particular vocabulary, besides that there are many more roles of the mother tongue in the process of learning English. On the contrary, the contra side states that the use of mother tongue in English learning actually prevents students from exploring the target language and makes it difficult for them to get used to, interact with the the target language and influence how effectively they study and use the language (Bhogle, 2024). Students may even feel comfortable using mother tongue to communicate in the learning process and other time from teacher perspectives its reflect an underestimating of students' proficiency (Le, 2022).

2.1.6 Mother Tongue Use in English Language Learning

Daniel and Arulappan (2020), defined a mother tongue as the first language that children learn to speak. Mother tongue is someone native language. A mother tongue is the first language which people master daily to convey their thoughts, feelings and the needs of life (Nur, 2022). In this study the students' mother tongue is Sundanese, but in the formal context such at school they are use Indonesian.

English language learning is the process of acquiring knowledge and intentionally learning a language through learning and practice in a formal environment. Second language acquisition and Second language learning are two different terms, language acquisition refers to natural acquisition such as when acquiring a first language or L1. More clearly, Krashen explains the difference between the two concepts in Miolo (2023), The differences between language acquisition and language learning are as follows :

1. Language acquisition is a characteristic that is identical to the acquisition of the first language by native speakers, while language learning is the formal knowledge of the language.
2. Language acquisition occurs in the subconscious, and language learning occurs consciously and intentionally.
3. Language acquisition is acquired implicitly, and language learning is acquired explicitly.
4. In terms of formal learning, it is classified as not helpful in terms of language acquisition and very helpful in terms of language learning.

It is common to discover that both teachers and students employ their first language (L1) when teaching and learning English. L1 is seen as being completely unnecessary in English classrooms due to its potential to impede the acquisition of the target language. On the other hand, the use of the mother tongue or first language in English classes can enhance and complement the teaching and learning processes. Employing L1 adds that L1 can enhance and keep the flow of communication (Larasaty, 2021). According to Lado (1957), as cited in Liu (2023), learners frequently carry over the structure, meaning, and cultural details of their mother tongue into their second language, depending on it for instruction. However, it is evident that students' first language typically has an impact on their acquisition of a second language (SLA).

The role of the first language in second language learning. According to Krashen (1983), states that language learning focuses on the structure of the written language. The criteria for language learning are as follows: a) communication is ignored because it is considered unimportant; b) learning is based on the syllabus; c) learning is based on language theory without practice; d) the teacher or instructor holds the main authority; and e) the knowledge produced is only theoretical and not practical in understanding and speaking the language directly. Regarding the role of the first language in second language learning, Krashen concludes that when a performer needs to create in the target language, the L1 can "replace" the learned L2 as an utterance initiator. When a performer has to produce in the target language but lacks the necessary L2 acquisition, they can use L2 as an utterance initiator. As

a result, the first language's influence may be a sign of poor proficiency. If so, natural intake and language use can get rid of it or at least lessen it. Moreover, The teacher can take move to reduce the influence of mother tongue with several strategies (Bhogle, 2024), such as contrastive analysis, error correction, and task-based learning with aims to conduct effective English language learning.

2.1.7 Positive and Negative Effects of Mother Tongue Use in English Language Learning

Even though it is still debated which gives rise to two contrasting views on whether or not L1 should be used in English classes, it is necessary to first examine the positive and negative effects of using the mother tongue or first language in teaching English as a foreign language. Retrieved from Larasaty (2021) and Marsella (2020), several advantages or positive side of using L1 in EFL classroom are:

1. The use of a First Language (L1) aids students in speaking, as switching words from Indonesian to English can help them express their meaning.
2. First Language (L1) use enhances students' comprehension of teacher explanations.
3. First Language (L1) aids students in comprehending vocabulary.
4. L1 appears to be an effective method for facilitating effective learning, particularly for managing and regulating the classroom.
5. First language use builds interpersonal relations among the class participants (teacher and students).

A mother tongue could and should be used to facilitate learning the L2. Not allowing students to use their mother tongue can make them feel disconnected, uncertain, and even embarrassed. These feelings can negatively affect their view of both their first language (L1) and their second language (L2) (Alshayban & Alghammas, 2020).

In addition, the disadvantages or negative effects of the use of mother tongue (L1) in English as a foreign language classroom argued by Atkinson (1987) as cited in Effendy (2019), there are 4 negative effects of L1 overuse in an English class:

1. Even if they are capable of expressing themselves in the target language, students nevertheless prefer to communicate with teachers in their mother tongue.
2. Through a variety of learning exercises, students establish their first language as the primary language in an English class.
3. Pragmatic aspects, form, and semantic equivalency between L1 and L2 cannot be distinguished by either the teacher or the students, which results in oversimplification to raw words and inaccurate translation.
4. Before translating a language into their native language, teachers or pupils may begin to believe that they do not fully grasp it.

Cook position (2001) as cited in Alshayban and Alghammas (2020), a perspective that is shared by numerous linguists and educators, it is imperative that students minimise or cease their utilisation of their mother tongue in order to facilitate the assimilation of the new language associated with an acquisition of a second language. Exposure is considered to be integral to the acquisition of a new language. Consequently, students are encouraged to engage in verbal communication entirely in the L2 and interact with native speakers of the L2.

The use of the mother tongue in English language learning has its own advantages and disadvantages, and it can be concluded that the use of the mother tongue can help in the effectiveness of English language learning, but its use must be limited and at a minimum level to provide opportunities for students to gain extensive exploration into English.

2.2 Study of Relevant Research

Various researchers have conducted language attitudes studies, including studying attitudes toward Indonesian, English, and other languages at both secondary and university levels aimed at identifying students' language attitudes toward English language learning. The first study conducted by Yuliani (2023), reveals a positive attitude of ten students of a post-graduate program toward English language learning, and the attitude also influenced their achievement and motivation in learning English. Akbarjono (2022), conducted a study aimed at discovering and describing seventh-grade students' attitudes toward EFL learning

and the result showed the students have a positive attitude, especially on the behavioral aspect and most students perceive teaching methods, discipline, and teacher motivation as factors that encourage them to be motivated to learn English as a whole or without emphasize on certain skills. Lastly, a research conducted by Fitria (2022) aimed at identifying students' attitudes toward learning English in the eleventh grade and resulted in students exhibiting a positive attitude towards learning English, encompassing cognitive, affective, and behavioral aspects, with the affective attitude being the most dominant.