



The Role of Attitude in Language Learning as a Part of Cultures

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Abstrak

Penelitian tentang sikap terhadap pembelajaran Bahasa Inggris sebagai bagian dari budaya. Penelitian ini fokus pada perilaku pembelajaran dalam belajar Bahasa. Perilaku terdiri dari tiga aspek, yaitu aspek tingkah laku / kebiasaan, pengetahuan, dan aspek emosional. Penelitian ini dilakukan dengan mereview beberapa artikel yang berkaitan dengan perilaku pembelajar dalam belajar Bahasa. Hasil dari penelitian ini sangat bervariasi yang dipengaruhi oleh situasi dan kondisi. Perilaku positif pada umumnya berdasarkan aspek pengetahuan, sedangkan perilaku negatif pada aspek tingkah laku atau kebiasaan. Pada umumnya pembelajar memiliki pemahaman tentang pentingnya pengetahuan Bahasa, tetapi mereka masih bertingkah laku negatif ketika proses pembelajaran Bahasa sedang berlangsung. Penemuan yang lainnya berdasarkan aspek emotional.

Kata Kunci: *budaya, sikap, pengetahuan, emotional, pembelajaran Bahasa Inggris.*

Abstract

The research discussed the attitude toward English language learning. This research focuses on the attitude of learners. The term attitude consists of three components; behavioral, cognitive, and emotional aspects. The research collects the data by reviewing some kinds of literature related to attitudes for language learning. The findings of research show that the attitude of learners in language learning is varied based on condition and situation. The attitude is mostly positive in the cognitive aspect, but negative in the behavioral aspect. The learners have good perception about the importance of language learning, but they still have negative behavior while learning language processing. Another finding is that language attitude refers to emotional attitude.

Keywords: *culture, attitude, english language teaching*

Introduction

Attitudes play an important role in forming our worldview. They influence our perception of the world around us and determine how we respond to different entities of the world. In view of the vital role played by attitudes in our lives, it is not surprising to know that attitudinal studies have a long historical background (Oppenheim, 1998). Attitudes are usually defined along the mentalist and behaviorist

paradigms. Behaviorists portray attitude as a social, hence observable, product. Whereas Fasold (1985) describes the mentalist view of attitude as based on the cognitive aspect. Generally, mentalists define attitude as a mental response to a given situation. It may be interpreted at cognitive, experiential, and ideational levels (Fasold, 1985; Halliday, 2005).

In common, attitude is constructed by some distinguishable aspects. Wenden (1991) divides attitude into three components namely cognitive, affective, and behaviors. This affects one's preferences such as what stands for or

against, or to like or dislike. The last one, the behavioral aspects deal with an individual's action or disposition to take up and practice a special behavioral aspect deals with an individual's action or disposition to take up and practice special behavioral (s) when one is in a certain situation. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience of upbringing. They can have a powerful influence over behavior and affect how people act in various situations.

The Encyclopedia of Psychology (2004) discusses the attitudinal model, with a slight modification, on the basis of three factors: affective, behavioral, and cognitive. Thus a dominant aspect of attitude is an emotional response to particular entities. Attitude or response may also be described as an abstract unit that is realized in the form of behavior. Attitude not only predicts behavioral patterns (Spielberger, 2004), but it also triggers various manifestations of behavior. And one of these manifestations is realized in the form of culture. Effectively attitude and culture are mutually dependent terms. Paige et al. (2003) define culture in terms of positive or negative attitudes. But we must not delimit culture to attitudes only as culture is a term made up of disparate entities. Eli Hinkel (1999) classifies culture with "forms of speech acts...social organizations notions of personal space and appropriate gestures" (p.1) whilst Kramsch (2008) summarizes it as "membership in a discourse community" (p. 10). So, one way or another every discussion of culture is correlated with some aspect of attitude whether it be social, emotional, or mental. their mental attitudes. must not delimit culture to attitudes only as culture is a term made up of disparate entities.

