

Rural school Students' Attitudes Toward EFL Learning(A Survey Study At Seventh Grade Students of SMPN 28 Seluma

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ABSTRACT

The main purpose of this research is to discover and describe seventh-grade students' attitudes toward EFL learning at SMPN 28 Seluma. When a student participates in class, he exhibits certain behaviors. The descriptive-quantitative method was used in this study. This study's population consisted of 41 students in seventh grade. A quota sampling technique was used to collect samples from 41 students. A questionnaire about student responses was used to collect data in this study. A positive questionnaire with 15 items and a negative questionnaire with 15 items comprise the questionnaire. The results of data analysis based on the questionnaire showed an average value of 73.215, meaning that students had a positive attitude towards EFL learning.

Keywords: Students' Attitudes, Rural School, EFL Learning

ABSTRAK

Tujuan utama dari penelitian ini adalah untuk menemukan dan mendeskripsikan sikap siswa kelas VII terhadap pembelajaran EFL di SMPN 28 Seluma. Ketika seorang siswa berpartisipasi di kelas, dia menunjukkan perilaku tertentu. Metode deskriptif-kuantitatif digunakan dalam penelitian ini. Populasi penelitian ini terdiri dari 41 siswa kelas VII. Teknik kuota sampling digunakan untuk mengumpulkan sampel dari 41 siswa. Kuesioner tentang tanggapan siswa digunakan untuk mengumpulkan data dalam penelitian ini. Kuesioner positif dengan 15 item dan kuesioner negatif dengan 15 item terdiri dari kuesioner. Hasil analisis data berdasarkan angket menunjukkan nilai rata-rata 73,215 yang berarti siswa memiliki sikap positif terhadap pembelajaran bahasa Inggris.

Kata Kunci: Sikap Siswa, Sekolah Desa, EFL Learning

INTRODUCTION

Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation. This is supported by Santrock (2008:451) which states that Motivation refers to the process of energizing, directing, and sustaining behavior. This means that students who have high motivation will try to gain new knowledge and skills. Moreover, motivation also plays an important role in the teaching and learning process.

There are many studies that have proven that motivation has a major influence on student learning outcomes, including the research conducted by Dian Rosmawati and Hilva in 2018 entitled the relationship between Students' Motivation and their learning achievements. From this study, the researcher found that this study showed that there was a positive relationship between students' learning motivation and their learning achievement. Based on the Pearson correlation data, the achievement is 0.580 which means the Medium Correlation. This shows that student achievement is influenced by student motivation. Further research was carried out by Elyin tria, Achmad and Alvina in 2021, entitled The Students' Motivation and Academic Achievement at Tertiary Level: A Correlational Study. From the research described above, it can be concluded that motivation can affect student learning outcomes. Thus, the better their learning motivation, the better their English learning achievement.

Motivation of course also has an important role in students' reading comprehension achievements because to read, students need motivation. As stated by Takaloo and Ahmadi (2017), motivation is the most important quality that students must possess because when students are motivated to read, they will feel more at ease and interested in continuing to seek out new readings that will enrich their knowledge. Based on the researcher's experience, when the researcher did an internship in September 2021 in class X IPA SMAN 1 Kota Bengkulu with an English teacher, Ma'am. Sri. When in class, students are less motivated in reading and get bored quickly. Many students ignore the teacher, most of them play handphone and chat while the teacher is teaching. This causes many students to be passive when faced with reading texts and students do not understand what they are reading when the teacher tells them to read a text because their vocabulary is still lacking.

Surbhi (2016) claimed rural area area located in the outskirts were developed at random, depending on availability of natural vegetation and fauna in the area with an environment that feels closer to nature and most of the residents works as farmers Furthermore, the air is clean, enough sunlight, the soil is fresh covered in various types of plants and various animals everywhere.