Generally, attitude, in relation to language acquisition, can be divided into three types: attitude towards the language, attitude towards the native speaker of the language, and attitude towards language learning. Attitude towards language learning is the conviction, feeling, and response that emerges by the language learner to any item, material, situation and even the teacher while the process of learning is occurring. It is stated that attitude toward language learning plays a crucial role in language learning as it influences learners' success or failure (Zainol, et al., 2012 and Finch, 2008). This notion stands to reason in the sense that if students have a positive attitude towards the process of learning a language, they will

enjoy the lesson more and, as a result, they can catch up with more knowledge and skill of the language. On the other hand, when the student's attitude toward language learning is negative, they will be reluctant and pay less attention during the teaching-learning activity

Learning a language and engaging in language production can be both stressful and enjoyable for students. Whereas positive emotions can broaden the learner's attention, allowing them to notice and explore more language features, negative emotions restrict the learner's thoughts and actions, impeding language input and intake (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2019). As can be seen by the considerable number of studies dedicated to foreign language anxiety, second language acquisition (SLA) researchers have primarily focused on negative emotions during language production. Foreign language anxiety is a "distinct complex of self-perceptions, beliefs, feelings, and behaviors arising from the uniqueness of the language learning process." It is also viewed as "a transfer of anxiety from other domains, such as test anxiety or even stage fright" (Horwitz & Young, 1991; in Gkonou, 2014, p.1). MacIntyre (2017; in Dewaele et al. 2017) argued that foreign language anxiety can be both caused by "internal physiological processes, cognitive processes, and emotional states" as well as through "the demands of the situation and the presence of other people."

Given that language teachers have known that positive emotions are key to boosting a student's language learning process, SLA researchers' interest in positive emotions has come rather late. Positive emotions should always be considered and deserve the attention they are only receiving now. In addition to enjoyment and anxiety, a dimension that can both negatively and positively affect language learning (LL) is 'foreign language attitude' (FLA) (Getie, 2020).

The sustainability of a language is largely determined by the language attitudes of the speakers of the language itself, without exception, whether the language belongs to a national language or is a vernacular language. If the language speakers have a positive attitude towards the language, then language maintenance will occur, but if a negative attitude appears towards the language, there is a possibility of the language speaker's desire to not maintain the language. The positive and negative attitudes towards language can be represented by the language speakers' behavior

and their customs towards the language itself (Suge, 1967).

In contrast, negative attitudes toward language can probably occur either intentionally or unintentionally. For instance, the language speakers do not feel proud of the language they have and prefer to use another language that is not their vernacular language. For example, Karonese students who study at a college in Medan prefer to use the Indonesian language among their friends who are also Karonese speakers. They do not feel that it is good to use the Karo language with Karonese's fellow speakers. It is because they think that communicating with the Karo language is assumed to be out

Method of the Research

The purpose of the study is to foster a proud attitude towards language learning, or English language learning. The study was conducted using a literature review with an exploratory approach. Data were collected through literature studies related to the topic of attitude of learning the language

One part of culture in society is language. Language is a culture. Language and culture have complex, homologous relationships. Language is complexly intertwined with culture; they have evolved together, influencing one another in the process, ultimately shaping what it means to be required to be human). The existence of language and culture is an inseparable part. Culture can be passed on to the next generation through language. Farlam (2008) explains that the cultural system consists of a constitution (religion or belief), cognition (science), evaluation (ethics), and expression (aesthetics). Furthermore, Parlindungan et al. (2018), who analyzed observable, thus eminently teachable and learnable "facts" (Paige et al. 2003), found that in contrast, more recent models of culture view it as a dynamic and ever-changing body. Culture is also associated with knowledge and beliefs. It is sometimes defined as a set of attitudes based on our beliefs and responses. Ilter and Guzeller (2005) use the term "culture" to refer to the belief system of a community. Further, they include knowledge and values in the definition of culture and thus broaden its sphere. The view of culture as knowledge is supported by Alptekin (as cited by Kachru, 2009), who defines it as "socially acquired knowledge" that shapes the way we perceive things. In fact, the field of culture is as broad as

human civilization itself. Ariffin (2006) refers to this vast and vague nature of culture as it differs from country to country and from community to community. The diverse nature of culture triggers various responses among those who reside outside the circle of a particular culture. Hofstede (1997) divides these differences into attitudes at the national, regional, gender, generation, social class, and corporate levels. Thus Kramsch's (1993) view of culture as an omnipresent entity gains strength. But all this distinction between levels of culture has not been enough, and it has further been categorized into Culture with a capital C and culture with a small C (Robatjazi & Mohanlal, 2007). This division between large-scale entities and attitudinal and behavioral patterns has complicated the issue of defining culture. Another problem arises when we discuss people's attitudes towards "the other" or foreign cultures. As we have discussed before, a community may respond positively or negatively toward the culture of other communities. The nature of these attitudes and responses influences the overt behavioral patterns of language users. It also affects how people respond to different aspects of the target culture. Since culture and language are inseparable (Byram & Grundy, 2003), these responses to target culture are extended to the language associated with it.

According to Kircher (2019), in his study, attitudes towards MLE (Multicultural London English) are influenced by: 1) individuals' own variety of English, 2) their mother tongue, 3) their level of education, and 4) the frequency with which they interact with MLE speakers.

Culture and language Teaching

The issue of attitudes toward language and its culture is of paramount importance, especially in the language teaching classroom. Ammon (2004) claims that the way learners respond to the target language's culture influences their attitude towards the language itself. Khuwaileh (2000) propounds the same view and describes a language classroom as a collection of various "cultural variables" (p. 282). He claims that one way or another, culture always manages to become a part of the language classroom. Thanasoulas (2001) goes to the extent of saying that learning a foreign language essentially involves learning its culture.

Despite all these vehement assertions about the relationship between culture and language learning. There have been strong objections to introducing target language culture in the language classroom. The use of culture in

ELT has triggered fierce debate among language teachers, planners, and sociolinguists. Silter and Guzzeller (2005) point out the positive effect of using culture on the cognitive attitudes of learners. They also claim that the introduction of target culture in the ELT classroom results in improved social attitudes and a positive viewpoint towards the target language community. Correspondingly, MengChing Ho (1998) has related target teaching with positive attitudes to learning the target language and a higher level of motivation

Moreover, introducing culture in the language classroom may trigger negative responses as well. According to Alptekin (1993), teaching target language culture may hinder learners' understanding of language because they must deal with unfamiliar vocabulary and cultural items. He quotes the example of Muslim students presented with a text about pets. He declares that the Muslim students find it difficult to identify with the American concept of Pets as it is against their cultural system. Adaskou, Britten, and Fahsi (as cited in Nation & Macalister, 2009) discuss the same issue with reference to English language teachers' experiences in Morocco. They found that most of the teachers argue that teaching the culture of the target language leads to a sense of dissatisfaction with the local culture as learners compare their culture with that of the target language. They also assert that learners are more motivated when they learn the target language with reference to their local culture. Moreover, Modiano (2001) claims that the inclusion of learners' cultures in language teaching has a positive effect on the learners' integrity. Thus, it becomes all the more important to use learners' local cultures as a source and facilitator in teaching second and foreign languages.

Many researchers have studied attitudes toward language learning. It is believed that attitude influences the impact of teaching and learning. In education, field attitude plays a key role in admitting or refusing something (Primadi, p. 2). There are some previous studies that are concerned about attitude in language learning. Al-Sobhi et al. (2018), entitled "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing," said that a learner's attitude is considered a key motivational component and an important nonlinguistic factor that influences second-language learning. According to his research findings, the student's attitude toward the social use of English is the best. There is a significant

positive relationship between the students' attitudes toward spelling and writing.

Noursi (2013) conducted research on "Attitude Towards Learning English: The Case of the UAE Technological High School". His research was to identify applied technology high school students' attitudes towards learning English and to investigate whether the students' attitude is affected by the teacher's nativity. The findings showed that the vast majority of students had a positive attitude toward English learning, and the teacher's nativity (native and non-native speaker of English) did not influence students' positive orientation toward English. According to Noursi (2013, p. 22), there are some benefits to studying students' attitudes: 1) An investigation into students' attitudes is an effective method for language teachers, education planners, syllabus designers, and researchers to gain a better understanding of language teaching and learning, beliefs, learning styles, and educational backgrounds, and the imposition of change upon these factors can lead to negative reactions. 3) Students have views on the learning process and can articulate them. Since English language teaching in elementary school has not had any curriculum design and has not been done correctly, it affects the students' attitudes and leads to negative behavior in language teaching and learning.