According to the regulation of the head of the Central Bureau of Statistics No. 37 of 2010 concerning the categorization of urban and rural areas in Indonesia, rural areas are village-level administrative areas that do not meet specific criteria in terms of population size, percentage of agricultural households, and some urban facilities such as formal education facilities, public health facilities, and so on.

According to Hargareaves et al. (2009), rural schools are inferior to urban schools because urban schools have extremely easy access to resources and more teachers to teach and learn. According to J.F Bouman (2008, p.39) Rural is a form of participated life, nearly all of its members know each other, utmost of which include living from husbandry and fisheries, businesses that can be told by laws and the will of nature, families who nearly cleave to tradition. and social rules.

There is no universally accepted international definition of rural areas. What is rural in each country can be defined simply. (rural) or even more complex (with different types of differentiated rural area's main activities, for example farming or tourism). There is no reason to be concerned about neighboring countries having a different list of conditions for domestic use. Rural and urban areas are frequently described as having distinct conditions, including the environment, culture, and lifestyle, particularly education. According to Wang (2006), inviting teachers to teach in impoverished rural areas is challenging; as a result, schools in remote locations are left with aging and inexperienced teachers. One of the issues that arises in rural areas is teacher competence. According to the Asian Development Bank, qualified teachers are still scarce in rural and remote areas of Indonesian schools. From the above definition, we can conclude that a rural area in learning English that research context is a place with a small population in the environment and the most resident make living at as farmers. Teaching and learning English on rural area in which it has some indicators are competence teachers, Learning Media, underdeveloped regions, qualified teachers, Facilities available and Motivational.

Students' Attitudes in Learning English

1. Definition Attitude

According to Aiken (1980, p.303), Attitude is an acquired predisposition to respond positively or negatively to specific objects, situations, institutions, or persons. According to Gardner (1985), Attitude refers to a person's thoughts or attitudes regarding the language being taught. An attitude is often characterized as a predisposition to respond positively (favorably) or adversely (unfavorably) to specific items, people, or situations, according to Morgan in Maya (2015, p.5). Student attitudes are all feelings of joy or discontent, agreement or disagreement,

preferring or disliking the teacher, goals, resources, tasks, and others. "Attitude is learned behavior, and, as a result, may be transformed from negative to positive by actions and experiences that are judged to be relevant by the learner," writes Hancock (1972). The predisposition of students to respond positively or negatively to an object, circumstance, concept, or person determines their attitudes (Fishbein et al. 1, 1975).

According to the definition given above, students' attitudes or perspectives are inclinations to act toward specific objects. As a result of the learning process and practical experience, attitude is a person's appraisal of an object, situation, concept, another person, or oneself, and it communicates likes (positive response) and dislikes (negative response) (negative response).

2. The Concept of Attitudes

Teacher Approval (TA) is concerned with students' perceptions of teachers, their classroom demeanor, and how they educate and Students' acceptance or rejection of the goals to be attained, the material delivered, practices, assignments, and the established regulations are referred to as education acceptance (AE). The lecturer's role as a leader in the teaching and learning process significantly impacts students' attitudes. The learning attitude encompasses how you treat the professor and how you treat the goals you want to attain, the subject matter you're studying, and the tasks you're working on. Students' attitudes are joyful or dissatisfied, agree or disagree, like or dislike these things. Students' perspectives will influence the learning process and outcomes.

3. Components of Attitude

Ling and Braine (2007), (Abidin Dr. et al., 2012), and Hosseini (2013) employed Baker's (1992) and Brown's (1994) attitudes theories to develop attitudes with three aspects: affective, behavioral (readiness for action), and cognitive. Baker (1992) stated that "attitude is considered as a critical component impacting language performance, while achievement in a target language depends not only on academic capacity, but also on the learner's attitudes toward language learning" (p.92). As a result, language learning should be viewed as both a social and psychological, and an academic process. As a result, attitude enriched the language acquisition process, altered the character of students' behavioral, psychological, and social attitudes toward the other language, and defined the desire to study it. In addition, in the early study on attitude, Brown (1994) introduced the three dimensions of philosophy.