Foreign Language Enjoyment

One of the first researchers to look into enjoyment was Krashen (1982), who showed that "every learner has an affective filter," which determines their degree of openness. When that filter is active, learners receive less language input. Krashen argues that in order to omit that filter, teachers should "spark interest, provide low-anxiety environments, and bolster learners' self-esteem." Schumann (1978) stated that this psychological openness is necessary for L2 learners to turn language input into language intake (Dewaele et al. 2017). Both Schumann and Krashen argued that making the student feel at ease during class greatly boosts their learning process. They provided the field with the notion that pleasant experiences lead to better language intake. The term 'enjoyment' however, was only used later, with the rising interest in positive psychology, as mentioned before.

Foreign Language Attitude

Over many years, foreign language attitude has been defined in several ways, focusing on either its behavioral or its affective aspects. A recent study by Dogan (2020, p. 88) provided a comprehensive definition of the concept and defined foreign language attitude as

“an individual's attitudes towards a language other than their mother tongue, all learning contexts, and processes related to that language, the speakers of that language, and the culture in which that language is spoken.” Attitudes generally contain an evaluation or emotional element and are more resistant to change (Taylor et al., 2007; Dogan, 2020, p. 87).

Conveying a positive attitude towards the culture and speakers of the language that is being taught might, in turn, have a positive influence on students' overall motivation to learn the language (Smith, 1971, p. 86). Additionally, societies as a whole have a considerable influence on how attitudes toward learning foreign languages are shaped. How 14 learners view the target language group will almost certainly influence what they will achieve when learning aspects of that language (Gardner, 1985; Mettewie, 2015; in Dewaele et.al. 2017). The present study examined correlations between foreign language attitude and foreign language anxiety and enjoyment, including differences between gender, age groups, course choice, and teacher, for Flemish students in their last two years of secondary education. Foreign language attitudes, on the other hand, did not yield any significant differences between genders. The qualitative sections of this study demonstrated interesting results, providing the study and the field with authentic answers by students, teaching us that students generally remember both good and bad teacher actions or decisions.

Language Attitudes and Its Characteristics

In conducting communication, every time the language users use or speak up a certain language, they are not only exchanging information with their interlocutors, but they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world because language also contains the speaker's culture, including moral and ethical values (Norton, 2000). According to Crystal (2000), different communities have different kinds of attitudes and aspirations in relation to their language. Those differences in attitudes performed by people towards their own language or with the other language are called positive and negative attitudes towards the language.

A survey of attitudes toward language can shed light on community beliefs, preferences, and desires. The people's attitudes toward the language while interacting with language changes can be seen in the form of restoration, preservation, decay, or death. The status, value and importance of language can be measured by

looking at the attitude toward the language. Attitude can be used to explain the direction and persistence of human behavior (Baker, 1992).

Positive Language Attitude

Garvin and Mathiot (1968) state that a positive language attitude is to use or treat the language positively in daily interaction. A positive language attitude is an eagerness on the part of the community to use language in all aspects of life. Holmes (2001) states that positive attitudes support efforts to use the language in a variety of domains, and this helps people resist the pressure from the majority group to switch to their language. Positive language attitudes can be seen when people: (1) feel proud to use the language that they have; (2) are loyal to use it in all domains; (3) have an eagerness to maintain the language although there is a situation that forcing them to leave their language and still they are not influenced by anything. In conclusion, positive language attitudes are really crucial in maintaining a certain language used by a certain community.

Negative Language Attitude

Negative language attitude indicates that a certain community does not support the efforts to use a certain language in their domains. Garvin and Mathiot (1968) state that a negative language attitude is the unwillingness of the community to use language in all domains. It is believed that negative language attitude categories do not support the language being maintained. Baker (2001) states that if the language user has negative attitudes towards the language, they will have these characteristics; language is seen as an unimportant symbol, language users see an important reason for using the second language, language users see no reason to take active steps to maintain their ethnic language, and people are anxious to get on in a society where knowledge of the second language is a prerequisite for success, and the effect of these will shift.

Aspect of Language Attitude

These three dimensions can be used to examine the concept of attitude. Each of these dimensions has unique characteristics that influence language attitude, as a result, its behavioral, cognitive, and affective aspects; these three aspects refer to our ideas, beliefs, and thoughts. While people are objects of attitude, the cognitive component is frequently stereotyped. Cognitive cognition is based on knowledge, beliefs, or thoughts based on object-related information. Students, for example, understand the value of achievement in speaking because they see it in their daily lives. Their

attitude toward speaking implies that the importance of speaking achievement in everyday life can influence job selection.

3. emotional aspect of attitude

In it, the teacher and his students engage in a variety of emotional activities, yielding a variety of emotional fruits. Students' attitudes can help them express their feelings about objects or situations around them. It is widely acknowledged that FL learners' inner feelings and emotions influence their perspectives and attitudes toward the target language. The emotional dimension of attitude, the emotion associated with the object, is referred to as the affective component. The object is classified as pleasant or unpleasant in this context. For example, if students say they are happy because they received a high score in speaking, they are expressing how they feel about it.

Factors Influencing Language Attitude

According to Jendra (2010), there are several factors that may influence language attitudes:

1. The Prestige and Power of the Language

In many countries around the world, an enthusiasm to learn English is not uncommon. Some people believe that learning a foreign language (such as English) will reduce learners' national loyalty. However, scholars have learned that the enthusiasm for learning a foreign language is not always correlated with a negative attitude towards the national and cultural feelings of the learners. Research on Japanese children studying English, for example, proved that although the learners showed great attraction towards the Western culture as well as the language being studied, they kept a strong Japanese identity and language loyalty. But since the number of English users around the world is so large, speakers of other languages see the situation as pressure from the dominant group (English supporters). Thus, the government of a country may consider it necessary to release some regulations in order to protect the language of its people from English dominance. This situation can be found in French as described in the following line.

Historical Background of Nations

Some Middle Easterners may not want to study English because they learn from their history that westerners were colonialists. The view is possibly strengthened by some complicated contemporary disputes between the Western and Arabic (Muslim) cultures. Being

overshadowed by the misery caused by the atomic bombs dropped in their country in the past, some Japanese people today may not want to think of English as an important global vernacular that needs to be learned. Thus, both the Middle Eastern people and the Japanese hold a negative attitude towards English as an international tongue because of some historical background. The same attitude might be found among some Indonesians who think it's wrong to learn Dutch or Japanese because the languages are associated with colonialism in their country's past.

2. The Social and Traditional Factors

In a society where a diglossic situation is found, the higher variety of the language is normally considered a better form than the lower one. In a society with a traditional polyglossia, a negative attitude may be demonstrated towards the use of language associated with a higher class, especially if it is perceived as instrumental for controlling or downgrading other people. Some Balinese, for example, may reject using the higher variety of their tongue when talking to people who are traditionally "higher" especially when the people addressed in that variety respond in lower varieties to them. However, if such a traditional diglossia or polyglossia situation is fading, a positive reaction towards the system may come up. Thus, in order to maintain the tradition, the society believes it is necessary to learn and use both the higher and lower varieties of the language.

3. The Language Internal System

People often show a positive attitude towards learning a language because the grammar, pronunciation, and vocabulary are relatively easy. As the gender-based nominal systems of the language make it difficult to learn English, instead of French and German. A negative attitude might also be found towards learning Chinese, with its complex total pronunciation and orthographic system. An internal diglossia or polyglossia situation may also matter.