The three categories are affective, behavioral/conative, and cognitive. The words "like," "dislike," "with," and "against" all refer to how a person feels or reacts to an attitude object. The learning process, according to Feng and Chen (2009), is an emotional one that affects students' perceptions and attitudes about learning. "I enjoy learning English," for example, is an example of an emotional component (Pickens, 2005, p.44). Following that, behavioral/conative refers to how our attitudes influence how we act or behave. Kara (2009) agreed that positive behavior leads to a positive mindset in this component. "I want to study English and will enroll in an English class," is an example of a behavioral part (Pickens, 2005, p.44). The final component is the cognitive component. This includes statements regarding one's thoughts, ideas, or opinions about the subject of the attitude. "I believe that studying English will assist me in traveling throughout the world," for example (Pickens, 2005, p.44).

4. The Functions of Attitude

- 1) Attitude as a tool or instrument for achieving goals.
- 2) Attitude as an ego defense.
- 3) Attitude as a social expression of value.

5. Some Factors Affecting Students' Attitude

- 1) Individuals experience
- 2) The influence of others who are considered important
- 3) Mass media
- 4) Educational institutions
- 5) Emotional Factor

6. How to Measure Attitude

According to Morgan in Maya (2015, p.7), researchers need a way to measure attitudes and learning in order to describe them. Researchers can also use the self-report method and behavioral measures to assess. According to the explanation above, students' attitude toward learning English in this research context is students' behavior when participating in classroom activities. In this research content can be classified into accepting or rejecting matters related to the lesson, such as the method of teachers, friends, and the learning material itself. As a result,

students must have a good or positive attitude that allows them to accept and understand learning material more easily.

EFL Learning

1. Definition of Language Learning

Language is a communication tool that everyone uses in their daily life to communicate with others and to convey information or arguments. In this case, language is also inextricably linked to culture, as it reflects the nation and is intimately linked to the attitudes and behaviors of the language-speaking community (Sitti Rabiah, 2010:1).

Languages are now considered a "valuable assistance" in education. The MCEETYA (Ministerial Council of Education, Employment, Training, and Youth Affairs) National Statement in Australia emphasizes that language learning may strengthen our kids' education. By studying a language, students gain the ability to speak across cultures, contribute to social cohesion through increased communication and understanding, advance linguistic and cultural resources in our community, and enhance the educational quality of each individual (MCEETYA, 2005).

All of the preceding arguments affect the learners' willingness to acquire language. "During the process of language learning, students should comprehend how they learn," Zhang (2010) said, referring to the metacognitive strategies theory of psychological language learning (p.3). Learners must constantly represent their learning process due to knowing why they are learning a language. In other words, someone who understands a language (for example, English) and has a favorable attitude toward it will engage in positive language behavior, such as speaking English regularly, praising the language, etc. When one has a positive mindset but takes a harmful deed, it presents a question, if not a problem. A gap is a term used to describe the circumstance. A mismatch between pupils' ideas and their conduct causes the gap.

Base on the understanding of language literacy above, it can be concluded that language learning is a process of learning a language by knowing the pretensions and requirements, so that their reason for learning a language will be continuously.

2. The Purpose of Language Learning

García & Wei (2014) Lilian M. Logan (2012) states that language learning has several purposes as follows:

- 1) To building background knowledge
- 2) To be able crosslinguistic transfer and metalinguistic awareness
- 3) To developing understanding
- 4) To be able identity investment and positionality
- 5) To developing and extending new knowledge
- 6) To be able cross-linguistic flexibility, identity investment and positionality
- 7) To critical thinking
- 8) To be able questioning linguistic inequality and upending linguistic hierarchies and social systems.

Based on the description above, it can be concluded EFL Learning in this research context that basically the purpose of language learning is for certain knowledge and needs, one of which is English for learning seen from various aspects. In which it has some indicators are Knowledge or new knowledge, Understanding, Education, Communication and Critical thinking.