Findings and Result

Riyanto (in "The Role of Attitude to Language Learning in Reading comprehension") "In the paper, the researcher investigates the correlation between students' attitudes toward language learning and their reading

comprehension). The result of a study investigates attitude to language learning attitudes toward reading comprehension. Reading revealed that attitude to language learning most contributed to understanding vocabulary. This finding showed one of the attitudes to language learning. Therefore, teachers need to be high reading comprehension, particularly their understanding of vocabulary.

Hafiza, Siska, and Mega Putri describe their research. "Attitude toward Learning English Through Blended Learning at SMAN Kota Baru". Based on the results of the research, students have negative attitudes toward the behavioral component and positive attitudes toward the cognitive and affective components of learning English through blended learning.

Herwiana (202) in "Students' Attitude Towards English Language Learning" "In her findings of research that most of the students have a positive attitude toward English. But, there is a finding that shows the students' competence in learning is poor. Positive attitude did not influence their competence in acquiring English. So the researcher suggests to the curriculum developer to make a guided curriculum of English teaching-learning in elementary school so that the teacher knows how to teach English to young learners appropriately.

While Alhamami (2022) was selected to elicit and examine learners' attitudes toward face-to-face and online language learning. The result shows that the attitude toward behavior concept is an effective theoretical framework for designing questionnaires to understand the factors that influence the participants' attitudes and to predict these in different environments. The researcher compared the two groups' results and found a more positive attitude toward language learning in face-to-face environments than in online language learning settings.

Ahamami (2022) agrees with previous researchers that attitude to language learning is varied influenced by the different environment

Mossevelde (2021) in "Mind your language attitude." The effects of foreign language attitude on Flemish secondary education EFL learners' foreign language enjoyment and anxiety: "a mixed methods approach" The present study found significant positive correlations between both positive attitude and FLE (foreign language enjoyment) and positive attitude and FLCA (foreign language anxiety). Furthermore, significant differences between FLE and FLCA were found concerning gender. Results regarding age, course choice, and teacher attitude were of less

significance but might still be interesting for further research. Given that Since FLA (foreign language attitude) does have a positive impact on both students' foreign language anxiety and foreign language enjoyment, English teachers might strive to improve learners' attitudes to both lower anxiety levels and increase levels of enjoyment. Further, this study attempts to provide more insights into other languages that are taught to Flemish secondary students. The students' teachers were also asked to fill out a survey asking about their FLA. The present study found significant positive correlations between both positive attitude and FLE and positive attitude and FLCA.

Riyanto and Hafiza found similarities in their research that attitude toward language learning has a negative attitude in the behavioral component and a positive attitude in the cognitive component. While Herwiana mostly stated that she has a positive attitude toward English even though there is finding that students competent in learning are poor. The attitude does not influence their competence in acquiring English.

Ahmadi (2018) in "The Use of Technology in Language learning: A literature review." It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in the language classroom, reviewed previous studies on using technologies in improving language learning skills, and still improved certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners' language learning skills.

Another findings of Malekmudi (2018) in "Attitude of Iranian Students towards Learning the English Language". Results of the research that Gender had no significant impact on the behavioral, cognitive, and emotional aspects of attitude. The field of study had a significant impact on the behavioral and cognitive aspects of attitude but not on the emotional aspect. In conclusion, The research field had a significant impact on the behavioral and cognitive aspects of attitude, but not on the emotional aspect. research Since English is an obligatory subject for the majority of EFL learners, teachers ought to motivate the learners by highlighting the importance of English for their academic

achievement. Engaging students in activities that match their needs and interests can also improve their attitude toward English.

The finding of Mossevelde against Malekmudi's stated. Mosevelde opinion that language attitude on EFL have correlation with enjoyment and anxiety as a part of emotional aspect of attitude. Malekmudi found that it has a significant impact on behavioral and cognitive aspects of attitude but not on the emotional aspect.

According to Ahmadi, the attitude to language learning will be motivated but competent of the teachers in using media or tools in Language teaching such as by using technology.

Based on previously explored findings related to the attitude of language learning is varied. Primary attitude concept based on 3 aspects of attitude: cognitive behavior and emotional. The differences of significant attitude are influenced of some factors such as environment, comprehension, needs and teacher competence

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