RESEARCH METHOD

The researcher looked into students' views toward English language acquisition and usage in this study. According to (Creswell, 2016), the descriptive-quantitative method was used in this study. A quantitative approach is a survey methodology that gives quantitative or empirical data based on a questionnaire to explain patterns, behaviors, or perspectives by evaluating a population sample. The researcher generalizes or extrapolates the study's findings to the overall population..

The data collection procedure for this study consisted of follow:

1. The researcher requested official approval to collect data from a sample class Seventh grade SMPN 28 Seluma.
2. The researcher ask students' readiness as respondents in research.

3. The researcher introduces and explains the research subject to the participants including the research objectives.
4. The researcher distributed questionnaires and gave instruction how to fill out the questionnaire. Respondents have about 15-20minutes to fill out the questionnaire.
5. The researcher collect questionnaire sheets.

RESULTS AND DISCUSSION

Results

1. Students' Attitudes

In this research, the data collection technique was a questionnaire. After getting the data, they did the analysis. Questionnaires were given to all students in the class, with all students answering the questionnaires. There are 30 questions, 15 positive statements and 15 negative statements in this questionnaire about students' attitudes towards English in classroom learning activities. This questionnaire was also created to complete research data on student attitudes towards EFL learning. In this questionnaire, the questions are divided into 3 parts. According Wenden (1991) proposed a broader definition of the concept of attitudes.

The first part is cognitive and is made up of the beliefs and ideas or opinions about the object of the attitude. The second part is affective. To find out, one refers to the feelings and emotions that one has towards an object, likes or dislikes, with or "against." The last part is behavior to find out which component refers to one's consisting of actions or behavioral intentions towards the object. This questionnaire supports and complements the research. This section has been arranged to determine students' attitudes towards learning English in the classroom, whether those attitudes have positive or negative responses.

Table 1. Students' Attitudes Score

Statements	SA	%	A	%	N	%	D	%	SD	%
1	15	36,59%	25	60,98%	0	0,00%	0	0,00%	1	2,44%
2	8	19,51%	11	26,83%	7	17,07%	5	12,20%	10	24,39%
3	4	9,76%	13	31,71%	17	41,46%	6	14,63%	1	2,44%
4	2	4,88%	6	14,63%	24	58,54%	9	21,95%	0	0,00%
5	10	24,39%	19	46,34%	1	2,44%	4	9,76%	7	17,07%
6	7	17,07%	13	31,71%	20	48,78%	0	0,00%	1	2,44%
7	15	36,59%	20	48,78%	4	9,76%	0	0,00%	2	4,88%
8	8	19,51%	13	31,71%	18	43,90%	1	2,44%	1	2,44%
9	5	12,20%	24	58,54%	9	21,95%	1	2,44%	2	4,88%
10	10	24,39%	11	26,83%	10	24,39%	10	24,39%	0	0,00%
11	10	24,39%	24	58,54%	4	9,76%	2	4,88%	1	2,44%
12	8	19,51%	15	36,59%	13	31,71%	2	4,88%	3	7,32%
13	3	7,32%	7	17,07%	24	58,54%	7	17,07%	0	0,00%
14	5	12,20%	9	21,95%	18	43,90%	8	19,51%	1	2,44%
15	3	7,32%	14	34,15%	17	41,46%	7	17,07%	0	0,00%
16	8	19,51%	24	58,54%	4	9,76%	3	7,32%	2	4,88%
17	18	43,90%	14	34,15%	5	12,20%	2	4,88%	2	4,88%
18	7	17,07%	13	31,71%	17	41,46%	1	2,44%	3	7,32%
19	5	12,20%	20	48,78%	15	36,59%	1	2,44%	0	0,00%
20	4	9,76%	19	46,34%	13	31,71%	4	9,76%	1	2,44%
21	12	29,27%	27	65,85%	0	0,00%	2	4,88%	0	0,00%
22	13	31,71%	19	46,34%	5	12,20%	1	2,44%	3	7,32%
23	4	9,76%	28	68,29%	5	12,20%	3	7,32%	1	2,44%
24	10	24,39%	15	36,59%	13	31,71%	3	7,32%	0	0,00%
25	12	29,27%	20	48,78%	3	7,32%	0	0,00%	6	14,63%
26	7	17,07%	20	48,78%	9	21,95%	3	7,32%	2	4,88%
27	12	29,27%	25	60,98%	3	7,32%	0	0,00%	1	2,44%
28	15	36,59%	14	34,15%	10	24,39%	1	2,44%	1	2,44%
29	12	29,27%	26	63,41%	2	4,88%	0	0,00%	1	2,44%
30	5	12,20%	16	39,02%	7	17,07%	11	26,83%	2	4,88%

In learning English, there are many students who agree, but there are also responses that do not agree. to EFL learning. These results are in accordance with this study where students agree more with learning English both in the way the teacher teaches and in discipline and motivation. Based on the answers from Question 1 to Question 30, students have an awareness of using English in learning classroom activities and students are ready to use English. However, it does not match their performance in the real world. Students are still trying to accept and fully understand EFL learning.

2. The Influence Students' Attitudes Toward EFL Learning

Based on the results of the research, it showed that overall the high student attitude variable showed the average score of Sutuju, or positive, because it exceeded the average score of 42.60%. While strongly agreeing, the average score is 20.89%, and the neutral attitude variable of school students shows a neutral attitude with an average score of 24.15%. Meanwhile, for the attitude of students who disagreed with an average score of 4.47% and strongly disagreed with an average score of 7.89%. In addition, the results showed that all students gave positive responses to the way the teacher taught, disciplined, and motivated. Meanwhile, there are still students who do not agree or give negative responses. From the findings, the average score for items related to students' attitudes towards language learning is at a satisfactory level. This situation explains why students' attitudes are very positive and they seem to be able to balance learning English with other subjects.

3. The Implication students Attitudes Toward EFL Learning

It was observed that the questions were divided into 3 categories to measure students' attitudes towards EFL learning. Efforts will be made to provide information about the possible implications of students' attitudes towards learning English in the classroom. In the first part of questions numbers 1 to 10, cognitive questions are assigned to measure students' attitudes, beliefs, and ideas or opinions about attitude objects. From the data analysis, it can be seen that the attitude is very positive. It shows the opinion of students learning and teaching English to learners. While the second part of the questions numbers 11 to 12 set Affective to Know One refers to the feelings and emotions that a person has towards an object, likes or dislikes, with or "against." This is a very positive factor in teaching English classes. And the last part of the question numbers 21 to 30 sets out the behavior component, knowing that it refers to the actions or behavioral intentions of a person towards objects.

The questions were asked to find out about students' behavior towards learning English. Most of the respondents who answered positively marked the way of teaching in the classroom as a source of beliefs, feelings, and behaviors. Many of them mark the teacher's teaching method, discipline, and motivation. So, it is not surprising that students' attitudes will be eager to learn English as a whole, i.e., without emphasizing on certain skills. Because the respondents are all junior high school students who still need education from educational institutions, there is the possibility of understanding and information about learning English. A large-scale survey is needed to cover all segments and make any comments regarding the preferences of students' attitudes towards EFL learning.

DISCUSSION

The research findings discussed in the previous section have important implications for the results of the data analysis. It aims to describe how students' attitudes towards EFL learning are affected. It aims to describe students' attitudes towards EFL learning. (Akbari, 2015) investigated the attitudes of Iranian EFL learners toward English language learning and this target language community in their study. The findings revealed that their attitudes toward the English-speaking community were extremely positive.. In the results section, researchers present and analyze data about students' tendencies to have language attitudes through a questionnaire from the point of view of class VII students of SMPN 28 Seluma, because of 41 students, 25 (60.98%) answered strongly agreed and agreed. The results of the data analysis show a mean score of 73,512. This means that students have a positive attitude towards eFL learning. After conducting this research, students' responses to EFL Learning had negative, positive or neutral responses. Refers to the results of the analysis of data collected using a list of questions. There are 30 statement items, including positive statements consisting of 15 items and negative statements consisting of 15 statements, with three different aspects of the characteristics of students' language attitudes based on Gardner. The first is the cognitive aspect, or based on the beliefs and knowledge of students in the learning process, and how they accept and understand the learning process.

The second is affective or emotional feelings that can be shown, for example, through likes, dislikes, fear, anger, or happiness towards the language itself. And the last is the behavioral aspect, which refers to the attitude shown by people who behave and react in certain situations or based on people's reactions to these situations. The positive statements in the questionnaire included things like the teacher's method of teaching English. For example, in the method of teaching teachers, it is easier to understand English subject matter when the teacher explains in front of the class. Many of these questions were answered with positive responses, so the student's attitude towards the statement was positive. While the negative statement was an example of student motivation, such as learning English just to pass an exam, many students answered positively, so students' attitudes towards negative statements were many. I strongly agree and agree with the negative feedback. Some negative statements are the opposite of positive statements, adjusted for three indicators in the teaching process, namely the teacher's method, motivation, and discipline. Students have different responses to positive and negative statements.

However, in positive statements, more students answered strongly agree or agree. Likewise, negative statements have more students answering "agree. . I strongly agree and agree with the negative feedback. Some negative statements are the opposite of positive statements, adjusted for three indicators in the teaching process, namely the teacher's method, motivation, and discipline. Students have different responses to positive and negative state-

ments. However, in positive statements, more students answered strongly agree or agree. Likewise, negative statements have more students answering "agree." This research proves that students are interested, appreciate, and enjoy learning English".

This finding contradicts the findings of Abidin et al. (2012), who investigated behavioral, cognitive, and emotional attitudes toward learning English in middle school students. They discovered that their participants had negative attitudes toward learning English in all three aspects of behavior: cognitive, emotional, and behavioral. The findings of this study corroborate the findings of the previous work agreement. Al-Mamun et al. (2012), for example, included in their research that respondents with a positive attitude toward English report that they like English and those who speak English. They contend that those who speak English make a good first impression. These are the findings and discussion of students' attitudes toward English language learning for SMPN 28 Seluma Class 1 students. Although some students appear to have negative attitudes, others are neutral, the majority of students have positive attitudes. This is evident from the average score of students' attitudes (73.215). If it is greater than 70, it indicates that the student population is positive..

CONCLUSION

Based on the previous chapter's findings and discussion, the researcher concludes that the 7th grade students at SMPN 28 Seluma have a positive attitude toward learning and using English. This study's findings are based on an examination of students' language attitudes in three dimensions: cognitive, affective, and behavioral. According to data analysis, the total overall positive attitude of students was 4521, with a total average score of 73,512. In short, the concept of attitude is considered an important component in language learning. As a result, a positive attitude should be the umbrella of the language being studied. EFL teachers must respect and think about students' feelings, beliefs, and behaviors before their cognitive abilities. The English curriculum and classroom activities should involve affective goals according to students' needs and their individual differences to build positive attitudes towards English. It is so important to study the personalities of students. Cognitive performance can be achieved if the EFL learner has a positive attitude and enjoys acquiring 64 target languages. As a result, affective perspectives, particularly attitudes, must be taken into account in language research. Using a foreign language in modern times, especially for the younger generation, is very important because mastering a foreign language such as English may be the main bridge to achieving their dreams. Being proficient in English or other foreign languages, however, should not cause us to overlook Indonesian as our national or regional language. Being proficient in English or other foreign languages, however, should not cause us to overlook Indonesian as our national or regional language.

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